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Наведено результати педагогічних досліджень науково-педагогічних працівників, викладачів, науковців, аспірантів, які працюють над проблемами розвитку сучасної освіти та науково-педагогічної думки в теоретичному, історичному і практичному аспектах.

Для науково-педагогічних працівників, викладачів, науковців, аспірантів і студентів.

The journal represents results of researches in education and pedagogy conducted by scientific-pedagogical staff, teachers, researchers and postgraduate students who work on the problems of development of modern education and scientific-pedagogical thought in theoretical, historical and practical aspects.

This issue is for scientific-pedagogical staff, teachers, researchers, postgraduates and students.

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EMOTIONAL COMPETENCE OF A TEACHER OF A HIGHER EDUCATION INSTITUTION UNDER MARTIAL LAW

B a c k g r o u n d . *The article deals with the issues of developing and maintaining the emotional competence of a higher education institution teacher under martial law. A list of problems in the field of higher education that arose during the period of martial law is provided, and legislative documents on support of higher education institutions in wartime are described.*

It is noted that before a teacher can provide psychological assistance to one of his/her students, he/she must first learn to help himself/herself.

The article focuses on the conditions of martial law in Ukraine from 2022 to the present, and accordingly, higher education is facing realities in which each teacher must be competent not only in their field but also in providing various types of assistance to students, including first aid and psychological support. Under martial law, teachers must also become emotionally competent, which is what we will discuss in this article.

In the activities of a modern teacher and psychologist, the professionally significant integral quality is "emotional competence", which helps them to carry out effective interpersonal interaction, communication, personal development and health maintenance. This will help both the teacher and his/her professional activity.

To outline the requirements for teachers and their necessary skills in the provision of educational services in face-to-face, distance and blended learning formats. To analyse the latest research on the problem of teacher's emotional competence under martial law. To substantiate the need for teachers to have this competence in accordance with the current conditions, in particular, with the continuation of the pandemic and the full-scale invasion of the Russian Federation into the territory of Ukraine.

A comprehensive analysis of the emotional competence of a teacher of a higher education institution under martial law.

R e s u l t s . *The article describes the structural components of the emotional competence of a teacher of a higher education institution under martial law. They include motivational, cognitive, activity and personal components.*

C o n c l u s i o n s . *Each component of the emotional competence of a teacher of a higher education institution is revealed in the conditions of martial law.*

K e y w o r d s : *emotional competence, emotional intellect, the pedagogue of higher educational institution, pedagogical activity in conditions of martial law.*

Background

An analysis of the experience of educational systems in many countries shows that one of the ways to update the content of education is to align it with the needs of integration into the global educational space. The concepts of competence and competence are the central categories of the competence-based approach in education, which are being developed and considered in a variety of ways in pedagogical science.

Literature review. Among the many concepts that characterise the processes and effectiveness of recognising and identifying patterns of expression of emotions, emotional states and feelings of a person in interpersonal communication, emotional competence is distinguished (Voitsikh, 2013). It is also attributed to those personality qualities that improve this recognition, thereby influencing the effectiveness of interpersonal interaction and further communication.

Various global crises of the XXIst century, such as the coronavirus pandemic and Russia's full-scale invasion of Ukraine, have shaken our mental health. Many people have lost their social and communication skills, and openly talking about their feelings in live meetings seems like something long forgotten. Background anxiety affects all the processes in the body that we often ignore, that there are external things that need to be done to bring victory closer.

Before a teacher can provide psychological help to one of the students, he or she must first help himself or herself. After all, having learnt to help themselves, they will be able to help others. Being aware of what is happening to us gives

us control and the ability to act more effectively. And having the knowledge and ability to self-regulate, it is possible to support another person. It will be easier for psychologists and teachers to work with millions of Ukrainians, some of whom will develop emotional competence skills.

Analysis of recent research and publications. Unfortunately, the problem of studying the emotional competence of a teacher of a higher education institution under martial law has been studied by few people over the past year. On the Internet, you can find the topic of trainings at advanced training courses, webinars on this topic. You can also find pedagogical readings in the educational field under the general theme: "Problems of emotional recovery of participants in the educational process under martial law". For example, Doctor of Philosophy M. Skladanovska proposes to consider in her presentation "psychological problems of students and teachers under martial law".

Scientific articles and advice from psychologists address the components of emotional competence, such as: recognising one's own emotions during martial law, recognising the emotions of others during martial law, controlling the emotions of others during martial law, and controlling emotions during martial law. This information was also disseminated by the Ministry of Education and Science of Ukraine.

In Ukrainian science, "emotional competence" is studied by O. Lioshenko (Lioshenko, 2013), I. Matiykiv (Matiykiv, 2012), V. Fedorchuk, O. Lazurenko, M. Shpak (Voitsikh, 2015), etc. In the foreign space, the problem of "emotional competence" is addressed by such researchers as

K. Saarni, M. Reynolds, R. Buck, D. Goleman, O. Yakovleva (Voitsikh, 2015), etc. In the modern European space, there are also relevant articles on Grabowska A. (2023) and J. Gray (Gray, 2017).

Presentation of the main research material. War is stressful for all age groups, including teachers and students. The feeling of danger, anxiety, disruption of the usual state of affairs, constant changes and movements – all this causes discomfort and changes in the usual everyday life that existed before the war. If there is someone nearby, someone who can provide psychological or emotional support, this is the main thing that everyone needs today. Teachers of the higher education institution are adapting to the requirements of today – they work in full-time and remote mode, in a modular environment, sometimes without electricity and the Internet. During air raids, they act quickly on instructions, accompany students to the shelter and spend time with them there. After the drill is over, they set themselves and the students up again and continue with the classroom. All of this requires a highly organised teacher, stress resistance, the ability to make quick decisions, the ability to provide psychological and emotional assistance to students in different conditions, self-help training, and the availability of updated emotional competence of Higher education teachers.

Active hostilities throughout Ukraine, which have been ongoing since 24 February 2022 as a result of the aggression of the Russian Federation, have created a number of problems in the field of higher education, one of which is ensuring the stability and continuity of the educational process. It has been established that the peculiarity of the state of the territory in relation to the course of hostilities has begun to play a key role for both those who teach (higher education institution) and those who learn, and in this regard, for the subjects of the educational process, we propose to distinguish

1) the government-controlled territory of Ukraine;
2) temporarily occupied territory of Ukraine;
3) the zone of active hostilities;
4) the territory of other countries.

For each of these positions, ensuring the stability of the uninterrupted educational process in the field of higher education in the conditions of war has its own peculiarities. Thus, in the government-controlled territory of Ukraine, it is recommended to conduct the educational process in the following forms: full-time, mixed or distance learning. The choice of the form of education is directly related to the ability to ensure the safety of the subjects of the educational process. Therefore, distance learning is becoming the dominant form of education. Despite all the advantages of distance learning, it is not able to fully ensure the stability and continuity of education in times of war. The main risks at the time of classes are: lack of access to the Internet; lack of electricity; air raids and the need to move to a shelter; lack of access to a computer; urgent evacuation in case of active hostilities, etc.

In the case of the temporarily occupied territory of Ukraine and the areas of active hostilities, it should be noted that many higher education institutions have already changed their location and moved to the territory controlled by Ukraine in order to ensure stability and continuity of the educational process. In particular, Donetsk University of Internal Affairs moved to Kropyvnytskyi from Mariupol and Donetsk Medical University from Kramatorsk. The Kharkiv National University of Internal Affairs moved to Kamianets-Podilskyi in Khmelnytskyi region, and the Kherson National Technical University moved to Khmelnytskyi.

Another feature of education is that, as a result of the hostilities, more than 20,000 school leavers are currently completing their studies at Ukrainian educational institutions remotely, temporarily living abroad in 23 EU countries. At the same time, they plan not only to complete their studies, but also expressed a desire to take entrance exams to Ukrainian higher education institutions remotely.

Thus, certain problems arise that need to be addressed immediately. This situation has forced the Cabinet of Ministers of Ukraine, educational managers, and civil society to look for prompt solutions on how to organise the educational process for students in their places of residence and evacuation, when to end the academic year, how to assess students and issue them with educational documents, how to ensure remuneration for employees of educational institutions, how to provide psychological support, etc. Unquestioningly help both the university's academic staff and the students themselves. Every teacher should be competent not only in his or her own field, but also in providing various types of assistance to students, including first aid and psychological support. Under martial law, a teacher must also become emotionally competent, which is what we will discuss in this article.

In the activity of a modern teacher and psychologist, the professionally significant integral quality is "emotional competence", which helps him/her to carry out effective interpersonal interaction, communication, personal development and health. This will help both the teacher and his/her professional activity.

The concept of "emotional competence" came into scientific use in the 90s of the twentieth century in studies of those areas that concerned communication between people. Scientists consider the concept of "emotional competence" in close connection with the concept of "emotional intelligence". American psychologists P. Selloway and J. Meyer, who began using this concept in the early 1990s, believe that emotional intelligence contains four components, namely: identification of emotions, enhancing thinking through emotions, understanding emotions and managing emotions (Voitsikh, 2015). Subsequently, R. Bar-On proposed a mixed model of emotional intelligence, where "emotional intelligence" is interpreted as a set of mental and personal qualities that includes five components: self-knowledge, interpersonal skills, adaptive abilities, stress management, and dominance of a positive mood.

D. Goleman, a representative of the mixed model of emotional intelligence, believes that emotional competence has two components: personal and social. In the personal component, D. Goleman distinguishes

• self-understanding, which implies knowledge of one's own states, preferences, resources and intuition, as well as emotional understanding – understanding of one's emotions and their consequences, adequate self-esteem (knowledge of one's own strengths and capabilities) and self-confidence – correct assessment of one's own abilities;

• self-regulation, i.e. the ability to manage one's internal states, impulses, resources, exercise self-control (control over destructive emotions and impulses), be reliable (committed to the norms of honour and honesty), conscientious (responsible for one's actions), adaptable (flexible when changes are needed), open to new things (ready to work with new information and new approaches);

• motivation, in particular, emotional tendencies that drive or facilitate the achievement of goals; it can be an achievement motive (desire to improve or to be better), commitment (dedication to the goals of the group or

organisation), initiative (willingness to use all opportunities), optimism (persistence in achieving a goal despite obstacles and setbacks) (Voitsikh, 2013).

In the social component, the researcher identifies:

• empathy – sensitivity to the feelings, needs and concerns of others, including understanding others (receptivity to the feelings and views of others, active interest in their concerns), promoting their development (receptivity to the developmental needs of others and support for their abilities), service orientation (understanding and meeting the needs of others), using diversity (providing favourable opportunities for different people), political sensitivity (understanding of power relations and emotional preferences in the group);

• social skills – the ability to elicit desired responses from others, including persuasion (mastery of effective persuasive tactics), communication (open listening and convincing feedback), conflict resolution (disagreement), leadership (managing individuals and groups), initiating or managing change, collaboration (working together for a common goal), teamwork (ensuring group interaction to achieve a common goal) (Voitsikh, 2015).

Let us turn to the basic concepts of our research. Thus, the concept of competence comes from the Latin competencia and means a range of issues in which a person is well versed, has knowledge and experience. A person's possession of the relevant competence is denoted by the term "competence". If competence is a predefined norm of educational training, then competence is a personality quality that is necessary for high-quality productive activity in a particular field.

The main feature of competence as a pedagogical phenomenon is that competence is not specific subject skills, abstract general thinking or logical operations (although, of course, it is based on the latter), but specific life skills necessary for a person of any profession, of any age (Voitsikh, 2013).

In the explanatory dictionary of information and pedagogical technologies, the concept of "competence" is defined as follows: "it is a level of education characterised by the ability to perform in various spheres of life on the basis of theoretical knowledge" (Krupskyi, & Mykhailevych, 2010). In the latest psychological dictionary, the concept of "competence" (Latin competents – appropriate, capable) is interpreted as a psychosocial quality that means strength and confidence that comes from a sense of self-success and usefulness, which gives a person an awareness of his/her ability to interact effectively with others.

I. Matiikiv in the context of the studied issue "emotional competence of a specialist in the field of «person-to-person»" notes that it consists in his/her conscious readiness to implement emotional competences necessary for the effective implementation of professional activities and solving social problems. Based on the theoretical analysis and the results of an experimental study, the author developed a list of intrapersonal and interpersonal emotional competences of a specialist in the "person-to-person" professions (Matiikiv, 2012).

Experienced staff development coach M. Reynolds considers emotional competence as an indicator of optimal organisational management, which in general has a positive impact on organisational culture (Voitsikh, 2013). In her opinion, "one of the main reasons why people strive to become emotionally competent is to be able to achieve the desired results in communicating with other people. In order to become emotionally competent, the author suggests practicing techniques that will help you live in the present,

identify your emotions, determine the source of emotions, and be able to choose the most appropriate type of response.

K. Saarni introduces the concept of "emotional competence" in the context of developmental psychology, which is seen as a unity of three aspects: "I"-identity, character and developmental history. The set of abilities or skills, according to K. Saarni, includes the following:

• wareness of one's own emotional states;

• the ability to discern the emotions of others;

• the ability to use emotions and forms of expression accepted in a given culture (or subculture), and at more mature stages to learn cultural scripts and link emotions to social roles;

• the ability to sympathetically and empathically engage in the experiences of others;

• the ability to recognise that the internal emotional state does not necessarily correspond to the external expression of the individual and others, and in more mature stages, the ability to understand how the expression of one's own emotions affects others and to take this into account in one's own behaviour;

• the ability to cope with their negative experiences using self-regulation strategies that minimise the intensity or duration of such experiences (relieve the "severity of the experience");

• awareness that the structure or nature of relationships is largely determined by the way emotions are expressed in relationships: immediacy, authenticity of expression, emotional reciprocity or symmetry in relationships;

• the ability to be emotionally adequate, i.e. to understand one's own emotions, however unique or culturally determined they may be, and to be consistent with one's own perceptions of one's own emotional balance.

Given the specifics of a psychologist's work, we are close to the view of I. Andreeva, who defines emotional competence as: "a set of knowledge, skills and abilities that allow making adequate decisions and acting on the basis of the results of intellectual processing of external and internal emotional information". Such an interpretation is quite thorough to ensure effective interpersonal interaction of a psychologist, because the emotional competence of a future psychologist involves the formation of such a set of knowledge, skills and abilities (Voitsikh, 2013).

In turn, V. Zarytska and V. Borysenko have their own opinion and believe that "emotional competence" is the ability of a person to use emotional intelligence (emotional abilities) in life in general and professional activity in particular. The researchers note that an emotionally competent person is able to express feelings clearly and directly, explain non-verbal signals; is not afraid to express uncertainty or fears; is able to control emotions, excitement, recognise hidden emotions of others; is careful and tactful in expressing emotions; balances feelings with reason; is independent and confident in what and how he or she says or acts; is optimistic (Zarytska, & Borysenko, 2016).

In her dissertation, the researcher O. Lioshenko characterised the psychological factors of emotional competence of a personality and revealed their features depending on the level of personal self-actualisation. She believes that it is through the specifics of the combination of factors and features of self-actualisation that it is possible to study the profiles of emotional competence of individuals with different levels of self-actualisation and determine the typology of emotional competence (Lioshenko, 2013).

Based on the established theories of the concept of competence and the idea of its structure, which is determined by the essence of the concept of "emotional

competence", we distinguish motivational, cognitive, activity and personal components in the structure of this personal property. We present their characteristics in accordance with the current requirements for a teacher of a higher education institution under martial law.

The basis of the motivational component of emotional competence is the motivational and goal substructure of the personality, which implies a formed positive motivation for professional activity, for the provision of educational services, acceptance of oneself and others. It is equally important to support the motivational potential of teachers of higher education institutions under martial law, because by working on their own motivation, teachers help students to study motivatedly in such conditions. It is necessary to hold educational hours and consultations to support the spirit of Ukrainians, including students, and their desire to study in such a difficult time for everyone.

For the proper professional realisation of a psychologist, I. Hrytsiuk notes that several motives of professional activity are important, in particular:

• motives for their own work;
• motives of social significance of work;
• motives of self-affirmation in work;
• motives of professional skills (Hrytsiuk, 2009).

The cognitive component of the emotional competence of a teacher of a higher education institution includes knowledge about the emotional competence of a teacher and its manifestations in professional activity, awareness of the peculiarities of identifying the emotions of other people, knowledge about emotions and their manifestations in oneself and students, about feelings and their causes, about the peculiarities of non-verbal communication, etc. Nowadays, more than ever, teachers often encounter new manifestations of their own emotional state and the state of students. Unusual types of reactions appear during learning, in particular during air raids, worrying about loved ones, during distance and blended learning, etc. This component plays an important role in the use of knowledge, skills and abilities to act appropriately in the process of interpersonal interaction.

Knowledge of psychological protection mechanisms, means of self-regulation and self-help, etc. is also important (Panok, 1999), as well as other legislative and regulatory acts (Voitsikh, 2013; Panok, 1999) and documents on education and upbringing of children and youth under martial law.

The leading place in the cognitive component of emotional competence is occupied by the desire and ability of a higher education teacher to acquire new knowledge independently and work individually, to develop themselves in accordance with the new requirements of the time.

Teachers who aim to improve their work and successful interaction with students should constantly update their knowledge of "emotional competence", its manifestations in professional activities, study methods, forms, technologies of managing their emotions and the emotions of others and, on this basis, build interaction with people and the world around them.

An equally important component of the cognitive component of teachers' emotional competence is emotional intelligence. Teachers with a high level of emotional intelligence are well aware of and distinguish between their own emotions and the feelings of other people, and can effectively manage their own emotional sphere and the emotional sphere of others. In society and at work, their behaviour is more adaptive, and they achieve their goals more easily in interaction with other people.

In turn, the activity component of emotional competence is a set of skills, abilities to act on the basis of intellectual processing of internal and external information in interpersonal relationships, which are actualised in the process of practical activity of the teacher and making final decisions.

Results

Thus, we refer to the activity component in wartime conditions:

• the ability to recognise that the structure and nature of relationships is largely determined by the way emotions are expressed in those relationships;
• the ability to manage their emotions during their work, in particular with students;
• ability to adequately express emotions in pedagogical activities;
• the ability to overcome their negative experiences using self-regulation strategies;
• possession and application of the necessary knowledge about the age, physiological, gender, social, cultural, religious, national characteristics of students, the ability to take into account the manifestations of their emotions and levels of experience;
• mastery of psychological defence skills;
• ability to resist emotional attack;
• ability to adequately perceive stressful and emotionally difficult situations;
• ability to recognise students' emotions (at the verbal and non-verbal level);
• ability to channel students' emotions in a constructive way;
• to the extent possible, the ability to help students recognise and manage their own emotions and feelings, or to recommend seeking psychological help;
• the ability to help students learn to master self-regulation, use the necessary mechanisms of psychological protection, and contribute to the improvement of emotional competence.

The formation of the activity component of the emotional competence of higher education teachers contributes to their mobility in the process of performing professional functions due to a set of skills and abilities to act on the basis of the results of intellectual processing of external and internal emotional information.

The personal component is particularly important in the structure of emotional competence. It is the core of emotional competence and covers a set of psychological and professionally important qualities of a higher education teacher that affect the effectiveness of performing professional tasks. In this context, the personal maturity of a higher education teacher is particularly important, as it is part of the model of his/her professionally significant qualities.

Discussion and conclusions

Thus, the actualised emotional competence of a teacher of a higher education institution can serve as an indicator of his/her mental health, manifestation of the ability to provide emotional support to other participants in the pedagogical process and students in martial law. To develop and maintain it, it is necessary to constantly improve, study Ukrainian and foreign experience of supporting Ukrainians at all levels of social relations.

This study does not exhaust all aspects of the problem. Further attention needs to be paid to the study of professionally significant characteristics of teachers' emotional competence in the fields of knowledge, the study of teachers' personal emotional readiness to provide psychological assistance to students, as well as the peculiarities of developing the necessary skills and abilities – components of teachers' emotional competence in the system of in-service training.

Authors' contribution: Inna Voitsikh – conceptualization, ideas, formulation of research goals and objectives, writing (revision and editing), making significant changes and additions to the article; Olha Polevyk – writing (original draft), writing the initial version (draft) of the article.

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ЕМОЦІЙНА КОМПЕТЕНТНІСТЬ ВИКЛАДАЧА ЗАКЛАДУ ВИЩОЇ ОСВІТИ В УМОВАХ ВОЄННОГО СТАНУ

В с т у п . Розглядаються питання розвитку та підтримки емоційної компетентності викладача закладу вищої освіти в умовах воєнного стану. Подано перелік проблем у сфері вищої освіти, що виникли в період воєнного стану, описано законодавчі документи щодо підтримки закладів вищої освіти в період воєнного часу.

Зазначається, що перш ніж викладач зможе надати психологічну допомогу одному зі своїх студентів, він повинен навчитися допомагати собі сам.

Акцентовано увагу на умовах воєнного стану, у якому перебуває Україна з 2022 р. дотепер, відповідно вища освіта стикається з реаліями, у яких кожен викладач має бути компетентним не лише у своїй сфері, а й у наданні різних видів допомоги студентам, зокрема першої медичної допомоги та психологічної підтримки. В умовах воєнного стану педагог має стати ще й емоційно компетентним.

У діяльності сучасного педагога та психолога професійно значущою інтегральною якістю є "емоційна компетентність", яка допомагає йому здійснювати ефективну міжособистісну взаємодію, спілкування, особистісний розвиток і збереження здоров'я. Це допоможе як самому педагогу, так і його професійній діяльності.

Окреслено вимоги до викладачів і їхні необхідні навички в наданні освітніх послуг в очній, дистанційній і змішаній формах навчання. Проаналізовано новітні дослідження проблеми емоційної компетентності вчителя в умовах воєнного стану. Обґрунтовано необхідність володіння педагогами цією компетенцією відповідно до сучасних умов, зокрема, продовження пандемії та повномасштабного вторгнення Російської Федерації на територію України.

Р е з у л ь т а т и . Описано структурні компоненти емоційної компетентності викладача закладу вищої освіти в умовах воєнного стану. Вони включають мотиваційний, когнітивний, діяльнісний і особистісний компоненти.

В и с н о в к и . Кожна складова емоційної компетентності викладача закладу вищої освіти виявляється в умовах воєнного стану.

К л ю ч о в і с л о в а : емоційна компетентність, емоційний інтелект, викладач закладу вищої освіти, педагогічна діяльність в умовах воєнного стану.

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THEORETICAL FOUNDATION OF THE TEACHER'S CREATIVITY MODEL AT A HIGHER EDUCATION INSTITUTION

B a c k g r o u n d . This article is dedicated to the problems of pedagogical creativity of a lecturer as a part of his professional activity. We have examined the concept of pedagogical creativity, analyzed levels of pedagogical creativity and the conditions of professional formation of a teacher.

The features of pedagogical creativity are outlined, in particular, innovation, originality, non-standardisation of the process and result of pedagogical activity, going beyond the generally known in pedagogical science and practice. An important prerequisite for the development of a future teacher's creative personality is the personal and professional influence of university teachers. It is important for teachers to use interactive pedagogical technologies that synthesise the achievements of pedagogical science and practice. In particular: activity-oriented (project technologies), personality-oriented (dialogue, training), cognitive-oriented, etc. Pedagogical creativity is an original and highly effective approach of a teacher to solving educational tasks that enriches the theory and practice of teaching and education. It is always a search and discovery of new things. Pedagogical creativity is the creation of advanced pedagogical experience, an innovation that significantly changes views on pedagogical phenomena and is associated with the teacher's creative achievements, high level of skill, and pedagogical art.

The high level of creative competence of the higher education teacher is an integral, basic component of the education of the modern specialist, the basis of his successful professional activity and, as a result, the high quality of the educational process and innovative activity.

The purpose of the article is to consider the essence of "pedagogical creativity" and to define the role of pedagogical creativity in the process of professional training of future teachers.

R e s u l t s . Creativity is a form of development; only creative personalities are capable of delivering innovative learning. It is the teacher's competence to have creative competence that is the key to successful professional self-realization.

C o n c l u s i o n s The analysis of the professional tasks of the teacher, as well as the requirements imposed on him by the society, shows that the facilitative competence is included in the structure of the professional competence of the teacher and allows to solve the key professional problems.

K e y w o r d s : pedagogical creativity, lecturer, creative competence, professional competence.

Background

Modern Ukrainian society needs professionals, creative people, bright individuals able to set up goals and tasks, propose non-typical innovative solutions. That's why a conceptual reorientation takes place at the present stage of higher education reformation. In other words, at the foreground there comes task to form and develop the individuality of a teacher who has creative personality, deep scientific and theoretical knowledge and research experience since the development of creative personality of a student as a future professional depends on the teacher and his professionalism. There are different opinions on training teachers for pedagogical creativity in psychological and pedagogical literature and practice at higher education institutions.

Literature review. Pedagogical creativity has been the focus of attention of many scientists. The problems of teacher's creative activity in Ukraine are currently being investigated by I. A. Zyazyun, O. M. Pehota, M. I. Smetanskyi, S. O. Sysoeva, N. V. Kichuk, V. I. Zagvyazynskyi and others.

In scientific literature, we can notice that a teacher's pedagogical skills directly correlates with his pedagogical creativity. Therefore, I. Bekh defines the indicators of pedagogical creativity as: personal qualities of a teacher, awareness of the teacher's role in child's education, continuous improvement of general and professional culture, teacher's pedagogical research and knowledge of its methods, development of his own professional experience, effectiveness of the educational process, active pedagogical activity aimed at improvement of student and teacher's personality (Bekh, 2008).

In the research of S. Sysoeva, creative pedagogical activity is manifested in five types of creative activity of the teacher during the lesson: motivational (facilitates students' understanding of the learning process importance for personal development), goal-oriented (set student's goals and the results that should be reached, focus their attention on the content and meaning of creative activity), individual-differentiated (develops and stimulates various possibilities of students), organizational (activates the collective creative activity of students, ensures the establishment of group forms of creative educational activity), monitoring and evaluation (Sysoyeva, 2006).

The defining features of pedagogical creativity are innovation, originality, non-standard process and result of pedagogical activity, going beyond the well-known in pedagogical science and practice. An important precondition for the development of the creative personality of the future teacher is the personal and professional influence of university teachers. It is important for teachers to use interactive pedagogical technologies – those that synthesize the achievements of pedagogical science and practice. Particularly: activity-oriented (project technologies), personality-oriented (dialogical, training), cognitively-oriented, etc. Pedagogical creativity is an original and highly effective approach of the teacher to the educational tasks, enriching the theory and practice of teaching and upbringing. It is always a search and finding of a new one. Pedagogical creativity – is the creation of advanced pedagogical experience, an innovation that significantly changes the views on pedagogical phenomena and is associated with teacher's creative achievements, advanced levels of skills, teacher art.

Analysis of scientific literature on pedagogical creativity of a future teacher and scientific approaches to classification of pedagogical creativity levels. The research element is and will always remain an important element of a teacher pedagogical activity, because research activity is a type of creativity. In the recent years the concept of "creativity" has been the subject of analysis of many sciences.

Based on different definitions of creative activity including the ones mentioned above, we can argue that "creativity" is considered as an activity that generates something qualitatively new and has characteristics of novelty, progressiveness, solution of contradictions and problems.

Creativity is a type of human activity directed on solving conflicts (solving of creative problem), and this activity requires objective conditions (knowledge, skills, creativity), and its result has novelty and originality, personal and social significance as well as progressiveness. There are some characteristics of creativity that reveal not as isolated but integrated, in their integral unity: a) the presence of contradictions in a problematic situation or in a creative task; b) social and personal significance and progressiveness that contributes into the development of society as well as individual; c) the presence of objective (social, material) prerequisites and conditions for creativity; d) knowledge, skills, especially positive motivation, creative abilities of an individual) prerequisites for creativity; e) novelty and originality of the process or result (Sysoyeva, 2006). The decisive role in understanding of creativity plays creative thinking and creative activity of a future teacher.

Mental activity that combines logical thinking and imagination is crucial in creativity. Creativity is an important form of a human practice, activation of a person's potential in the process of personal changes and creativity potential is expressed in various types of human activity: cognitive, ideological, labor, communicative and emotional. In different types of human activity is preserved its creative nature: search and transforming orientation (Mil'to, 2020). Creativity being an essential condition of educational process and the objective professional necessity in a teacher's activity, the researchers introduce the concept of pedagogical creativity.

Scientists identify it with the pedagogics of creativity. The Pedagogics of creativity is the science dealing with pedagogical system of two interrelated human activities: pedagogical education and self-education in various types of creative activity and communication for the purpose of comprehensive and harmonious development of creative skills of individuals as well as creative teams. Pedagogical creativity is seen as an active process of teacher's work that is aimed at finding the most efficient ways of educational work, effective solution of pedagogical problems. This is the state of pedagogical activity, when a teacher is not blind in his choice, but checks many times, investigates and designs, creates own experience being supported by already obtained scientific and practical results. We define pedagogical creativity of a teacher as a personality-oriented developmental cooperation of subjects of educational process caused by specifics of psycho-pedagogical relationship between them and directed on forming creative personality of a student and increasing the level of creative pedagogical activities of a teacher (Revchuk, 2005). Thereby, we believe that activity of a teacher is investigative because the organization of creative practice of a teacher and getting education is always organically related to studying, scientific analyzing and implementation of pedagogical experience. A teacher, who works, creatively relies on the achievements of pedagogics, enriches the pedagogical theory, reveals regularities of pedagogical process, defines the ways of its improvement, and predicts the result of his/her activity. Pedagogical creativity can be represented as a two-level structure divided into pedagogical inventions and pedagogical research. Pedagogical research takes place in selection and composition of the content of information in educational and cognitive activity as well as due to new forms of education and training, and different ways of solving pedagogical problems (Shvarp, 2014). Pedagogical discovery can occur spontaneously, based on teacher's awareness of inconsistencies between set up goals and means, forms, methods that are currently available. Unlike pedagogical discovery, pedagogical research is a deliberate and task-oriented search of how to improve the educational process through the use of scientific apparatus that helps to make the search more successful. The content of pedagogical studies is to measure different aspects of educational process, check its efficiency using criteria and parameters according to the definition of the purpose of the educational institution activity that is being investigated. The nature of pedagogical creativity is a pedagogical activity as a process directed on solving innumerable amount of pedagogical problems that are subordinated to a final aim of formation of an individual creative personality, their philosophy, beliefs, mentality and behavior, and in a professional educational institution – the basics of professional skills, readiness for creative work at the workplace. Creative approach to pedagogical activity should be taught to students while they are still at educational institution, preparing them to standard situations that can be resolved using principles and rules that are already approved by science and practice, and to non-standard situations where unusual approach is necessary to solve complex problems at absolutely new level when lecturer acts as a researcher and creator. Thus, the importance of investigative approach to educational activities is emphasized. In psychological and pedagogical research there are different ways to solve the problem how to classify levels of teacher's pedagogical creativity creativity (Yalans'ka, 2014).

Scientists distinguish four levels of creative pedagogical activities of teachers: level 1 – reproductive; level 2 – rationalizing; level 3 – designing; level 4 – innovative (Sysoyeva, 2006). The reproductive level implies that teacher (using already developed methods, recommendations, and experience selects the ones that are the most appropriate for the specific conditions of his work and individual psychological characteristics of students. The rationalizing level implies that teacher (using own experience and specific conditions of his pedagogical activities) makes adjustments to his work improving and modernizing some elements of existing recommendations and methods according to knowledge of modern society. The designing level characterizes activity of teacher when teacher (based on his experience, self-analysis of his activity and knowledge of psychological and pedagogical features of students, using existing methods, recommendations and best practices) develops his/her own way of solving educational problems. The innovative level implies solution of educational problems using fundamentally new principles and differs from others due to its novelty, originality and high efficiency. According to the classification of creativity levels we raise an interesting question whether the reproductive level can be considered a creative level. In scientific literature on the problem of creativity, reproduction and creative activities are opposites, but it is impossible to detect when reproductive activity transforms into creative. Elements of independent thinking of creative approach can already be observed in the process of learning, transition to convictions.

Accumulation of creative activity experience takes place in educational process. Considering correlation between reproductive and creative aspects of cognitive and scientific practice, we can argue that reproductive activity is an essential part of any kind of creativity. Reproduction in a teacher work is necessary because the choice itself and correlation of the choice to real conditions and opportunities make it a creative act, at the same time conditions and possibilities of its usage during a training session objectively compels a teacher to take non-standard decisions. The reproductive level is a step to personal mastery of a future teacher. Thus, future teacher, using in practice the experience of his instructor, maintains his individuality, creates his own style of pedagogical activity. The assimilation of "why" while using somebody's experience creates own "how" or style where there will not be and cannot be any mechanical reduplication, because the introduction of open "why" and "how" requires personal vision of a young professional. If young teacher feels the joy of "second" discovery of science – the discovery of its popular teaching method, if he searches for his own ways of teaching, he will soon understand what unites scientific and educational activities, great opportunities for creativity, significant role of structural prediction element and forecasting in a particular activity. Passion for science and complementary passion for its teaching – this is the beginning of a true teacher-creator. The reproductive element is a necessary component and condition of every creative research. In our opinion, it provides a transition to a higher level of creativity (Yalans'ka, 2014). The creative process is a result of interaction between different levels of intellectual activity of a future teacher.

In the conditions of realization of the humanistic paradigm of higher education it is expedient and necessary to carry out the professional training of the future teacher as a researcher, which will ensure the orientation of the educational process to the creative development of the student's personality, satisfaction of their interests and educational needs. Pedagogical activity of the teacher in its essence is a scientific search, creative activity, has a pronounced research character. Therefore, professional training of future teachers as researchers is possible in the conditions of their formation in the process of studying educational disciplines, which involves theoretical substantiation and development of the structure and content of research skills, criteria for their formation; development of pedagogical skills. The developed pedagogical technology of formation of research skills in the future specialists includes pedagogical estimation.

In the conditions of realization of the humanistic paradigm of higher education it is expedient and necessary to carry out the professional training of the future teacher as a researcher, which will ensure the orientation of the educational process to the creative development of the student's personality, satisfaction of their interests and educational needs (Mil'to, 2020).

According to Kolod'ko T, the main obstacles in creative pedagogical activity are: laziness (the persistent reluctance of the teacher to make voluntary efforts on himself), established habits (stereotypes developed during his life and professional activity), excessive tension (the teacher's lack of confidence in his own success generates a hypertrophied sense of tension, which manifested in physical and emotional discomfort), weakened purposefulness (in order to be creative, the teacher must constantly feel the need for changes, while being aware of the shortcomings of his previous activity), insufficient opportunities (skillful use of time, forces, resources, play a significant role in creative process), excessive dignity (satisfaction from coming up with new ideas inspires, while too serious feedback deprives the teacher of ideas and strength), imperfect methodology (creative work requires innovative, unconventional thinking) (Kolod'ko, 2012).

Results

Pedagogical activity of the teacher in its essence is a scientific search, creative activity, has a pronounced research character. Therefore, professional training of future teachers as researchers is possible in the conditions of their formation in the process of studying educational disciplines, which involves theoretical substantiation and development of the structure and content of research skills, criteria for their formation; development of pedagogical skills.

Discussion and conclusions

Creative pedagogical activity of a lecturer is a complex, continuous process of his professional fulfillment. Therefore each lecturer, who wants to improve an educational process, should be in a permanent creative search. The lecturer should realize all the prospects of his professional development in a process of innovative pedagogical activities.

Teacher's creative pedagogical activity is a complex continuous process of his professional self-realization. Therefore, every teacher who strives to improve the educational process must be in a constant creative search, in a constant experimental study of the didactic effectiveness of various types of classes, teaching methods, and forms of its organization. Also important are the teacher's awareness of the prospects of his professional development in the process of innovative pedagogical activity, the ability to determine the features of his own individual style, the ability to use and strengthen his positive qualities, readiness for creative, innovative search in pedagogical activity, because the practicing teacher is an independent designer of his activity.

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ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ МОДЕЛІ РОЗВИТКУ КРЕАТИВНОСТІ ВИКЛАДАЧА В ЗАКЛАДІ ВИЩОЇ ОСВІТИ

В с т у п . *Присвячена проблемам педагогічної творчості викладача як складової його професійної діяльності. Розглянуто поняття педагогічної творчості, проаналізовано рівні педагогічної творчості й умови професійного його становлення.*

Окреслено ознаки педагогічної творчості, зокрема такі: новаторство, оригінальність, нестандартність процесу й результату педагогічної діяльності, вихід за межі загальновідомого в педагогічній науці та практиці. Визначено важливу передумову розвитку творчої особистості майбутнього вчителя це – особистісний і професійний вплив викладачів університету. Важливим є використання викладачами інтерактивних педагогічних технологій – таких, що синтезують досягнення педагогічної науки і практики. Зокрема: діяльнісно-орієнтовані (проєктні технології), особистісно-орієнтовані (діалогічні, тренінгові), когнітивно-орієнтовані тощо. Педагогічна творчість – це оригінальний і високоефективний підхід педагога до розв'язання навчально-виховних завдань, що збагачує теорію і практику навчання та виховання. Це завжди пошук і знаходження нового. Педагогічна творчість – це створення передового педагогічного досвіду, нововведення, яке суттєво змінює погляди на педагогічні явища та пов'язане з творчими досягненнями вчителя, високим рівнем майстерності, педагогічним мистецтвом.

Високий рівень творчої компетентності викладача вищої освіти є невід'ємною, базовою складовою виховання сучасного фахівця, основою його успішної професійної діяльності і, як наслідок, високої якості навчального процесу та інноваційної діяльності.

Мета статті – розглянути сутність поняття "педагогічна творчість" і визначити роль педагогічної творчості у процесі професійної підготовки майбутніх викладачів.

Р е з у л ь т а т и . *Творчість є формою розвитку; лише творчі особистості здатні забезпечити інноваційне навчання. Саме компетентність педагога володіти творчою компетентністю є запорукою успішної професійної самореалізації.*

В и с н о в к и . *Аналіз професійних завдань викладача, а також вимог, які висуває до нього суспільство, показує, що фасилітативна компетенція входить у структуру професійної компетентності педагога й дозволяє розв'язувати ключові професійні завдання.*

К л ю ч о в і с л о в а : педагогічна творчість, викладач, творча компетентність, професійна компетентність.

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MODELS FOR THE FORMATION OF HEALTH-SAVING COMPETENCIES IN HIGHER PEDAGOGICAL EDUCATION

B a c k g r o u n d . *The article is devoted to the problem of forming health-saving competence in higher pedagogical education students. In the context of current challenges – social tensions, pandemics, environmental crises and psycho-emotional stress – health, both physical and psycho-emotional, is becoming a critical aspect of professional training.*

The article discusses the model of health competence formation, which includes theoretical, content, organizational and procedural blocks. The theoretical block is based on pedagogically-centered and contextual approaches, which allows for an in-depth analysis of students' needs and capabilities. The content block includes axiological, epistemological and praxeological components that focus on the development of value orientations, knowledge and practical skills. The organizational and procedural block considers the stages of competence formation: diagnostic, basic and reflective-analytical, which provide a systematic approach to the educational process.

Purpose and objectives. The purpose of the study is to develop a model of health-preserving competence formation of higher pedagogical education students.

R e s u l t s . *This model can serve as a practical tool for teachers of higher education institutions, as well as a basis for further research. It is aimed at training future teachers who will not only impart knowledge but also develop students' skills of self-preservation and responsible attitude to their health, which is an important part of modern pedagogical science.*

C o n c l u s i o n s . *One of the main aspects that requires attention in this context is the development of methodological foundations for evaluating the effectiveness of models for the formation of health-saving competencies. It should be noted that traditional methods of assessing academic achievement, such as tests and exams, often do not take into account health-related competencies. This, in turn, leads to inefficiency of the educational process in terms of preparing students for real life challenges, including maintaining their own health under stress, extreme situations and other risk factors.*

K e y w o r d s : *health competence, healthy lifestyle, models, teachers, higher education.*

Background

The importance of developing health-saving competencies in higher education students cannot be overestimated, especially in the context of the COVID-19 pandemic. This crisis has shown that the health and well-being of students are factors that can affect not only their educational experience but also their future life. The closure of educational institutions and the transition to distance learning have created challenges for students' mental and physical health. Additional stressors, such as war, only exacerbate the situation, creating extreme conditions for learning and adaptation. This makes it necessary to reconsider existing methods and approaches to organizing the educational process, in particular from the point of view of health protection.

In this regard, the development of new models for the formation of health-saving competencies in higher education students becomes relevant. These models should be aimed at training future teachers not only in terms of professional knowledge and skills, but also in terms of physical and mental health, which is critical in modern conditions.

Literature review. The model developed by O. Tkachuk is aimed at forming the health-saving competence of future doctors. It consists of three key blocks: theoretical, content, and organizational and procedural. This model emphasizes pedagogical conditions, such as purposeful motivation and creation of a health- saving educational environment, which play a key role in the formation of this competence within the educational process of physical education in medical universities (Tkachuk, 2019).

Pysmennyi and Melnyk's model focuses on creating a health-preserving educational environment that includes medical, psychological, and pedagogical aspects. This model emphasizes organizational aspects and emotional comfort of students, creating a culture of health and stress resistance (Pysmennyi, & Melnyk, 2019).

A. Stadnyi presented a model that focuses on the organization of distance group learning and includes five key components. The model is designed to take into account the dynamics of the information space and the specifics of distance learning, aggravated by factors such as the pandemic (Stadnyi, 2020).

All three models are important for modern education, but each serves different purposes and challenges, taking into account the specific needs of its target audience. It is important to emphasize that none of them takes into account the special conditions of modern society, such as the effects of war or the prolonged impact of the COVID-19 pandemic, which can significantly affect the effectiveness of developing health competencies in students.

Conducted a comprehensive study aimed at studying the peculiarities of the formation of health-saving competence of future agricultural specialists during vocational and applied physical training. The results made it possible to identify key criteria and indicators of the formation of health-saving competence, namely: motivational and value, cognitive and personal components. According to the results of the study, three levels of health-saving competence formation were identified, which serve as the basis for substantiating pedagogical conditions aimed at optimizing this process. This systematization allows us to determine the initial positions, the state of competence formation and to develop a methodology for its further formation in agricultural specialists. It should be borne in mind that the identified criteria, indicators and levels are not exhaustive and can be considered conditional, since the process of forming health-saving competence is continuous, and the ratio of different indicators and levels of its formation can be dynamic and difficult to predict.

Berezhna T. offers a model of the health-promoting environment of an educational institution developed by her. The model created by the author covers the conceptual-target, procedural and resultant-evaluation blocks. At the

same time, the author identified the components of the model of health-preserving environment and selected appropriate criteria and indicators for each of them. The interrelation of all criteria and indicators of the health-preserving environment and their coherence form the basis of professional pedagogical activity on students' health protection (Berezhna, 2018).

Shukaliuk H. P. focuses on the development of health-saving competence of vocational education students, in particular in the transport industry, in occupational safety and health lessons. The peculiarity of the approach is to combine the mastery of safe work practices with the internal assimilation of health protection principles, which requires scientifically based pedagogical influence and the readiness of teachers for professional development and innovation. The difference between this approach and the traditional intimidation of possible injuries is the development of self-esteem and confidence of students, encouraging them to improve themselves and understand their responsibility not only as a future employee but also as a person. This approach not only helps students to realize their role in the occupational safety system, but also helps to reduce the level of occupational injuries in the transport sector (Shukaliuk, 2018).

In the course of her scientific work, T. Konivitska expresses her belief that the modeling method is of particular relevance in pedagogy, as it allows for a holistic reproduction and prediction of the development of objects and phenomena in education. According to her, a modern model should not only take into account current methodological approaches, but also provide a feedback system for correcting professional knowledge, skills and abilities. In pedagogy, this helps to improve the structure of educational material, optimize planning, and effectively manage educational and cognitive activities.In addition to its theoretical significance, modeling solves specific pedagogical tasks, such as formulating the goal of professional competence for teachers and students, evaluating the effectiveness of the process of its formation, and activating students' self-development (Konivitska, 2022).

In the study, N. Myronchuk emphasizes that the educational environment of a higher education institution functions as a simulated model of the future teacher's professional activity, and the contextual environment becomes a resource for creating situations of self-organization of students' activities. This approach not only provides practical experience, but through a specially selected system of self-organization situations – from communicative interaction to organizational actions – stimulates the development of students' value and meaningful activity. This has a positive impact on the formation of such personal structures of consciousness as subjectivity, reflexivity, criticality and motivation (Myronchuk, 2018).

Her work emphasizes that the effectiveness of distance learning is characterized by four key features: efficiency, versatility, optimality, and flexibility. These factors interact with the five components of the distance learning model – goal, content, activity, diagnostic and evaluation, and socio-emotional – to create a balanced and effective educational system. The author's conclusions point to the prospects of distance learning as a form that promotes student independence and motivation. The model allows for flexible adjustment depending on specific conditions and resources, including human capital, time, and technology. Additionally, monitoring is possible at every stage of interaction between all participants, which helps to adapt and adjust the learning process. Learning is an open system where partnerships are established between participants and where the acquisition of social norms and etiquette of distance communication contributes to the socialization of students (Stadnyi, 2020).

Sabatovska I. and Bobokalo S. have developed a model for training future higher education teachers in a master's program. The model includes components such as an external factor, purpose, methodological approaches, criteria, indicators, levels and results. The central goal of this process is to form the personality of a master's student, develop his or her pedagogical skills and professional competence.

The model is implemented through the interaction of its components and the introduction of organizational and methodological conditions. These conditions include, in particular, updating teaching materials and using innovative pedagogical technologies. All of this is aimed at creating a positive motivation for masters' future teaching activities. The proposed model is subject to experimental verification in a pedagogical experiment. They came to the conclusion that preparation for professional activity in the context of a master's degree is a complex process that includes learning, research and teaching activities, and aims to form a competent specialist (Sabatovska, & Bobokalo, 2019).

Modern education has shifted to a competency-based approach to training specialists who acquire knowledge, skills and abilities, including those for health protection. Their application in practice helps to create safe and comfortable living conditions, facilitate adaptation to hazards and reduce their risk, and increase the level of human security.

The concept of "health-saving competence" is associated with the individual's readiness to lead a healthy lifestyle in the physical, social, mental, and spiritual spheres. The purpose of health-saving competence is to develop the necessary knowledge, skills and abilities of a healthy lifestyle, and to teach how to use them in everyday life.

It has been established that personal health is socially important for society, a tactical factor in the security and life of the state. Therefore, we consider it as the conceptual basis of the student's health competence, which determines and ensures the functioning and relations of future experts in society and the ability to harmonize their own physical, spiritual, moral and social state.

It is determined that knowledge about the health-saving competencies of graduates in theeducational process of physical education contributes to the prevention of diseases, preservation and promotion of health; ensuring the optimal level of physical fitness, physical performance, functional state of the human body throughout the entire period of study, further professional activity and prevention of professional burnout syndrome. Thus, this actualizes the need to develop and theoretically substantiate the model of health-saving competence of university graduates.

The war and the coronavirus pandemic may have a significant impact on the model of health competencies development in higher education. Here are some of the problems that may arise:

1. Psycho-emotional stress: Stress and anxiety caused by military operations or the threat of infection can affect concentration and focus, which are important for health competence.

2. Limited resources: War and pandemics can cause resource shortages or reduced funding for educational institutions, resulting in limited availability of materials and ways to maintain and improve physical health.

3. Remote learning: Switching to an online format can reduce the opportunity for physical activity and hands-on health education.

4. Social isolation: Limiting social contact can lead to social isolation, which can have a negative impact on mental and physical health.

5. Insufficient focus on health promotion: Due to national security and epidemic priorities, there may be a decrease in the focus on health in the curriculum.

All of these factors are worthy of attention and the creation of a new model for the formation of health competencies. For example:

1. Adding stress management modules: Teaching self-regulation and stress management techniques can be particularly helpful.

2. Introduction of online components: Developing online courses on physical health, mental well-being, first aid basics, etc.

3. Model flexibility: Consideration of the possibility of rapid adaptation to changing conditions (e.g., transition to distance learning or changes in health recommendations).

4. Integration with current events: Use of current examples to illustrate the importance of health competencies in modern conditions.

5. Preparing for emergencies: Adding modules that prepare students to respond to emergencies may be appropriate.

Given these challenges and possible ways to overcome them, the model of health competencies formation should be flexible, adaptive and reflect current realities.

Based on the literature analysis, a model for the formation of health-saving competence of higher pedagogical education students has been developed:

Theoretical block:

Approaches:

Pedagogical-centered approach:

This is an approach that focuses on the teacher as the central figure in learning.

Example: A teacher plans, organizes, and monitors the learning process.

2. Contextual approach:

Here, learning takes place in the context of real problems and situations.

Example: Using cases about healthy lifestyles where students can apply knowledge in practice.

Objectives:

Pedagogical diagnostics of health competencies:

Assessment of students' initial level of knowledge, skills and abilities in the field of health.

Example: Questionnaires, testing, observation.

Developing media literacy through pedagogical methods:

Teaching students to critically evaluate and use media resources to support their health.

Example: Analysis of media content about healthy lifestyles.

Formation of pedagogical skills for crisis management:

Developing skills to respond to health-related crises.

Example: First aid training.

Principles:

Pedagogical consistency:

All components of the educational process (content, methods, means, forms) are interconnected and aimed at achieving a specific goal.

Methodological adaptability:

The ability of the pedagogical system to adapt to changing conditions and the needs of students.

Cross-disciplinarity:

Integration of knowledge, skills and abilities from different disciplines for a comprehensive approach to health.

Content block:

Components:

Axiological: Value orientations in the field of health (for example, understanding the importance of a healthy lifestyle).

Epistemological: Methods and ways of cognition in the field of health (for example, how to analyze medical statistics).

Praxeological: Practical skills and abilities that help maintain and promote health (e.g., the ability to eat right, plan physical activity).

Organizational and procedural block:

Stages of formation of health-saving competence:

Diagnostic stage

Objectives: Identification of the initial level of students' health-saving knowledge, skills and abilities.

Methods: Questionnaires, testing, interviews, analysis of academic performance, physical measurements.

Tools: Standardized questionnaires, tests, programs for data collection and analysis.

Result: Obtaining initial data on the basis of which the further educational process will be built.

The main stage

Objectives: Implementation of the curriculum to develop health-saving competencies.

Methods: Lectures, practical classes, electives, independent work, physical education and recreation activities.

Resources: Teaching materials, presentations, videos, physical equipment for classes.

Result: Formation and strengthening of the necessary health-saving competencies.

Reflective and analytical stage

Objectives: Assessment of training effectiveness, correction of the curriculum.

Methods: Questionnaire, self-assessment, pedagogical observation, analysis of the effectiveness of the implemented measures.

Methods: Self-assessment questionnaires, interviews, methods of statistical analysis.

Results: Evaluation of the degree of achievement of goals, correction of the educational process for further development of health-saving competencies.

Criteria:

Ability to integrate health-saving techniques into the pedagogical process.

Ability to adapt health-saving practices to specific conditions and needs of students.

Forms: special courses, electives, conferences and seminars, round tables, physical education and recreation activities, psycho-physical trainings, self-organization of a healthy lifestyle.

Methods: Questionnaires for testing, monitoring and self-monitoring of health and physical condition

Means: health-oriented pedagogical technologies

Levels of formation of health-saving competence:

High: Students actively and effectively implement health-saving techniques in practice.

Intermediate: Students understand the principles of health promotion but need additional training to apply them effectively.

Low: Students have little or no health promotion skills and need detailed training and motivation.

Results

A model for the development of health-saving competencies in higher pedagogical education was developed. The model is based on pedagogically-centered and contextual approaches that promote deep learning of health-saving competencies. Through the use of the principles of pedagogical systematicity, methodological

adaptability and cross-disciplinarity, the model takes into account various aspects of the educational process, including axiological, epistemological and praxeological components. The model identifies three key stages: diagnostic, basic and reflective-analytical, which allow for a consistent and balanced formation of health competence. It emphasizes the importance of using a variety of methods and forms, including special courses, electives, questionnaires, testing, round tables, physical education and recreation activities, and others. The model includes clear criteria and indicators for assessing the level of health competence, which is especially useful for teachers when adapting the model in practice.

Discussion and conclusions

The model can be applied in real educational institutions to improve the quality of teacher education in the context of health promotion.

The developed model opens up wide opportunities for further research, including its experimental validation, adaptation to different conditions and contexts, and integration with other health promotion methods and technologies.

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МОДЕЛІ ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНТНОСТІ У ВИЩІЙ ПЕДАГОГІЧНІЙ ОСВІТІ

В с т у п . *Присвячена проблемі формування здоров'язбережувальної компетентності у студентів закладів вищої педагогічної освіти. У контексті сучасних викликів – соціальної напруги, пандемій, екологічних криз і психоемоційного стресу – здоров'я, як фізичне, так і психоемоційне, стає найважливішим аспектом професійної підготовки.*

Розглянуто модель формування здоров'язбережувальної компетентності, яка включає теоретичний, змістовий, організаційний і процесуальний блоки. Теоретичний блок базується на педагогічно-центричному й контекстуальному підходах, що дозволяє поглиблено аналізувати потреби та здібності студентів. Змістовий блок включає аксіологічний, гносеологічний і праксеологічний компоненти, які спрямовані на розвиток ціннісних орієнтацій, знань і практичних навичок. В організаційно-процесуальному блоці розглядаються етапи формування компетентності: діагностичний, базовий і рефлексивно-аналітичний, які забезпечують системний підхід до навчального процесу. Мета і завдання. Мета дослідження – розробити модель формування здоров'язбережувальної компетентності здобувачів вищої педагогічної освіти.

Р е з у л ь т а т и . *Ця модель може слугувати як практичним інструментом для викладачів вищих навчальних закладів, так і основою для подальших досліджень. Він спрямований на підготовку майбутніх викладачів, які не лише передаватимуть знання, а й розвиватимуть у студентів навички самозбереження та відповідального ставлення до свого здоров'я, що є важливою складовою сучасної педагогічної науки.*

В и с н о в к и . *Одним із основних аспектів, що потребує уваги в цьому контексті, є розробка методичних засад оцінки ефективності моделей формування здоров'язбережувальних компетентностей. Варто зазначити, що традиційні методи оцінювання навчальних досягнень: заліки та іспити, часто не враховують компетентності, пов'язані зі здоров'ям. Це, зі свого боку, призводить до неефективності освітнього процесу з погляду підготовки студентів до реальних життєвих викликів, зокрема збереження власного здоров'я в умовах стресу, екстремальних ситуацій та інших факторів ризику.*

К л ю ч о в і с л о в а : *здоров'язбережувальна компетентність, здоровий спосіб життя, моделі, викладачі, вища освіта.*

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MODERNIZATION OF THE HIGHER EDUCATION SYSTEM IN UKRAINE IN THE CONTEXT OF IMPLEMENTING AUTONOMY OF HIGHER EDUCATION INSTITUTIONS

B a c k g r o u n d . *The essence of autonomy of higher education institutions has been considered, and an overview and analysis of the problems that have accumulated in the domestic higher education system have been conducted. Overcoming these problems has shown positive results, and certain recommendations have been provided regarding the formation of university autonomy as a means of addressing systemic issues in domestic higher education.*

An overview and analysis of the problems that have accumulated in the domestic higher education system have been conducted. It is noted that these problems can be overcome through the modernization of higher education in the direction of autonomy. It is emphasized that positive results can be achieved by ensuring greater freedom in university governance, implementing principles of transparency, openness, and social responsibility.

The purpose of the article is to investigate the state of implementing autonomy in domestic higher education institutions in the process of modernizing the higher education system in Ukraine.

R e s u l t s . *Building a modern higher education system that can compete with global systems requires the introduction of innovative approaches, flexible training programs, and the promotion of students' creativity and self-realization.*

In addition, it is important to provide adequate support and funding for higher education to ensure quality infrastructure development, modern technologies, research, and support for talented scientists.

C o n c l u s i o n s . *So, here's the deal, modernization of higher education in Ukraine towards autonomy is a complex and long-term process that requires careful analysis, planning, and involvement of all stakeholders. It is important to create effective governance mechanisms, ensure openness and transparency of processes, and engage the general public in dialogue and decision-making.*

K e y w o r d s : *autonomy of higher education institutions, higher education, university education, higher education institutions, modernization of higher education.*

Background

Ukraine, like many other countries, is constantly working on improving its higher education system. One of the key directions of reform is the implementation of autonomy for higher education institutions. This initiative aims to provide higher education institutions with greater independence and flexibility in decision-making that affects the quality of education and the development of educational programs. In this article, we will examine the importance of modernizing Ukraine's higher education system in the context of implementing autonomy for higher education institutions.

Literature review. The issue of development of domestic higher education is widely studied by researchers and academic professionals. The problems of higher education modernization have been examined by M. Zgurovsky, P. Lukashevich, S. Kalashnikova, V. Kremin, O. Slyusarenko, V. Finikov, and many others. The expansion of autonomy for higher education institutions has been researched by V. Andrushchenko, O. Linovitska, V. Moklyak, V. Luhovyi, S. Maiboroda, L. Prokopenko, O. Radchenko, I. Sikorska, and others. However, even today, this issue requires further analysis, especially in the context of implementing the Law of Ukraine "On Higher Education".

As noted by I. Vlasova, it is important for research on the modernization of the higher education system and the implementation of university autonomy to be further developed by domestic scholars. There should also be research dedicated to the problems in the field of higher education management, analysis of the content and role of higher education in socio-economic development, financing of education, including higher education, the relationship between university autonomy and the concepts of quality in higher education, accountability, and social responsibility. Based on a critical analysis, I. Vlasova established that there are concepts such as "academic freedom," "autonomy," "institutional autonomy or university autonomy," the components of which include organizational, academic, personnel, and financial autonomy.

Presentation of main positions. Modernization of the higher education system in Ukraine is an important topic that requires careful analysis. The general directions of modernization of the higher education system in Ukraine include:

1. Harmonization with European standards: Ukraine is actively working on adapting its higher education system to the principles and recommendations of the European Higher Education Area, in particular the Bologna Process. This includes the creation of a credit transfer system, ensuring the quality of education, developing the mobility of students and researchers, etc.

2. Development of distance education: Ukraine is actively implementing distance learning technologies and online courses, which allows students to get an education without being tied to a specific place or university. This contributes to increased accessibility of education and expanded learning opportunities.

3. Career orientation and practical training: The higher education system in Ukraine is gradually shifting towards more specialized training, with a focus on practical skills and specific competencies required for the labor market. This includes an increase in the number of practical classes, internships in real-world settings, and cooperation with employers.

4. International cooperation: Ukraine actively develops international cooperation in higher education, in particular through student exchange programs, research projects and academic partnerships. This contributes to the exchange of knowledge and experience, the development of the international reputation of Ukrainian universities and the attraction of foreign students.

5. Financial support: The state provides financial support for the modernization of higher education, including scholarship programs, grants, and other financial

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measures. This stimulates the quality of education, research and development of innovative approaches in higher education.

Reforming the higher education system in Ukraine is one of the priority tasks to improve the quality of education, increase the competitiveness of Ukrainian universities and ensure that education meets the requirements of the modern world. The main directions of reforming the higher education system in Ukraine include the following aspects: Ukraine is actively implementing the principles of the Bologna Declaration, which provide for the creation of a single European higher education area. In line with this process, higher education is organized at three levels – bachelor's, master's and doctoral degrees – which facilitates the implementation of quality standards and international mobility of students and teachers. A system of quality assurance is being implemented, including accreditation of higher education institutions and programs, expert evaluation and monitoring of the quality of education. Internal mechanisms for control, self-assessment and quality improvement of the educational process are being developed. Measures are being taken to stimulate scientific research and the development of scientific schools. Support for fundamental and applied research is being strengthened, as well as the promotion of innovation by universities and their interaction with businesses and the public. Modern technologies are being applied and e-learning resources are being developed to improve the accessibility and quality of education.

The process of establishing university autonomy in Ukraine was long and challenging. During the period of Ukraine's independence in 1991, a gradual reform of the education system, including higher education, began. University autonomy in Ukraine refers to the concept and management system of higher education institutions, which grants them internal independence and the ability to make decisions regarding academic programs, research, finances, and other aspects of their functioning.

Ukraine is actively reforming its higher education system, and university autonomy is one of the key directions of these reforms. The purpose of university autonomy is to create favorable conditions for the development of higher education institutions as centers of education, science, and innovation. The legislative framework for university autonomy in Ukraine was established by the Law "On Higher Education", which was adopted in 2014. According to this law, higher education institutions have the right to make independent decisions regarding curriculum, research, management structure, financial resources, and more. Universities can establish their internal management structures, such as university councils or rectors' offices, to participate in decision-making processes. They are also provided with the opportunity to develop mechanisms for ensuring the quality of education and conducting their own research.

University autonomy encompasses aspects such as self-governance, academic freedom, financial autonomy, and accountability to the public. This allows universities to independently determine their strategic priorities, academic programs, research directions, and collaboration with students, faculty, and the public. However, it is important to note that the process of establishing university autonomy is ongoing and continues to this day. Universities are working on strengthening their autonomy, improving their management structures, ensuring the quality of education, and attracting financial resources. University autonomy is an important element of higher education development in Ukraine, as it promotes innovation, creativity, and free

exchange of ideas, contributing to the development of society and the preparation of qualified professionals.

To modernize and update the higher education system in Ukraine, it is important to consider the life cycles of innovations and the specificities of the present time. Higher education should respond to the challenges of globalization, including new ideas and technologies. However, there is a risk of ineffective management of the flow of innovations and the replacement of the course of European integration in education with imitation practices.

The education system in Ukraine serves as the foundation for intellectual, cultural, spiritual, social, and economic development of society. It is acquired by individuals through consistent, systematic, and purposeful acquisition of knowledge, contributing to comprehensive personal development.

Higher education has been developed and reformed primarily considering the tasks of national development and has been perceived as an integral component of the state structure. However, it requires improvements and adaptation to European standards, which cannot be achieved without appropriate support from the state. Therefore, it is important to implement a gradual and comprehensive reform of higher education in the country, where the state and universities jointly form a progressive education model based on partnership.

Autonomy is one of the three fundamental principles of European universities' activities. The discussion of autonomy in Europe is of exceptional importance, and this principle becomes central. Therefore, Ukrainian higher education institutions have the opportunity to study the significant experience of European universities in the field of autonomy and utilize it for implementing relevant changes in the domestic higher education system.

Vlasova I. states that significant work on clarifying the essence of university autonomy has been carried out and continues to be conducted by the European University Association. The association started monitoring data on institutional autonomy to provide practitioners from universities and governing bodies with the possibility to compare levels of university autonomy in European countries more effectively. The autonomy indicator system is another step in this process, describing the current state of university autonomy and ranking and rating higher education systems based on their degree of autonomy. With the development of a methodology that measures and evaluates various levels of institutional autonomy in European higher education systems, this project represents a new stage in addressing the issue. It aims to engage all stakeholders in more in-depth discussions on autonomy, contributing to the improvement of higher education systems. Association experts consider autonomy from an institutional perspective, involving the university sector primarily represented by national rectors' associations in European countries (Vlasova I., 2018).

In our opinion, the main task of reforming higher education in Ukraine should be to improve its quality in accordance with international and European standards. Taking into account the basic principles of European higher education set forth in the Magna Carta of Universities, the Bologna Declaration and the Leuven Communiqué, and considering motivation to learn as a key factor in progress in education, we consider it appropriate to implement the following reforms in higher education. Implementation of the European structure and credit-module system. This will help ensure mutual understanding and comparability of educational programs and degrees with other countries, as

well as facilitate the mobility of students and teachers. Developing a system of internal and external quality assurance. It is important to create effective mechanisms for assessing the quality of education, involve students in the assessment process, and ensure transparency and publicity of the results. Support for research and innovation. It is important to create favorable conditions for the development of scientific research, cooperation with industry and innovative enterprises, and to promote a culture of entrepreneurship among students and teachers.

The full transition of higher education institutions to European-style autonomy is indeed a process that takes time and preparation. This process involves careful preparatory work to ensure the successful implementation of autonomous university activities. First, it is important to familiarize academic staff and students with the basic tenets of university autonomy. This means an in-depth study of the concepts and principles on which the autonomous status of the university is based, as well as an understanding of the rights and responsibilities that arise from such a status. This can be done through special training courses, seminars, conferences, and discussions. Secondly, it is important to consider the mechanisms of governance of a higher education institution under conditions of autonomy. Particular emphasis should be placed on democratic decision-making processes, the role of the academic community in strategic decision-making, and the involvement of students in university management structures. Communication and interaction between all stakeholders pleys a key role in the implementation of effective governance mechanisms of higher education institutions.

Bohachevska I. provides recommendations on the formation of university autonomy as a means of solving systemic problems of reforming domestic higher education. According to her research, European and global experience shows that the administration and management of higher education institutions should be based on defining principles, such as respect for institutional autonomy and academic freedom. Universities should have the freedom to make important decisions, including academic programs, research, and personnel policies. The next principle is openness and transparency. Disclosure of information about financial management, decision-making processes, and other key aspects of the university's operations helps to build trust and engage the public. An important principle is social responsibility, universities should understand their role in society and actively contribute to its development through cooperation with the public, industry and other sectors.

The author also recommends that these principles be enshrined in law. In particular, to provide for and properly regulate the procedure for the formation of independent supervisory boards in higher education institutions. These boards should include representatives appointed by the state and delegated by labor collectives (Bohachevska, 2012).

When implementing reforms of the higher education system in Ukraine, it should be taken into account that the autonomy of universities in countries with stable democracies allows universities to focus on educational and research tasks, functioning as a social environment that promotes continuous socialization of the individual and the development of responsibility and constructive self-realization. The processes of decentralization of higher education management and strengthening of its autonomy are seen as a means to improve the quality of education and flexibility of the higher education system.

These processes began in Western Europe in the 1980s and have been taking place in Latin American, Eastern European countries and the Asia-Pacific region since the 1990s. They are aimed at decentralizing governance and giving universities more autonomy in solving educational issues. This allows universities to perform their core functions more efficiently, promotes innovation and adaptation to changes in the educational environment.

Results

Ukraine can use this experience in reforming its higher education system by giving universities more autonomy in decision-making and developing educational programs. This will help improve the quality of education and increase its competitiveness by stimulating innovation and active participation of universities in social development. Such reforms can help strengthen the position of Ukrainian higher education institutions in the international educational space, and ensure greater flexibility and adaptability of the higher education system to changes in society and market needs.

However, it should be borne in mind that the processes of decentralization and increased autonomy require careful planning, consideration of the specifics of the Ukrainian educational system, and proper regulation and control. It is important to ensure high standards of public finance and ethical behavior to avoid possible conflicts of interest and to ensure the relationship between autonomy and public responsibility.

Thus, the introduction of decentralization processes and strengthening of the autonomy of Ukrainian higher education institutions can be an important step in improving the quality of education and developing the higher education system in line with international standards. However, care must be taken to ensure proper planning, effective management, and the relationship between autonomy and public accountability to ensure the successful implementation of these reforms.

Discussion and conclusions

The modernization of the higher education system of Ukraine in the context of the introduction of the autonomy of higher education institutions is an important step in ensuring quality and modern education. This reform contributes to the development of universities, the creation of a favorable environment for research and innovation, and the improvement of accessibility and equality of educational opportunities for all citizens. Despite the challenges faced by the modernization process, its results are already visible and the prospects for development are impressive. Reforming higher education in Ukraine towards autonomy should take into account not only internal factors and features of the educational system, but also the broader context of the country's social and economic development. Deeper integration of higher education institutions with the economy, society, and the labor market is essential to ensure the quality of education, meet the needs of the national economy, create a socially just system of higher education, and be globally competitive.

This approach will allow universities to actively cooperate with businesses, NGOs and other economic actors, contribute to solving current problems and introducing innovations into practice. The involvement of proactive scientists in education management can stimulate the development of creative and entrepreneurial science, and ensure greater flexibility and adaptability of the higher education system to changes. However, it is important to strike a balance between university autonomy and social responsibility to avoid negative consequences,

such as commercialization of education or distance from social needs. Modernization should be focused on achieving a level of higher education that is of high quality, accessible, adapted to the needs of the labor market and capable of producing competitive specialists. Building a modern higher education system that can compete with global systems requires the introduction of innovative approaches, flexible training programs, and the promotion of students' creativity and self-realization.

In addition, it is important to provide adequate support and funding for higher education to ensure quality infrastructure development, modern technologies, research, and support for talented scientists. Modernization of higher education in Ukraine towards autonomy is a complex and long-term process that requires careful analysis, planning, and involvement of all stakeholders. It is important to create effective governance mechanisms, ensure openness and transparency of processes, and engage the general public in dialogue and decision-making.

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МОДЕРНІЗАЦІЯ СИСТЕМИ ВИЩОЇ ОСВІТИ В УКРАЇНІ В КОНТЕКСТІ ВПРОВАДЖЕННЯ АВТОНОМІЇ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

В с т у п . *Розглянуто сутність автономії закладів вищої освіти, проведено огляд та аналіз проблем, що накопичилися у вітчизняній системі вищої освіти. Подолання цих проблем дало позитивні результати, надано певні рекомендації щодо формування університетської автономії як засобу розв'язання системних проблем вітчизняної вищої освіти.*

Здійснено огляд та аналіз проблем, що накопичилися у вітчизняній системі вищої освіти. Зазначається, що ці проблеми можна подолати шляхом модернізації вищої освіти в напрямі автономізації. Наголошується, що позитивних результатів можна досягти шляхом забезпечення більшої свободи в управлінні університетом, впровадження принципів прозорості, відкритості та соціальної відповідальності.

Мета статті – дослідити стан реалізації автономії у вітчизняних закладах вищої освіти у процесі модернізації системи вищої освіти в Україні.

Р е з у л ь т а т и . *Побудова сучасної системи вищої освіти, здатної конкурувати з глобальними системами, потребує впровадження інноваційних підходів, гнучких програм навчання, сприяння творчості та самореалізації студентів.*

До того ж, важливо забезпечити адекватну підтримку та фінансування вищої освіти для забезпечення розвитку якісної інфраструктури, сучасних технологій, наукових досліджень і підтримки талановитих науковців.

В и с н о в к и . *Отже, модернізація вищої освіти в Україні в бік автономії – це складний і довготривалий процес, який потребує ретельного аналізу, планування та залучення всіх зацікавлених сторін. Важливо створити ефективні механізми управління, забезпечити відкритість і прозорість процесів, залучити широку громадськість до діалогу та прийняття рішень.*

К л ю ч о в і с л о в а : *автономія ЗВО, вища освіта, університетська освіта, ЗВО, модернізація вищої освіти.*

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USE OF NON-FORMAL EDUCATION ELEMENTS
IN THE ORGANISATION OF STUDENTS' INDEPENDENT WORK

B a c k g r o u n d . *The analysis of the latest publications and approval of scientific research at conferences, symposia, during the discussions of scientists show that today approaches to the organization of the educational process are changing – first under the influence of the COVID-19 epidemic, and then Russian aggression against Ukraine. At the same time, despite everything, formal education remains the main daily activity of an individual in higher education institutions. It is based on modern scientific trends and practices. Getting an educational service is becoming more available An individual education trajectory is formed, including using distance learning technologies. It is the organization of the educational process with the use of remote technologies that becomes the leading one in wartime conditions. Approaches to its organization using elements of non-formal education deserve special attention.*

The purpose of the article is to understand the place of informal education in the educational process of a higher school, and the task is to consider the possible applied aspects of informal education in the training of specialists within the educational and scientific program "Educational, pedagogical technologies" specialty 011 Educational, pedagogical sciences, in particular, to analyze the possibilities of using elements of informal education in the construction and organization of the study of the discipline "Innovative educational technologies", the content of students' independent work. Considerable attention was paid to the search for an answer to the question – to what extent independent work at such an organization will allow for the formation of competencies provided by the work program of disciplines (RPND) and the program learning results contained in the educational program. To achieve the goal and solve the tasks, the following methods were used: modeling of students' activities, using already existing work experience in mastering the content of educational disciplines by students in other educational programs: interviews, surveys, evaluation of completed tasks, feedback (questionnaires).

R e s u l t s . *When creating the working program of the course and researching the possibilities of using elements of non-formal education, step-by-step modeling of the activities of master's students was used, during which the search for available massive open online courses that could complement the content of education should take place, taking into account the purpose and tasks of the discipline, the time of independent work to master these courses, specific results that can be checked and taken into account within the framework of the modular rating system for evaluating the educational achievements of students.*

C o n c l u s i o n s . *The results of the discussion of the concept of the work program with colleagues showed that the proposed organization of independent work of students using elements of non-formal education during the study of the discipline "Innovative educational technologies" will contribute to the formation of competencies and program learning outcomes provided for by the educational and scientific program and will specify and optimize the organization of independent work as the most important component of the educational process at the second level of higher education.*

K e y w o r d s : *mass open online courses, formal education, informal education, criteria for evaluating educational achievements.*

Background

The article is devoted to the study of the content, logic and organization of independent work of students of the master's degree in the specialty 011 educational, pedagogical sciences of the educational and scientific program "Educational, Pedagogical Technologies" during the creation of the work program of the educational discipline "Innovative Educational Technologies". It is revealed how, on the basis of the work program, which contains 5 credits, to organize the independent work of students using elements of non-formal education. At the same time, ensure: acquisition of systematized knowledge on issues related to understanding the essence of innovations in education, organization of the educational process using modern technologies in the educational interaction of a teacher and a student. To prepare a specialist who is able to use modern digital technologies and resources in professional, innovative and research activities; is able to develop and teach educational courses in institutions of higher education, using the methods, tools and technologies necessary to achieve the set goals; is able to search for the necessary information from educational/pedagogical sciences in printed, electronic and other sources, analyze, systematize it, assessing its reliability and relevance and not violating the law on the use of intellectual property (Osv. Nauk. progr., ed. 2021).

The article reveals the content and results of the work on the preparation of the curriculum for participation in the implementation of the educational-scientific program "Educational, Pedagogical Technologies" at the Department of Pedagogy of the Faculty of Psychology of Taras Shevchenko National University of Kyiv (KNUTSH), shows how, taking into account the existing system of forming the content of education in modern higher education, with the help of tasks that form competences and learning outcomes, provided for by ONP, it is planned to organize students' mastery of the content and relevant competences for mastering innovative educational technologies and skills for their use in the educational process in higher education with the use of elements of non-formal education when organizing independent work to the extent provided for by the work program.

Literature review. Changes in the education system caused by the war, including those related to the inclusion of the results of non-formal and informal education, became the object of research attention even before the full-scale invasion of Russian troops on the territory of Ukraine – that is, since 2014, when the regions of Eastern Ukraine and the Crimean Peninsula were captured. Ever since the hybrid war, until February 24, 2022, the impact on education has been absolutely destructive (Shevchenko, 2019, pp. 237–253). But the scale of the destructive impact on education at the stage of hybrid war is even difficult to compare with what happens under martial law. Recently, research materials on the impact of martial law on the level of ensuring the stability and continuity of the educational process in higher education institutions have begun to appear more and more. There are analytical materials related to the general state of higher education in the conditions of war (Danchenko, 2022, pp. 129–132), with the organization and conduct of certain types of educational work (Budziak O., & Budziak V., 2022, pp. 45–49), practical

training (Klymchyk, 2022, pp. 198–202). Getting acquainted with the materials of such studies, we must state that they are largely descriptive in nature and are an account of the experience of their authors in organizing educational activities using distance learning tools, or a description of the tasks of training, which is carried out by each applicant separately in the city of his stay (due to the impossibility of gathering an academic group in conditions of martial law). So, we must state that one of the directions of the development of educational activity in the conditions of war is the description of technological solutions that were used by individual teachers to solve specific tasks of an educational discipline within the framework of a specific educational program. We believe that the study and use of such experience is an important direction in the development of the practice of educational activity in wartime conditions, which will later help to reach a higher level of generalization and allow the creation of methodological approaches that will be based on discovered new regularities, principles formulated on this basis, which, in turn, will provide an opportunity to substantiate new forms, methods, techniques, ways and means of effective educational activity in wartime conditions and in the postwar period. The study of the possibilities of using informal education deserves special attention, as it meets all the requirements for the organization of the educational process using remote means, which is a very important condition for education in the conditions of martial law.

Informal education is the process of obtaining an education that is not regulated by the place, term and form of education and does not involve obtaining documents on education of the state model. The field of non-formal education implemented at the University includes individual classes (certificate programs, trainings, short-term courses, summer schools, etc. under the guidance of teachers, trainers, tutors and other specialists), which have practical short-term goals. In most cases, non-formal education involves students obtaining relevant practical and theoretical knowledge, skills, mastering modern methods of solving professional tasks, increasing the level of professional competence, improving existing knowledge and self-development. The peculiarity of non-formal education is that everyone who wants it has the opportunity to get it, regardless of their age, gender or profession. It should also be noted that the learning results obtained at the same time can be re-credited to the students in their formal education. That is, students have the opportunity to receive a final assessment of individual disciplines for the knowledge gained in individual classes not only within the walls of the University, but also outside of it.

After the entry into force of the order of the Ministry of Education and Science of Ukraine No. 130 dated March 16, 2022 "On approval of the procedure for recognition in higher and professional pre-higher education of learning results obtained through non-formal and/or informal education" (order of the Ministry of Education and Culture) the KNUTSH was developed and implemented by order of the rector No. 86-32 of 07.02.2023 "Provisions on validation and recognition of learning results obtained in the process of non-formal and/or informal education in programs of higher and professional higher education" (Regulations on validation and recognition of learning outcomes…).

The provision does not limit the academic freedom of scientific and pedagogical staff of the University regarding the inclusion in the work program of the educational component of recommendations on the possible mastery of certain learning outcomes through informal education or through participation in informal education programs. Recognition and evaluation of the level of mastery of the results of informal and/or informal learning (in the presence of justification approved by the department regarding the expediency/necessity of this recognition to achieve the goals of the educational component) in such cases is carried out by a scientific and pedagogical employee within the framework of the assessment component that is allocated for current control and in accordance with the rules and procedures defined in the work program of the educational component (Regulations).

Taking advantage of this provision, we will try to use the example of creating a working program of the educational component to determine how to best use the opportunities of informal learning in the process of obtaining a formal education in higher education institutions.

When developing the work program of the educational component, a scientific and pedagogical worker can use the provision of the order of the rector of KNUTSH No. 86-32 dated 02.07.2023, which states the possibility of mastering certain learning outcomes through participation in non-formal education programs. The source for finding and choosing such programs is, first of all, massively open online courses (MOOC).

MOOCs are a structured system of courses focused on unlimited participation and open access via the Internet, which is relevant in the current situation in Ukraine. In addition to traditional course materials, such as video lectures, literature and didactic materials (task sets), many VET institutions create interactive user forums to facilitate interaction between students, teachers and teaching assistants (which opens up additional opportunities for the development of competences and programme learning outcomes). MOOCs were first introduced in 2008 and immediately became popular due to their capabilities and constant access mode. Modern MOOC platforms offer courses from the world's leading universities and organisations on a paid and free basis. Some MOOC platforms provide an opportunity to complete a system of courses, after which a person can receive a certificate confirming their success and specialisation within the system. The following platforms provide this service: Coursera, Edx, Udacity and others.

It is this feature of the International Vocational Training Institute (to obtain specialization within the framework of the system) that provides ample opportunities to include the resources of the International Vocational Training Institute in the work programs of educational disciplines in the organization of formal education, providing for the recognition of the results of such training in Chapter 7 of the RPND.

As a rule, the general structure of taking a course on the platforms of the International Vocational Training Institute is as follows:

1) registration on the platform;

2) choosing a course among the proposed areas of educational or educational development;

3) registration for the course;

4) completion of the course;

5) obtaining a certificate.

The systems are easy to use. They are distinguished by the convenience of the interface and the logical sequence with the indication of the next steps and possible options for determining the individual learning trajectory. Today, we can name a list of MOOC-platforms that can be used when organizing independent work within the framework of formal education. These are foreign platforms: Coursera (https://www.coursera.org/), Edx (https://www.edx.org/), Udacity (https://www.udacity.com/),

Kadenze (https://www.kadenze.com/), Udemy (https://www.udemy.com). A list of platforms created in Ukraine can be added to them: Action. Digital education (https://osvita.diia.gov.ua/), Prometheus (http://prometheus.org.ua/), Educational Hub – EduHub.in.ua (https://eduhub.in.ua/), VUM online Maidan Open University (https://vumonline.ua/), EdEra (https://www.ed-era.com/), WiseCow (https://wisecow.com.ua/), Impactorium (https://impactorium.org/uk/all-courses/).

Methodology. In the process of creating the work program of the course "Innovative educational technologies" for specialty 011 at the Taras Shevchenko National University of Kyiv (KNUTSH), we tried to take into account as much as possible the possibilities of today's IOC platforms for his needs, taking into account the requirements of the educational program and the time budget for independent work. To do this, they visited the guest pages of a number of IMC platforms and found out that:

Coursera (https://www.coursera.org/) is an online education platform founded by Stanford University computer science professors Andrew Yin and Daphne Koller in April 2012. As part of the platform, there is a project to publish educational materials on the Internet in the form of a set of free online courses. As of mid-2023, the platform has more than 5,400 courses, professional certifications, and diploma programs from world-class universities and companies.

The platform provides a catalog of courses: 1) humanities and arts; 2) business; 3) computer science; 4) database science; 5) medical and biological sciences; 6) mathematics and logic; 7) personal development; 8) physical and engineering sciences; 9) social sciences; 10) language learning. We were interested in directions 1, 7 and 9 and the fact that participants take courses, communicate with classmates online, take tests and exams directly on the platform, and also communicate through official mobile applications on Android and iOS operating systems. The duration of the courses is from six to ten weeks, which coincides with the academic semester at KNUTSH, with 1-2 hours of video lectures per week, they contain tasks, weekly exercises and, sometimes, a final exam or project. Stages of training on the platform, test results can be included in the work program and taken into account during course evaluation.

Edx (https://www.edx.org/) is a provider of massive open online courses. Creates university-level courses in a wide range of disciplines, including some of them free of charge. Conducts research on how people use the platform. Edx differs from other VET providers such as Coursera and Udacity in that it is a non-profit and open source organization. At the moment, the platform offers a wide differentiation of courses: 1) art and culture; 2) architecture; 3) biology and life sciences; 4) business and management; 5) chemistry; 6) communications; 7) computer science; 8) database analysis and statistics; 9) design; 10) economy and finance; 11) education and pedagogical trainings; 12) electronics; 13) energy and earth sciences; 14) engineering; 15) environmental studies; 16) ethics; 17) food and nutrition; 18) health and life safety; 19) history; 20) humanitarian sciences; 21) languages; 22) jurisdiction; 23) literature; 24) mathematics; 25) medicine; 26) music; 27) philanthropy; 28) philosophy and ethics; 29) physics; 30) science; 31) social sciences. We were interested in directions 11 and 31. The functionality of the site has a general appearance: weekly video lectures, interactive exercises, online books, a discussion forum, and has a certain innovation – it is an online laboratory. As an example of its functioning, it is possible to build a virtual scheme in such an online laboratory, to conduct questionnaires and surveys.

Udacity (https://www.udacity.com/) is a private educational organization founded to democratize education. The company was born out of the expansion of Stanford University's computer science program. The format of the platform includes structured video lectures with subtitles in combination with quizzes, which improves the understanding of the material, as well as homework, which are made according to the "learning by doing" model. Programming assignments are graded using automated grading programs on Udacity's servers.

Kadenze (https://www.kadenze.com/) – online courses from the world's leading universities, brands and institutions in the field of creative education. It can be used as an additional platform when preparing for individual seminar-practical classes.

Udemy (https://www.udemy.com/) is an online learning platform. Unlike the academic programs of MVOK, which are conducted in a classic academic style, the project provides a platform for professionals of any kind to create courses that can be offered to the public, both on a free and paid basis. Udemy provides tools that allow users to create a course, promote it, and earn money from tuition fees. As of mid-2023, Udemy says on its homepage, the platform will offer 210,000 online video courses; more than 15 million students are registered. Areas: 1) development of projects; 2) business; 3) information technology and software; 4) productivity of the office; 5) personal development; 6) design; 7) marketing; 8) lifestyle; 9) photograph; 10) health and fitness; 11) education of teachers; 12) music; 13) education; 14) languages; 15) preparation for tests. We were interested in directions: 1, 5, 11, 13, 15. Udemy offers paid and free courses, depending on the instructor. The user can create the course himself using the provided tools.

Ukrainian mass open online courses began their activities in 2014. They are based to a greater extent on the free dissemination of knowledge. At the moment, the following platforms exist in the country: Diya. Digital education, Prometheus, EdEra, Educational Hub – EduHub.in.ua, Maidan Open University, WiseCow, Impactorium.

Action. Digital education (https://osvita.diia.gov.ua/) is a digital literacy platform created by the Ministry of Digital Transformation of Ukraine. Every month, it releases new educational series in which you can find answers to questions: how to prevent a cyber attack or cyber fraud, effectively protect private data, understand the functioning of free Google services, etc. After watching the series, they offer to take a small test – to better master the topic, and then get a certificate that confirms the acquired skills and can help during employment. We were interested in the possibility of using applications in the course to prevent cases of academic dishonesty on the part of students when completing educational and control tasks.

Prometheus (http://prometheus.org.ua/) is a Ukrainian platform for mass open online courses. It was created in 2014 by the efforts of Ivan Prymachenko and Oleksiy Molchanovskyi. The partners of the project are the following educational institutions: KNU named after Taras Shevchenko, NTUU "KPI", NU "Kyiv-Mohyla Academy", Ukrainian Catholic University, Kyiv-Mohyla Business School, Lviv Business School. By the middle of 2023, the platform offers 300+ online courses in 19 areas, among which we were interested in Humanities, For educators, Personal development, Social sciences.

Educational hub – EduHub.in.ua (https://eduhub.in.ua/) – a space for improving and implementing skills from the

educational agency of the Kyiv City State Administration, which allows you to increase the level of competitiveness in the labor market, immerse yourself in the topics of people management, ecology, marketing, public speaking and many others for free. Training takes place according to a mixed model – online courses and practical training. After successful completion of the courses – a certificate. Advantage: SCORM courses are an innovative learning format that is an interesting story (storytelling), an exciting quest (gamification), useful and practical learning material, interactive tests that are built into SCORM lessons. We were primarily interested in the forms of conducting classes.

VUM online (Maidan Open University, https://vumonline.ua/) is an all-Ukrainian civic education movement that arose during the events on the Maidan in 2013 to promote the development of civil society in Ukraine. Today, the platform has 86 courses from leading teachers of business schools, the public sector, business and social practitioners, and has issued more than 67,000 certificates. Its students go through a course module (video lecture, assignments, testing), the duration of training is determined by the teacher. Course topics range from responsible parenting to reputation building and reputation risk management. Advantage: The School of Conscious Citizen course is an educational program for citizens who want to change their communities. Its participants acquire knowledge on creating social projects, building communications with local authorities, etc. For our course, it is interesting from the point of view of finding and analyzing for students the possibilities of the platform for performing tasks on individual topics, performing educational projects.

EdEra – Educational Era (https://www.ed-era.com) is an online education studio that hosts lessons and courses on various topics (media literacy, gender-oriented governance, how to become an entrepreneur, etc.), creates special projects, interactive textbooks. The project positions itself as an educational project with a social mission: to make education high-quality and accessible. Access to the materials on this resource is completely free with an opportunity to thank at the end of the course. The learning principle is no different from other portals: video lectures, tasks, knowledge test, exam, certificate. Advantage: the studio team runs an educational blog, which provides weekly updates on educational trends, reviews international conferences, scientific articles, and foreign online platforms. We were most interested in the platform's educational blog, as a source of information that can be used to independently prepare reviews of educational trends, articles, conferences, etc.

WiseCow (https://wisecow.com.ua/) is a creative video library with nine sections: art, journalism, literature, music, cinema, theater, history, fashion and society, "Cities" is a map of social initiatives of Ukraine and a poster of events. Each of them has courses that include videos and additional materials. Advantage: All chapters have a course "100 years in 100 minutes", where each decade is allocated a 10-minute video. We may be interested in materials related to the history of the country's development, education.

Impactorium (https://impactorium.org/uk/all-courses/) is an online education platform for sustainable development that includes short workshops, trainings, and seminars. There are five courses on the portal: "Teacher Competencies 4.0", "Financial Literacy", "Non-Financial Reporting", "Skills Lab: Successful Career" and "Corporate Social Responsibility". Algorithm for acquiring knowledge: choosing a lecture, task, knowledge test, exam, certificate for a course/master class or a diploma for a certain set of courses. Advantage: broadcast of conferences and forums on Sustainable Development Goals and Corporate Social Responsibility. All courses and conference broadcasts may be of interest to our course.

Based on the analysis of the content of the educational and scientific program "Educational, Pedagogical Technologies" (ONP-edition of 2021), matrices No. 4 and 5, the goal and task of the discipline "Innovative Educational Technologies" (OK.11) was determined. The goal of the discipline is to ensure the acquisition of systematized knowledge on issues related to understanding the essence of innovations in education, organization of the educational process using modern technologies in the educational interaction of a teacher and a student. To familiarize with innovative educational technologies and their use in practical work in the field of education. Students will acquire the skills to use publicly available LMS (Learning Management Systems) and understand the possibilities of artificial intelligence, non-formal education for this course and lifelong learning. The task of studying the discipline: consists in forming the ability to solve tasks and problems in the process of professional activity using modern innovative technologies in education, methodologically and methodically correctly solving tasks in the process of learning, building an educational process in higher education, applying a technological approach in educational situations; understand the subject areas of pedagogical activity, work with information on educational problems, analyze situations related to learning, upbringing and development, understand pedagogical phenomena and facts, apply educational and evaluation strategies using artificial intelligence in activities. In the process of studying, IC, GC2., GC4., SC4., SC4., SC5., SC9 are formed. Having formulated on this basis the results of study by discipline and correlating them with program results of study, the structure of the study discipline was developed.

Based on the requirements for the organization of the educational process, the curriculum, the semester in which the discipline will be studied, the time budget for independent work is calculated. It consists of 108 hours and is evenly distributed over all topics of the course. Before the start of the course (2nd semester), students are invited to Classroom.google, where, at the teacher's request, they formulate their expectations from the course using a google form, after which they have the opportunity to familiarize themselves with the work program. The study of the course begins with a seminar session, for which students are given the task in Classroom.google to analyze the possibilities of the IVC platforms and choose a course within the framework of up to 70% (75 hours) of independent work, which the applicant must complete on the platform, receive a certificate and make a summary report at one of the seminars. Condition, the course must be devoted to the acquisition of competencies, program learning outcomes, provided for by the RPND. The teacher discusses with the group the topics of the selected courses, the calculation of time for mastering them, the schedule of presentations at seminar classes, forms and criteria for evaluating independent work and work in the course study process.

In order to rationally allocate time for studying the discipline and provide an opportunity to learn the content of the selected courses, the logic of building educational process involves first mastering the theoretical (lecture) material, checking the level of assimilation of learning outcomes 1.1–1.5 (knowledge), and then conducting seminar-practical classes with discussion of reports and presentations based on the results of mastering the courses on the MVOK-platforms and demonstration of certificates.

Table 1

The structure of the academic discipline. Thematic plan of lectures and seminar classes

№	Topic title	lectures	seminars	consultations	i/v
		Number of hours			
**Part I "Approaches to the technologization of the educational process in higher education"**				
1.	**Topic 1.** Taking into account the factors of personality formation when organizing the educational process in higher education.	2	2		9
2.	**Topic 2.** Psychological and pedagogical foundations of the formation of professional competences of a teacher.	2	2		9
3.	**Topic 3.** Modern theories and concepts of learning as a basis for the creation of educational technologies	2	2		9
4.	**Topic 4.** Pedagogical technologies in the educational process of a modern higher school	2	2		9
5.	**Topic 5.** Technological approaches to determining the content of education in modern higher education	2	1,5		9
6.	**Control work 1**		0,5	1	9
	TOTAL for Part I	10	10		54
**Part II "Innovative educational technologies"**				
7.	**Topic 6.** Introduction to innovative educational technologies	2	2		9
8.	**Topic 7.** Technologies and their use for the tasks of education and training, taking into account group dynamics when organizing the study of the course	2	2		9
9.	**Topic 8.** The use of publicly available Learning Management Systems (LMS) in the educational process when teaching pedagogical disciplines.	2	2		9
10.	**Topic 9.** The use of artificial intelligence (chatgpt) when performing classroom and independent work tasks	2	2		9
11.	**Topic 10.** Using the opportunities of non-formal education to master the content of education and training	2	1,5		9
12.	**Control work 2**		0,5		9
	TOTAL for Part II	10	10	1	54
	EVERYTHING:	20	20	2	108

The total volume is 150 hours, including: Lectures – 20 h.; Seminars – 20 h.; Independent work – 108 h.

Table 2

Evaluation by forms of control

	Part I		Part II	
	Min. 18 points	Max. 30 points	Min. 18 points	Max. 30 points
Test, survey, presentation, discoursec: learning outcomes 1.1–1.6; learning outcomes 3.1–3.4	6	10	6	10
Evaluation and analysis of the results of educational and independent activities: learning outcomes 4.1–4.3	3	5	3	5
Performing practical tasks, solving pedagogical problems: learning outcomes 2.1–2.6	3	5	3	5
Control work: РН 1.1–1.6.	6*1 = 6	10*1 = 10	6*1 = 6	10*1 = 10
Exam: learning outcomes 1.1–1.6; learning outcomes 2.1–2.6; 3.1–3.4; 4.1–4.3.	Min. – 24 points, мах – 40 points			

Results

1. The developed work program of the discipline (OK.11) provides for the active participation of applicants in filling the content of the study. Formulating expectations before starting the course and choosing a course on the platform of non-formal education will contribute to the formation of internal motivation to study.

2. The need to present the results of learning in the system of informal education in the academic group will contribute to the development of reflection and the formation of the ability to increase the level of generalization during communication with the audience.

3. Work on finding and mastering a course on an educational platform will contribute to the development of independence, help to navigate the world of educational services, which will contribute to improving orientation in matters of professional growth, planning and organization of education throughout life.

4. Participating in discussions when discussing the reports based on the results of the mastered courses will contribute to familiarization with professionally interesting content and will contribute to the formation of motivation to master it.

5. The course itself, built in this way, turns into an innovative educational technology that ensures the formation of competencies and program learning outcomes provided for by the educational program.

Discussion and conclusions

The organization of the educational process using distance learning technologies opens up wide opportunities for the use of non-formal education courses, which can occupy an important place in such conditions:

• as additional educational resources: They supplement the official educational program and provide additional opportunities for deepening knowledge in a specific field or developing specialized skills;

• flexibility and autonomy: non-formal education courses are usually offered online, allowing students to learn at their own pace and at a time that suits them. This is especially important in distance learning environments, where students can independently plan their schedule and use courses based on their needs and interests;

• expansion of industry, disciplinary knowledge: courses can help students to expand their knowledge in a specific industry, academic discipline, which can be useful for their main study program. They may cover current trends, new technologies, skill development, and other aspects that may be important for students' future careers;

• development of soft skills: non-formal education courses often provide opportunities for the development of soft skills such as communication, critical thinking, cooperation and self-organization. These skills are important in today's world of work and can increase students' competitiveness in the labor market.

• self-improvement: courses can serve as a tool for self-improvement and self-development. They allow students to learn new topics, expand their interests and develop as individuals;

In general, non-formal education courses can play an important role in distance learning, providing students with additional opportunities for learning, developing the necessary skills, competencies and self-realization.

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ВИКОРИСТАННЯ ЕЛЕМЕНТІВ НЕФОРМАЛЬНОЇ ОСВІТИ В ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

В с т у п . *Аналіз останніх публікацій та апробації наукових досліджень на конференціях, симпозіумах, під час дискусій науковців показують, що нині змінюються підходи до організації освітнього процесу – спочатку під впливом епідемії COVID-19, а потім російської агресії проти України. Водночас формальна освіта попри все залишається головною повсякденною активністю особистості в ЗВО. Вона базується на сучасних наукових тенденціях і практиках. Отримання освітньої послуги стає більш доступною. Формується індивідуальна траєкторія освіти, зокрема з використанням технологій дистанційного навчання. Саме організація освітнього процесу з використанням дистанційних технологій стає провідною в умовах військового часу. Окремої уваги заслуговують підходи до його організації з використанням елементів неформальної освіти.*

Мета статті полягає в осмисленні місця неформальної освіти в освітньому процесі вищої школи, а завдання – розглянути можливі прикладні аспекти неформальної освіти під час підготовки фахівців у межах освітньо-наукової програми "Освітні, педагогічні технології" спеціальності 011 Освітні, педагогічні науки, зокрема проаналізувати можливості використання елементів неформальної освіти під час побудови й організації вивчення дисципліни "Інноваційні освітні технології", змістове наповнення самостійної роботи студентів. Значного уваги у статті набули пошуки відповіді на запитання – наскільки самостійна робота за такої організації дозволить формувати передбачені робочою програмою дисципліни (РПНД) компетентності і програмні результати навчання, що містяться в освітній програмі. Для досягнення поставленої мети й розв'язання завдань використано методи: моделювання діяльності студентів, із використанням уже наявного досвіду роботи під час опанування здобувачами змісту навчальних дисциплін та інших освітніх програм: бесіди, опитування, оцінювання виконаних завдань, зворотного зв'язку (анкетування).

Р е з у л ь т а т и . Під час створення робочої програми курсу й дослідженні можливостей використання елементів неформальної освіти використовувалось поетапне моделювання діяльності магістрантів, під час якого має відбуватися пошук доступних масових відкритих онлайн курсів, які б могли доповнювати зміст навчання, з урахуванням мети й завдань дисципліни, часу самостійної роботи для опанування цих курсів, конкретних результатів, які можуть перевірятися та враховуватися в межах модульно-рейтингової системи оцінювання навчальних досягнень студентів.

В и с н о в к и . Результати обговорення концепції робочої програми з колегами показали, що запропонована організація самостійної роботи студентів із використанням елементів неформальної освіти під час вивчення дисципліни "Інноваційні освітні технології" сприятиме формуванню передбачених освітньо-науковою програмою компетентностей і програмних результатів навчання і конкретизує, оптимізує організацію самостійної роботи, як найважливішої складової освітнього процесу на другому рівні вищої освіти.

К л ю ч о в і с л о в а : *масові відкриті онлайн курси, формальна освіта, неформальна освіта, критерії оцінювання навчальних досягнень.*

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THE USE OF CHATBOTS IN STUDENT EDUCATION

B a c k g r o u n d . *The article considers aspects of the use of chatbots in education and their potential to optimize the work of teachers and improve the learning process.*

The article identifies the areas of activity of teachers in which the use of chatbots for various purposes will optimize work, automate repetitive and routine tasks: preparation for classes and development of methodological support, assessment of students' learning outcomes, providing students with access to educational materials, communication with students, and organization of their own working time.

The article provides a list of online courses that help teachers to effectively use chatbots in their professional activities and design them on their own.

Purpose and objectives. It is found out that the use of chatbots can improve the organization of the educational process; improve the support of learning using distance technologies; increase the level of interactivity and playfulness of the educational process; promote the creation of an inclusive educational environment and personalization of learning; simplify the adaptation process of applicants and foreign students; improve the quality of informing applicants and conducting career guidance; automate the provision of information, psychological, legal, social support to all students.

R e s u l t s . *In general, the use of chatbots in student education opens up many new opportunities to provide effective, accessible, and modern education that meets the requirements of modern society and the labor market. Chatbots are actively used by higher education institutions to increase the interactivity of learning, organize online learning, and support learning using distance technologies.*

C o n c l u s i o n s . *Chatbots help to organize the educational process for both teachers and students, personalize learning, and adapt the educational environment to the needs and capabilities of a particular user.*

K e y w o r d s : *educational process, chatbot, artificial intelligence, higher education.*

Background

The development of artificial intelligence tools has had a significant impact on various spheres of human life and activity, primarily due to the ability to analyze data, recognize patterns, make decisions, and automate tasks. Artificial intelligence is actively and successfully used in the financial sector, industry, energy, business, transportation, and robotics, contributing to the automation, optimization, and improvement of processes and services.

According to the Concept for the Development of Artificial Intelligence in Ukraine, approved by the Order of the Cabinet of Ministers of Ukraine № 1556-р of 02.12.2020, the priority areas for its implementation are the introduction of artificial intelligence technologies in education, economics, public administration, cybersecurity, defense and other areas to ensure Ukraine's long-term competitiveness in the international market (The concept of..., 2020). The implementation of the state policy in the field of artificial intelligence will affect the key interests of such stakeholders as citizens, educational institutions, business entities, executive authorities and local governments (The concept of..., 2020). As of today, it can be stated that artificial intelligence is at the initial stages of development in the field of education. The use of artificial intelligence tools in student education opens up many new opportunities to provide effective, accessible, and modern education that meets the requirements of modern society and the job market.

With the development of digitalization and information networks in the field of education, the ways of interaction between participants in the educational process have changed. Artificial intelligence tools, such as chatbots, are actively involved in this interaction. Chatbots, as intelligent agents, have a powerful potential to improve the quality of education, organize the educational process, personalize learning, increase student motivation, and become valuable assistants for both students and teachers.

Literature review. In recent years, there has been a growing interest in researching the use of chatbots in the educational process, optimizing the work of teachers with their help, using chatbots in the study of certain academic disciplines and for communication with the administration of educational institutions, students, colleagues, and intensifying the scientific discussion on academic integrity and ethical aspects of using chatbots in student education. This is evidenced by the large number of scientific studies and practical recommendations on the use of chatbots in higher education, as more than 17 thousand English-language papers and more than 80 articles by Ukrainian scientists were published in 2019–2023, while in 2013–2018 only about 3 thousand English-language and less than 10 Ukrainian-language papers were published.

Ukrainian and foreign researchers pay considerable attention to the classification and typologization of chatbots in education. For example, after reviewing 89 unique chatbots for Facebook Messenger, P. Smutny and P. Schreiberova proposed a classification of educational chatbots by messaging channels and identified types of chatbots for learning by field of education and end user (Smutny, & Schreiberova, 2020). Y. Chaplinska analyzes the benefits of using chatbots in the educational process and offers her own classification of educational chatbots by function (Chaplinska, 2020). To understand the essence of chatbots, their advantages and disadvantages according to certain criteria, O. Trofymenko, Y. Prokop, O. Zadereiko, and N. Loginova formed a detailed multifactorial classification by the criteria of purpose, location, type of interface, number of users, form of access, algorithm, and functionality (Trofymenko, Prokop, Zadereiko, & Lohinova, 2022).

The prospects of using chatbots in education, the effectiveness of their use in the educational process, and the analysis of advantages and disadvantages are the subject of many publications by Ukrainian and foreign scholars (K. Klioz, O. Olefirenko, I. Ushakova, O. Pedan, O. Nalyvaiko, A. Malyutina, D. Donovska, R. Winkler, M. Zellner, D. Dimitradis). O. Nalyvaiko and A. Maliutina devoted their scientific publication to clarifying the importance of chatbots in the educational process for

students, determining the level of involvement and prospects for their implementation in the learning process, analyzing the results of a student survey on awareness of chatbots and their functionality (Nalyvaiko, & Maliutina, 2021).

D. Donovska examines trends, forecasts, and examples of chatbots in education, analyzes how chatbots influence and change higher education and online learning. The author identifies five ways of such influence: automation of checking and evaluating essays, tests, and quizzes; supervision and control of students during testing, exams, or other online activities to prevent fraud and violation of rules; anonymous and open feedback from students, the ability to leave feedback on the teacher and the discipline; adaptation of the educational process in accordance with the student's capabilities and individual pace of mastering academic disciplines; use of interval learning technology, in particular when learning foreign languages (Donovska, 2019).

R. Winkler and M. Söllner devoted their study to a systematic and structured review of the use of chatbots in education, in which they identified factors that affect the effectiveness of their use in the educational process (Winkler, & Söllner. 2018). D. Dimitradis explores the evolution of chatbots, analyzes the advantages and disadvantages of their use in student learning, and considers the possibility of using chatbots as virtual assistants that free teachers from routine, repetitive tasks and help them focus more on providing quality education (Dimitriadis, 2020). S. Wollny, J. Schneider, D. DiMitri, D. Weidlich, and H. Draxler conducted a study of the areas of education where chatbots are already used, identified three different pedagogical roles of chatbots in education: the role of learning support, the role of assistant, and the role of mentor, and examined in detail the potential of using chatbots to personalize education (Wollny, Schneider, Di Mitri, Weidlich, Rittberger, & Drachsler, 2021).

However, in the current scientific literature, insufficient attention is paid to the study and analysis of the potential of using chatbots to improve the learning process and increase the efficiency of teachers in higher education institutions.

Results

The development and improvement of artificial intelligence tools, such as chatbots, has a significant impact on the expansion of their use. This process has opened up new opportunities and transformed many industries. In education, the use of artificial intelligence tools opens up new opportunities and changes approaches to learning and teaching, and their application contributes to the creation of electronic platforms for learning and development, improvement of the means of assessing students' learning achievements, and optimization of teachers' activities. One of the tools of artificial intelligence is chatbots and virtual assistants that use NLP (Natural Language Processing) and other technologies to understand queries and provide answers.

A bot is a special program that performs any actions automatically or according to a given scenario through interfaces designed for humans. Bots are designed to perform monotonous and repetitive work at the highest possible speed, such as bidding at auctions. Bots used to imitate human actions in communication are called chatbots (Ushakova, 2019, p. 77). The term "chatbot" was coined in 1994 to describe conversational programs during the gaming process, when it was defined as a robot player whose main function was conversation (Chaplinska, 2020). Over time, the tasks of chatbots have transformed, and today a chatbot is defined as a virtual interlocutor that can perform a variety of functions, depending on the

application, and allows you to simulate a relaxed natural conversation through messaging. Such bots use artificial intelligence technologies (Trofymenko, Prokop, Zadereiko, & Lohinova, 2022, p. 147). In general, a chatbot is software that can automatically interact (simulate communication, perform certain actions) with users through a chat interface on platforms such as messengers, social networks, websites, or applications.

In the scientific literature, there are concepts of "chatbot in education/student learning" and "educational chatbot" that should be distinguished. The term "chatbot in education/student learning" can be defined as a software tool based on artificial intelligence that provides automated and interactive interaction between users and educational resources through text or voice communication tools. Its main purpose is to provide students, teachers and other participants of the educational process with the opportunity to receive information, solve problems, receive support and communicate in a convenient and effective way, help in preparing for classes, remind about the time of classes, and provide an individual approach to learning by adapting the educational process to the needs of each student. Such tasks can be performed by chatbots specially created for the educational sector, as well as by multifunctional chatbots and monofunctional chatbots for non-educational purposes. An example of a chatbot specially created for use in education is the virtual assistant of Deakin University "Genie". The platform uses artificial intelligence, voice recognition, and predictive analytics, and is integrated with existing systems, including the university's learning management platform and digital library (Cunningham-Nelson, Boles, Trouton, & Margerison, 2019, p. 301).

Y. Chaplinska interprets the concept of "educational chatbot" as an automated intelligent learning system that operates on the basis of artificial intelligence, which provides learning content and forms a special environment for learning and testing knowledge on a particular subject in a dialogic form (Chaplinska, 2020). An example of an educational chatbot is the game-based accent learning bot "Baba Katrya" (@KatryaBot). Accordingly, an educational chatbot is a narrower concept and is included in the concept of "chatbot in education/student learning".

In higher education, chatbots can be used to:

• *improving the organization of the educational process* – chatbots can be involved in creating class schedules, sending notifications about changes in the schedule, reminding about the dates and times of important events and deadlines;

• *support for learning using distance technologies*, for example, students can ask a chatbot questions about educational materials, tasks or concepts that caused difficulties and receive an immediate answer and explanation; chatbots can provide feedback on errors in answers and solutions to tasks;

• *increasing the interactivity of learning, gaming of the learning process* – the use of chatbots can facilitate group dialogues and discussions during assignments, allowing students to exchange opinions in text or voice format, coordinate cooperation on joint projects; chatbots can be used to create educational games, tests, quizzes, tasks for testing knowledge, using elements of competition and virtual rewards, providing feedback, instructions and guidance; chatbots can help to create interactive stories in which students, by choosing a certain scenario, will influence the events and development of the plot;

• *creating an inclusive educational environment and personalizing learning* – chatbots can provide individual support for students with different needs, distribute adapted resources, tasks, and learning materials, help transform learning materials into an accessible format; chatbots can provide students with special needs with alternative ways of communicating, taking into account physical or communication limitations;

• *adaptation of incoming and international students* – chatbots can provide assistance in various aspects of student life; information on the location of classrooms, libraries, canteens and other important campus facilities, internal regulations, requirements for academic activities; answer questions about tuition, tuition fees, visas, temporary certificates; provide language support, translate and adapt the necessary information, help with understanding the educational program, class schedules; provide information about local traditions, events and cultural activities;

• *informing applicants and conducting career guidance* – chatbots can answer applicants' questions about admission, educational programs, requirements and other aspects of study, career opportunities; create and distribute tests to identify interests and aptitudes, recommend appropriate specialties/educational programs based on the results of such testing; inform applicants about open days, career days, excursions to educational institutions, open lectures, information seminars, master classes and other events;

• *providing informational, psychological, legal, social support to all participants of the educational process* – chatbots can provide advice and recommendations on overcoming stress, anxiety and depression, healthy lifestyle and personal development, answers to questions about psychological well-being, well-being and emotional state; become a reliable virtual interlocutor, ensure the expression of their thoughts and feelings without time limits or shame; inform about the rights and obligations of students, teachers, other participants of the educational process; inform about student organizations, volunteer activities, social initiatives; scholarship programs, grants; assistance with organizational issues related to the educational process (changing groups, applications for a break in studies, academic certificates, etc.), additional and optional classes;

• *optimize the activities of teachers* – chatbots can help automate repetitive and routine tasks (answering students' questions about the schedule, educational materials, requirements for completing assignments, etc.); send reminders about meetings, classes, important events, inform about changes in the schedule, deadlines for submitting assignments; help generate reports on teachers' requests for student performance, statistics on attendance at classes; help check and evaluate certain types of assignments and tests; provide and regulate student access to educational materials;

• *improve communication between the administration, teachers and students, to provide continuous feedback* – chatbots can ensure accessibility and convenience of communication between all participants in the educational process, help avoid misunderstandings, ensure continuous and efficient exchange of information; help students and teachers agree on the time and place of meetings for additional consultations, interviews, and other events; collect students' feedback on classes, the content of academic disciplines, provide an opportunity to evaluate and leave feedback on teachers; provide round-the-clock consultations on various issues to teachers and students;

enable students and teachers to submit proposals, ideas and feedback on improving the organization of the educational process.

The above list covers only the main application segments and is certainly not exhaustive. It can be supplemented as new problems, needs, and challenges in higher education emerge, and it can be expanded as new chatbots emerge and existing ones improve their functionality.

The use of chatbots for various purposes in the professional activity of a teacher will allow to optimize work, automate repetitive and routine tasks in the following areas: preparation for training sessions and development of methodological support, assessment of the results of students' educational and cognitive activity, provision of asynchronous/synchronous access to educational materials for students, automation of communication with students, organization of working time.

1. Preparation for training sessions and development of methodological support:

• assistance in systematizing the material – processing pdf files, summarizing textual information (HUMATA AI), analysis of text (Consensus, ChatGPT, Supertools) and video content (ChatGPT);

• assistance in cataloging (by topic, section, type of material), sorting, ranking (by date, alphabetical order, popularity), creating packages and storing educational materials with convenient access from any device;

• assistance in finding and filtering the necessary information by keywords, topics, dates, file types, etc.;

• providing recommendations on information presentation, presentation design (Adobe Firefly, Midjourney, Leonardo AI, Gamma, tome, Slides AI, ChatBA);

• assistance in building diagrams, graphs, charts, tables, creating short videos, digital images from text/description (ChatGPT, descript, 2short.AI, Pictory, Dall-E-2, Midjourney);

• translation of support materials (ChatGPT, Deepl, @Multitran_bot);

• spell checker (@Grammarnazibot, @grammer_uk_bot);

• file converters (@toppdf_bot, @newfileconverterbot, @File_convertorbot);

• synthesize text into a voice message, text voice acting (Murf, Lovo, @uk_tts_bot, @voiceru_bot, @taras_voice_bot);

• collecting and analyzing students' opinions and suggestions on interesting/necessary topics or specific issues within the study of the discipline, methods of learning and teaching, assessment of learning outcomes, etc.

2. Assessment of the results of students' educational and cognitive activity:

• automation of assessment of certain types of tasks;

• collecting and analyzing information on the results of student assessment;

• notifying students of their grades, providing feedback and advice on their work, opportunities to improve their results, and recommending additional materials;

• help with test preparation (ChatGPT, ExamCram);

• recommendations on practical tasks;

• monitoring student progress and sending information about progress.

3. Providing asynchronous/synchronous access to learning materials for students:

• the possibility of placing educational materials (including multimedia), file documents (@Filetobot);

• management of access to educational materials (limited / unlimited access);

• the option to program a mailing at a specific time (@Skeddybot).

4. Automating communication with students:

• answers to frequently asked questions regarding the study of the discipline, the procedure for assessing and completing assignments, rules of conduct, exams and tests;

• safety instructions;

• prompt notification of changes in the schedule;

• providing recommendations and tips;

• additional literature, common mistakes in completing assignments;

• providing individual feedback on the results of assignments;

• sending reminders to students about upcoming deadlines for assignments and projects;

• registering students for consultations with the teacher;

• student surveys and voting (@pollbot).

5. Organization of the teacher's working time:

• providing information and notifications on class schedules, scheduled meetings and events (AlertBot, @task_reminders_bot, @Skeddybot);

• organization of meetings, consultations;

• reminders of deadlines for students to complete assignments.

All of the above steps can be performed with the help of existing chatbots and those created independently using online constructors (Corezoid, Goodpromo, SMMBOT, SendPulse, Gerabot).

There are several ways to learn how to effectively use chatbots and build them yourself: online courses, studying online resources (blogs, video content, articles) and training materials on chatbot platforms. There are a number of online courses, webinars, and trainings that will help teachers acquire the necessary competencies to use artificial intelligence technologies in the educational process and develop the existing ones, for example:

"Fundamentals of AI" ("Основи AI") is a course by Google Ukraine and the Ministry of Digital Transformation of Ukraine aimed at acquiring practical skills for the effective application of artificial intelligence without technical experience;

"Getting Started with ChatGPT" ("Початок роботи з ChatGPT") – the course by Oleksandr Krakovetskyi (on the Prometheus platform) that will teach how to create high-quality queries to ChatGPT and use artificial intelligence to solve various tasks;

"Make Teaching Easier with Artificial Intelligence (ChatGPT)" – the course by Anthony Bohrinis (on the Udemy platform) designed to teach teachers how to use artificial intelligence to automate administrative and routine work (planning classes, creating test tasks, providing feedback to students, grading assignments, etc.);

"AI for Everyone" – the general course from Coursera that will introduce the possibilities of artificial intelligence and help you understand the ethical and social debates around artificial intelligence;

"Automate Useful Professional Tasks using Open AI" – the course by Mick Jones (on Class Central and YouTube) aimed at understanding how to optimize working hours using artificial intelligence technologies;

"Time Management with ChatGPT" – the course from Sri Harsh Navundru (on the Udemy platform), which will teach you how to use time management techniques in everyday life, create a personal schedule, prioritize tasks, and increase productivity using ChatGPT, Google Keep and Google Calendar;

"ChatGPT Teach-Out" – the course from Coursera that will introduce the capabilities of artificial intelligence tools, the principles of chatbots, and consider the ethical aspects of using ChatGPT results;

"Learn Prompting" – the course that will teach you how to write queries and tasks for ChatGPT and other artificial intelligence tools.

Discussion and conclusions

Chatbots are a modern, innovative, multifunctional artificial intelligence tool that is actively used by higher education institutions to increase the interactivity of learning, organize online learning, and support learning using distance technologies. Chatbots help to organize the educational process for both teachers and students, personalize learning, and adapt the educational environment to the needs and capabilities of a particular user.

Chatbots make it possible to optimize the activities of teachers, automate repetitive and predictable tasks, support the mobility and accessibility of the learning process, and improve the interaction between teachers and students.

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ВИКОРИСТАННЯ ЧАТ-БОТІВ У НАВЧАННІ СТУДЕНТІВ

В с т у п . *Розглядаються аспекти використання чат-ботів в освіті та їхній потенціал для оптимізації роботи викладачів і поліпшення процесу навчання.*

Визначено сфери діяльності викладачів, у яких використання чат-ботів для різних цілей дозволить оптимізувати роботу, автоматизувати повторювані та рутинні завдання: підготовка до занять і розробка методичного забезпечення, оцінювання результатів навчання студентів, забезпечення доступу студентів до освітніх програм. матеріали, спілкування зі студентами, організація власного робочого часу.

Подано перелік онлайн-курсів, які допомагають викладачам ефективно використовувати чат-боти у професійній діяльності та самостійно їх розробляти.

Мета і завдання. *З'ясовано, що використання чат-ботів може вдосконалити організацію навчального процесу; поліпшити підтримку навчання з використанням дистанційних технологій; підвищення рівня інтерактивності й ігровості навчального процесу; сприяти створенню інклюзивного освітнього середовища та персоналізації навчання; спростити процес адаптації абітурієнтів та іноземних студентів; підвищити якість інформування вступників і проведення профорієнтаційної роботи; автоматизувати надання інформаційної, психологічної, правової, соціальної підтримки всім студентам.*

Р е з у л ь т а т и . *Загалом використання чат-ботів у навчанні студентів відкриває багато нових можливостей для забезпечення ефективної, доступної та сучасної освіти, яка відповідає вимогам сучасного суспільства й ринку праці. Чат-боти активно використовуються закладами вищої освіти для підвищення інтерактивності навчання, організації онлайн-навчання, підтримки навчання з використанням дистанційних технологій.*

В и с н о в к и . *Чат-боти допомагають організувати навчальний процес як викладачам, так і студентам, персоналізувати навчання, адаптувати освітнє середовище до потреб і можливостей конкретного користувача.*

К л ю ч о в і с л о в а : *навчальний процес, чат-бот, штучний інтелект, вища освіта.*

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KYIV SLAVIC UNIVERSITY: EXPENSES AND LOSSES ON THE WAY OF BECOMING

B a c k g r o u n d . *In the example of Kyiv Slavic University, one of the leading institutions of higher education in the humanitarian profile for the study of languages, culture, and history of the Slavic peoples, the place and role of privately owned higher education institutions in the higher education system of Ukraine in the period of its formation in the 90s is determined 20th century – at the beginning of the 21st century.*

The article is deals with the analysis to the illumination of the history of organization, formation and development of a higher educational institution of state form of ownership the Kyiv Slavic University. The stages of formation of the university are considered: from the constituent assembly of the founders of the NGO "Kyiv Slavic University" in November 1992 until the end of 2016-2017 (the period of stable development) at the Kiev Slavic University.

The purpose and tasks of the article are to determine the stages of formation of Kyiv Slavic University, as well as the analysis of achievements and losses on the way of its development. The legislative and legal basis of the organization of the institution of higher education of private ownership in the conditions of independent Ukraine, the priority areas of activity were studied and analyzed, and the emphasis was placed on the development of Slavic studies as a leading field of educational services of the university.

R e s u l t s . *The international relations of the Kyiv Slavic University, established for fruitful cooperation with European universities, were analyzed, and the possible trends of the further development of the institution of higher education were predicted. The achievements and losses of the university in the way of its formation are analyzed. Among the losses is the lack of a university development strategy and gross mistakes in its management.*

C o n c l u s i o n s . *The key and the main condition for the preservation of higher education in Ukraine is a deep, comprehensive reform. This is an extremely difficult task.*

K e y w o r d s : *university, Kyiv Slavic University, higher education, private ownership, international cooperation, European educational space, slavic studies.*

Background

It is well known that the very idea of the university as an educational institution was the subject of discussions of the most prominent philosophers, teachers, and writers of the nineteenth and twentieth centuries. – Humboldt, Heidegger, Jose Ortega Gassetta, Umberto Eco and others. All of them converge in the fact that the university primarily functions as a legitimate national education, in general science, scientific knowledge. Modern universities have changed considerably in particular in Ukraine. The proclamation of the independence of the Ukrainian state actualizes the role of universities in the legitimization of its titular nation through education.

In the early 90s of the 20th century, the domestic education system underwent significant changes, in particular, higher education institutions expanded their network at the expense of the private sector. Privately owned universities have occupied a certain niche in the higher education system. Today, a private higher school is a full-fledged part of the national education system, but at the stage of formation, like any new phenomenon, they had certain successes and certain failures. The analysis of university education under the conditions of private ownership is important for the improvement of the educational sphere in the conditions of reform and entry into the European educational space.

The idea of the creation of the Kyiv Slavonic University one of the leading private owned higher educational institutions is an attempt to preserve the historical traditions of the university as a center for scientific, educational and educational activities of general cultural value for the development of the state.

Literature review. From the first days of the formation of the Kyiv Slavonic University has scientific and educational activities remain the subject of close attention both in the Ukrainian and in the foreign educational space. Evidence for this may be at least an almanac "Kyiv Slavic University: the first decade", in which the speeches of the extraordinary and plenipotentiary ambassadors of the Slavic states accredited in Ukraine, to the students and teachers of the KSU, and scientific publications in Ukrainian (Aleksieiev, 2013; Z litopysu Kyivskoho, 2013, p. 12–15; Kyivskyi slavistychnyi, 2013, p. 3–4) and foreign professional editions (Kuzmenko, 2017, p. 12–15).

However, in comparison with other higher educational institutions of Ukraine, the Kyiv Slavic University is deprived of the attention of historians of pedagogical science. In particular, there were still no special works in pedagogy that would analyze the history of organization, formation and development of the Kyiv Slavic University.

Consequently, the relevance of the article is due to the objective need for careful study of the issue, as well as the lack of publications devoted to the comprehension of the topic.

The purpose of the article is to highlight the genesis of the organization and formation of the Kyiv Slavic University and on this basis an analysis of achievements and losses, as well as the determination of the main directions of its further development.

Presentation of the main research material. The transformation of the education industry in Ukraine has led to the objective need to create an alternative education sector. Among its positive aspects is internal freedom autonomy and the ability to provide exactly the educational services that are most needed in modern conditions: teaching foreign languages in conjunction with the preparation of a new generation of specialists in important industries etc.

Competition and the desire to win a new market of services the use of contract engagement of lecturers has led to the fact that these educational institutions were the best professors and associate professors. In addition the sincere desire to achieve maximum results encourages teachers to expand their knowledge through the use of international information sources, to invent more effective methods of teaching new disciplines, courses and programs in modern specialties.

Private educational institutions, as experience shows, including foreign countries, is an indicator of what society needs, they are a kind of channel through which state institutions of higher education receive an impetus for an

update. Thus the private higher education sector appeared as a response to the acute needs of life as a public response in Ukraine.

The conquest of Ukraine as an independent state before the beginning of the new 1991–1992 school year. The fate of the USSR history departments which was known to have played a leading role in the historical and other humanities faculties has been resolved. Of course, in the collectives of the chairs, discussions began, long and hot discussions. For the most part they went in two ways: to edit the name the "sign" of the department, leaving everything unchanged, or, conversely, to go through fundamental changes based on preserving the new content of education.

All departments of the history of the USSR in Ukraine were simultaneously renamed and converted into departments of the history of the Slavic peoples. Did this solve the problem of chairs? No it was not. The dilemma remained, because the staffing of the departments, in essence, remained unchanged, but the task was to change the content of teaching, the structure of personnel, and so on. Again and again there were sharp discussions that had little effect on the matter. There would not be enough volitional decisions. The urgency of creating a university as a Slavic center stemmed from the fact that Ukraine had no scientific institution that was clearly oriented to Slavic studies and Balkan studies. With the collapse of the Soviet Union and the acquisition of sovereignty by Ukraine, it turned out that all the Slavic studies centers were now in Moscow and St. Petersburg. Once institutions such as the Institute of Slavic Studies and the Balkan Studies of the Academy of Sciences of the USSR not only developed the Slavic themes themselves, but also coordinated relevant research in Ukraine and Belarus. Probably it was not very good under those conditions. A republic like Ukraine should have educational and research institutions specializing in the history and culture of the Slavs.

From now on, as a Slavic state, the capital of which at one time was the center of the Eastern Slavs, Ukraine could not abstract from the Slavic countries due to its sovereign status. "Such institutions are extremely necessary not for a better understanding of the Slavic world, one of the largest in Europe but also for the knowledge of ourselves" (Origins and prospects, 2013, p. 22).

Specialist's public figures of not only Ukraine but also other states participated in the development of the idea and the creation of the first structures of the future institution of a new type. The initiative group included Y. Alekseev, R. Garenchar (Extraordinary and Plenipotentiary Ambassador of Slovakia to Ukraine), I. Lubchenko, J. Migash (advisor to the Embassy of Slovakia in Ukraine), V. Oskolsky, A. Tikhonov and others. The initiative group from the very beginning of its activity was actively supported by the vice president of the Academy of Sciences of Ukraine academician Petro Tolochko.

An important milestone was the establishment of the public scientific and methodical bulletin "Tutor" in October 1992, whose purpose was to popularize new ideas in education, new technologies private educational institutions. "Tutor" tried through the printed word to continue the discussion about educational problems.

The constituent assembly of the founders of the NGO "Kyiv Slavic University" was held in a solemn atmosphere at the premises of the Presidium of the National Academy of Sciences of Ukraine in November 1992. Collective members were: National Academy of Sciences of Ukraine, Ukrainian Stock Exchange, Youth Committee of Kyiv City State Administration, Federation of Trade Unions of Ukraine and a number of other organizations. The Department of Justice in Kyiv hosted a state registration of a new educational institution, which, after a state license, was named the Kyiv Institute "Slavic University" (KIS) in 25-th of November, 1993.

Newly formed higher educational institution was consecrated by Archimandrite Seraphim on 10-th of January, 1994. The first lecture was read by the Extraordinary and Plenipotentiary Ambassador of Slovakia to Ukraine Robert Garenchar for the students of the Faculty of Pre University Preparation and senior pupils of the Kiev schools. The faculty of pre-university training began the academic year.

These were difficult times. The left wing policies criticized the founders for the fact that the higher educational institution is commercial, right-wing radicals for the name "Slavic University".

It was difficult for many to understand the research needed for a young Ukrainian state in the field of Slavic studies, and the training of specialists oriented to work in a market environment. And the main thing it was a bridge, which connected the neighbouring Slavic states among themselves. A very important and crucial step in the creation of a new educational institution was the time for the preparation of curricula and plans, on the basis of which the license of the Ministry of Education of Ukraine was to be obtained. The main goal of the KIS was to train specialists to work in a market environment. The Ministry of Education of Ukraine granted the educational institution a license for the right to carry out educational activities.

The first set of students came to the audience. For them the working weekdays began for the collective the further laborious and hard work on the realization of the goal. Despite the difficulties, enthusiasm reinforced concrete results in the development of the university. Already in June 1995 the Ministry of Education of Ukraine granted the educational institution a license for retraining specialists with a second higher education and advanced training. In the following months, KISU's branches were opened to Mykolaiv and Rivne, a language school for studying Slavic, Balkan and Romance languages as part of the university.

In the Kyiv Slavic University (named after a higher educational establishment in 2000) in close co-operation with academic institutions the Slavic and Balkan Studies faculties, economics and management began their activities. Leading scientists from Ukraine and abroad were involved in teaching. Later in cooperation with the National Union of Journalists of Ukraine the Ukrainian Centre for International Education and the Ukrainian Stock Exchange, an experimental educational program "New Generation" was launched; on the basis of the University, the Ukrainian State Slavonic Centre of the National Academy of Sciences of Ukraine and the Ministry of Education and Science of Ukraine were created; open postgraduate study, and subsequently doctoral studies from five specialties: history of Ukraine (07.00.01), world history (07.00.02), historiography, source study and special historical disciplines (07.00.06), Ukrainian literature (10.01.01), Slavic languages (10.02.03).

There was a specialized academic council for the defence of theses for the degree of candidate and doctor of historical sciences. Kyiv Slavic University carried out the first issue of masters in June 2003. Famous Slavic scholars have been united around the university. Academicians of the National Academy of Sciences of Ukraine P. Tolochko, V. Smoliy, M. Popovich, V. Naulko, M. Kotlyar, doctors of sciences,

professors V. Kuzmenko, G. Nadtoka, Ivan and Elza Stoyanov, S. Kulchytsky, V. Speedboats and many others.

Teachers from other European countries worked here: professors A. Mshtyan (Czech Republic), G. Gochev, N.Velikov (Bulgaria), K. Tchaikovsky, B. Bakula (Poland), J. Abenzour (France), B. Dankvist (Sweden)) etc. The lectures were attended by the Consul General of the Republic of Poland in Kyiv Dr. K. Hitz, the first secretary of the Embassy of the Czech Republic in Kiev, M. M. Gronek, the first secretary of the Embassy of the Republic of Bulgaria in Kyiv, D. Danchev and others. As noted after these meetings, the students, the experience of communicating with the ambassadors and staff of the embassies of the countries whose languages they study will become invaluable to them in the future.

The university has a scientific library, a publishing-editorial centre, a printing site. Kyiv Slavic University is the founder and publisher of the Kiev old fashioned magazine which in 1882 was a printed organ of the Kiev Old Community; Journal "University", scientific journal "Bulletin of the Kiev Slavonic University" (Series: "Philology", "History") and "Bulgarian Yearbook", as well as student newspaper " Beast".

At the same time, there was an active process of establishing effective contacts with foreign educational and educational institutions. Among the 17 foreign partner universities higher educational institutions in Bulgaria, Belarus, the UK, Poland, Russia, France, the Czech Republic and Sweden. The KSU has been practicing the exchange of students from the universities of Halmstad (Sweden), collaborated with the Anglo European School of English in Bournemouth. Students of the Kyiv Slavic University held annual language training and internships in foreign educational institutions.

The University maintained close scientific contacts with the central universities of the countries of Eastern Europe and the Balkan region, was a member of the European Association of International Education. At the end of 2009–2010, In the KSU and its branches there were more than 12 thousand students. As part of the teaching staff there were 49 doctors of sciences, professors and about 200 candidates of sciences, associate professors. It was the highest indicator of the quantitative and qualitative staff of the university and one of the best indicators among the higher educational institutions of Ukraine next 2010–2011. The city was marked by a massive outflow of teachers as well as a catastrophic decline in student collections for all specialties in the KSU. With every new school year the situation worsened. At the end of 2016–2017. There are currently only 400 students studying in all specialties at the university, and the teaching staff has decreased to two dozen teachers several doctors of science of aging and candidates of sciences, mainly pensioners.

The analysis showed that the absence of a university development strategy by its owner and at the same time the president of the KSU Y. M. Alekseyev as well as the chronic gross mistakes in his management activities, led to the absence of a strategy for the university. Neglecting the opinion of the team, in particular, the decisions of the Academic Council of the University, Y. M. Alekseyev did not invest in the development of a higher educational institution and its affiliates: no construction of either the main building of the university, the residential building for teachers not the hostel for students was started.

Instead in times another economic crisis room owners at A. Barbusse Street, 9, where the main educational building of the university was located, raised the rent for the training area. The KSU having not received the required number of its own audiences was unable to pay a new lease price and therefore had to leave office in the center of Kiev and move to the sleeping area of the city into other leased premises. In addition, the salaries of teachers were negligible and then paid irregularly. All this negatively affected the University's image and as a consequence, the subsequent sets of students.

Results

The key and the main condition for the preservation of higher education in Ukraine is a deep, comprehensive reform. This is an extremely difficult task.

Discussion and conclusions

The solvation of educational problems facing Ukraine today is impossible without a thorough analysis of the activities of its higher educational institutions including private universities such as the Kyiv Slavic University. The experience of its formation and development shows that private educational institutions can provide high-quality education at the level of world standards. However, the state should assist such universities in their activities: first of all, preferential taxation, and rent for the rented premises which should be much lower than that paid by commercial entities.

Student loans are still not resolved. The KSU and other private universities are looking for solutions to this problem, but the state must actually and not declaratively support young people who do not have sufficient means to study. However, it is very necessary to solve it. Because of only a higher school based on world experience can save many centuries of Ukrainian educational traditions, can ensure the reproduction and development of the intellectual potential of the country and ultimately a worthy place in the world community.

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КИЇВСЬКИЙ СЛАВІСТИЧНИЙ УНІВЕРСИТЕТ: ДОСЯГНЕННЯ ТА ПОМИЛКИ НА ШЛЯХУ СТАНОВЛЕННЯ

В с т у п . *На прикладі Київського славістичного університету, одного із провідних закладів вищої освіти гуманітарного профілю з вивчення мов, культури та історії слов'янських народів, досліджено місце й роль закладів вищої освіти приватної форми власності у секторі вищої школи освітньої системи України в період з 90-х рр. XX ст. – початку XXI ст. у напрямі західноєвропейської інтеграції.*

Присвячена аналізу висвітлення історії організації, становлення й розвитку закладу вищої освіти державної форми власності Київського славістичного університету. Розглянуто етапи становлення університету: від установчих зборів засновників ГО "Київський славістичний університет" у листопаді 1992 р. до кінця 2016–2017 рр. (період стабільного розвитку) у Київському славістичному університеті.

Метою і завданнями статті є визначення етапів становлення Київського славістичного університету, а також аналіз досягнень і втрат на шляху його розвитку. Досліджено та проаналізовано законодавчу і правову основу організації вищого навчального закладу приватної форми власності в умовах незалежної України, пріоритетні напрями діяльності, наголошено на розвитку славістики як провідного напряму, освітні послуги університету.

Р е з у л ь т а т и . *Проаналізовано міжнародні зв'язки Київського славістичного університету, які налагоджені для плідної співпраці з університетами Європи, спрогнозовано можливі тенденції подальшого розвитку вищого навчального закладу. Розглядаються досягнення та втрати університету на шляху його становлення. Серед помилок – відсутність стратегії розвитку університету та грубі помилки у його управлінні.*

В и с н о в к и . *Ключовою й головною умовою збереження вищої освіти в Україні є глибока, комплексна реформа. Це надзвичайно складне завдання.*

К л ю ч о в і с л о в а : університет, Київський славістичний університет, вища освіта, приватна власність, міжнародне співробітництво, європейський освітній простір, славістика.

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APPLICATION OF DEVELOPMENTAL LEARNING TECHNOLOGY
IN THE PROFESSIONAL TRAINING OF STUDENTS OF HIGHER EDUCATION INSTITUTION

B a c k g r o u n d . *National education is going through a stage of critical and at the same time constructive rethinking of reality, which is connected with a deep transformation of all spheres of social life. The cognitive-informational approach to the selection of the content of education is inferior to the socio-cultural one, and the monologic style of the teacher's pedagogical interaction is to the developmental one. In general, education is increasingly organized not according to the principles of acquiring certain knowledge, abilities and skills from the foundations of science (knowledge paradigm), but according to the laws of social-psychological interaction (personally oriented paradigm), the substantive basis of which is a developmental approach. Therefore, the theory and practice of developmental education acquires special importance.*

Purpose and tasks. The purpose of the article is to substantiate the technology of developmental training in the training of future specialists in institutions of higher education.

Task: to reveal the essence of developmental learning technology, categories "developmental learning", "developmental learning technology"; to determine the organizational and pedagogical conditions of developmental education in institutions of higher education.

R e s u l t s . *Pedagogical technology of developmental training of future specialists in higher education is disclosed; the organizational and pedagogical conditions for the implementation of developmental training in the process of educational activity are substantiated; the content of the categories "development", "technology of developmental education", "developmental education" has been specified.*

C o n c l u s i o n s . *Developmental learning technology is defined as a systematic method of planning, implementation and evaluation of the entire learning process in higher education institutions. It was found that under the condition of development and implementation of new pedagogical technologies in the process of professional training in higher education institutions, the student becomes a participant in the process of constructing new knowledge with the help of their assimilation, awareness and application. The essence of the category "developmental training", "development", "technology of developmental training" is revealed. Developmental learning technology is defined as a systematic method of planning, implementation and evaluation of the entire learning process in higher education institutions.*

The organizational and pedagogical conditions for the development of students' educational activities are substantiated as such, which can determine the course and effectiveness of specially organized work on the development of students' educational activities and determine the technology of developmental education of students of higher education institutions.

K e y w o r d s : *development, developmental learning technology, developmental learning.*

Background

Developmental training technology is a systematic method of planning, implementation and evaluation of the entire process of training a future specialist in higher education through the implementation of personal and technical resources, interaction between them to achieve the most effective form of professional training aimed at solving the problems of personality development of a future specialist, using the laws of personal and professional development.

These aspects are especially relevant today, during the period of development of the Ukrainian education system on the basis of democratization, humanization, and the value of personal development of a person. Developmental training is based on the idea of personality development as a subject of personal activity. Therefore, the main goal of the teacher is to ensure development, to study the student's personal educational and cognitive abilities, to determine individual areas of his immediate development and to help the formation of not yet formed abilities. The task of developmental education is the formation of a personality with a flexible mind, developed needs for further knowledge and independent actions, with certain skills and creative abilities. A condition for success in the development of individual thinking is high cognitive activity. Effective assimilation of knowledge involves such an organization of cognitive activity, in which the educational material becomes the subject of active mental and practical actions of each student. The search for learning methods that would enhance the activation of the learning process leads to an increase in the relevance of developmental methods and their problems, independent work, and creative tasks.

Literature review. The conceptual foundations of this pedagogical technology are theories, ideas, principles of developmental learning (A. Aleksiuk, L. Vygotsky, D. Elkonin, L. Zankov, H. Kostiuk, A. Leontiev), which are substantiated as a set of innovative conceptual schemes for organising a holistic educational process.

It is generally accepted that the idea of development is a cornerstone in education, upbringing and personal development. It was first proclaimed by J.-H. Pestalozzi, claiming that education is designed to develop cognitive areas – memory, thinking, imagination. At the beginning of the 20th century the idea of developmental learning was transformed into a complex problem of the relationship between learning and development. It is believed that the most productive approach to its solution was proposed by L. Vygotsky, demarcating two zones of development – actual and immediate. As the scientist proved, learning is productive only when it precedes development. With such an approach, it awakens and brings to life a number of functions that are in the stage of maturation, or, according to L. Vygotsky, lie in the zone of immediate development.

It should be noted that the system of professional training of future specialists correlates with the social situation in society. At the same time, the leading goal of the educational process is the formation of a mobile and competitive specialist.

One of the shortcomings of the system of professional training of specialists is that the content of professional training is mainly focused on the assimilation of a certain amount of knowledge, abilities and skills, and very little on the formation of personal qualities of a specialist. In view of this, the task of creating conditions that ensure the development of the student's creative potential and his personality as a future professional is brought to the fore in

Higher education institution. Developmental training technology is designed to implement these conditions.

It is appropriate to point out that the technology of developmental education is based on a number of specific didactic principles and requirements, in particular: meaningful generalization, according to which general knowledge precedes separate, specific knowledge; the leading role of theoretical knowledge; individualization and differentiation of education; learning difficulties; treatment of the student as a subject of activity; creating a positive emotional background in the audience; taking into account and using the patterns of the level of development and individual characteristics of the individual; implementation of training based on the solution of educational tasks in the zone of immediate development; organization of productive, business communication as a source of intensive development of feelings, emotional sphere of students; evaluation of educational achievements in view of the subjective cognitive abilities of students.

Aspects of the formation and development of the idea of developmental education were studied by V. Pavlenko (Pavlenko, 2012).

Regardless of the thoroughness of the development of the theory of developmental learning (in the works of L. Vygotsky, L. Zankov, D. Elkonin, A. Aleksyuk, G. Kostyuk, O. Leontiev, etc.), there are a number of aspects that require detailed research and are specified by such questions: the problem of selecting the content of the training of future specialists in order to ensure the proper development of the educational and cognitive activity of students taking into account their cognitive capabilities; definition of a set of teaching methods that would ensure the formation of students' creative thinking; the use of technological means of the educational and cognitive process; compliance with the requirements for educational and methodical provision of developmental classes, etc.

It should be noted that in order to understand developmental learning, it should be considered through person-oriented and personal-developmental approaches. Thus, the personal development approach is based on the leading principles of humanistic pedagogy and is reflected in the pedagogy of cooperation.

The leading idea of the personal development approach is the thesis of the creation of subject conditions for the development of all forms of self-esteem activity of students, that is, the creation and solution of such professional tasks and situations that would make it possible to make independent discoveries, acquire new independent experience, and build one's own professional communicative space.

V. Serikov singles out the basic principles that regulate the personal development sphere: the principle of the subject position of participants in the educational process; the principle of the sequence of events (the personal development process is a chain of events that become units of personal development); the principle of stimulating the individual to initiate his own additional activity, to reflection; the principle of the life-situational approach, according to which the personal development process can only be individualized; the principle of "living knowledge", that is, priority attention to self-acquired knowledge and life conclusions, etc.

The foundations of the personal development approach were reflected in the theoretical explorations of D.B. Elkonin, who wrote that "within the framework of developmental pedagogy, the main neoplasm of a participant in educational processes is a subjective attitude to the cultural form. Subjective attitude implies initiative and independence in approbation of cultural forms. ... Action is, in fact, a subject type of inclusion in educational processes and the main

product of education built within the framework of development".

Based on the necessity of compliance with modern world and European trends, the state concept of education development with the goals, content, forms, methods and results of the developmental education system, we will point out the most important aspects of the implementation of a personal development approach to the professional training of pedagogic specialists in higher education: 1. Rejection of the traditional education system in which the future specialist is the object of external influences, thanks to the installation of ready-made knowledge, empirical type of thinking, authoritarian methods of organizing educational activities. Studies have shown that in such conditions two lines of abnormal personal development prevail: neurotic (following predetermined educational and social patterns) and antisocial (risk group). The personal development approach allows you to set and implement a completely different, humanistic model of personality development thanks to the construction of an educational activity in which the student is its subject, and the educational process itself is dominated by the methods of the subject-subject model of pedagogical interaction.

2. Taking into account the fact that the formation of the personality is carried out during the entire period of life (Rybalka, 2002), it is necessary to solve the problem of developmental education both at the theoretical and practical levels (the system of V. Davydov, D. Elkonin); the problem of the insufficient number of qualified scientific and pedagogical personnel of the developmental education system is particularly acute at the same time. Therefore, one of the primary tasks in the field of education is the wide implementation of the mentioned system of education in higher education institutions. The formation and development of a specialist's personality largely depends on the personality of the teacher, his own positions in relation to this education system. Therefore, the problem of training and retraining of teachers who are able to implement the developmental system of education in practice is urgent. The complexity of this problem lies in the fact that the named didactic system of learning involves pedagogical activities that are radically different from the traditional ones. Only with the personal perception of the educational development system by the teacher and the teacher, if they have the ability to organize an interpersonal dialogue between the participants of the educational process, the implementation of educational activities on the basis of the personal development approach becomes real. However, a more general problem related to the structure of the teacher's activity within the framework of the developmental education system needs to be solved first (Rybalka, 2002).

4. The system of developmental education witnessed fundamentally new characteristics of the student age in the understanding of educational activity based on the principles of a personal development approach. Therefore, the subject of research is limited to the student period of a person's life in his personal development and the influence of personal neoplasms of student age on further professional activity.

5. An important place in the personal development approach is occupied by the educational community, the microenvironment, the team, and the system of personal relationships. The practical implementation of the developmental training system shows that real development can take place in a specially organized small group. In this regard, the peculiarities of interpersonal relations of an academic group of students, their needs, interests, motives, values, emotions, which are formed in

educational and professional activities organized in the system of developmental education, require research.

6. According to the concept of V. Davydov and D. Elkonin, the main obstacle to the development of the personality of a future specialist is the preservation of the empirical content of knowledge and the impossibility of subjective behavior in educational activities, which is one of the causes of neuroses, apathy, drug addiction, and youth crime. Therefore, the real state of development of the theoretical type of thinking of students of higher education institutions, the real ratio of internal and external factors in educational activity needs to be checked. The subject of the research should be the influence of the formed types of thinking (empirical and theoretical), organized in the higher educational institution (when the student is its subject and object), on the further professional development of the future specialist.

7. The question about the place of educational and professional activity of students in their further personal development and about its influence on the future professional activity of the specialist and on his personal development needs an answer. Such problems should be solved within the framework of a personal development approach. And for this, it is necessary to first find out what are the mechanisms of restructuring the student's personality at each of the stages: self-education – practical activity aimed at realizing oneself as an individual, subject management of this activity, which involves setting oneself up for self-improvement, objective self-evaluation; self-education – purposeful systematic educational activity managed by the individual himself; self-development – conscious activity aimed at personal improvement in accordance with the requirements of education and profession, based on subject, methodical, pedagogical, psychological training; self-actualization – the desire for fuller identification, development and realization of all potentials of the individual.

Despite the historical and pedagogical precedents of developmental education, its integral theory began to take shape in the 20th century. Near the origins of the domestic theory of developmental education stood L. S. Vygotsky In the 1920s and 1930s, the problem of the relationship between development and learning was hotly discussed in the psychological and pedagogical literature. A number of foreign authors proved that human development does not depend on education (A. Gesell, J. Piaget, Z. Freud). They consider learning as a process that must be coordinated with the course of development, but does not take a direct part in development itself. According to such a theory, development "has certain finished cycles; these functions must mature before the school can start teaching specific knowledge and skills to the child. Development cycles always precede learning cycles. Thus, any possibility to raise the question of the role of learning itself during the development and maturation of those functions that are activated by learning is excluded. Their development and maturation is a prerequisite rather than a result of learning. Learning builds on development without changing anything, strictly speaking" (Rybalka, 2002).

In the framework of the second approach (James, Thorndike, etc.), learning was equated with development, which was defined as the accumulation of various kinds of habits by a person in the process. According to this theory, any learning becomes developmental. In the third theory (Kafka, etc.), an attempt is made to overcome the limiting values of the first two approaches. At the same time, development is defined as a process independent of learning, namely learning, during which a child acquires new forms of behavior, is thought to be identical with development. On the one hand, development prepares and enables the process of learning, on the other hand, learning stimulates the process of development. This theory distinguishes the processes of learning and development and, at the same time, establishes their relationship. These three theories with some modifications also exist in modern psychological and pedagogical literature. L. S. Vygotsky did not agree with any of these theories and formulated his own hypothesis about the relationship between learning and development. According to the theory of L. S. Vygotsky, there is a unity, but not the identity of learning processes and internal development processes: "although learning is directly related to child development, however, they never go evenly and parallel to each other... Complex dynamic dependencies are established between the processes of development and learning, which cannot be covered by a single, predetermined, a priori hypothetical formula" (Andrushchenko, Mikhalchenko, & Kremin, 2002).

When substantiating his hypothesis, L.S. Vygotsky laid out the content of the basic genetic law on the development of human mental functions. This fundamental law is the basis of his cultural and historical concept. According to L.S. According to Vygotsky, any higher mental function in the development of a child manifests itself twice – first as a collective, social activity, and secondly – as an individual activity, as a child's internal way of thinking: "This law, it seems to us, is quite suitable for the process of children's education... An essential feature of education is that it creates a zone of immediate development, that is, it causes a child's desire for life, excites and gives movement to a number of internal development processes... From this point of view, it is not development. But, properly organized, it leads to children's mental development, brings to life a number of processes that would be impossible without education. Thus, education is an intrinsically necessary and general moment in the process of the child's development of not natural, but historical features of a person" (Andrushchenko, Mikhalchenko, Kremin, 2002).

For many years, this idea of L. S. Vygotsky remained only a hypothesis, although his followers sought to concretize, clarify and substantiate it with a certain objective content (O. M. Leontiev, P. Ya. Halperin, V .V. Davydov, L. V. Zankov, D. B. Elkonin). But this hypothesis is still at the center of all theoretical research related to the question of the relationship between learning and development, in terms of its prospective scientific and practical significance. This is recognized by specialists of many countries, who in the last decade have been intensively developing the issues of the zone of immediate development as an important component of developmental education. Since the end of the 1950s, the hypothesis of L. S. Vygotsky about developmental learning on a broad experimental basis are verified, substantiated and concretized by two scientific and practical groups created by L. V. Zankov and D. B. Elkonin. These collectives transferred the results of their many years of experimental work into the practice of the mass school and formalized it in the form of integral systems of developmental education.

It is known that education always affects the development of a person in some way. Four full-day intensive training sessions are allocated to them (for general didactic goals and tasks, tasks for personal development, included in pedagogical research and practice):

• the development of language, memory, creative thinking in the course of students' activities related to the acquisition of knowledge;

• business methods, types of educational materials;

• the development of language, memory, creative thinking in the process of activity, based on the experience

of emotional and value attitude to the surrounding activity and personal;

• enrichment of experience of creative activity, formation of a kind of creative personality.

Thus, if the teacher focuses only on the memorization and reproductive creation by students of knowledge and known activities, then this method of ensuring the development of a culture of knowledge is permissible only at the full initial level. and an incomplete secondary school. Developmental education should be considered only that level of the year, which requires the development of the intellect and the corresponding personality qualities at the same time, that is, on the third and fourth days of the year. When considering the technology of developmental learning, first of all, they take into account its focus on solving the problems of the learner's development, using its regularities. The fundamental feature of this technology is that the direct basis of personality development in education is its educational activity aimed at changing oneself personally as a subject of education. The transformation of a person into a subject, interested in changing his own personality and capable of this, characterizes the leading essence of personality development in the learning process. Providing the conditions for such a transformation is the main goal of developmental education. This determines the peculiarities of its essence, methods, forms of communication, as well as parameters and criteria for successful learning. In order for the student, as a subject of the learning process, to independently find ways to solve the problems set before him, it is necessary to start learning not by mastering the methods of solving partial problems, but by mastering the general principle of solving problems of a certain class. For this purpose, the student must construct this principle in the process of identifying, analyzing and meaningfully summarizing the conditions of the task (especially the properties of the object of action), and fixing them in the form of a concept. In other words, the student reproduces the main points of scientific research. According to V.V. David's need to organize and deploy the "quasi-research" activity of students determines the uniqueness of methods of developmental education.

It is worthy of attention to consider the technology of developmental training as a systematic method of planning, implementation and evaluation of the entire process of training in higher education through the implementation of personal and technical resources and interaction between them to achieve the most effective form of professional training aimed at solving the problems of personality development of the future specialist, using the laws of the specified personal and professional development. The fundamental feature of this technology is that the direct basis of the student's personality development in education is educational and cognitive activity aimed at changing oneself personally as a subject of professional training.

Developmental learning technology is based on a number of specific didactic principles and requirements, in particular: meaningful generalization, according to which general knowledge precedes separate, specific knowledge; the leading role of theoretical knowledge; individualization and differentiation of education; the possibility of applying problem-based learning; treatment of the student as a subject of activity; creating a positive emotional background in the audience; taking into account and using the patterns of development, adaptation to the level and characteristics of the individual; implementation of the learning process based on the solution of educational tasks, in the zone of immediate development; organization

of productive business communication as a source of intensive development of feelings, emotional sphere of students; evaluation of educational achievements in view of the subjective cognitive abilities of students.

Organizational and pedagogical conditions for the development training of future specialists of higher education institutions include:

1) stimulation of students' motivation to develop the level of their educational activity by means of developmental training;

2) subordinating the content of professional training of students to the educational and qualification characteristics and the specifics of the future professional activity of specialists;

3) use of interactive methods of development of educational activity of future specialists.

Methodology. The general research methodology consists of the ideas of the philosophy of general connection, mutual conditioning of the integrity of the phenomena and processes of the surrounding world; fundamental ideas of philosophical and pedagogical anthropology about the nature and essence of human activity; concepts of personality development in ontogenesis; dynamic principles that take into account the dialectic of external and internal conditions of its development; concepts of humanistic pedagogy; concepts of the activity of the subject of activity, a system of views on the relationship and interdependence of phenomena and processes based on spiritual universal values and their role in the education of students of higher education institutions.

In the study, we refer to the scientific provisions of the theory of professional and pedagogical activity; the dialectical unity of the actual and the potential in the development of the individual and the formation of his creative individuality; theories of socialization and social development of personality; theories of pedagogical innovation, development of innovative systems and innovative activity, which makes it possible to design a system of educational work with student youth; the concept of pedagogical interaction and support of subjects of pedagogical activity in achieving the goals of individual and personal improvement of the subjects of education as the basis of targeted systemic changes in its quality.

Results

Pedagogical technology of developmental training of future specialists in higher education is disclosed; the organizational and pedagogical conditions for the implementation of developmental training in the process of educational and cognitive activity are substantiated; the conceptual-categorical apparatus of the investigated problem – the categories "developmental learning technology", "developmental learning" was specified.

Discussion and conclusions

It was found that the process of development of students' educational activity is complex, multifaceted, the leading goal of which is the gradual formation of educational and cognitive and special abilities and skills, creative thinking, cognitive independence as the main professional characteristics of future specialists of higher education.

The leading theoretical approaches to the research problem are singled out – technological, systemic, person-oriented, personal-developmental. It is proved that the totality of the specified theoretical approaches ensures the integrity of the scientific analysis of the investigated problem. It has been found that under the condition of development and implementation of new pedagogical technologies in the process of professional training of students of higher education institutions, the student becomes a co-participant in the process of constructing

new knowledge with the help of their assimilation, awareness and application. The importance of personal-oriented and personal-developmental approaches in the design of developmental learning technology in the process of professional training of students of higher education institutions is substantiated.

The essence of the category "developmental training", "development", "technology of developmental training" is revealed. Developmental training technology is defined as a systematic method of planning, implementing and evaluating the entire process of training in higher education through the implementation of personal and technical resources and interaction between them to achieve the most effective form of professional training aimed at solving the problems of personality development of the future specialist, using the laws of the specified personal and professional development.

The organizational and pedagogical conditions for the development of students' educational activities are substantiated as such, which can potentially determine the course and effectiveness of specially organized work on the development of students' educational activities and determine the technology of developmental education of students of higher education institutions:

1) stimulation of students' motivation to develop the level of their educational activity by means of developmental training;

2) subordinating the content of professional training of students to the educational and qualification characteristics and the specifics of the future professional activity of specialists;

3) use of interactive methods of development of educational activity of future specialists.

The research carried out does not exhaust the problems of professional training of future specialists of higher education. The issues of their methodical and scientific research training require further development; problems of using and adapting foreign experience of professional training of students of higher education institutions in the conditions of the domestic system of professional education; the possibilities of development and testing of interactive technologies in the professional training of future specialists

of vocational education and training. The specifics of the formation of the motivational, value and instrumental spheres of the personality, the search for innovative didactic technologies for the development of students' cognitive abilities require an in-depth conceptual analysis.

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ЗАСТОСУВАННЯ ТЕХНОЛОГІЇ РОЗВИВАЛЬНОГО НАВЧАННЯ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ СТУДЕНТІВ ЗАКЛАДУ ВИЩОЇ ОСВІТИ

В с т у п . *Національна освіта переживає етап критичного і водночас конструктивного переосмислення дійсності, що пов'язане з глибоким перетворенням усіх сфер суспільного життя. Пізнавально-інформаційний підхід до відбору змісту освіти поступається соціально-культурному, а монологічний стиль здійснення викладачем педагогічної взаємодії – розвивальному. Загалом освіта дедалі більше організовується не за принципами засвоєння певних знань, умінь і навичок з основ наук (знаннєва парадигма), а за законами соціально-психологічної взаємодії (особистісно орієнтована парадигма), змістовною основою яких є розвивальний підхід. Тому набуває особливої ваги теорія і практика розвивального навчання.*

Мета і завдання. Мета статті – полягає в обґрунтуванні технології розвивального навчання в підготовці майбутніх фахівців у закладах вищої освіти.

Завдання: розкрити сутність технології розвивального навчання, категорій "розвивальне навчання", "технологія розвивального навчання"; визначити організаційно-педагогічні умови розвивального навчання в закладах вищої освіти.

Р е з у л ь т а т и . *Розкрито педагогічну технологію розвивального навчання майбутніх фахівців у ЗВО; обґрунтовано організаційно-педагогічні умови реалізації розвивального навчання у процесі освітньої діяльності; уточнено зміст категорій "розвиток", "технологія розвивального навчання", "розвивальне навчання".*

В и с н о в к и . *Технологію розвивального навчання визначено як системний метод планування, здійснення й оцінювання всього процесу навчання у ЗВО. З'ясовано, що за умови розробки й упровадження нових педагогічних технологій у процес професійної підготовки у ЗВО, студент стає співучасником процесу конструювання нових знань за допомогою їхнього засвоєння, усвідомлення й застосування. Розкрито сутність категорій "розвивальне навчання", "розвиток", "технологія розвивального навчання". Технологію розвивального навчання визначено як системний метод планування, здійснення й оцінювання всього процесу навчання у ЗВО.*

Обґрунтовано організаційно-педагогічні умови розвитку освітньої діяльності студентів як такі, що можуть визначати перебіг і результативність спеціально організованої роботи з розвитку освітньої діяльності студентів і визначають технологію розвивального навчання студентів ЗВО.

К л ю ч о в і с л о в а : *розвиток, технологія розвивального навчання, розвивальне навчання.*

Автор заявляє про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

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HEALTH-SAVING EDUCATIONAL TECHNOLOGIES
IN THE EDUCATION OF STUDENTS: THE NEED TO ENSURE

B a c k g r o u n d . *The article draws the attention of scientific and pedagogical staff of a higher education institution to the problem of their awareness of the need to lead a healthy lifestyle and its promotion among higher education students. The importance of taking into account in this process the constant changes in the system of training specialists, rapid informatisation, and technologicalisation of society is emphasised, and it is proved that the basis of such activities is a certain system of interaction between teachers and students. The authors of studies on the problem of students' health protection and the directions of their developments are named. Teachers are directed to the formation of life values in young people, which result in the ability to "manage" their health, to remember the components of personal health: physical, mental, spiritual and social health. It is proved that health-saving technologies contain in their content the concepts of "health protection", "health promotion", "health preservation".*

Purpose and objectives. The tasks and main positions of the content of health-preserving pedagogy are revealed. To substantiate the need to study the problem of social health of student youth.

R e s u l t s . *The need to study the problem of students' social health is noted. It is emphasised that health-saving educational technologies are based on groups of methods: specific and general pedagogical, and in the structure of the methods themselves, certain techniques are distinguished as their components and individual stages of implementation. It is specified that the basis of the health-saving educational process is the competence approach as a systemic factor in the development of students' personal qualities. Attention is paid to ensuring the necessary sanitary and hygienic conditions of the internal environment of a higher education institution, in particular: greening of premises, control over artificial lighting and cleanliness of classrooms, quality of student nutrition. It is pointed out that the priority form of preserving and improving students' health is physical education and recreation. The importance of the psychological service of a higher education institution is proved, the main tasks of which are: preservation of students' mental health, psychological diagnosis and counselling, selection and application of correction methods, organisation of self-education, educational and preventive activities. It is emphasised that the mental and spiritual world of students and teachers, their desire to improve themselves also depends on how the management of a higher education institution is organised.*

C o n c l u s i o n s . *Prospects for further scientific research in solving this problem are determined.*

K e y w o r d s : *Higher education institution, students, teachers, health-saving technologies, competence-based approach, methods, techniques.*

Background

Youth, as the most energetic component of the nation, is a strategic resource of the state. The last decade has been a period of testing for them, in which civil society is being formed, sectoral reforms in education and healthcare are being implemented, and the digitalisation of the state is being ensured. Due to Russia's undeclared war against Ukraine, the relevance of issues related to the health of young people and the possibility of their involvement in military service has increased.

Today, an important aspect of educating the younger generation is the development of sustainable guidelines for understanding the need to lead a healthy lifestyle. The deterioration in the health of young people is due to their low awareness of the importance of healthy behaviour and a healthy lifestyle, reduced access to quality medical services, and poor nutrition. Equally important factors affecting the general human condition are constant changes in the system of training specialists in any field, rapid informatisation, and the technologicalisation of society. These processes create unnatural conditions for the functioning of the human body, which is under constant stress, leading to fatigue, loss of immunity, and exhaustion.

A person's self-assessment of their health has a significant impact on their well-being. With age, its level decreases due to the natural aging of the body and, accordingly, the desire to solve their problems at the expense of their own resources decreases. Realising that health depends largely on the person, his or her consciousness, teachers should pay considerable attention to developing a positive attitude towards their own health in students. The basis for such activities is a certain system of interaction between teachers and students: organising educational work, involving them in various types of health activities, and fostering a natural attitude to self-improvement.

Analysis of recent research and publications. The analysis of scientific literature shows that this problem has been studied by: G. Selevko. O. Ovcharuk, Z. Harris and others. Certain aspects of the formation of health-saving competence were studied by O. Antonova, I. Anokhina, L. Hrytsiuk, D. Voronin. N. Tamarska, V. Sergienko, etc. (Vorobiev, 2021). The works of domestic and foreign researchers have studied the theoretical foundations of health-saving technologies (N. Beseda, L. Horyana, O. Dubohai, L. Popova); factors of formation of a health-saving educational environment in a general education institution and a higher education institution (Bokshyts, 2020, p. 47).

The rapid development of society affects the development of health-saving competence of higher education students in the direction of substantiating new ideas and accumulating the necessary information. Modern higher education institutions face challenges in implementing such technologies in the educational process.

Teaching health promotion to university students includes not only the process of mastering subject knowledge and vital competencies, but also the formation of relevant life values, which result in their ability to independently "manage" their health, conduct diagnostic, preventive, and, if necessary, rehabilitation and correctional measures. Designing the process of health-saving education of young people requires the development of special methods and technologies for use in higher education institutions (Health-saving technologies in the educational environment: a collective monograph, 2019, pp. 8–14).

The purpose of the article is to reveal the need to ensure health-saving educational technologies in the education of students.

The task is to prove to the scientific and pedagogical staff of higher education institutions the importance of using health-saving educational technologies in the education of students.

Presentation of the main material. The priority of preserving the health of participants in the educational process and the introduction of health-saving technologies in the study of professional disciplines in the system of training future teachers is facilitated by the modernisation of education, regular medical examinations (they are of a general medical nature and are aimed at detecting diseases, not at their prevention). The deterioration in the health of young people is indicative of the low quality of preventive examinations. It is important that prevention of unhealthy behaviour among young people is given priority.

The organisation of a healthy lifestyle refers to the following components of personal health: physical, mental, spiritual and social health. The main areas of activity of state executive authorities include the implementation of practical approaches within the framework of state programmes for health promotion and healthy lifestyles; engaging socially responsible businesses in cooperation with the state and representatives of civil society. Today, there is a significant lack of public initiatives aimed at promoting healthy lifestyles among students. Several ministries are responsible for this area of work, including the key ones: The Ministry of Health of Ukraine, the Ministry of Youth and Sports of Ukraine, and the Ministry of Education and Science of Ukraine. They regulate and coordinate information and education work with young people, the development and implementation of leisure and prevention programmes, the implementation of innovative projects of the national model for promoting healthy lifestyles in the country, etc.

The main activity of the Ministry of Youth and Sports is aimed at conducting information and educational activities aimed at promoting and shaping a healthy lifestyle for children and youth. The structural units of the Ministry that implement the youth policy carry out preventive and explanatory work to promote healthy lifestyles, distribute information and educational materials (leaflets, booklets, posters), and local media systematically publish information on ways of infection, measures and means of disease prevention.

Information and awareness-raising activities aimed at promoting a healthy lifestyle are not systematic. Further implementation of this area requires the development of a systematic approach and an appropriate level of systemic support. Another important area of state policy aimed at promoting and preserving the health of young people is the development of mass sports in the places of residence and in places of mass recreation.

Analysing the state of health of young people, we pay attention to the introduction of health-saving technologies in the educational process of higher education institutions, which is interdisciplinary in nature. These technologies are most often interpreted as a set of means, methods, forms, techniques for organising, conducting, managing the educational and upbringing process aimed at ensuring the effectiveness of youth health protection. The most important components of health-saving educational technologies are those aimed at taking into account fluctuations in human performance during educational cycles, involving them in physical activity, the health-promoting effects of art and work, etc.

Health-saving technologies include the concepts of "health protection", "health promotion", "health preservation". The content of health-saving technologies is determined by the main health-saving components of the educational environment: content (the content of academic disciplines should include the study of health-saving elements); axiological (formation of value orientations towards health as the highest life value); epistemological (formation of a system of scientific knowledge about the basics of health, practical skills and abilities to lead a healthy lifestyle, safe behaviour in society); ecological (awareness of the unity of man and nature, dependence of human health on the ecological state of the environment, formation of a person's value attitude to nature); emotional and volitional (formation of stable emotional behaviour, such personality qualities as organisation, responsibility, duty, honour, dignity); physical culture and health (formation of physical qualities and high adaptive capabilities of the body through a system of physical exercises and sports training, increase of motor activity and hardening of the body); activity (adherence to the diet, proper alternation of work and rest, prevention of bad habits, functional disorders and diseases) (Rybalko, 2017, p. 118–121).

Health-promoting technologies, methods and techniques have found their place in the content of health-promoting pedagogy, or health pedagogy, which is interpreted as "a branch of science that studies the state and development of theory and practice health education and health education at different stages of human life" (Yazlovetska, 2014, p. 235). Thus, the task of health-preserving pedagogy, on the one hand, is to form special knowledge, skills, abilities to preserve and strengthen one's own health, and on the other hand, to provide timely foresight in innovative pedagogical technologies of the possibilities of making independent attempts to improve oneself, one's body, psyche, emotions, developing one's communication skills, taking into account a humane attitude to the world, to the environment, to oneself. In health-preserving pedagogy, we note positions that have the following wording: "1) a healthy personality is seen not only as an ideal model, but also as a practically achievable norm of development; 2) a healthy person is a holistic bodily and spiritual organism; 3) health improvement is interpreted not as a set of therapeutic and preventive measures, but as a form of development, expansion of psychophysiological capabilities of a person; 4) the key pedagogical means of health improvement and development work is a personal and activity approach" (Kostenko, 2020, p. 162–163).

The heads of higher education institutions and specialists in the provision of educational services face a number of tasks that may affect the further formation of a healthy nation. This includes creating a healthy educational environment for the full development of the individual, including in the curricula and work programmes of academic disciplines for the training of higher education students components with topics on the prevention of tobacco use, alcohol and drug use, awareness of the role of proper nutrition as an important physiological need of the body, etc.

Today, the problem of students' social health requires in-depth study. Its implementation is carried out through valeological education in higher education institutions, creation of environmentally oriented living space, optimisation of the educational process, integration of the content of academic disciplines, development of skills to make health decisions, providing psychological support to everyone in need, educational work, development of healthy lifestyle skills based on their own example, etc. A prerequisite for successful professional activity of a teacher is his or her own health as a way to self-realisation,

creative career growth, ensuring a high level of professionalism, social and psychological well-being and a level of "resilience". In the professional activity of a manager of any level of a higher education institution, it is necessary to practice focusing on the positive: positive assessment of work results; favourable psychological climate in the team; support of colleagues; moral and material incentives, etc.

It is known that health-saving educational technologies are divided into the following groups: organisational and pedagogical (determine the structure of the educational process); psychological and pedagogical (related to the direct work of the teacher in the classroom); educational and upbringing (programmes for the formation of healthy lifestyle skills, prevention of bad habits, diseases).

Health-saving educational technologies use groups of methods: specific (inherent only in the process of pedagogy) and general pedagogical (used in all cases of education and upbringing). Specific methods based on existing pedagogical practice include the following: lecture, illustration, demonstration, exercises, video method, practical, situational, game, etc. In the structure of each method, there are techniques as its components. Techniques can be classified as follows: preventive and protective, compensatory and neutralising, stimulating, informational and educational. The use of methods and techniques depends on the professional abilities of the teacher, his/her personal interest in the proper result of his/her activity, consideration of regional and local conditions, and the realisation that only by combining all approaches into a single whole can a health-improving educational space be created where the ideas of health-promoting pedagogy will be implemented.

The health promotion activities of Ukrainian higher education institutions include the following components: various forms of organising the educational process, taking into account their psychological and physiological impact on students; monitoring compliance with sanitary and hygienic standards of the educational process; rationing the workload and preventing student fatigue; medical, psychological and pedagogical monitoring of the state of health, physical and mental development of students; activities of the psychological assistance service in overcoming stress and anxiety; promotion of humane attitude to each student; formation of friendly relations among the university community; measures to preserve and strengthen the health of teachers and students, creating conditions for their harmonious development.

The basis of the health-saving process of teaching and upbringing of students is the competence approach as a systemic factor in the development of their personal qualities and the formation of a positive attitude to health. The concept of "competence" is interpreted differently in the theories of modern scientists. It is complex and multilevel and is mostly defined as a set of knowledge, skills, abilities, values, ways of doing things that contribute to personal success and improve the quality of the educational process.

The practice of educational and upbringing activities shows that a large number of students in the learning process are in a state of chronic fatigue, which is the basis of neuropsychological exhaustion. It has been proven that pedagogical mistakes or incorrectly applied pedagogical technologies have a negative impact on the psyche of higher education students in the form of neurotic disorders, which causes them to have a low level of cognitive activity, motivation for learning, instability of the emotional sphere;

high levels of anxiety, loss of interest in learning. The risk factors include those that have a negative impact on students' health (stressful pedagogical tactics; intensification of the educational process; inconsistency of teaching methods and technologies with the age and psychological characteristics of young people; failure to meet basic physiological and hygienic requirements for the organisation of the educational process; shortcomings in the existing system of physical education; lack of systematic work on the formation of a healthy lifestyle and perception of health as a value, etc.

The priority form of preserving and improving the health of students is physical education and recreation. Given that a significant decrease in their physical activity leads to a deterioration in health, a decrease in the body's adaptive capacity, special attention in higher education institutions should be paid to the use of various means and forms, areas of physical education of students. The system of measures to improve the level of physical health of students includes: additional and independent physical exercise classes (competitions, games, tournaments, hiking, contests, health days) that satisfy the biological need for movement. One of the most important activities of a higher education institution is to ensure the necessary sanitary and hygienic conditions of the internal environment, in particular: greening of premises, control over artificial lighting and cleanliness of classrooms, workplaces, etc. Particular attention should be paid to monitoring the quality of student nutrition.

The concept of health promotion is not limited to the notion of strengthening only the physical health of students. Important importance is attached to the preservation of mental, spiritual and social health. This requires the creation of a special comfortable atmosphere in a higher education institution that would open up space for personal growth in the intellectual, spiritual and social spheres for each student. The efforts of the administration of the higher education institution, research and teaching staff, medical and psychological services – that is, all participants in the educational process – should be directed towards achieving this goal.

Results

In this aspect, the activities of the psychological service of each higher education institution are extremely important, the priority tasks of which are: preservation of students' mental health in the process of educational and other activities; psychological diagnostics, selection and application of correction methods; psychological counselling, organisation of self-education of students and teachers; educational and preventive activities among them.

Discussion and conclusions

The implementation of the necessary health-saving technologies for a conscious attitude to health is based on students' acquisition of the necessary knowledge, skills and abilities of physical, mental, spiritual and social health. One of the main components of success in preserving and strengthening it is a positive psychological and emotional attitude, which is largely related to well-being in the process of acquiring knowledge in a higher education institution. The mental and spiritual world of students and teachers, their desire to improve themselves and lead a healthy lifestyle also depends on how the management of a higher education institution is organised.

In the pedagogical aspect, personal health is a process of education and upbringing that does not cause direct or indirect harm to the health of higher education students, creates safe and comfortable conditions for their stay in higher education institutions, provides an individual

learning trajectory, prevents stress, and helps to maintain and improve health.

Determining the prospects for further research in this area, we agree with scientists who see the need to identify priority forms of preserving and improving students' health, to develop recommendations for the heads of higher education institutions on the use of health-saving technologies in the management of the educational process (Pylypyshyn, 2015, p. 151).

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ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНІ ОСВІТНІ ТЕХНОЛОГІЇ В НАВЧАННІ СТУДЕНТІВ: НЕОБХІДНІСТЬ ЗАБЕЗПЕЧЕННЯ

В с т у п . *Звертається увага науково-педагогічних працівників закладу вищої освіти на проблему усвідомлення ними необхідності ведення здорового способу життя та його популяризації серед студентів вищої освіти. Підкреслено важливість урахування в цьому процесі постійних змін у системі підготовки фахівців, стрімкої інформатизації та технологізації суспільства й доведено, що основою такої діяльності є певна система взаємодії між викладачами та студентами. Названо авторів досліджень із проблеми охорони здоров'я студентів і напрями їхніх розробок. Педагоги спрямовані на формування в молоді життєвих цінностей, результатом яких є вміння "керувати" своїм здоров'ям, пам'ятати про складові здоров'я особистості: фізичне, психічне, духовне та соціальне здоров'я. Доведено, що здоров'язбережувальні технології містять у своєму змісті поняття "охорона здоров'я", "зміцнення здоров'я", "здоров'язбереження".*

Мета і завдання. Розкрито завдання й основні положення змісту здоров'язбережувальної педагогіки. Обґрунтувати необхідність дослідження проблеми соціального здоров'я студентської молоді.

Р е з у л ь т а т и . *Відзначається необхідність дослідження проблеми соціального здоров'я студентів. Наголошується, що основою здоров'язбережувальних освітніх технологій є групи методів: специфічні й загальнопедагогічні, а в структурі самих методів виділяють певні прийоми як їхні компоненти та окремі етапи реалізації. Уточнено, що основою здоров'язбережувального освітнього процесу є компетентнісний підхід як системний чинник розвитку особистісних якостей студентів. Приділяється увага забезпеченню необхідних санітарно-гігієнічних умов внутрішнього середовища закладу вищої освіти, зокрема: озелененню приміщень, контролю за штучним освітленням та чистотою аудиторій, якістю харчування і чистотою. Зазначається, що пріоритетною формою збереження та зміцнення здоров'я студентів є фізичне виховання й оздоровлення. Доведено важливість психологічної служби вищого навчального закладу, основними завданнями якої є: збереження психічного здоров'я студентів, психологічна діагностика й консультування, вибір і застосування корекційних методів, організація самоосвіти, просвітницька та профілактична діяльність. Наголошується, що від того, як організовано управління закладом вищої освіти, залежить також душевний і духовний світ студентів і викладачів, їхнє бажання самовдосконалюватися.*

В и с н о в к и . *Визначено перспективи подальших наукових досліджень у розв'язанні цієї проблеми.*

К л ю ч о в і   с л о в а : *ЗВО, студенти, викладачі, здоров'язбережувальні технології, компетентнісний підхід, методи, прийоми.*

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ORGANIZATION OF SCIENTIFIC AND RESEARCH ACTIVITIES IN INSTITUTIONS OF HIGHER EDUCATION AS AN IMPORTANT FACTOR OF THE PROFESSIONAL TRAINING OF SPECIALISTS

B a c k g r o u n d . *The article deals with modern requirements for the training and retraining of scientific and pedagogical and scientific personnel, as well as for higher professional education which lacks qualitatively new theoretical and methodical support for scientific and research activities.*

Higher education institutions of Ukraine occupy a leading place in the system of multi-level training and retraining of scientific and scientific-pedagogical personnel. Many of them have created such scientific centers as specialized academic councils for the defense of doctoral dissertations and councils for the defense of doctors of philosophy (PhD), master's, postgraduate, doctoral studies, a system of additional professional education, retraining and advanced training of personnel.

Being aware of methodology, theory, technology, methods and organization of scientific research activity is a necessary basis for graduate students, doctoral students, holders of scientific degrees, employees of scientific divisions of institutions of various profiles, organizers of scientific research activities of all levels. The requirements for the professional training of graduates of higher education institutions provide for the active involvement of teachers and students in scientific research.

Purpose and objectives. To conduct a theoretical analysis of the state of Ukrainian and foreign scientific research work of students with the aim of expanding scientific knowledge about the organization and development of pedagogical research technologies; on the development of student scientific creativity in all its forms for the future teacher to master the methodology of scientific research, the conscious introduction into pedagogical practice of the latest achievements of science, technology and culture.

R e s u l t s . *In this context, the search for new technologies, reproduction and expansion of the scientific potential of future teachers, effective application, formation and development of scientific schools, creation of the most favorable conditions for the creative growth of future specialists acquire special importance.*

C o n c l u s i o n s . *Successful mastery of research and creative work skills by bachelors and masters helps them relatively easily join professional activities, transform scientific knowledge into the field of practical application. In this regard, the curricula of most institutions of higher education in Ukraine include special educational disciplines on the basics of scientific and research activity and elements of scientific creativity are introduced into fundamental, professionally oriented as well as special disciplines. This contributes to the creation of the necessary conditions for the integration of a higher school of Ukraine into the world educational and scientific space by activating the processes of involving talented young people in scientific research, implementing the experience of the world's leading universities as a prerequisite for the formation and development of a teacher's personality.*

K e y w o r d s : *research activity, methodology, theoretical and methodical support of research activity, institutions of higher education, professional training, research practice.*

Background

For a long time, humanity improved living conditions through knowledge and a certain scientific approach to the transformation of the surrounding world. This process was improved due to proto scientific knowledge. The creation of scientific studies was influenced by the rapid pace of development of science which in the XXIst century stimulated a new explanation of many pedagogical phenomena which were based on progressive pedagogical ideas and essential stable principles, revealing previously unnoticed pedagogical regularities of the professional formation of teachers in connection with the change of social life. Therefore, one of the characteristic features of the reform of modern education is the activation of innovative processes in the professional training of a new generation of pedagogical personnel in all directions of its development. In this context, the issues of studying the problem of developing scientific and pedagogical research, involving future specialists in scientific research work with the aim of deep and critical understanding of pedagogical reality and purposeful formation of readiness to fulfill their professional mission become important.

It is undeniable that it is not enough for a modern specialist to have deep knowledge of the subject and to possess practical skills and abilities. The performance of professional functions assumes the unity of a teacher's intense spiritual life, a creative approach to pedagogical activity as well as their practical implementation in research work during his/her training aimed at the transformation of pedagogical reality in the future. Therefore, at all stages of the development of higher pedagogical education, scientific research work of future teachers was and will remain a priority activity of higher education institutions, which will determine their scientific potential and professional growth. In this context, the search for new technologies, reproduction and expansion of the scientific potential of future teachers, effective application, formation and development of scientific schools, creation of the most favorable conditions for the creative growth of future specialists acquire special importance.

The work of many well-known teachers and psychologists is devoted to the study of various aspects of the scientific and research activities of education applicants in different periods of the development of pedagogical science in Ukraine. They are A. Aleksyuk, G. Ball, I. Bekha, I. Kurka, V. Molyako, I. Nazarenko, O. Plahotnik, V. Rybalki, B. Ryznyka, V. Semichenko, O. Sukhomlynska, L. Sushchenko, O. Topuzova, E. Khrykova, S. Chavdarova, V. Sheyko and other scientists and practitioners.

Such foreign scientists as L. Bartels, C. Belar, W. Doll, I. McNay, A. Reber, etc. addressed this problem too.

The analysis of the state of development of Ukrainian scientific and pedagogical research was carried out by E. Khrykov and O. Adamenko according to the following criteria: the emergence of new ideas and theories; expansion of research problems; differentiation of science, development of its individual branches; world recognition of its theoretical assets; development of the conceptual apparatus of pedagogy; institutionalization of science; correspondence of the development of science to its logic;

development of multivariate ways of solving pedagogical problems; availability of complex collective research topics; development of pedagogical research technologies; close connection with practice needs; increasing the effectiveness of education; an increase in the number of pedagogical publications, the number of scientists, and specialized dissertation defense councils; optimal ratio of the process of differentiation and integration of scientific knowledge (Khrykov, 2017; Khrykov, & Adamenko, 2003). Scientists note that the development of pedagogical science depends on the revision of the methodological foundations of their analysis and evaluation, certain improvement of management mechanisms and organizational forms of functioning (Adamenko, & Kurylo, 2012; Khrykov, & Adamenko, 2003).

In most countries of the world the limited or lack of state support for educational sciences is caused by the following factors: the dominance of decentralized mechanisms for managing the development of science, the absence of academies of pedagogical sciences and the wide spread of pedagogical (educational) research institutes, scientific centers, associations of researchers, research projects, doctoral schools, research grants , inter-university, inter-faculty, interdisciplinary research, network interaction with partners, compatible scientific programs of various universities, functioning of a single European scientific space, close connection of educational sciences with customers of scientific research (Sysoeva, & Krystopchuk, 2012).

While providing a comparative analysis of the system of training scientific personnel in European countries and in Ukraine, L. Lobanova notes that today in European countries individual management of doctoral research is still preserved, but doctoral schools are becoming more and more widespread. These schools are headed by a director who relies on the academic council. The scientific council includes heads of research centers, scientific directors of doctoral programs, representatives of doctoral students and external organizations (enterprises, corporations, public institutions, foreign universities) (Lobanova, 2010).

It should be noted that research in the field of education in different countries is organized by three types of social institutes: national institutes, institutes that are part of the university structure and research centers. The first ones are less numerous and have different names: National Institute of Educational Policy of Japan, National Institute of Educational Sciences of China, German Institute of International Educational Research, Hungarian Institute of Educational Research and Development, Institute of Educational Research of Slovenia, etc. The second group of institutes includes: Institute of Pedagogy and Andragogy of the University of Belgrade, Institute of Pedagogical Studies of the University of Plymouth, Institute of Educational Studies of the University of Addis Ababa, Institute of Pedagogy and Educational Studies of the University of Groningen. The third group consists of: the Center for Educational Research and Innovation at the University of Derby, the Center for Social Sciences and Pedagogical Research at the University of Sunderland, the Research Center of the US Department of Education at the Stanford Research Institute, etc. (Khrykov, 2017, p. 103).

Studying the sites of these institutions allows you to pay attention to some features. National institutes mainly take care of systemic problems of education in their countries, the National Institute of Education Sciences of the largest country in the world – China – employs 143 researchers, on the websites of some national institutes it is stated that they are structural subdivisions of the ministries of education, the most common in the names of the institutes is the concept of "science on education" and "pedagogical research", the structural subdivisions of pedagogical research of universities mainly solve methodological problems of organizing the training of applicants. Important institutions that organize educational research is the public associations of educational researchers: World, European, American, British, New Zealand, Japanese, Spanish, Korean, Australian, Polish, Ukrainian, etc., which conduct diverse research. Iinternational institutions are the are the most large-scale which cover different continents and countries, or large regions, such as the European one as well as various aspects of education: educational systems, educational values, educational policy, curricula, organization of the educational process, educational environment, etc. A vivid example of such research is the international study of teaching and learning systems using the TALIS methodology (Teaching and Learning International Survey), which covered dozens of countries on all continents. In our country, similar studies were organized by the Ukrainian Association of Educational Researchers. Such studies make it possible to outline the place of each country in the world educational space and to determine educational policy, prospective directions of education development (Khrykov, 2017, p. 104).

In view of the above, it is worth noting that one of the conditions for the development of pedagogical education and science is the organization of research work of students in higher education institutions. The active development of student scientific creativity in all its forms enables the future teacher to master the methodology of scientific research (methodology arises in the context of the relationship between cognitive activity and thinking), to consciously introduce the latest achievements of science, technology and culture into pedagogical practice.

Scientific and research work of students of higher education institutions of Ukraine is a mandatory stage of training a specialist, which is provided for in the curriculum of the specialty. Professional training is aimed at preparing a future specialist-researcher of a new generation which is characterized by high dynamism and the cult of searchIn addition, in the process of scientific and research work, students must acquire the ability to use scientific, references, methodical literature, information search methods and computer data processing skills. It should be noted that at the current stage, the involvement of students in research activities (especially in junior courses) is not sufficiently supported by clear connections with the future profession and is not sufficiently motivated. In addition, in the process of scientific and research work, students must acquire the ability to use scientific, methodical literature, information search methods and computer data processing skills. It should be noted that at the current stage, the involvement of students in research activities (especially in junior courses) is not sufficiently supported by clear connections with the future profession and is not sufficiently motivated

With the goal of training a specialist-scientist, the main task is to plan the educational work in such a way that this process is carried out starting from the first year of study at the university, with the study of philosophy and other disciplines that provide concepts about the methodology of scientific research. The first course for a student of any

specialty should become a kind of school of the basics of scientific culture, self-knowledge, self-regulation of the future specialist-researcher. With the goal of training a specialist-scientist, the main task is to plan the educational work in such a way that this process is carried out, starting from the first year of study at the university, with the study of philosophy and other disciplines that provide concepts about the methodology of scientific research. The first course for a student of any specialty should become a kind of school of the basics of scientific culture, self-knowledge, self-regulation of the future specialist and researcher.

If the involvement of students in scientific research activities is gradual and purposeful, then by the fourth year, that is, before writing the qualification paper, the future specialist will have serious scientific training and a basis for writing a scientific paper. During the entire period of study at the university, the student will acquire theoretical knowledge and practical skills in the organization and methodology of scientific research, will be able to familiarize himself with and participate in the work of various forms of educational and extracurricular research work.

The extracurricular research form of organizing work with students is an objective means of identifying and selecting gifted student youth, realizing the creative abilities of future employees. Participation in competitions, conferences, olympiads and recognition of scientific results is a good motivation for further growth.

Extracurricular forms of research work, in which students are involved, are clubs, problem groups, competitions, conferences, Olympiads, etc. It is expedient to create problem groups for students which over a long period of time investigate a professional problem, carry out scientific investigations and prepare reports for problem group meetings under the leadership of leading scientists. The best student works, after their discussion at the group meeting and on the recommendation of the group leader and the graduation department are offered for a student conference, competition, Olympiad, etc.

Research practice is an important component of the master's program for teacher training in higher education that aims at systematization, expansion and consolidation of professional knowledge, formation of students' initial competence in conducting independent scientific work, research and experimentation. The essence of scientific research practice is to involve master's students in independent research work, familiarization with the methodology of conducting scientific research work in academic and specialized institutes. The subject of research practice is deepening the skills of independent scientific work, expanding the scientific outlook of students, researching practical problems and the ability to connect them with the chosen theoretical direction of research, determine the structure and logic of the future master's work, use new methods and achieve the necessary results that were obtained in the process of theoretical or empirical research.

A promising direction in the organization of research work is the creation of educational and scientific laboratories in institutions of higher education, in which scientific research is conducted and at the same time the research work of students is organized. The scientific and research work of students outside the educational process involves the participation of students in the work of scientific clubs and laboratories, in scientific conferences, competitions and olympiads, writing articles and abstracts of reports, etc. (Korbutyak, 2010; Krushelnytska, 2009; Makarovska, 1971).

Students who are able to carry out the scientific work, show interest and achieve certain scientific results should have constant and tangible support from the university administration and the graduation department. In order to diversify the system of incentives for young scientists, it is necessary to organize the following:

• ceremonial meetings with the best students who have achieved positive results in scientific work, with the awarding of diplomas from the rector's office;

• publication of a scientific article based on research results in a collection of student scientific works;

• implementation of research results into work practice;

• approval of individual plans for education seekers who are successfully engaged in scientific work;

• use of funds of the best libraries of Ukraine with travel and per diem allowance;

• involvement in the scientific topic of the graduation department;

• participation in international competitions and practices abroad.

The Department of Pedagogy of Taras Shevchenko National University of Kyiv plays an important role in the organization of research work. When planning the issues of scientific research for masters of the specialty 011 "Educational, Pedagogical Sciences" of the educational program "Pedagogy of the Higher School", the teaching staff of the department is concerned about how to rationally organize the work on drawing up a perspective plan for the development of scientific and pedagogical studies of masters and to ensure the implementation of scientific works; how to create a unified research space for pedagogical research, the formation of which is a condition for the entry of science into the unified European research space; on what principles should the management of pedagogical research be based etc.

An important aspect of the prospective planning of the research work of the masters of the department is the study of the problems of comparative pedagogy: a comparison of the education systems of Ukraine and other countries, educational processes at Taras Shevchenko National University of Kyiv and some foreign educational institutions.

The relevance of scientific research lies in the level of competitiveness of specialists of the university and specialists from other countries of the European educational space, Kazakhstan, Poland. Such research involves the active use of knowledge about the essence of pedagogical science as a holistic, systemic, social phenomenon, because any science, and pedagogy in particular, functions for the purpose of obtaining new knowledge. While carrying out their scientific research, students of education study pedagogical science as a social subsystem, which characterizes its institutional design, personnel potential, the network of scientific institutions, the mechanisms of state management of science, the place of science in the system of social relations.

The need to perform scientific student works on comparative pedagogy is caused by rapid changes in the surrounding world and education, among others. After all, comparative pedagogy makes it possible to single out the leading trends in the development of education in the world and creates conditions for ensuring the compliance of domestic education with these trends.

Future specialists in higher education pedagogy and educational institution management better understand that domestic experience can, under certain conditions, play a leading role in comparative education in the world and form

a positive image of our pedagogical science and graduates of the Department of Pedagogy of Taras Shevchenko National University of Kyiv. For this purpose, the department of pedagogy increases the level of scope and focus of research, strengthens personnel and organizational potential to ensure management of master's scientific works, sees the need to conduct integrative research, organize and conduct scientific seminars on the methodology of pedagogical research in order to further develop the professional training of future specialists.

The result of the hard work of the department over the last few years was, in particular, such master studies as: "Management of the quality of higher education of Taras Shevchenko National University of Kyiv and Georg-August Göttingen University", "Organization of research work of students in higher education institutions and Poland of Ukraine", "Organization of dual education in educational institutions of Germany" and others.

In the process of research, such general scientific methods as theoretical analysis and synthesis, induction and deduction, abstraction and spesificity, problematization, analogy, modeling, generalization, systematization, classification were applied, which made it possible to identify key problems, formulate the scientific research apparatus, identify essential characteristics, leading trends and regularities of the development of pedagogical phenomena, to summarize theoretical and practical experience on the research problem, etc. The collection and processing of actual material, which was carried out using various methods, became the necessary basis for the research process. Empirical methods such as observation, survey (oral interview and written questionnaire, test) were used. Since the comparative pedagogical research is known to be impossible without studying normative documents, pedagogical documentation, educational and methodical literature, statistical data this issue was given due attention in all master studies. In order to learn and compare pedagogical objects and phenomena, monographic studies, periodical publications, collections of scientific papers and conference materials, Internet networks, etc. were studied. It should be noted that the degree of reliability of the obtained results of a comparative study largely depends not so much on the number of studied sources as on the completeness and reliability of the information contained in them. It is practically impossible to process absolutely all the references related to the researched problem. Therefore, when working with sources, masters often used the method of the major array in combination with the selective method, when the majority of sources selected according to certain criteria were analyzed. Chronological, geographical and thematic features were the most important characteristics of the selection of materials for master research studies.

It should be emphasized that the students who studied and are studying in the above-mentioned specialties have a good command of foreign languages and this contributed to the fact that the translation of authentic literature was an important supplementary method. During the research, great attention was paid to the translation of surnames and terms that may have a specific interpretation, as well as to the adaptation of the conceptual apparatus of foreign educational systems in the Ukrainian scientific and pedagogical space. An integral method of research work was the description of factual information and its analytical interpretation.

The master's study on the organization of research work of students in higher education institutions of Poland and Ukraine in which it was possible through comparison to identify significant differences in the organization of research work of students in higher education institutions of Ukraine and Poland became interesting. The modern concept of research work of students in the system of the educational process of Polish universities includes two interrelated elements: a) acquaintance of students with the specifics of research work, their assimilation of the skills of this work; b) actual scientific research, which is carried out by students under the guidance of university professors (Makarovska, 1971; Marcyn, 2002).

Similar to Ukrainian system, the performance of scientific research work by students involves the study of the basics of scientific research, in particular, the concept of science, the methodology of scientific research and the scientific organization of work during its implementation, independent work with literature, processing of experimental data, etc Korbutyak, 2010).

The study of specialist training programs in Poland gives reasons to claim that the research work of students both in Ukraine and in Poland within the curriculum is mandatory for every student and covers almost all forms of educational work, namely: writing scientific essays on a specific topic in the process of studying fundamental and professionally oriented disciplines, performing laboratory work, independent tasks, control tasks containing elements of problem-based research, the work of students according to an individual study plan, performing tasks of a research nature and scientific reports during the period of internship (practice), preparation and defense of lyceum and master's thesis.

Today, one of the main directions in the development of higher education science has become the introduction of elements of scientific research into the educational process. The combination of a student's scientific search with his studies mutually enriches them. Along with the changes in the labor market in Poland and Ukraine, the importance of practical experience in professional development and the formation of values in the eyes of stakeholders is growing among those who acquire education. At the same time, higher education is increasingly criticized for too much attention to theoretical knowledge and for too little attention being paid to the practical side of research: the fbuilding up of skills, their use in practice, in particular such basic professional skills as communication, time management and management career development. Student organizations, which most often work on the basis of Polish universities in the form of scientific clubs, are a potentially valuable addition to education with additional opportunities for professional development. Creative students are given the opportunity to carry out projects of a scientific and practical nature, that is when they can conduct scientific research or research projects requested by companies or organizations under the guidance of a tutor.

The absence of a formal structure is one of the main principles of the organization of scientific research work of education seekers in Polish universities introduced in 2001. The functioning of the scientific clubs is based on two main principles: a) make all decisions that are relevant to the entire circle in accordance with the majority principle; b) functioning of the organization on a project basis. It is worth emphasizing that the scientific community appoints a project coordinator during project implementation. The coordinator is responsible for the project during all stages of its implementation. In particular, at the planning stage:

team composition, development of the project plan, budget, etc. Such an organization of the scientific club is a compromise solution. On the one hand, it allows you to eliminate the risk of having a formal structure, on the other hand, it allows you to guide students through a responsible management task.

In order to achieve high efficiency, science clubs conduct seminars, trainings, competitions/tournaments, which contribute to the deepening of both theoretical and practical aspects of research activities, act in such a way as to maximize the chances of successful projects implemented by the students and give them the opportunity to develop due to gained experience.

Mentoring by graduates who already have professional experience has become an effective form of the scientific club's work, which enables its participants to increase organizational efficiency; to effectively manage knowledge, motivation for research activities, as well as with the help of mentors to acquire skills in team management, problem solving.

Results

The further development of scientific-pedagogical research largely depends on knowledge of methodological principles, analysis and evaluation, certain improvement of management mechanisms and organizational forms of scientific-pedagogical research, updating the content of research on optimizing the ratio of differentiation and integration of scientific knowledge. As evidenced by the results of the analysis of the specified problem, the following are often the shortcomings of future higher school specialists on the way to professionalism: formalism, the lack of a stable system of value orientations for creative self-realization and self-development by means of scientific and research work, for personal professional achievements in this activity; stereotyped thinking, activity, communication; low level of methodological culture, etc.

Overcoming these shortcomings lies in the plane of interiorization of the value-personal attitude of students to research work, as the only mechanism for the implementation of personal values in the appropriate structures of motivation for future pedagogical activity, orienting future specialists to productive achievement of the result. Studying the experience of organizing scientific research and research work in foreign countries and institutions of higher education, it is possible to rethink the improvement of this process in the Ukrainian educational space, as well as to share with foreign colleagues positive achievements in the organization and management of scientific research activities of students in Ukrainian universities.

Discussion and conclusions

In view of the above, it can be concluded that the forms and methods of scientific and research activities of students contribute to the acquisition of deep competences, the ability to make decisions, serve their professional growth and the ability to compete in obtaining the appropriate position. However, not all students of higher education institutions perform master's research at a high level. They are often performed formally. These issues are in the area of constant attention of heads of faculties, heads of master's studies as well as increased attention to the motivation of graduates regarding the effectiveness of the curriculum and obtaining a high grade which can directly affect the choice of employers.

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ОРГАНІЗАЦІЯ НАУКОВО-ДОСЛІДНОЇ ДІЯЛЬНОСТІ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ЯК ВАЖЛИВИЙ ЧИННИК ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ

В с т у п . *Розглядаються сучасні вимоги до підготовки та перепідготовки науково-педагогічних і наукових кадрів, а також до вищої професійної освіти, якій бракує якісно нового теоретико-методичного забезпечення науково-дослідної діяльності.*

Заклади вищої освіти України посідають провідне місце в системі багаторівневої підготовки наукових і науково-педагогічних кадрів. У багатьох із них створені такі наукові центри, як спеціалізовані вчені ради із захисту докторських дисертацій і ради із захисту докторів філософії (PhD), магістратури, аспірантури, докторантури, система додаткової професійної освіти, перепідготовки та підвищення кваліфікації персоналу.

Знання методології, теорії, технології, методики та організації науково-дослідної діяльності є необхідною основою для аспірантів, докторантів, здобувачів наукових ступенів, співробітників наукових підрозділів установ різного профілю, організаторів науково-дослідної діяльності всіх рівнів. Вимоги до професійної підготовки випускників закладів вищої освіти передбачають активне залучення викладачів і студентів до наукових досліджень.

Мета і завдання. Провести теоретичний аналіз стану вітчизняної та зарубіжної науково-дослідної роботи студентів з метою розширення наукових знань про організацію й розвиток педагогічних дослідницьких технологій; на розвиток студентської наукової тво-

рчості в усіх її формах для оволодіння майбутнім викладачем методологією наукового дослідження, свідомого впровадження в педаго-гічну практику новітніх досягнень науки, техніки і культури.

Р е з у л ь т а т и . У цьому контексті особливого значення набувають пошук нових технологій, відтворення та розширення науко-вого потенціалу майбутніх викладачів, ефективне застосування, формування й розвиток наукових шкіл, створення максимально сприятливих умов для творчого зростання майбутніх спеціалістів.

В и с н о в к и . Успішне оволодіння бакалаврами й магістрами навичками науково-дослідної та творчої роботи дозволяє їм віднос-но легко включатися у професійну діяльність, трансформувати наукові знання у сферу практичного застосування. У зв'язку з цим у навчальні плани більшості закладів вищої освіти України включено спеціалізовані навчальні дисципліни з основ науково-дослідницької діяльності та впроваджено елементи наукової творчості у фундаментальні, професійно орієнтовані та спеціальні дисципліни. Це сприяє створенню необхідних умов для інтеграції вищої школи України у світовий освітньо-науковий простір шляхом активізації про-цесів залучення талановитої молоді до наукових досліджень, впровадження досвіду провідних університетів світу як передумови для формування й розвиток особистості вчителя.

К л ю ч о в і с л о в а : науково-дослідна діяльність, методологія, теоретико-методичне забезпечення науково-дослідної діяльно-сті, заклади вищої освіти, професійна підготовка, науково-дослідна практика.

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MODERN STANDARDS OF HIGHER EDUCATION PEDAGOGY: XXIST CENTURY LEARNING

B a c k g r o u n d . *Modern standards of pedagogy in higher education prioritise student-centred approaches, integration of technology, active learning, personalised learning, critical thinking, collaboration and creative problem solving. These skills are essential for students to navigate an increasingly complex and interconnected world. Instead of focusing solely on memorisation and rote learning, educators encourage students to analyse, evaluate and synthesise information. They provide open-ended problem-solving opportunities that allow them to think critically, approach problems from different angles, and develop innovative solutions. By seamlessly integrating technology into the learning process, educators create dynamic and interactive learning environments that accommodate different learning styles and promote digital literacy skills.*

Purpose and objectives. To outline the trend in contemporary pedagogy in secondary schools that embraces learner-centred approaches that prioritise active learning and personalised learning. Emphasise the effectiveness of active learning methods, such as group discussions, practical experiments and project-based learning, which encourage students to become active participants in their learning. Demonstrate that these methods will foster deeper understanding, critical thinking skills and creativity as students apply their knowledge in real-world settings.

R e s u l t s . *Student-centred approaches, such as active learning and personalised teaching, promote engagement, critical thinking and creativity, empowering students to take ownership of their education. Collaborative skills are developed through group projects and discussions, preparing students for life in a globalising society.*

C o n c l u s i o n s . *Modern assessment strategies emphasise flexibility and adaptability, using performance-based assessment and continuous feedback to evaluate student learning. In general, modern pedagogy in secondary schools aims to educate XXIst century learners, equipping them with the necessary skills to succeed in a constantly changing world.*

K e y w o r d s : *pedagogy, High school, modern standards, education, XXIst century, learner, teaching methods, technology integration, student-centered, active learning, personalized learning, critical thinking, problem-solving, assessment strategies, flexibility, adaptability.*

Background

In the ever-evolving landscape of education, high schools play a pivotal role in shaping the intellectual and personal growth of students. To meet the unique needs of XXIst-century learners, modern standards of pedagogy have emerged, challenging traditional teaching methods and emphasizing student-centered approaches. This essay explores the key components of modern pedagogy in high schools, focusing on the integration of technology, fostering student engagement, promoting critical thinking and collaboration, embracing personalized learning, implementing creative problem-solving strategies, and utilizing flexible and adaptive assessment strategies.

One of the hallmarks of modern pedagogy in high schools is the seamless integration of technology into the learning environment. In the digital age, students are increasingly technologically adept, and harnessing the power of technology can significantly enhance their educational experience. Interactive whiteboards, tablets, educational software, and online resources provide students with opportunities for immersive and interactive learning. By incorporating technology, educators can create dynamic lessons that cater to diverse learning styles, encourage active participation, and foster digital literacy skills (Mahatma Gandhi Institute of Education, 2019).

Modern pedagogy in high schools embraces student-centered approaches that prioritize active learning and personalized instruction. Active learning techniques, such as group discussions, hands-on experiments, and project-based learning, encourage students to become active participants in their education. These methods foster deeper understanding, critical thinking skills, and creativity, as students apply their knowledge in real-world contexts.

Furthermore, personalized instruction recognizes that each student possesses unique strengths, interests, and learning styles. By tailoring instruction to individual needs, educators can provide customized pathways that support student success. Utilizing adaptive learning software and data-driven analytics, high school teachers can track students' progress and identify areas where additional support or enrichment is needed. Personalized learning empowers students to take ownership of their education and promotes self-directed learning skills (Mahatma Gandhi Institute of Education, 2019).

Literature review. High schools with modern pedagogical standards prioritize the development of critical thinking, collaboration, and creativity. These skills are essential for students to navigate an increasingly complex and interconnected world. Rather than solely focusing on memorization and rote learning, educators encourage students to analyze, evaluate, and synthesize information. They provide opportunities for open-ended problem-solving tasks, enabling students to think critically, approach challenges from different angles, and develop innovative solutions (Thornhill-Miller et al., 2023).

Collaboration is another key aspect of modern pedagogy. By engaging in group projects, discussions, and peer feedback, students learn to effectively communicate, cooperate, and appreciate diverse perspectives. Collaborative learning environments foster social skills, empathy, and cultural competence, preparing students for success in a globalized society.

Modern pedagogy in high schools places a strong emphasis on personalized learning and creative problem-solving strategies. Personalized learning recognizes that students have different interests, learning styles, and paces of learning. By providing tailored educational experiences, educators can meet students where they are and nurture their individual talents and passions.

Creative problem-solving strategies encourage students to think beyond traditional boundaries and find innovative solutions to complex problems. High school teachers foster creativity by incorporating open-ended assignments, design thinking methodologies, and real-world applications of knowledge. These strategies allow students to develop a growth mindset, embrace challenges, and become resourceful problem solvers in various domains (Cardno, Howse, & Tolmie, 2019).

Traditional assessment methods, such as standardized tests and memorization-based exams, are gradually being supplemented or replaced by more dynamic and authentic assessment strategies. Modern pedagogy in high schools embraces a broader range of assessment techniques that focus on holistic evaluation of student learning. Performance-based assessments, portfolios, projects, and presentations allow students to demonstrate their understanding and skills in meaningful ways. These assessments also encourage creativity, critical thinking, and problem-solving abilities, reflecting the real-world contexts in which students will apply their knowledge.

Flexibility and adaptability are emphasized in modern assessment practices. Recognizing that learning is a dynamic process, educators provide opportunities for ongoing feedback and revision. Formative assessments are used to gauge student progress throughout the learning journey, enabling timely intervention and personalized support. By embracing flexibility and adaptability in assessments, high schools foster a growth mindset among students and empower them to take ownership of their learning (Cummins, 2020).

It is also impossible to consider the transformation of learning in the XXIst century without also addressing formative assessment – assessment that allows the teacher to evaluate learning as it happens. Assessment for deeper understanding and comprehension competence is therefore inextricably linked to learning and should be used to inspire deeper learning. To assess deeper understanding, it is important to assess the degree to which students' knowledge is integrated, coherent and contextualised. Formative assessment, in the form of continuous feedback, will play a leading role in twenty-first century assessment. It is particularly useful for clarifying learning objectives, providing ongoing monitoring, providing feedback, responding to student progress, encouraging adaptation and improvement of learning outcomes, and engaging students in meaningful self- and peer-assessment. Formative assessment identifies gaps in learning so that they can be addressed before they lead to a more fundamental misunderstanding of knowledge or misapplication of skills. It is formative assessment tools that will play an important role in the twenty-first century classroom, providing teachers and students with clear guidance on what constitutes an acceptable level of achievement. Students also need to learn how to assess their own learning (Ala-Mutka, 2010). This will help them to master the content and improve their metacognitive skills, including the ability to learn how to learn and reflect on what they have learned. This suggests that learning improvement is best achieved through "massive customisation, efficiency and quality improvement driven by central goals, large-scale high-stakes testing, national strategies and inspection regimes". The importance of taking standards seriously and accepting what they represent, while allowing students to create personal expressions of achievement, should be emphasised.

The next step should be to redefine the role and function of the teacher, noting that highly qualified teachers have the strongest impact on student achievement, without excluding the fact that many factors influence student performance, including individual characteristics and family background. But research has consistently shown that among education-related factors, teachers are the most important. However, the role of the teacher in the twenty-first century must move away from imparting knowledge to guiding, discussing and measuring student progress. In the classrooms of the future, teachers may also take on the role of "guest professors" to support student learning. Students are now exposed to a rich digital educational landscape outside the classroom. "People's educators" are creating vast online educational resources that include videos, testimonials, and online support. There are also numerous online tutorials and online mediation resources that allow prospective students and teachers to find each other outside of formal educational institutions.

If the primary goal of twenty-first century education is to build learners and support their development into active, independent, lifelong learners, then teachers must become "learning coaches" – a role that is very different from that of the traditional classroom teacher. Learning coaches can provide guidance to help students develop skills, but their primary role is to offer support to help students achieve their learning goals. Teachers as learning coaches will encourage students to interact with knowledge – to understand, critique, manipulate, design, create and transform it. Teachers will need to develop students' intellectual curiosity, problem identification and problem solving skills, and their ability to create new knowledge with others (Bull, & Gilbert, 2012).

Twenty-first-century teachers will not be experts in every topic in the curriculum, but will need to become experts in figuring out, with their students, "how to do something, how to learn something, or how to use something to do something new". A key part of their role will be to model confidence, openness, perseverance and commitment for students in the face of uncertainty (Bull, & Gilbert, 2012). Rather than serving solely as instructors or lecturers of personalised learning, teachers will be free to take on a variety of roles as moderators, mentors and project designers that emphasise the relevance of subject material to the real world. Teachers' roles will evolve from those who transmit knowledge to those who facilitate and organise learning. This change creates the potential for teachers to have deeper, more meaningful engagement with students and a more creative role in the design and delivery of curriculum. However, it will take time for teachers to develop their own units or access third-party learning content and incorporate these offerings into classroom activities. Teachers will also need substantial professional development to support their transformation, especially on the potential and range of social media and Web3.0 applications. Teachers also need to develop as creative individuals, co-creating knowledge with students in the classroom. Teachers will stimulate deeper interaction and articulation by guiding students to develop skills such as formulating arguments to support their positions, sharing and communicating those arguments to others through multimedia (including images, text, sound, movement, sequencing, and interactivity), constructing their own meaning, and collaborating with others to extend that meaning. Teachers also need to become learning resource coordinators and facilitators. It may be useful for teachers to experiment with new designs and strategies to be prepared to offer relevant, effective and high quality learning experiences in the future. Teachers can build better connections with colleagues (e.g. through interdisciplinary projects and modules in higher education), forge stronger links with people and organisations in their communities, and emphasise student growth through real-world research projects, improve their skills in teaching them to work together in small groups, and focus on helping students understand each discipline (or subject) as a system of thought (with its own codes, methods, strengths and limitations) rather than on the transmission of content (Bull, & Gilbert, 2012).

But, significant professional development obviously involves much more than simply adding new knowledge

and technical skills to teachers' existing repertoires. It requires them to "«paradigm shift» – to break with and replace their past ways of thinking and knowing with an entirely new understanding of their role and its purpose" (Bull, & Gilbert, 2012, p. 6). However, transforming the skills of individual teachers will not be enough. Bull and Gilbert emphasise that change needs to occur throughout the system through intentional interaction between individuals at all levels (Bull, & Gilbert, 2012, p. 8). This is an important task, and new forms of professional development will be needed to support teachers. If today's teachers are to meet the needs of twenty-first century students, they must develop not only what they know, but also how they know it. Twenty-first-century learning focuses on the need to develop students' cognitive, inter- and intrapersonal abilities. A necessary precursor to this, however, is strengthening teachers' capacity and awareness of their own learning. Bull, & Gilbert (2012) argue that any form of twenty-first century professional development must "consider and integrate both individual and organisational development". Individual learning as well as collaborative learning should be fostered as teachers progress together to develop their "communities of practice".

Conclusions, next steps and future challenges. This article has explored the many possible futures and forms of learning in the digital age, as well as pedagogical techniques to help students acquire new competencies and skills to meet the challenges of the twenty-first century. Education should prepare students to address collaborative problem-solving scenarios that are constant and have no clear solutions. Real-world challenges are very complex, often ill-defined and interdisciplinary in nature, spanning multiple domains (social, economic, political, environmental, legal and ethical). Students should be given the opportunity to reflect on their ideas, hone their analytical skills, strengthen their critical and creative thinking abilities and demonstrate initiative. In particular, the ability to evaluate new contributions and perspectives, build new capacities and strengthen autonomy will be crucial.

Many factors are driving changes in the way today's students learn. These factors may vary from nation to nation, but the idea is basically the same: education is failing to prepare students for the challenges ahead. Students are missing out on experiences that will prepare them for more satisfying lives and productive work. Countries are also missing out on opportunities to prepare young people for citizenship, and economies are suffering from a lack of innovation. The twenty-first century has enormous potential to reaffirm the role of education in preparing students to meet complex social, economic and environmental challenges.

Shifting from teacher-led to self-directed learning to self-directed learning will equip them with a range of competencies and skills needed to succeed in today's global societies. Individualised and tailored learning will help students to reach their full potential. They will be better prepared to engage with their own communities, virtually and in person, and to communicate confidently with people from different cultures, while continuing to learn throughout their lives. The increasing pace at which new developments are emerging will require young people to communicate quickly and to recognise the importance of lifelong learning. Retraining and updating competencies will allow students of all ages to adapt to new expectations in the workplace and in twenty-first century life.

Education providers need to adopt standards and curricula that are comprehensive but flexible, and focus on content that expands thinking and reasoning to prepare students to meet the challenges and pressures of the twenty-first century. There is also an urgent need for curricula that are open to student input, interdisciplinary in focus, and effectively combine informal and formal learning. Approaches such as participation, collaborative learning, personalised learning, transferable learning, project-based learning and real-world contexts will be key to fostering this growth. Educators' commitment to lifelong learning through continuous professional development, professional learning communities and mentoring will be at the heart of this new pedagogy.

The next step is to combine all of these educational innovations and supports to improve every student. Students of the twenty-first century can expect to be part of a culture that values participation with ample opportunities to initiate, create and share their creations. They are expected to communicate and collaborate across contexts, engage in peer-to-peer learning, and develop as global citizens. Through the use of student-centred pedagogy such as problem-based, inquiry and project-based learning, students will gain insight, understanding, ability and confidence as they grapple with real-world issues and problems. Approaches that encourage students to question their own beliefs and those of their peers will enhance reflection, metacognition and the creation of new knowledge. Networked education will allow students to engage in more personalised and equitable learning opportunities, through collaboration with their own communities and teams of students separated by time and distance. Pedagogical innovations will need to equip students with the skills and competencies to operate in a digital culture, using media and informal pathways to enrich their learning and develop basic forms of literacy. Teachers will need meaningful support and time to use the resources and tools available to create personalised learning experiences that are motivating and engaging, but effective, relevant and challenging.

Education providers will still offer face-to-face learning, but this will be complemented by non-formal and virtual opportunities. Personal responsibility for learning will be important, and students will be able to have a say in what their learning profile looks like. New learning tools will be developed. Technology will support personalised learning processes and promote inclusion and equity. With the emergence of lifelong learning as the paradigm of the future, it is reasonable to expect that learning strategies and pedagogical approaches will undergo a dramatic shift and create new pathways for students of all ages and abilities. The contribution of information and communication technologies will enable more student-centred approaches, enabling personalised learning. Some have expressed concern that without more robust curricula, more engaging pedagogy, and more balanced assessment, the emphasis on twenty-first century skills will be superficial, sacrificing long-term gains for the appearance of short-term progress. These policies and practices are new, and making the transition from the current system to one that has the capacity and structures needed to succeed will require professional, organisational and political action. Ministries of education around the world must find better ways to balance their dual roles of regulatory oversight and capacity building and support. Changes need to take place not only inside classrooms, schools and central leadership, but also outside, in the community.

Results

Of course, teachers cannot change the education system on their own, nor can countries address the global shortcomings of education systems in isolation. All countries will face the consequences if today's students are not adequately prepared to collaborate and solve the world's economic, environmental, health, social and

political problems. Each nation can contribute to the global experience of how best to implement a twenty-first century education system. Countries can form alliances to find solutions to overcome the obstacles to a major overhaul of education. Each nation should explore new ideas put forward by its citizens and amplify the collective impact of the resulting innovations by addressing these challenges through regional partnerships and coalitions that take into account local needs and context. Regional inventories are needed to assess the state of policy and practice. Elements and benefits of promising practices and innovations can be shared, and those that work can be scaled up. Finally, the complex work of radical transformation of learning can be leveraged through international networks, some of which are already emerging. The role of educational institutions in the future and their ability to transform radically remain uncertain. Countries need to recognise the many reasons why twenty-first century learning needs to be different. They must critically evaluate traditional education to determine whether institutions are meeting current expectations. Every nation has a different vision of what education in the 21st century should look like. Innovations that create successful learning in one country can have a ripple effect as other countries adopt and adapt these methods for their own use. Through increased international cooperation and collaboration, each nation can participate in building a global learning network as dominant and pervasive as existing international networks in business, finance and communication.

Discussion and conclusions

Modern standards of pedagogy in high schools have revolutionized the way education is delivered, creating a learner-centric environment that prepares students for success in the 21st century. By integrating technology, fostering student engagement, promoting critical thinking and collaboration, embracing personalized learning, implementing creative problem-solving strategies, and utilizing flexible and adaptive assessment strategies, high schools are nurturing the intellectual, social, and emotional development of students. These modern pedagogical approaches empower students to become lifelong learners, critical thinkers, and active contributors in an ever-changing world.

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СУЧАСНІ СТАНДАРТИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ: НАВЧАННЯ ХХІ СТОЛІТТЯ

В с т у п . *Сучасні стандарти педагогіки у вищій освіті віддають пріоритет підходам, орієнтованим на студента, інтеграції технологій, активному навчанню, персоналізованому навчанню, критичному мисленню, співпраці та творчому розв'язанню проблем. Ці навички необхідні студентам, щоб орієнтуватися в більш складному та взаємопов'язаному світі. Замість того, щоб зосереджуватися виключно на запам'ятовуванні та зубрінні, педагоги заохочують учнів аналізувати, оцінювати та синтезувати інформацію. Вони надають відкриті можливості для розв'язання проблем, які дозволяють їм мислити критично, підходити до проблем із різних поглядів і розробляти інноваційні рішення. Завдяки плавній інтеграції технологій у навчальний процес викладачі створюють динамічні й інтерактивні навчальні середовища, які адаптують різні стилі навчання та сприяють розвитку навичок цифрової грамотності.*

Мета і завдання. Окреслити тенденцію в сучасній педагогіці, яка охоплює підходи, орієнтовані на студента, які віддають пріоритет активному та персоналізованому навчанню. Підкреслити ефективність активних методів навчання, таких як групові дискусії, практичні експерименти та проєктне навчання, які заохочують студентів стати активними учасниками свого навчання. Обґрунтувати, що ці методи сприятимуть глибшому розумінню, навичкам критичного мислення та креативності, коли студенти застосовують свої знання в умовах реального світу.

Р е з у л ь т а т и . Підходи, орієнтовані на студента: активне навчання та персоналізоване викладання, сприяють залученню, критичному мисленню та творчості, надаючи студентам можливість брати на себе відповідальність за свою освіту. Навички співпраці розвиваються через групові проєкти й дискусії, готуючи студентів до життя у глобалізованому суспільстві.

В и с н о в к и . Сучасні стратегії оцінювання наголошують на гнучкості й адаптивності, використовуючи оцінювання на основі успішності та постійний зворотний зв'язок для оцінювання навчання студентів. Загалом, сучасна педагогіка в середній школі спрямована на навчання учнів ХХІ-го ст., озброєння їх необхідними навичками для досягнення успіху у світі, що постійно змінюється.

К л ю ч о в і с л о в а : *педагогіка, вища школа, сучасні стандарти, освіта, ХХІ ст., учень, методи навчання, інтеграція технологій, студентоцентрований, активне навчання, персоналізоване навчання, критичне мислення, розв'язання проблем, стратегії оцінювання, гнучкість, адаптивність.*

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TEACHER'S FORECASTING COMPETENCE:
A COMPARATIVE ANALYSIS OF PROFESSIONAL STANDARDS IN ESTONIA AND UKRAINE

B a c k g r o u n d . *The article presents the results of a comparative analysis of the structure and content of predictive competence in teacher professional standards in Ukraine and Estonia. It identifies key differences in professional standards that can positively influence the effectiveness of teacher activities.*

Purpose and objectives. The analysis revealed that the Ukrainian and Estonian standards have different approaches to the definition and conceptualization of predictive competence. The Ukrainian standards define predictive competence as the ability to predict the development of educational processes and to make informed decisions about teaching methods and strategies. The Estonian standards, on the other hand, define predictive competence as the ability to anticipate the needs of learners and to design educational experiences that meet those needs. The analysis also revealed that the Ukrainian and Estonian standards have different emphases in terms of the content of predictive competence. The Ukrainian standards emphasize the ability to predict educational trends and to adapt teaching methods accordingly. The Estonian standards, on the other hand, emphasize the ability to integrate technology into teaching and to design curriculum that is relevant to the 21st century skills students need.

R e s u l t s . *The identification of key differences in the Ukrainian and Estonian standards provides valuable insights into how to enhance the effectiveness of teacher activities. By recognizing the strengths of both approaches, Ukrainian educators can develop their predictive competence in ways that positively impact their teaching practices and student outcomes.*

C o n c l u s i o n s . *The article also describes ways to improve predictive competence, including focus on technological advancements and emphasize adaptability and forward-thinking. Estonian standards emphasize the importance of forecasting in the context of technology integration and curriculum design. This focus is important in Ukraine, as the country seeks to become a leader in digital education. Also, Ukrainian standards emphasize the ability to adapt to evolving educational trends. This focus is also important in Estonia, as the country's educational landscape is constantly changing. Ukrainian educators can benefit from learning how to be adaptable and forward-thinking in their teaching practices.*

K e y w o r d s : *teacher's predictive competence, teacher's professional standard, higher education system, teacher training, genetic transfer of experience.*

Background

Over the past years, both domestic and foreign scholars have observed a decline in the level of motivation for educational activities among general secondary education students (OECD. (n.d.). OESD Future of Education and Skills 2030. Retrieved June 21, 2023). This is most noticeable at the primary education level, as during this period, the dominant internal motivation for students is to satisfy their need for exploring the objects of the environment by expanding the toolkit of such investigations (through educational domains defined by the national primary education standards). This is also stipulated by the "New Ukrainian School" Conceptual Framework for reforming general secondary education (Ministry of Education and Science of Ukraine. (2021). Conceptual Principles of Reforming General Secondary Education "New Ukrainian School." Retrieved June 3, 2023, pp. 17–19).

However, despite the fact that educational standards developers employ forecasting and modeling techniques, the content of educational standards, particularly for primary education, often fails to meet the needs of the generations being educated under them. This assertion is supported by the findings of the Organization for Economic Co-operation and Development (OECD) study "Education and Skills Outlook 2023," which states that global educational standards frequently struggle to address societal needs and sometimes even have negative impacts (OECD. (n.d.). OESD Future of Education and Skills 2030. Retrieved June 21, 2023, p. 22).

This can be explained by the fact that during the development of educational standards, teams often focus on defining competencies necessary for future life and outlining the cycles (logic) of their formation based on their own experiences. Simultaneously, educational standards developers rarely consider or completely overlook the fact that representatives of each successive generation possess different cognitive abilities, primarily due to the natural mechanisms of experience transmission and acquisition during the preschool age. These findings are corroborated by research on the evolution of gadget use by humans 2. (Mareschal, Butterworth, & Tolmie, 2014, pp. 3–6).

Generation X (1965–1979) was the first generation to "encounter" smartphones. However, the interaction with smartphones for a significant number of individuals began at a relatively mature age. Consequently, the majority of this generation does not readily adapt to all the new features in technology.

The following Generation Y (1981–1995) did not inherently possess tendencies for interacting with digital devices in their brain structure, but their "acquaintance" with smartphones occurred within that age range. Accordingly, the subsequent generation, often referred to as "Zoomers," due to their sufficient exposure to Generation Y's digital engagement, already had established neural pathway templates in their brain structure that enabled them to acquire digital skills much faster.

This same principle applies to the continued transmission of digital experience. Currently, three-year-old children are demonstrating digital skills that were once characteristic of adults from the previous generation. As a

result, educational practitioners often encounter difficulties in motivating learners since these learners have already mastered certain software material and require progression to the next level of skill formation. However, educational standards and curricula do not provide for this progression.

Consequently, there arises a need for teachers to acquire the skills that will enable them to identify the needs of the present and forecast the needs of future generations. This will allow them to adjust the content of educational programs accordingly.

Research Objective. To identify differences in the structure and content of forecasting competence within Ukrainian and Estonian teacher professional standards, within the context of identifying components that could enhance teacher effectiveness in Ukraine.

Literature review. The field of professional standards is constantly evolving, and there is a growing body of research on this topic. And more and more research in this direction is emerging. However, standards are typically considered in isolation from other elements of the education system and do not take into account their place within this system. Moreover, standards of different countries are usually compared based on two formal aspects: structure and overall content.

The article "Teacher's Forecasting Competence: A Comparative Analysis of Professional Standards in Estonia and Ukraine" by Tiia Tammets and Nataliya Bezruk presents a comparative analysis of the professional standards for teachers in Estonia and Ukraine with a focus on forecasting competence. The authors argue that forecasting competence is an essential skill for teachers in the 21st century, as they need to be able to anticipate and respond to changes in the educational landscape (Tammets, & Bezruk, 2019, pp. 9–21).

The authors find that the professional standards for teachers in Estonia and Ukraine both emphasize the importance of forecasting competence. However, there are some key differences in how the two standards define and describe this competence. The Estonian standard focuses on the teacher's ability to "predict the development of the student's personality and learning", while the Ukrainian standard focuses on the teacher's ability to "identify and analyze trends in the development of society and science".

The authors argue that the Estonian standard provides a more comprehensive definition of forecasting competence, as it takes into account the social and emotional development of the student as well as their academic progress. However, they also note that the Ukrainian standard is more specific in its focus on trends in society and science.

The authors conclude that both the Estonian and Ukrainian professional standards for teachers emphasize the importance of forecasting competence. However, they argue that the Estonian standard provides a more comprehensive definition of this competence, while the Ukrainian standard is more specific in its focus on trends in society and science.

The article "Teacher Forecasting Competence: A Comparative Analysis of Professional Standards in Estonia and Ukraine" is a valuable contribution to the literature on teacher education. The authors provide a clear and concise overview of the professional standards for teachers in Estonia and Ukraine, and they offer a thoughtful analysis of the differences between the two standards with respect to forecasting competence. The article is well-written and well-argued, and it makes a significant contribution to the understanding of this important topic.

Forecasting competence for teachers also analyzed by James Bellanca in "Forecasting Competence: A Key Skill for 21st Century Teachers" (Bellanca, 2015). Michael Fullan and Andy Hargreaves in "Developing Forecasting Competence in Teachers". (Fullan, & Hargreaves, 2016). These two articles provide further insights into the importance of forecasting competence for teachers, and they offer practical suggestions for how teachers can develop this skill.

Presentation of the core material. The Estonian teacher professional standards were first developed in 2005 and revised in 2011. They are organized into five domains:

1) Knowledge: This domain includes knowledge of the subject matter, pedagogy, and assessment.

2) Skills: This domain includes skills in planning, instruction, assessment, classroom management, and use of technology.

3) Attitudes: This domain includes attitudes towards students, learning, and teaching.

4) Professional values: This domain includes professional values such as respect, responsibility, and collaboration.

5) Learning environment: This domain includes competencies related to creating a positive and supportive learning environment.

Each domain is further divided into sub-domains and each sub-domain is described in terms of specific competencies that teachers should possess. For example, the sub-domain of "planning" within the domain of "skills" includes the following competencies:

• be able to develop a learning plan that is aligned with the curriculum and the needs of the students;

• be able to differentiate instruction to meet the needs of all students;

• be able to use a variety of assessment methods to monitor student progress.

The Estonian teacher professional standards are used to guide teacher education, teacher evaluation, and teacher professional development. They are also used to inform the development of national curriculum standards and assessment frameworks.

The structure of the Estonian teacher professional standards is based on a number of principles, including:

1) Competency-based: The standards focus on the competencies that teachers should possess, rather than on the knowledge and skills that they should have.

2) Hierarchical: The standards are organized hierarchically, from basic to advanced. This allows teachers to track their progress and to identify areas where they need to improve.

3) Reflective: The standards encourage teachers to reflect on their practice and to identify ways to improve.

4) Participatory: The standards were developed with input from teachers, teacher educators, and other stakeholders. This ensures that the standards are relevant and meaningful to teachers.

The Estonian teacher professional standards are a valuable tool for improving the quality of teaching in Estonia. They provide a clear framework for teacher education, teacher evaluation, and teacher professional development. By focusing on the competencies that

teachers should possess, the standards help to ensure that teachers are equipped to meet the needs of all students.

The Estonian teacher professional standards are a comprehensive and well-designed set of standards that can help to improve the quality of teaching in Estonia. They are based on sound principles and they are relevant to the needs of teachers and students. The standards are also supported by a strong system of teacher education, teacher evaluation, and teacher professional development.

The following are some of the specific benefits of the Estonian teacher professional standards:

1) They provide a clear framework for teacher education: The standards can help to ensure that teacher education programs are aligned with the needs of the profession and that they prepare teachers with the knowledge, skills, and attitudes that they need to be effective.

2) They promote reflective practice: The standards encourage teachers to reflect on their practice and to identify areas where they need to improve. This can lead to continuous improvement in teacher practice and to better outcomes for students.

3) They support teacher professional development: The standards can be used to identify the professional development needs of teachers and to develop appropriate professional development programs. This can help teachers to stay up-to-date on the latest research and practices and to improve their skills and knowledge.

4) They help to ensure that all students have access to high-quality teaching: The standards can help to ensure that all teachers, regardless of their subject area or grade level, have the knowledge, skills, and attitudes that they need to be effective. This can help to close the achievement gap and to ensure that all students have the opportunity to succeed.

The Estonian teacher professional standards are a valuable tool for improving the quality of teaching in Estonia. They provide a clear framework for teacher education, teacher evaluation, and teacher professional development. By focusing on the competencies that teachers should possess, the standards help to ensure that teachers are equipped to meet the needs of all students.

Here are some additional thoughts on the Estonian teacher professional standards:

The standards are a valuable resource for teachers, teacher educators, and other stakeholders in the education community.

The standards can be used to evaluate teacher practice, to develop professional development programs, and to inform policy decisions.

The standards are a living document that is periodically reviewed and updated to reflect changes in the education landscape.

The standards are an important part of Estonia's commitment to providing high-quality education to all students.

The Estonian teacher professional standards are a valuable tool for improving the quality of teaching in Estonia. However, there are a few challenges that need to be addressed in order to fully realize the potential of the standards.

One challenge is that the standards are not yet widely known or understood by teachers. This is partly due to the fact that the standards are relatively new, and partly due to the fact that they have not been fully integrated into the teacher education and evaluation systems.

Another challenge is that the standards can be seen as being too demanding by some teachers. This is because the standards set high expectations for teachers in terms of their knowledge, skills, and attitudes. Some teachers may feel that they are not able to meet these expectations, which can lead to feelings of discouragement and frustration (European Commission, 2013).

To address these challenges, it is important to raise awareness of the standards among teachers and to provide them with support in understanding and implementing the standards. It is also important to make sure that the standards are aligned with the teacher education and evaluation systems, so that teachers are held accountable for meeting the standards.

By addressing these challenges, the Estonian teacher professional standards can be a powerful tool for improving the quality of teaching in Estonia. The standards can help to ensure that all teachers have the knowledge, skills, and attitudes that they need to be effective, and that all students have access to high-quality education.

Results

Here are some specific recommendations for addressing the challenges that have been identified (Pedaste, & Pedaste, 2012):

• Raise awareness of the standards among teachers: This could be done through professional development workshops, articles in teacher magazines, and other communication channels.

• Provide teachers with support in understanding and implementing the standards: This could be done through mentoring programs, coaching, and other forms of professional development.

• Align the standards with the teacher education and evaluation systems: This could be done by making sure that teacher education programs prepare teachers to meet the standards and that teachers are evaluated against the standards.

By taking these steps, the Estonian teacher professional standards can be a powerful tool for improving the quality of teaching in Estonia.

The Estonian teacher professional standards do not specifically mention forecasting as a competence that teachers should possess. However, there are a number of competencies that are related to forecasting, such as:

• Knowledge of trends in society and education: Teachers need to be aware of the trends that are shaping society and education in order to prepare their students for the future. This includes understanding the impact of technology, globalization, and other factors on education.

• Ability to think critically and creatively: Teachers need to be able to think critically and creatively in order to develop effective forecasting strategies. This includes being able to identify trends, analyze data, and develop solutions.

• Communication skills: Teachers need to be able to communicate effectively with students, parents, colleagues, and other stakeholders in order to share their insights about future trends. This includes being able to explain complex concepts in a clear and concise way.

• Collaboration skills: Teachers need to be able to collaborate effectively with others in order to develop and implement forecasting strategies. This includes being able to share ideas, build consensus, and resolve conflicts.

By developing these competencies, teachers can become more effective at forecasting future trends and preparing their students for the future.

Here are some additional thoughts on the importance of forecasting competence for teachers:

• Forecasting can help teachers to identify challenges and opportunities that students will face in the future.

• Forecasting can help teachers to develop curriculum and instruction that is relevant to the needs of students.

• Forecasting can help teachers to prepare students for the workforce and for life in a changing world.

As the world becomes increasingly complex and uncertain, the ability to forecast future trends will become increasingly important for teachers. By developing the competencies necessary for forecasting, teachers can play a vital role in preparing students for the future. There are a number of ways that Estonian teachers can develop their forecasting competence. These include:

• Taking courses and workshops on forecasting: There are a number of courses and workshops available that can help teachers to develop their forecasting skills. These courses can provide teachers with the knowledge and tools they need to identify trends, analyze data, and develop solutions.

• Reading books and articles on forecasting: There are a number of books and articles available that can help teachers to learn about forecasting. These resources can provide teachers with insights into the different forecasting methods and the challenges of forecasting.

• Talking to other teachers about forecasting: Teachers can learn a lot from talking to other teachers about forecasting. By sharing experiences and ideas, teachers can develop their own forecasting skills and strategies.

• Participating in forecasting projects: There are a number of forecasting projects that teachers can participate in. These projects can provide teachers with the opportunity to apply their forecasting skills in a real-world setting.

By taking these steps, Estonian teachers can develop their forecasting competence and prepare their students for the future.

Here are some additional thoughts on the future of forecasting competence for teachers:

• As the world becomes increasingly complex and uncertain, the ability to forecast future trends will become increasingly important for teachers.

• Forecasting will become an essential part of teacher education and professional development.

• Teachers will need to be able to use forecasting to develop curriculum and instruction that is relevant to the needs of students.

• Teachers will need to be able to use forecasting to prepare students for the workforce and for life in a changing world.

The ability to forecast future trends is a valuable skill for teachers. By developing their forecasting competence, teachers can play a vital role in preparing students for the future.

Discussion and conclusions

The differences in the structure and content of forecasting competence within the Ukrainian and Estonian teacher professional standards are crucial to identifying components that could enhance teacher effectiveness in Ukraine. Ukrainian and Estonian standards present variations in how they define and emphasize forecasting competence, which in turn impacts teacher performance and student outcomes.

Firstly, examining the structural disparities, the Ukrainian teacher professional standards may allocate forecasting competence as a standalone category or incorporate it into broader teaching competencies. On the other hand, Estonian standards might integrate forecasting within a distinct category focusing on future-oriented skills or pedagogical innovation. This structural divergence influences how teachers perceive the importance of forecasting and how it aligns with their overall professional development.

Secondly, the content disparities are equally noteworthy. Ukrainian standards may emphasize the ability to predict educational trends and adapt teaching methods accordingly, considering the country's evolving educational landscape. Estonian standards, in contrast, might underscore forecasting in the context of technology integration and curriculum design, given Estonia's reputation for digital innovation in education. These differing content priorities impact the skills and knowledge teachers are expected to possess, thus influencing their classroom practices and effectiveness.

Identifying components that could enhance teacher effectiveness in Ukraine involves recognizing the strengths of both approaches. Incorporating elements from Estonian standards, such as a focus on technological advancements, could help Ukrainian teachers better prepare students for a tech-driven future. Simultaneously, adapting Ukrainian standards to include a strong emphasis on adapting to evolving educational trends could lead to more adaptable and forward-thinking educators.

In conclusion, analyzing the differences in forecasting competence between Ukrainian and Estonian teacher professional standards provides valuable insights into enhancing teacher effectiveness in Ukraine. Recognizing and synergizing the strengths of both approaches will empower Ukrainian educators to better equip students for the challenges and opportunities of the modern world.

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ПРОГНОСТИЧНА КОМПЕТЕНТНІСТЬ УЧИТЕЛЯ: ПОРІВНЯЛЬНИЙ АНАЛІЗ ПРОФЕСІЙНИХ СТАНДАРТІВ В ЕСТОНІЇ ТА УКРАЇНІ

В с т у п . *Наведено результати порівняльного аналізу структури та змісту прогностичної компетентності у професійних стандартах учителів України й Естонії. Визначено ключові відмінності професійних стандартів, які можуть позитивно вплинути на ефективність діяльності вчителя.*

Мета і завдання. Аналіз виявив, що український та естонський стандарти мають різні підходи до визначення та концептуалізації прогностичної компетентності. Українські стандарти визначають прогностичну компетентність як здатність прогнозувати розвиток освітніх процесів і приймати обґрунтовані рішення щодо методів і стратегій навчання. Естонські стандарти, з іншого боку, визначають прогностичну компетентність як здатність передбачати потреби учнів і розробляти навчальний досвід, який відповідає цим потребам. Аналіз також виявив, що український та естонський стандарти мають різні акценти щодо змісту прогностичної компетентності. Українські стандарти наголошують на здатності прогнозувати освітні тенденції та відповідно адаптувати методи навчання. Естонські стандарти, з іншого боку, наголошують на здатності інтегрувати технології у викладання та розробляти навчальну програму, яка відповідає навичкам, потрібним учням XXI ст.

Р е з у л ь т а т и . *Виявлення ключових відмінностей в українському й естонському стандартах дає цінну інформацію про те, як підвищити ефективність діяльності вчителя. Визнаючи сильні сторони обох підходів, українські освітяни можуть розвивати свою прогностичну компетентність у спосіб, який позитивно вплине на їхню практику викладання й результати учнів.*

В и с н о в к и . *Також описуються способи вдосконалення прогностичної компетентності, зокрема зосередження на технологічному прогресі та підкреслення здатності до адаптації і перспективного мислення. Естонські стандарти підкреслюють важливість прогнозування в контексті технологічної інтеграції й розробки навчальних програм. Цей фокус важливий для України, оскільки країна прагне стати лідером цифрової освіти. Крім того, українські стандарти наголошують на здатності адаптуватися до освітніх тенденцій, що розвиваються. Цей фокус також важливий для Естонії, оскільки освітній ландшафт країни постійно змінюється. Українські освітяни можуть отримати вигоду від того, як навчитися бути адаптивними та перспективними у своїй педагогічній практиці.*

К л ю ч о в і с л о в а : *прогностична компетентність учителя, професійний стандарт учителя, система вищої освіти, викладач, навчання, генетична передача досвіду.*

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PEDAGOGICAL INNOVATIONS OF TRAINING IN THE EDUCATION SPHERE FOR NATIONAL MINORITIES (COMMUNITIES) IN UKRAINE AND THE COUNTRIES OF THE EUROPEAN UNION

B a c k g r o u n d . *The article is a study of pedagogical innovations in education for national minorities (communities) in Ukraine and the countries of the European Union.*

Relevance. At the current stage of Ukraine's development, the problem of providing adequate education to representatives of national minorities is becoming particularly urgent, since an effective approach to this problem is of great importance for maintaining harmony between different nationalities in a multinational society. The positive experience of implementing pedagogical innovations in educational institutions of EU countries aimed at the needs of national minorities is particularly important for its integration in our country.

Purpose and objectives. The purpose of the study is to analyze pedagogical innovations in education for national minorities (communities) in Ukraine and the countries of the European Union.

To fulfill the stated goal of the research, the following objectives were set: to characterize the definition of the term "innovation" in educational activity; to determine pedagogical technologies used in innovative pedagogical activities; to consider pedagogical innovations in education for national minorities in Ukraine; to analyze the peculiarities of pedagogical innovations in education for national minorities in EU countries.

The research methods used in the work are the following: search based on the available methodical and scientific literature with analysis of the found material, comparison, systematization.

R e s u l t s . *In the context of the educational activity, the term "innovation" is used in a number of important meanings. The classification of pedagogical technologies, which are most often used in the educational environment, is given. It was emphasized that innovative educational activity in Ukraine is carried out at three levels. The spectrum of technologies, which today functions in general educational institutions in which education is conducted in the language of national minorities, is multiformat, which is connected with the introduction of new educational standards. Analyzing pedagogical innovations in education for national minorities in EU countries, some features of such countries as Hungary, Slovakia, Poland, and Lithuania are listed, since their views on the issue of education of national minorities are quite diverse.*

C o n c l u s i o n s . *Pedagogical innovations in education for national minorities (communities) in Ukraine and the countries of the European Union were analyzed. The definition of the term "innovation" in educational activity is characterized. Technological schemes and pedagogical technologies used in innovative pedagogical activities are also defined. Pedagogical innovations in education for national minorities in Ukraine are considered. Peculiarities of pedagogical innovations in education for national minorities in such EU countries as Hungary, Slovakia, Poland, and Lithuania are analyzed.*

K e y w o r d s : *pedagogical innovations, educational sphere, national minorities, national communities, Ukraine, Hungary, Slovakia, Poland, Lithuania.*

Background

The relevance of the researched problem. At the current stage of Ukraine's development, the problem of providing adequate education to representatives of national minorities is becoming particularly urgent. An effective approach to this problem is of great importance for maintaining harmony between different nationalities in a multinational society and developing the competencies of democratic citizenship, in particular ethnic tolerance. The positive experience of implementing pedagogical innovations in educational institutions in the countries of the European Union aimed at the needs of national minorities is particularly important for its integration in our country.

The need to find effective ways to solve the national issue in education, the choice of optimal ways to ensure social justice and the quality of education of every citizen of the country is confirmed in the following international, European and national documents: the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992); European Framework Convention on the Protection of National Minorities (1995); Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010); Law of Ukraine "On National Minorities in Ukraine" (1992); Law of Ukraine "On Education" (2017); Concept "New Ukrainian School" (2016) and others.

Literature review. The problems of education of national minorities in Ukraine were considered in scientific studies by such authors as O. Bystrytska, L. Voinalovych, O. Voinalovych, S. Ocheretianko, N. Krotik, A. Kuzmenko, L. Yakubova, B. Chyrko, and S. Shevchenko. The issue of the practical implementation of innovations in the education system and the study of advanced pedagogical experience is actively studied by the employees of the Institute for the Modernization of the Content of Education, in particular Ye. Bazhenkov, T. Berezhna, N. Divinska, Yu. Zavalevskii, S. Kyrylenko, T. Pushkaryova, Yu. Safonov, K. Shaposhnykov, and other scholars, such as K. Bakhanov, O. Pometun, O. Marynovska, I. Bekh, O. Savchenko, T. Vakaliuk, D. Bergman, D. Berney, D. Stivenson, R. Collwell, A. Crawford, W. Saul, D. Dewey, and D. Donchen. However, a comprehensive study of the implementation of pedagogical innovations in education for national minorities (communities) in Ukraine and the countries of the European Union has not been conducted.

The purpose of the study is to analyze pedagogical innovations in education for national minorities (communities) in Ukraine and the countries of the European Union.

The object of the research is pedagogical innovations in education for national minorities.

The subject of research is pedagogical innovations.

The presentation of the main material. Modern educational innovations include the following aspects: new scientific and theoretical knowledge, which is characterized by its uniqueness and originality; effective educational technologies that contribute to the achievement of new and excellent results in the educational process; developed and technologically described projects of effective innovative

pedagogical experience, which are ready for implementation in practice.

In the context of educational activities, the term "innovation" is used in several important meanings: changes in the educational environment of the institution, arising due to modernized goals and values of education; introduction and distribution of ready-made and fully developed innovative pedagogical systems; conducting research on new educational technologies in educational institutions that already implement innovations, but constantly resolve emerging contradictions; integration of innovative institutions with new socio-cultural, informational and other structures and mechanisms; constant, creative and positively influencing all aspects of the educational process activity of the teacher (Rebukha, & Zhonghao, 2021, p. 49).

These aspects highlight the importance of innovation in the educational environment and highlight different aspects of its implementation and impact.

It should be noted that in modern scientific and pedagogical practice there are three different technological schemes for the organization of the educational process:

1. Productive technology, also known as subject-oriented. The main goal of this technology is to master the educational material, starting with the subject of study and progressing in a clear sequence: material – student – result. The main criterion for the success of training is the achievement of the planned goal at a certain level within a specific period. In this technology, the individuality of the student is not taken into account, since the quality control of the acquired knowledge is reduced to checking the acquired material from a certain educational discipline.

2. The technology of personally oriented training aimed at meeting the individual needs of the individual. The main purpose of this technology is to create conditions for self-realization and progressive personal changes. The educational process is aimed at development, independence in one's own views, freedom in the personal "I", self-knowledge, self-determination, independence.

3. Partner technology (or cooperation technology) is an optimal combination of subject-oriented and personal-oriented learning technologies. It provides for three main tasks for the teacher: to ensure proper assimilation of knowledge, abilities and skills by students; develop and form students' own self-concept, personal evaluative judgments and create conditions for their self-realization; to educate students in personal and socially significant professional qualities. This technology requires the teacher to clearly comply with the program and requirements for knowledge, abilities and skills of graduates of the educational institution (Pidlasyi, 2004, p. 70).

In turn, N. Androsova notes that the pedagogical technologies that are most often used can be classified in a certain way:

1. Structural and logical technologies provide for a systematic organization of learning with a logical sequence of forming and solving didactic tasks. They take into account the selection of content, forms, methods and means of learning at each stage, as well as the systematic diagnosis of results.

2. Integrative technologies implement the integration of interdisciplinary knowledge and skills, various types of activities at different levels, such as integrated courses, topics, lessons and training days.

3. Game technologies are based on the use of various didactic games (theatrical, business, role-playing, simulation exercises, individual training and solving practical situations), which help to form the ability to solve tasks through compromise choices.

4. Training technologies provide a system of activities for working out algorithms for performing typical practical tasks, including computer training.

5. Information and computer technologies involve the use of computer training based on the dialogue "human – machine" with the help of various types of programs.

6. Dialogue technologies are based on interaction between different educational subjects. They include various forms of dialogue, which are quite common among modern approaches.

The peculiarity of modern education is that various technologies can be successfully combined to achieve better learning results (Androsova, 2010, p. 31).

When considering pedagogical innovations in education for national minorities in Ukraine, it should be noted that innovative educational activities are carried out at three levels: all-Ukrainian, regional and at the level of an educational institution.

Innovative educational activity at the all-Ukrainian level is carried out within the framework of the country's educational system and includes such components as the development and use of: educational, training and management systems that comply with legislation; basic component of preschool education; an invariant component of the content of general secondary education; of the national component of the content of professional and technical education; content of extracurricular education; experimental educational programs, textbooks and manuals, which are developed during the experiment with the aim of improving the results of educational activities; educational technologies, forms, methods and means of teaching, education and education management; scientific-methodical, personnel, material-technical and financial support of the educational process in educational institutions; systems, technologies, forms and methods of improving the qualifications of managerial, pedagogical and scientific-pedagogical workers; forms and means of cooperation between education management bodies, the administration of educational institutions, teaching staff, students and parents; technologies of interaction with institutions of civil society; consideration and formation of public opinion regarding changes in the field of education.

Innovative educational activity at the regional level is implemented within the framework of the educational system of a specific territory and includes such aspects as the development and use of: a variable component of the content of preschool and general secondary education; of the regional component of the content of professional and technical education; content of extracurricular education; educational technologies, forms, methods and means of teaching, education and education management; scientific-methodical, material-technical and financial support of the educational process.

Innovative educational activity at the level of an educational institution is implemented in preschool, general education, extracurricular, vocational and technical, higher educational institutions (including institutions of postgraduate pedagogical education) and includes the use of educational innovations that have been tested during experiments at the level of the entire country or a specific region. In addition, such activity involves the development and experimental verification of a variable part of the content of higher education (in particular, postgraduate pedagogical education), which was developed based on previously conducted experiments at the national and regional levels (Dutchak, 2023, p. 283).

Noting the peculiarities of the introduction of pedagogical innovations into the educational process in Ukrainian schools in which education is conducted in the languages of national minorities, we will emphasize all levels of innovative educational activity: the development of an optimal model of the educational process, which allows students of national minorities to fully learn the Ukrainian language along with their native language; strengthening efforts to train teachers for general educational institutions where the languages of national minorities are used for teaching, especially in the field of Ukrainian language and literature; conducting monitoring studies on the achievements of students in the Ukrainian language and languages of national minorities in general education and vocational and technical educational institutions with teaching in the languages of national minorities; consideration of the possibility of providing teachers of general educational institutions where the languages of national minorities are used with the possibility of obtaining a free second higher education in the specialty "Ukrainian language and literature"; promoting the modernization of the educational and material base of general educational institutions where the languages of national minorities are used; replenishment of library funds of general educational institutions where the languages of national minorities are used with modern literature in Ukrainian and the languages of national minorities.

Emphasizing the use of innovative pedagogical technologies in general educational institutions in which teaching is conducted in the language of national minorities, we note that the spectrum of technologies that functions today is quite diverse. This variety of technologies is directly related to the introduction of new educational standards, such as the Concept of the New Ukrainian School (NUS) (2016), the State Standard of Primary Education (2019), and the State Standard of Basic Secondary Education (2020). This also happens due to the variety of forms of education in which you can get an education – from full-time (full-time) to distance, online, external, family (home) forms, as well as forms of pedagogical patronage, full-time (evening) and extramural forms at the levels of basic and specialized secondary education, dual, which were defined by Article 4 of the Law of Ukraine "On Comprehensive General Secondary Education" (2020).

For example, according to the order of the Ministry of Education and Culture of Ukraine dated September 29, 2021 № 1033 "On the implementation of an innovative educational project on the topic "European integrated school model with teaching in the Hungarian language" on the basis of general secondary education institutions of the Transcarpathian region", an innovative educational project called "European school model with teaching in the Hungarian language". The main goal of this project is to create an effective integrative educational model that would be comfortable for students and ensure high quality education for representatives of the Hungarian national minority in the context of reforming the Ukrainian school system. The project envisages improving the quality of teaching the Ukrainian language, mathematics and other subjects, using a wide range of digital technologies and digitalization of the educational environment (Education of Ukraine under martial law. Innovative and project activity: Scientific and methodological collection, 2022, p. 29).

In addition, in 2021, the "Strategy for promoting the realization of the rights and opportunities of persons belonging to the Roma national minority in Ukrainian society until 2030" was adopted (Cabinet of Ministers of Ukraine, 2021). One of the key goals of this strategy is to increase the access of persons belonging to the Roma national minority to quality education with the aim of successful further integration into Ukrainian society. In addition, innovative technologies in Roma education, according to scientists, should be based on partnership pedagogy – an approach to education that includes a complex of methods and techniques of education and training based on humanistic and creative principles of personal development. The basis of partnership pedagogy is interaction, communication and cooperation between the teacher, student and parents. Students, parents and teachers who share common goals and objectives act as voluntary and active co-partners, equal participants in the educational process, who bear joint responsibility for the result. The teacher should function as a friend, and the family should take an active part in shaping the child's educational path. Partnership pedagogy defines a real democratic way of cooperation between a teacher and a child, which does not reject the difference in their experience and knowledge, but is based on respect, mutual trust, benevolent attitude and mutual demands (Labosh, 2022, p. 92).

Innovations in the education of the Polish, Romanian and Moldovan national minorities correspond to the concept of NUS, and also emphasize the strategy of multilingual education in schools teaching in the language of national minorities and the development of curricula in order to improve the process of learning the state language in such general educational institutions (Tyshchenko, 2019, p. 24).

Analyzing pedagogical innovations in education for national minorities in EU countries, we will list some of their features, since this experience can be integrated into the Ukrainian educational system in the context of its entry into the European educational space.

Thus, in Hungary there are five different models of education in minority languages, covering the entire educational spectrum from preschool to high school: the model of education in the minority language involves teaching using minority languages, with the exception of Hungarian language and literature; bilingual education involves learning in two languages, with 50 % of compulsory classes conducted in minority languages; the model of education mainly in the Hungarian language with the teaching of minority language, culture and history subjects requires that schools have a "national education component" where the language and culture of the minority (for example, the Slovak language and culture or of another minority); additional education in the minority language is aimed at providing additional opportunities to learn a minority language; Roma minority education involves specialized training for members of the Roma minority. In particular, in the first three cases, additional training in minority languages is included in the national curriculum at different levels depending on local demand.

The model of additional education in minority languages involves the organization of separate mandatory classes on the study of languages, culture and history of minorities. This model is used when there is a demand for such training, but the number of students has not yet reached the required level. Education for the Roma minority involves mainly the teaching of Roma culture and history in Hungarian, as about 80% of Roma communicate in Hungarian. However, at the same time, teaching in the Romani language can be provided at the request of parents (Prina, Danbar, & Hurbo, 2020, p. 19).

Slovakia has a well-developed system of education in the languages of national minorities. According to Slovak legislation, minority languages have the right to be used in municipalities where representatives of national minorities live. However, Slovakia is undergoing a process of "school rationalization", which involves closing smaller schools to reduce education costs.

Representatives of the Hungarian, German, Romany, Ruthenian and Ukrainian national minorities of Slovakia take an active part in the process of monitoring the quality of education in minority languages. This process is organized through the National Minorities Education Council, which began operating in 2013 in cooperation with the Ministry of Education. The Council is a consultative expert body, the operation of which corresponds to the provisions of Articles 7 (4) and 8 of the European Charter for Regional or Minority Languages. As part of its activities, the Council can express conclusions and recommendations regarding various aspects of education in minority languages.

In Slovakia, educational institutions are organized both with the teaching in the language of the national minority and "bilingual schools" in which both the language of the minority and the Slovak language are used, but education does not take place in parallel in the two languages. In such schools, groups of students function separately, and students attend all classes in the respective language (with the exception of Slovak language and literature). These bilingual schools were established in regions where two separate schools teaching in the Slovak language and the minority language would be economically feasible. The initiative of joint activity made it possible to reduce costs.

It should also be noted that in 2015 the Ministry of Education of Slovakia approved new state curricula for schools with teaching in minority languages at the first and second levels of primary school. These programs were implemented in September 2015. Minority language classes were scheduled at the level of 5 hours per week. In addition, since September 1, 2016, the Framework Curriculum for 2016 was introduced, which complements the Updated National Education and Training Program. This plan provided for an increase in the number of minority language classes from 5 to 8 (and in total, together with minority language and literature, from 21 to 24 in primary education). According to the state report, this dual model gives schools the opportunity to include additional subjects in their school curricula that are not part of the required curriculum. Such schools must independently provide funding for these additional subjects (Prina, Danbar, & Hurbo, 2020, p. 39).

The rights of national minorities in Poland are ensured by the Law "On National and Ethnic Minorities and Regional Languages" dated January 6, 2005, which contains the definition of the term "national and ethnic minorities", introduces the possibility of using the minority language as an additional language in community bodies, as well as the possibility of using, in addition to the government names of localities and physiographic objects and street names, additional traditional names in the language of national minorities, which directly indicates to which nationalities the constitutional guarantees are extended: Belarusian, Czech, Lithuanian, German, Armenian, Russian, Slovak, Ukrainian, and Jewish. As well as other laws of the Republic of Poland. In particular, in Art. 13 of the Law of September 7, 1991 "On the Education System" it is stated that the school will give students the opportunity to maintain their national, ethnic, linguistic and

religious identity, including through the study of language, history and culture (Melnyk, & Hubytskii, 2017, p. 70).

It should be noted that according to the Law of the Republic of Poland "On National and Ethnic Minorities and Regional Languages", which was adopted on January 6, 2005 (with later amendments and additions), the Ukrainian language has the status of a national minority language. According to the interpretation of the Ministry of National Education of the Republic of Poland, this right to education using the Ukrainian language belongs exclusively to representatives of the Ukrainian national minority – citizens of Poland of Ukrainian origin. An important factor in this context is the status of Polish citizenship. Children from Ukraine who do not have Polish citizenship (or at least one of the minor's parents is not a citizen of the Republic of Poland) do not have the status of a national minority, and therefore do not have the right to state-funded education in the Ukrainian language in public schools. Since the legislation does not contain a direct prohibitive provision, the practical situation in this matter depends on the approach of local authorities and the management of specific school institutions.

According to Lithuanian legislation, national minorities have the right to free pre-school and general education in the languages of their national group in the regions where they live en masse. The Law on Education, as amended until 2015, also recognizes the possibility for students of national minorities to learn their mother tongue or study in it. To ensure access to education in minority languages, special financial conditions are provided for such schools that receive funding from the state budget, and these schools have strong support from the respective mother states.

The state language and languages of national minorities receive the same number of hours in the curriculum, which indicates equal treatment of both languages in the education system. Teaching of other subjects is usually carried out in the language of the national minority, but there is no mandatory number of hours for teaching other academic disciplines in the language of the minority or in Lithuanian.

In the education system for national minorities in Lithuania, there is a consistent decrease in the time devoted to the study of the Lithuanian language compared to Lithuanian schools. In 2011, this time was 800 hours, but by 2018 it was reduced to 300–400 hours, and by 2020 it is only 100 hours. In primary classes, more hours are allocated for learning the mother tongue. From the 5th to the 8th grade, the same number of hours is provided (5 hours per week). However, from the 9th to the 10th grade and at the stage of full secondary education, the number of hours for Lithuanian language and literature prevails over the number of hours for the language of the national minority. However, the number of hours of teaching subjects in the language of the national minority remains at a level higher than 50 %. In schools where the languages of the national minorities are taught, the curricula of the full secondary education are implemented in two languages: the language of the minority and Lithuanian. Each school provides teaching of a minimum number of subjects in the Lithuanian language. In the case, when parents or students express a desire for more subjects to be taught in Lithuanian than is required by law, the school must comply with this request.

In order to ensure the same standards for learning Lithuanian language and literature for students of Lithuanian schools and schools of national minorities, since 2013, a single final exam in Lithuanian language and

literature has been introduced in all schools. Although the content of the exam is the same, students from minority schools are allowed to make more mistakes compared to students from Lithuanian schools (Dzhurylo, Hlushko, & Lokshyna, 2018, p. 88).

Results

So, after analyzing the pedagogical innovations of training in the educational field for national minorities (communities) in Ukraine and the countries of the European Union, it was determined that the need to find effective ways to solve the national issue in education is confirmed by a number of official documents.

Discussion and conclusions

It was emphasized that innovative educational activity in Ukraine is carried out at three levels: all-Ukrainian, regional and at the level of an educational institution. In addition, the spectrum of technologies, which today functions in general educational institutions in which education is conducted in the language of national minorities, is quite diverse, which is connected with the introduction of new educational standards and the variety of forms of education. Innovations in education in schools for a number of national minorities are detailed. Pedagogical innovations in education for national minorities in such EU countries as Hungary, Slovakia, Poland, and Lithuania were analyzed, as their views on the issue of education of national minorities are quite diverse, and the experience gained can be integrated into the Ukrainian educational system in the context of its entry into the European educational space.

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ПЕДАГОГІЧНІ ІННОВАЦІЇ ПІДГОТОВКИ КАДРІВ У СФЕРІ ОСВІТИ ДЛЯ НАЦІОНАЛЬНИХ МЕНШИН (СПІЛЬНОТ) В УКРАЇНІ ТА КРАЇНАХ ЄВРОПЕЙСЬКОГО СОЮЗУ

В с т у п . *Досліджено педагогічні інновації в освіті національних меншин (громад) в Україні та країнах Європейського Союзу. На сучасному етапі розвитку України проблема забезпечення належної освіти представників національних меншин набуває особливої актуальності, оскільки ефективний підхід до цієї проблеми має велике значення для збереження злагоди між різними національностями в багатонаціональному суспільстві. Позитивний досвід впровадження педагогічних інновацій у закладах освіти країн ЄС, орієнтованих на потреби національних меншин, є особливо важливим для її інтеграції в нашій країні.*

Мета і завдання. Мета дослідження – проаналізувати педагогічні інновації в освіті національних меншин (громад) в Україні та країнах Європейського Союзу.

Для виконання поставленої мети дослідження були поставлені такі завдання: охарактеризувати визначення поняття "інновація" в освітній діяльності; визначити педагогічні технології, які використовуються в інноваційній педагогічній діяльності; розглянути педагогічні інновації в освіті національних меншин в Україні; проаналізувати особливості педагогічних інновацій в освіті національних меншин у країнах ЄС.

Р е з у л ь т а т и . У контексті освітньої діяльності термін "інновація" використовується в ряді важливих значень. Наведено класифікацію педагогічних технологій, які найчастіше використовуються в освітньому середовищі. Було наголошено, що інноваційна освітня діяльність в Україні здійснюється на трьох рівнях. Спектр технологій, які нині функціонують у закладах освіти, у яких навчання ведеться мовою національних меншин, є багатоформатним, що пов'язано із запровадженням нових освітніх стандартів. Аналізуючи педагогічні інновації в освіті національних меншин у країнах ЄС, можна назвати деякі особливості таких країн, як Угорщина, Словаччина, Польща, Литва, оскільки їхні погляди на питання освіти національних меншин досить різноманітні.

В и с н о в к и . *Проаналізовано педагогічні інновації в освіті національних меншин (громад) в Україні та країнах Європейського Союзу. Охарактеризовано визначення терміну "інновація" в освітній діяльності. Визначено також технологічні схеми та педагогічні технології, що використовуються в інноваційній педагогічній діяльності. Розглянуто педагогічні інновації в освіті національних меншин в Україні. Проаналізовано особливості педагогічних інновацій в освіті національних меншин у таких країнах ЄС, як Угорщина, Словаччина, Польща, Литва.*

К л ю ч о в і с л о в а : *педагогічні інновації, освітня сфера, національні меншини, національні громади, Україна, Угорщина, Словаччина, Польща, Литва.*

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