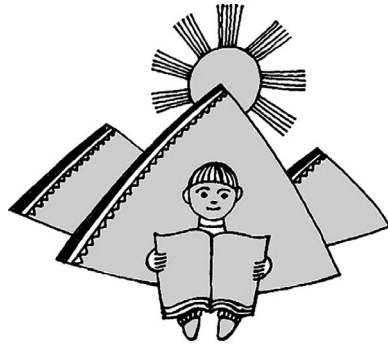


Прикарпатський національний університет
імені Василя Стефаника



Гірська школа Українських Карпат

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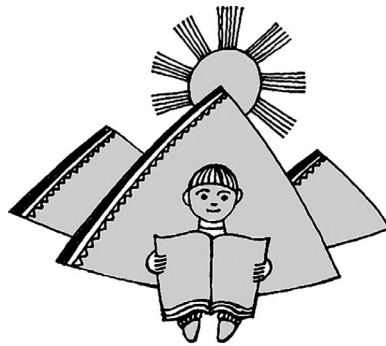
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Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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ФОРМУВАННЯ ІНКЛЮЗИВНОЇ МОДЕЛІ ФІЗИЧНОГО ВИХОВАННЯ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ІНВАЛІДНІСТЮ - ВЕТЕРАНІВ ВІЙНИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. Актуальність дослідження зумовлена нагальною потребою забезпечити повноцінну можливість здобуття вищої освіти учасникам бойових дій, а передовсім ветеранам війни, з-поміж яких чимало здобувачів вищої освіти з інвалідністю. Досліджено, що виклики, пов'язані із реалізацією інклюзивної освіти, які постали перед системою освіти України, є тотожними до європейських систем. Імплентація зарубіжного досвіду у вітчизняний освітній процес представляє собою креативне поєднання ключових компонентів корекційного розвитку та взаємодію учасників освітнього процесу (педагогів та здобувачів вищої освіти з інвалідністю-ветеранів війни) у процесі інклюзивного фізичного виховання, сформованого на подолання впливу наслідків війни задля усунення порушень у стані їхнього здоров'я. З'ясовано, що зусилля треба спрямувати на обґрунтування і створення ефективних моделей інклюзивного фізичного виховання, організованого на основі сучасних інноваційних загальнонаукових і спеціальних технологій, теорії, методики і практики фізичної культури, які б забезпечували високий рівень фізичної активності здобувачів вищої освіти з інвалідністю-ветеранів війни, адаптації їх у середовищі навчального закладу, сприяли б їхньому здоров'юзбереженню та досягненню прогнозованих результатів під час навчання. Виокремлено напрями імплантації прогресивних ідей у процесі формування інклюзивної моделі фізичного виховання для здобувачів вищої освіти з інвалідністю-ветеранів війни в закладах вищої освіти. Серед таких: підготовки фахівців із фізичного виховання, які повною мірою володіють інклюзивною компетентністю; оновлення змісту методик у сфері інклюзивного фізичного виховання; цілеспрямованої просвітньо-інформаційної роботи задля розвитку в здобувачів вищої освіти з інвалідністю-ветеранів війни потреби у фізичному самовдосконаленні та здоров'язбереженні; розвиток мотивації до занять фізичним вихованням здобувачів вищої освіти з інвалідністю-ветеранів війни; підтримка організації здобувачів вищої освіти з інвалідністю-ветеранів війни в їхньому фізичному вихованні нарівні з усіма учасниками освітнього процесу; створення центрів фізкультурно-спортивної спрямованості для здобувачів вищої освіти з інвалідністю-ветеранів війни в закладах вищої освіти.

Ключові слова: інклюзія, фізичне виховання, здобувач вищої освіти з інвалідністю-ветеран війни, заклад вищої освіти, фізична активність, здоров'язбереження.

FORMATION OF AN INCLUSIVE MODEL OF PHYSICAL EDUCATION FOR STUDENTS WITH DISABILITIES WHO ARE WAR VETERANS IN HIGHER EDUCATION INSTITUTIONS

Abstract. The relevance of the study is determined by the urgent need of the educational community to provide a full opportunity to receive higher education for participants in hostilities, and above all for war veterans, among whom there are many students with disabilities. The purpose of the work is to identify the key foundations of the formation of an inclusive physical education model for war veteran students in higher education institutions. Research methods: theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific and methodological, and special literature. It was investigated that the challenges related to the implementation of inclusive education, which faced the education system of Ukraine, are identical to European systems. The implementation of foreign experience in the domestic educational process is a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities, war veterans) in the course of inclusive physical education aimed at overcoming the effects of the war to eliminate violations in their health. It was found that efforts should be directed to the justification and creation of effective models of inclusive physical education, organized



based on modern innovative general scientific and special technologies, theory, methods and practice of physical culture, which would ensure a high level of physical activity of students with disabilities who are war veterans in the process of their adaptation in the environment of the educational institution would contribute to their health and achievement of the predicted results in the course of their higher education. The directions of implantation of progressive ideas in the process of formation of an inclusive model of physical education for students with disabilities who are war veterans in higher education institutions are singled out. These include training physical education specialists who fully possess inclusive competence; updating the content of methods in the field of inclusive physical education; targeted educational and informational work to develop the need for physical self-improvement and health care among students with disabilities who are war veterans; development of motivation to engage in physical education of students with disabilities who are war veterans; support of the organization of students with disabilities who are war veterans in their physical education on an equal basis with all participants in the educational process; creation of centers of physical culture and sports orientation for students with disabilities who are war veterans in institutions of higher education.

Keywords: physical education, inclusive, students with disabilities who are war veterans, higher education institutions, physical activity, health care.

INTRODUCTION

The problem formulation. Ukrainian society has been at war for eight years in a row. On February 24, Russia launched a full-scale invasion of Ukraine along the entire length of the common border and from the territory of Belarus. Currently, there are 1 million 5 thousand 832 persons in Ukraine who have the status of war disabled, war participant, or combatant. About 320,000 of them are participants in hostilities due to their participation in the anti-terrorist operation (Ukrainian Veterans Fund).

The status of «disabled of war» in Ukraine can be obtained not only by persons who took a direct part in hostilities. According to the current regulations, today such a status can be obtained even by a child who was injured and the injury resulted in a disability (The Law of Ukraine «About the status of war veterans, guarantees of their social protection»). According to the estimates of lawyers, there are currently up to a hundred such children, in particular in the Luhansk and Donetsk regions. Undoubtedly, given the development of events, the number of such persons will grow.

Ensuring the opportunity for war veterans to obtain quality education in accordance with their characteristics, needs and opportunities are one of the key priorities of modern Ukrainian social and educational policy (Sokurianska, L., Bataeva, E., & Bakirov, V., 2019). Despite this, it must be stated that the integration of the mentioned vulnerable groups in higher education often has only a declarative nature, which additionally actualizes the stated problem in connection with the long-term hostilities on the territory of Ukraine.

Different trajectories of admission to higher education institutions are provided for persons with disabilities. However, in the future, the problem of adaptation of such persons to the environment of a higher school, their physical and psychological rehabilitation, as a factor in the normalization of their psychophysical state, will arise (Jenner, B. M., 2017). Therefore, the main component of social interaction and integration of war veterans, among whom there are many people with disabilities, in institutions of higher education is inclusion (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021). An inclusive educational environment, as a significant factor in the modernization of the educational process, provides the opportunity to obtain quality educational knowledge and the opportunity to preserve health, and, therefore, to solve the scientific and practical problem of overcoming health disorders in students with disabilities who are war veterans (Molina, D., 2015). Scientists (Ghosh, A., Santana, M. S., & Opelt, V., 2020; Lieberman, L. J., & Houston-Wilson, S., 2017) consider inclusive physical education (PE) as an effective tool for implementing the aforementioned.

Numerous studies are showing that PE can be an effective tool for students with disabilities in terms of positive impact on their quality of life as well as their functional status (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Lidor, B. R., & Hutzler, Y., 2019; Tant, M., & Watelain, E., 2016). At the same time, the orientations of the process of improving their health are considered from the point of view of the organization of the educational environment, in which the emphasis is on taking into account the determinants and model of inclusive education when using forms, means, methods of PE (Blavt, O., Kozibroda, L., & Rozhko, E., 2021; Grenier, M., Patey, M. J., & Grenier-Burtis, M. 2022).

The relevance of the study is due to the need to overcome obvious contradictions, which require an effective and quick solution to ensure quality inclusive PE as a health-saving factor, taking into account the rapid increase in the number of war veteran students since the full-scale invasion of Russia on the territory of Ukraine, and the duration of hostilities. Here we note the almost complete lack of research and recommendations on an inclusive model of PE for war veteran students in higher education institutions, which means that there is an urgent need to solve this problem.

AIM AND TASKS RESEARCH – to identify the key foundations of the formation of an inclusive PE model for war veteran students in higher education institutions.

RESEARCH METHODS. The research is based on the use of a set of general scientific theoretical methods, theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific, methodological, and special literature.

RESULTS OF THE RESEARCH



There is no doubt that young people without education will not be able to claim a normal future. The success of our country directly depends on the level of education of the population. First of all, according to the provisions of normative documents (The Law of Ukraine «On Amendments to Certain Laws of Ukraine on Education Regarding the Organization of Inclusive Education»), war veterans must be provided with access to higher education and the conditions for obtaining it as a result of socio-political changes, anti-discrimination social movements and transformations of traditional views on the education of socially vulnerable and vulnerable sections of society.

Today, the domestic educational community faces new challenges: ensuring full-fledged opportunities for higher education of participants in hostilities, and above all, war veterans. Ukraine undertook to harmonize the regulatory framework following the classic normative provisions on human rights in accordance with the «Convention on the Protection of Human Rights and Fundamental Freedoms», which was ratified in 1997. At the moment, the sphere of educational inclusion in the Ukrainian state is developing by the needs of modern society. At the heart of this process are national revival, democracy, humanism, and openness to assimilation of progressive achievements of world theory and practice.

One cannot agree (Prognimak, O. D., 2018) that the understanding of the need to create an inclusive educational environment has been established in Ukrainian society. The transformation of socially inclusive processes from «soviet» to national, depoliticized and de-ideological is taking place in Ukraine gradually, but they steadily determine the progressive development of these processes into the current state and promising directions of modernization in accordance with European and world standards.

Today's modernization of the domestic educational inclusion paradigm involves the implantation of the basic values of inclusion, which have been implemented in many foreign countries for a long time. This, according to information (Lieberman, L. J., & Houston-Wilson, S., 2017), involves: eliminating the isolation of any categories of students, using the potential of the existing strong connection between their physical and social, intellectual, and spiritual development, and therefore - the possibilities of the higher education institution in ensuring full-fledged current and future life activities of students with disabilities who are war veterans.

First of all, we should note that the challenges related to the creation of an inclusive educational environment faced by the education system of Ukraine are identical to European systems. Therefore, we consider it necessary to systematize and ensure the implementation of the foreign experience of inclusive PE, which has a rather powerful history. We believe that this approach represents a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities who are war veterans) in the course of PE aimed at overcoming the effects of the war to eliminate violations in their health.

Support for studying in institutions of higher education for students with disabilities exists in all developed countries of the world. So-called barrier-free university campuses are being created with appropriate buildings, dormitories, and other facilities where such students receive technical learning aids, help from psychologists, physical rehabilitators, social workers, etc. (Maxwell, G., Granlund, M., & Augustine, L., 2018).

In modern higher education in Ukraine, the institute of an inclusive environment is considered an important component of the educational process, which provides an opportunity to achieve the educational and professional goals of students with disabilities who are war veterans. Undeniably (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021), each such student has certain characteristics and limitations that make learning difficult. The identified problem is considered in the national context, as it concerns the category of citizens who in the future should form the basis of the productive forces of society. That requires providing them with quality education following the characteristics, needs and capabilities. We support the position (Jenner, B. M., 2017) that to work with students with disabilities who are war veterans, it is necessary to introduce special methods, pedagogical technologies, and adaptive technical means into the educational process.

Since there is practically no practical experience in creating an inclusive educational environment for students with disabilities who are war veterans in higher education institutions in Ukraine, we believe that the development of their PE direction should be one of the priorities in the educational policy of higher schools. At the same time, the most important task is to ensure a high level of health, work capacity, functional capabilities, and physical fitness of students with disabilities who are war veterans (Morley, D., Bailey, R., Tan, J., & Cooke, B., 2005). That is, consider it an inclusive program, guided by the philosophy that every student with a disability, a war veteran with a physical or psychological illness, without exception, receives quality PE.

We support scientific approaches (Blavt, O., Kozibroda, L., & Rozhko, E., 2021) that efforts should be directed to the justification and creation of effective PE technologies, organized based on modern general scientific and special technologies of the theory, methodology and practice of physical cultures that would ensure a high level of physical activity, overcoming health disorders in students with disabilities who are war veterans as subjects of the educational process, optimizing adaptation in the educational institution environment and achieving the predicted results during their higher education.

Inclusive PE is a relatively new direction in the domestic system of education and science, which studies the aspects of PE of persons with disabilities and related physical limitations. According to the definition (Lidor, B. R., & Hutzler, Y., 2019)), the main goal of inclusive PE is the formation and development of motor activity, physical and psychological



abilities that ensure the adaptation of persons with disabilities to their state of health, environment, society and various types of activities.

The basis of our proposals is the inextricable relationship between the learning process and PE. We support scientific approaches (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021) that it is teachers who should provide inclusive PE for students with disabilities who are war veterans and with the least limitations. Advanced foreign experience convinces that PE is not the prerogative of only healthy students and that persons even with such severe disabilities as blindness, spinal cord and spinal cord injuries, cerebral palsy, etc. can be active participants in PE (Tant, M., & Watelain, 2016).

A constructive analysis of the practices of inclusive PE of students with disabilities who are war veterans in leading foreign countries of the world (Jenner, B. M., 2017; Ghosh, A., Santana, M. S., & Opelt, V., 2020; Lidor, B. R., & Hutzler, Y., 2019).

Therefore, in the EU and the developed countries of the world, inclusive PE is considered a tool for providing people with disabilities with a social "exit", improving physical skills and a means of health preservation (Tant, M., & Watelain, E., 2016). We attempted to distinguish the content and tasks of inclusive PE in institutions of higher education in the developed countries of the world, which is implemented according to several dimensions:

- social: availability of PE resources in higher education institutions that ensure the inclusion of students with disabilities who are war veterans;
- personal: personal development, mastering new knowledge, formation and development of PE abilities and skills;
- cognitive: forming an understanding of the specifics of the PE process, finding and using various ways and means of PE in practice, defining goals and making corrections in the process of inclusive PE.

In general, without considering this issue in detail, since it is not the subject of our research, a prominent feature of inclusive PE in foreign countries is its dynamism because there is a constant adaptation of learning conditions to the individual characteristics of each student.

Therefore, on the basis of the conducted scientific search of foreign and Ukrainian experience of implementing educational inclusion in order to form an inclusive model of PE for students with disabilities who are war veterans in higher education institutions, an attempt was made to identify ways and directions of implantation of progressive ideas that will be useful in this process. Among these:

1. The Ukrainian practice of educational inclusion primarily requires the training of inclusive PE specialists who fully possess inclusive competence, and who currently belong to new areas of professional training. At the same time, the world and the EU have accumulated considerable experience in this field of knowledge, which can be useful for solving the problem of the formation of highly qualified pedagogical personnel of the new generation, capable of acting at the level of the requirements of international professional standards, which must be prepared in advance specifically for working with individuals with disabilities and the application of modern and effective PE pedagogical technologies.

2. As it was found out, inclusive PE for students with disabilities who are war veterans is a common practice in the European and global education system. An urgent issue of the domestic education system is the updating of the content of methods in the field of inclusive PE and the preparation of teachers for future pedagogical activity in the conditions of inclusive education at all levels of education and upbringing. At the same time, the leading task is the promotion of health and a healthy lifestyle based on general PE practices.

3. Worthy of attention is the foreign experience of covering leading inclusive values in social networks and mass media: respect for the individual is a defining guideline for the implementation of educational policy; recognition of equality in ensuring the rights of students with disabilities who are war veterans not only to education but also to successful implementation in all dimensions in the educational environment, self-development, self-realization. Instead, stereotypes and insufficient awareness of the essence of educational inclusion and the provision of this process with the tools of inclusive PE prevail in Ukraine, as well as weak coverage of this issue in the domestic information space. The lack of information about the impact and importance of inclusive PE in educational inclusion prevents the emergence of interest in their development on the part of the educational public. Thus, it is necessary to work on the formation of information about inclusive PE, as a determining possibility of ensuring, first of all, the health of students with disabilities who are war veterans in the educational environment of a higher school.

4. Development of motivation for PE classes for students with disabilities war veterans in institutions of higher education. Unlike the EU and the leading countries of the world, in Ukraine, there are no institutes for involving such students in systematic PE as a means of their educational inclusion. The experience of building an inclusive PE model requires the acquisition of effective communication skills with students with disabilities who are war veterans, the study of motivational techniques, targeted educational and informational work, and the highlighting of international and domestic experiences and achievements to develop the need for physical self-improvement in students with disabilities who are war veterans, and, therefore, PE classes.

5. Activation and coordination of actions of the educational community, initiation and implementation of projects, including in partnership with foreign institutions of higher education, aimed at ensuring the appropriate level of inclusive PE, as a means of health protection, for students with disabilities who are war veterans.

6. Carrying out empirical research in the field of inclusive PE and implementing research results into practice, combining theoretical and practical, their focus on achieving the defined standards of inclusive PE for students with



disabilities who are war veterans at a very high level in foreign countries, and confirmed by scientific publications (Tant, M., & Watelain, E., 2016).

7. Elimination of social segregation, support of the organization of students with disabilities war veterans in involving them in participation in PE in everyday life on an equal basis with all participants of the educational process, formation of the philosophy of inclusion in this process.

8. The science, experience and practice of advanced countries of the EU and the world confirm that with the development of new and improved PE technologies, new programs (apps) are constantly being created to help students with disabilities - war veterans in various ways, providing the latest PE methods for improving physical development and eliminating defects in good health. Among the structural innovations is the creation of physical culture and sports centers for students with disabilities who are war veterans in higher education institutions modeled after Western European ones.

Note that full-fledged physical activity is often the first thing that students with disabilities, war veterans, are deprived of as a result of a serious injury. At first, they face limitations everywhere. In the future, problems with self-esteem and self-realization arise. As a result, students with disabilities who are war veterans find themselves on the sidelines, often on their initiative. So, as a result, the physical injuries of the war become factors of psychological problems. This is also the subject of inclusive PE research, and inclusive PE is, accordingly, a remedy for such problems (Lidor, B. R., & Hutzler, Y., 2019).

We like the idea (Grenier, M., Patey, M.J., & Grenier-Burtis, M., 2022) that the essence of inclusive PE is to integrate students with disabilities who are war veterans into a fully active life through physical activity.

Thus, in conclusion, we note that we consider the inclusive model of PE for students with disabilities who are war veterans in institutions of higher education as a rehabilitation and corrective process, the foundations of which are related to those defined by inclusive education. The content of the proposed model, its basis - forms, means and methods of PE, primarily those that use inclusive PE. The current state of development of the specified content at the current stage is different from what is required, and the research is characterized by individual character and fragmentation. This makes it necessary to carry out further research in the indicated direction, in particular by developing (modernizing) innovative practices of pedagogical content, physical therapy and technologies of inclusive PE.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

At the moment in Ukraine, taking into account the permanent increase of war veteran students in the society in connection with prolonged hostilities, special attention is paid to the possibilities of educational inclusion to provide war veteran students with disabilities a full education, individualized, accessible, based on needs and opportunities, aimed at their maximum self-realization during the study period. This approach represents a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities who are war veterans) in the course of inclusive PE aimed at overcoming the effects of war to eliminate violations in their health.

In the context of European integration, approaching the European space, based on national traditions and heritage, it is expected to build a national strategy for the development of inclusive PE in the context of the general approaches of the world community, which are determined by global transformations in this area. As a result of research work, current trends in the formation of an inclusive model of PE for students with disabilities war veterans in higher education institutions based on foreign practices in the projection of new educational paradigms have been highlighted. As an interdisciplinary collection of practical and theoretical knowledge, inclusive PE in institutions of higher education is aimed at eliminating the limitations of students with disabilities who are war veterans of participation in all possible forms of its implementation, directed at their health preservation by overcoming existing deviations.

In conclusion, we consider an inclusive model of PE for students with disabilities who are war veterans in institutions of higher education as an innovative type of PE, which is implemented based on the principles of tolerance, impartiality and non-discrimination in the process of their PE, rejection of educational segregation of students with disabilities who are war veterans and limitations of their physical capabilities.

Prospects for further research we see the development of models of physical education for students with disabilities who are war veterans during their studies at the higher education institutions.

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ТРАДИЦІЙНІ Й ІННОВАЦІЙНІ ЗАСОБИ ЕФЕКТИВНОГО ФОРМУВАННЯ ІКТ-КОМПЕТЕНТНОСТІ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

Анотація. Інформаційно-комунікаційна компетентність сприяє загальному розвитку соціальних працівників як висококласних фахівців, їхній професійній діяльності та взаємодії з цільовою аудиторією. У статті розкрито сутність та структурні компоненти ІКТ-компетентності майбутніх фахівців соціальної сфери. Зазначено, що інформаційно-комунікаційна компетентність необхідна для фахового зростання професіонала, представника сучасного цифрового суспільства й активізації комунікації між учасниками сфери соціальних послуг у час війни та за інших викликів сьогодення. Проаналізовано традиційні та інноваційні засоби формування ІКТ-компетентності майбутніх соціальних працівників під час вивчення курсу «Іноземна мова професійного спілкування». Зокрема обґрунтовано ефективність та доцільність використання з цією метою інтерактивних завдань, цифрових мобільних додатків та онлайн-ресурсів. Дослідниками підкреслено важливість цифрової взаємодії, що реалізується в процесі представлених у статті навчальних завдань, а також ефективність роботи з автентичними текстами, які знайомлять зі способами розв'язання такої проблеми у світі. Схарактеризовано специфіку використання цифрових інструментів як засобів формування інформаційно-комунікаційної компетентності майбутніх соціальних працівників у навчальному просторі (інструменти для створення та перегляду відеороликів, мультимедійних



презентацій, слайд-шоу, пошукові системи, Google-форми, сервіси для запровадження дистанційного та змішаного навчання, тестування тощо).

Ключові слова: інформаційно-комунікаційна компетентність, соціалізація, комунікація, соціальні працівники, цифрові інструменти, інноваційне навчання.

TRADITIONAL AND INNOVATIVE MEANS OF EFFECTIVE FORMATION OF ICT COMPETENCE OF SOCIAL WORKERS

Abstract. Information and communication competence contributes to the general development of social workers as high-quality specialists, but also to their professional activity and interaction with the target audience. The article reveals the essence and structural components of ICT competence of future specialists in the social sphere. It is noted that information and communication competence is necessary for the professional growth of a specialist, a representative of a modern digital society, and urgent for activation of communication between participants in the field of social services during wartime and other current challenges. The traditional and innovative means of forming the ICT competence of future social workers during the study of the Foreign Language of Professional Communication course were analyzed. In particular, efficiency and expediency of using interactive tasks, digital mobile applications, tools and online resources for this purpose is justified. The researchers emphasized in the paper the importance of digital interaction, which is implemented in the process of educational tasks presented in the article, as well as the effectiveness of working with authentic texts that introduce ways to solve such a problem in the world experience. The specifics of the use of digital tools as means of forming the information and communication competence of future social workers in the educational space are characterized (tools for creating and viewing videos, multimedia presentations, slide shows, search engines, Google forms, services for the introduction of distance and blended learning, polls, assessment, etc.).

Keywords: information and communication competence, socialization, communication, social workers, digital tools, traditional and innovative learning.

INTRODUCTION

The problem formulation. With the development of IC technologies, digitalization of all social sectors of human life, and active implementation of distance learning, online communication the problem of forming information and communication competence of specialists is gaining special relevance and is at the center of scientific and scientific-methodological research of students, scholars, practitioners, etc. The use of various information, the source of which is the Internet and the mass media, is a mandatory component of the cognitive activity of those seeking and obtaining education degrees. Students must navigate information flows, be able to work with received information, critically interpret it, as well as have the skills to work with the latest technologies, devices and sensibly use the gained knowledge in their professional activity, whatever it is.

Information and communication competence is a compulsory component of the professional competence of any modern specialist. The development of digital technologies and social cataclysms (pandemic, war) led to the active use of digital forms of interaction in Ukraine and beyond. This reality forms the position of the educational community for critical analysis and active use of new ideas in the conditions of digitization of various spheres of society.

A contemporary representative of a social field is not the exception and must be able not only to organize interaction with the target audience in synchronous or asynchronous formats with the help of ICT, but also to implement the content and tasks of planned events, to effectively use appropriate digital tools as a means of forming relevant knowledge or developing the skills and abilities of participants' communication. If we are talking about social work, then additional factors that complicate the communication process should be taken into account as well.

Analysis of recent research and publications. In recent decades, many studies have appeared devoted to the problem of the formation of an individual's information and communication competence. V. Bykov, O. Bilous, V. Vember, I. Zimnya, O. Kuzminska, V. Miroschnyenko, N. Morze, O. Ovcharuk, E. Polat, S. Sysoeva, O. Spirina and other scientists highlighted the definition of the concept, revealed the essence of this competence, characterized its structure and components. V. Bezpalko, M. Zhaldak, S. Pakhomova, V. Prokopchuk, V. Yurchenko focused on the methodical aspect of the formation of this competence in the process of studying informatics or other subjects at school, and N. Balovsiak, O. Boytsova, T. Blyznyuk, B. Gershunsky, R. Gurevich, T. Kachak, L. Konashevskiy, O. Konashevskiy, M. Korzyar, A. Kostyuchenko, Yu. Mashbytsia, O. Myronova, G. Fedoruk, O. Furman - in general in educational practice. Their contribution is without fail incredible.

AIM AND TASKS RESEARCH

Within this scientific-methodical study we aim to analyze the efficient ways of forming information and communication competence of social workers; outline traditional and innovative means of its effective formation and the specifics of the development of digital literacy of future workers in the social sphere in the process of active use of ICT during the study of various educational academic courses, in particular, a Foreign language of professional communication.

RESEARCH METHODS

In the suggested article theoretical research methods were used, including analysis and synthesis of research results on the problem; method of generalization to formulate conclusions, method of prediction – to determine the prospects for further research.

RESULTS OF THE RESEARCH

Digitization of society contributed to the emergence of such concepts as "information and communication competence", "information literacy", "digital literacy", "digital competence", "computer competence", "computer literacy", "information



technology competence”, “technological literacy”, “ICT skills”, etc. Digital literacy is a set of knowledge and skills that are necessary for the safe and effective use of digital technologies and Internet resources.

According to Prokopchuk V. (Prokopchuk V., 2018) “Information and communication competence involves the confident and at the same time critical application of information and communication technologies for creating, searching, processing, exchanging information in workplace, in public space and private communication, information and media literacy, the basics of programming, algorithmic thinking, working with databases, internet safety and cyber security skills, understanding the ethics of working with information (copyright, intellectual property, etc.)”.

For instance, Fedoruk H. (Fedoruk H. M., 2015) considers information and communication competence as an integral characteristic of a person, manifested “in the ability to learn knowledge, achieve goals in the chosen field with the help of a computer”. The researcher is convinced that a specialist must be proficient in IT technologies in order to carry out professional activities efficiently and effectively.

However, there are several traditional means of effective formation of ICT competence (Fig 1), including:

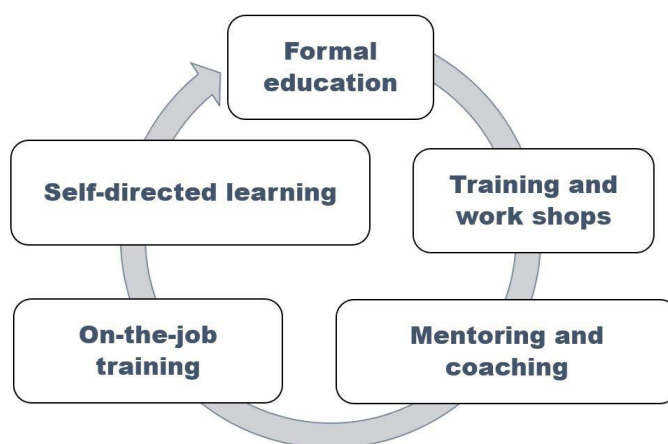


Figure 1. Traditional means of effective formation of ICT competence

As can be considered in Fig 1., formal education such as attending university courses is one of the most traditional and effective ways to acquire ICT competence for a future social worker. Educational process provides a structured curriculum that covers the fundamentals of computer science, programming, database management, networking, and other ICT-related academic courses.

Training and workshops are another traditional means of improving ICT competence for specialists. The suggested programs are typically more focused and tailored to specific topics or technologies, and are often offered by technology vendors, software companies, or training institutions like, for instance, Centre of innovative educational technologies “PNU EcoSystem” at Precarpathian national university (Blyznyuk T., 2022, 2021).

On-the-job training is another way to acquire ICT competence for specialists in social field. This involves learning by doing, and involves gaining hands-on experience working with ICT systems and technologies in a real-world setting during practice, for example.

Self-directed learning is an increasingly popular means of acquiring ICT competence. This involves taking advantage of online resources such as tutorials, e-books, online courses, and forums to learn about specific technologies and systems.

Mentoring and coaching are effective means of acquiring ICT competence, especially for those just starting out in the field of social work. These programs involve pairing learners with experienced ICT professionals who provide guidance and advice on specific topics or technologies.

Overall, the mentioned traditional means of acquiring ICT competence, and the most effective approach will depend on the individual’s learning style, experience, and goals.

Information and communication technologies and systematic work with them are obviously the main means and tools for forming the information and communication competence of future social workers. Information technology is a concept that has a generalized meaning and means such technologies that are aimed at processing and transforming necessary information. Information and communication, information and computer technologies are not only methods and algorithms for searching, collecting, processing, storing and transmitting information (Kademina M.Yu., 2009), but also various types of programs, services, applications, Internet networks.

To compare with the previously mentioned traditional means of formation of ICT competence of future social workers it is worth noting that there are several innovative means considered not less or sometimes even more effective, including the following:

Massive Open Online Courses (MOOCs): MOOCs are online courses that allow students to access quality content on ICT-related topics from top universities and institutions around the world. MOOCs provide an innovative approach to ICT learning, offering learners the flexibility to learn at their own pace and on their own schedule.



Gamification: Gamification is the use of game design principles and mechanics in non-game contexts, such as learning. Gamification of ICT training provides a more engaging and immersive learning experience that can help learners develop skills more quickly and effectively related to their field of work placement.

Microlearning: Microlearning involves breaking down ICT training content into small, easily digestible modules that learners can complete in a short amount of time. This approach to learning can be more effective for busy (part-time students or employed social workers) who need to fit learning into their busy schedules.

Virtual and augmented reality: Virtual and augmented reality technologies can provide an innovative and immersive learning experience for ICT training. Learners can use these technologies to simulate real-world scenarios of social work and gain hands-on experience with ICT systems and technologies.

Collaborative learning: Collaborative learning involves group-based learning, where learners work together to solve job-related social problems and share knowledge. Collaborative learning can be facilitated through online forums, chat groups, video conferencing, and other communication technologies, and provides an innovative approach to ICT learning that can help learners develop teamwork and communication skills. This means proved particularly useful and interesting for students during the study of the course Foreign Language of Professional Communication (Blyznyuk T., 2021) at Pedagogy Faculty, PNU.

The above given innovative means of effective formation of ICT competence can be provided in groups (Fig. 2) and defined according to the tools' specifics used during the study of the academic course Foreign Language of Professional Communication.

According to Figure 2, among the Platforms for organizing distance - tele/video communication we single out Google Meet, Google Classroom, Moodle, Zoom, Teams, Webex, etc. With their help a social worker can organize synchronous video communication or exchange materials, upload ideas, tasks, any information, communicate with teachers, students, clients. As positive experience of the past three years shows, many institutions have chosen Google applications as the main platform for organizing blended learning.

Wisely organized Google Classroom allows a future specialist to create meetings and use this platform to send assignments and announcements to target audience, organize surveys and polls. Then tasks are completed and uploaded to the platform with the following opportunity to constantly communicate with all the participants of the events. This service is closely connected to other main services, for example, Google meet, Gmail, Google Drive, YouTube, etc.



Figure 2. Means of effective formation of ICT competence grouped by tools' specifics

These applications can be easily used not only via computers, but also via mobile devices and smartphones or other available gadgets.

The second group, in our view, might be represented by **searching services** as Google, Yahoo, Bing, etc.

According to the research by Kachak T., the third group are **online services and digital tools** which are used to create various media content, game tasks, entertainment or informative announcements, and projects. Among the most common which deserve worldwide attention are Canva, Padlet, LearningApps, Cooggle.it (Kachak T., (2021).

Efficient **assessment tools** proved to be Kahoot, Formative, Quizizz, Plickers, Google Forms which are the fourth component of this group of means of forming the information and communication competence of future social workers. As our observations show, it is reasonable to use Google Form for a survey. If the aim is to suggest testing in a game form and diversify the stage of monitoring knowledge, abilities and skills, it is advisable to use the digital tool Kahoot. Its advantage is in the ability of the organiser to provide grades for the completed work without spending time on evaluating it. At the same time, it is possible to analyze all the answers and immediately get appropriate statistics in the form of diagrams or Excel tables, a comprehensive analysis of the survey in real time, and draw conclusions about the level of mastery of the topic or else.



Blyznyuk T. highly appreciates the possibilities of working with this service: "In the context of solving the problem of forming information and digital competence, the electronic educational resource Kahoot helps students who can quickly master innovative technologies, as they learn to analyze and critically evaluate information and digital content, and also develop the ability to interact in a digital learning environment with the help of modern technologies" (Blyznyuk T., 2021).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific findings allow to conclude ICT competence is a qualitative characteristic of the future social worker, determined by knowledge and abilities of using ICT in social sphere of life, value orientations; ability and readiness for communication with target audience. This is one of the factors of a professional development, self-realization and self-determination of a student who dreams of becoming a proactive social worker.

The essence of the information and communication competence is the ability to acquire knowledge, to achieve the set goals with the use of ICT in professional and everyday life. The formation of this competence is evidenced by the ability to search, understand, choose, systematize, generalize, store, broadcast information; rationally use the computer and digital tools to solve the tasks; the ability to create own media products with the help of digital resources and services in order to improve the professional level in a modern dynamic environment.

Mastering information technologies in the process of studying various educational subjects is an active practical work, not just theoretical materials detached from life. Combining traditional and innovative means of formation of ICT competence can be efficient for social workers for several reasons. Combining traditional and innovative means of formation of ICT competence can help social workers maximize their learning outcomes. Traditional means such as formal education and on-the-job training provide a strong foundation of fundamental knowledge, while innovative means such as MOOCs, gamification, and virtual reality can help social workers build on that foundation and apply their knowledge to real-world scenarios of social work.

By combining traditional and innovative means of formation of ICT competence, social workers can benefit from the engagement and interactivity of innovative technologies, while also benefiting from the structure and guidance of traditional training methods. This can help keep social workers motivated and engaged in their learning, leading to better retention and application of knowledge.

Moreover, different learners have different learning styles, and by combining traditional and innovative means of formation of ICT competence, future social workers can benefit from a variety of training methods that cater to different learning styles. For example, some social workers may prefer to learn through hands-on experience, while others may prefer online tutorials or group-based learning. Finally, this promotes lifelong learning. As by using a variety of training methods, social workers can continually develop their skills and knowledge in a rapidly changing ICT landscape, ensuring they stay up-to-date with the latest technologies and best practices.

Therefore, combining traditional and innovative means of formation of ICT competence can be an efficient and effective approach for social workers to develop their skills and knowledge in the field of ICT. We find it promising to conduct an empirical study of the effectiveness of these and other digital tools in order to form the students' ICT competence during other academic courses.

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**УКРАЇНСЬКА ОСВІТА В УМОВАХ ВІЙНИ: НОВІ ВИКЛИКИ, ЗАГРОЗИ
ТА ВЕКТОРИ ЗМІН У КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ**

Анотація. У статті здійснено аналіз стану системи освіти за умов російської агресії проти України. В основу статті покладено законодавчі та нормативні документи, що регулюють правовий режим воєнного стану в Україні та особливості функціонування освітньої системи в цей період, а також матеріали і результати досліджень Міністерства освіти і науки України, Державної служби якості освіти України, Державної наукової установи «Інститут освітньої аналітики», Національного агентства із забезпечення якості вищої освіти. Наведено офіційні статистичні дані про кількість закладів освіти та здобувачів, які в них навчаються, а також пошкоджені й зруйновані заклади освіти під час війни. Виокремлено виклики та загрози, з якими зіштовхнулася освітня система під час агресії російської федерації проти України, її вплив на функціонування освітньої системи й забезпечення якості освіти, серед яких: загроза життю та здоров'ю учасників освітнього процесу, масштабні руйнування освітньої інфраструктури, значні втрати контингенту здобувачів освіти, педагогічного й викладацького складу, обмеження доступу до освіти, втрата управлінського освітнього контролю на територіях, що потрапили під тимчасову окупацію або перебувають у зоні активних військових дій, зменшення видатків державного та місцевих бюджетів на освіту. Результати досліджень показали, що після повномасштабного вторгнення росії в Україну, незважаючи на серйозні виклики й загрози, освітня система на всіх її рівнях вистояла та продовжила функціонувати. Водночас відбулися значні зміни в організації освітньої діяльності закладів освіти, які беззаперечно вплинули на якість надання освітніх послуг. Ці вектори змін стосувалися насамперед безпекової ситуації в різних регіонах країни, вибору моделей організації освітнього процесу, його матеріально-технічного й інформаційного забезпечення, підтримки різних категорій учасників освітнього процесу тощо.

Ключові слова: освіта, освітній процес, якість освіти, забезпечення якості освіти, учасники освітнього процесу, освіта за умов війни.

**UKRAINIAN EDUCATION IN THE CONDITIONS OF WAR:
NEW CHALLENGES, THREATS AND VECTORS OF CHANGES
IN THE CONTEXT OF ENSURING THE QUALITY OF EDUCATION**

Abstract. The article analyzes the state of the education system in the conditions of russian aggression against Ukraine. The article is based on legislative and normative documents regulating the legal regime of martial law in Ukraine and the peculiarities of the functioning of the educational system during this period, as well as materials and research results of the Ministry of Education and Science of Ukraine, the State Service for the Quality of Education, the State Scientific Institution «Institute of Educational Analytics», of the National Agency for Higher Education Quality Assurance. Official statistical data on the number of educational institutions and students studying at them, as well as damaged and destroyed educational institutions during the war, are provided. Challenges and threats faced by the educational system during the aggression of the russian Federation against Ukraine, its impact on the functioning of the educational system and ensuring the quality of education, including: threats to the life and health of participants in the educational process, large-scale destruction of educational infrastructure, significant losses of the contingent are highlighted education seekers, pedagogical and teaching staff, restrictions on access to education, loss of administrative educational control in territories that have come under temporary occupation or are in the zone of active military operations, reduction of state and local budget expenditures on education. The results of the research showed that after the full-scale russian invasion of Ukraine, despite serious challenges and threats, the educational system at all levels survived and continued to function. At the same time, there were significant changes in the organization of educational activities of educational institutions, which undoubtedly affected the quality of the provision of educational services. These vectors of change related primarily to the security situation in different regions of the country, the choice of models for the organization of the educational process, its material, technical and information support, support for various categories of participants in the educational process, etc.

Keywords: education, educational process, quality of education, ensuring the quality of education, participants in the educational process, education in war conditions.



INTRODUCTION

Formulation of the problem. The effectiveness of educational institutions and the quality of provided educational services are the main target functions of the education system in the world. Undoubtedly, ensuring a high level of education quality is one of the priority directions of reforming the education system in Ukraine. In recent decades, the national policy in the field of education was focused on the problems of developing and implementing systems of internal and external assurance of the quality of education, implemented programs to ensure the quality of educational services, which had a positive effect on the development of the education industry as a whole.

Positive developments in the field of education in the context of ensuring its quality were shaken by the full-scale russian aggression against Ukraine, which began in 2014 and spread throughout the country on February 24, 2022. From the first days of the war, Ukraine suffered significant losses in all regions of the country, which is an unprecedented world crime in the first quarter of the 21st century. As a result of the invasion of russian troops on the territory of the state, thousands of children and adults lost their lives, cities and villages were completely or partially destroyed, vital infrastructure was destroyed, including educational institutions and medical institutions, millions of Ukrainians lost their relatives and loved ones, found themselves under occupation or deported, were forced to move to other regions of the country or abroad, suffered physical injuries and psychological injuries, lost jobs and housing, the opportunity to get an education, receive medical services .

Undoubtedly, the russian aggression had a significant impact on the functioning of the education system in Ukraine. In the conditions of martial law, Ukrainian education needs quick and effective solutions, an assessment of challenges and threats, the development of innovative educational projects, new approaches and technologies for the organization of the educational process, reorientation and rapid response to dynamic changes of all participants in the educational process, updating the content and concept of ensuring the quality of education and new views on the implementation of the strategic development of the education system as a whole. Therefore, the relevance of this scientific research is beyond doubt.

Analysis of recent research and publications. The problems of the organization of the educational process in the conditions of the war and the peculiarities of the functioning of the education system of Ukraine during this period were investigated by N. Bibik, O. Lokshyna, M. Melnyk, O. Onopriienko, and O. Topuzov (Topuzov O., Bibik N., Lokshyna O., Onopriienko O., 2022; Melnyk M., 2022). A review of the views of the international community on the issue of the functioning of education in the conditions of military operations, an analysis of the harmful consequences of war for the educational system and participants in the educational process, key guidelines of international and non-governmental organizations on ensuring the continuity of education in conditions of war and the inclusion of refugees and internally displaced persons in the educational process were carried out by O. Hlushko, A. Dzhyrylo, S. Kravchenko, O. Lokshyna, O. Maksymenko, O. Shparyk (Education in the realities of war, 2022). Domestic and international initiatives regarding the education of internally displaced persons, Ukrainian refugees, children, youth and adults who are in temporarily occupied territories under the conditions of russian aggression against Ukraine were covered by V. Hordiienko, I. Ivaniuk, N. Nychkalo, O. Ovcharuk (Nychkalo N., Ovcharuk O., Hordiienko V., Ivaniuk I., 2022). The possibilities and peculiarities of using technical and software tools of information technologies in the process of organizing the educational process in the conditions of martial law were revealed by Yu. Bilyk, A. Kolomiets, T. Kolomiets, M. Marienko, A. Suhii, I. Tverdokhib (Bilyk Yu., Kolomiets A., Kolomiets T., 2023; M. Marienko M., Suhii A., 2022; Tverdokhib I., 2022).

Regardless of the availability of scientific intelligence, which investigates the problems and analyzes the challenges faced by the educational system during the full-scale invasion of russia into Ukraine, this issue requires further thorough study, in particular, in the context of finding ways for the quality functioning of the education system of Ukraine in war conditions.

AIM AND TASKS RESEARCH – to outline the challenges and threats to the functioning of the education system in Ukraine, which arose after the russian invasion of the territory of Ukraine, to single out the key vectors of changes in the educational sphere in the context of ensuring the quality of education in the conditions of martial law.

RESEARCH METHODS: theoretical methods (study of regulatory documents and scientific sources on the selected research problem); empirical methods (summarization of research results and pedagogical experience in order to describe the relevance of the problem and directions for further research); general scientific logical methods (analysis, synthesis, comparison and systematization – highlighting essential features and components of the subject of scientific research, combining them into a coherent phenomenon and formulating one's own conclusions).

RESULTS OF THE RESEARCH

The full-scale invasion of the russian Federation into Ukraine and the introduction of martial law in our country brought changes and corrections to all spheres of social life, including the educational sphere. The search for ways to develop education and ensure its quality in the conditions of russian aggression against Ukraine deepened the awareness of the need for united, powerful and qualified action of state authorities and management at all levels, heads of educational institutions of various types and forms of ownership. During this period, approaches to the implementation of the educational policy of the state are changing very rapidly. Despite the long-term reform of all levels of education, the Ministry of Education and Science of Ukraine, local authorities, heads of educational institutions and educational institutions faced a large number of challenges and threats, for the solution of which there were no predetermined external and internal resources.

Therefore, amendments and additions to the Laws of Ukraine are being made at a rapid pace, legal documents are being approved that regulate the martial law regime in the state and the peculiarities of the functioning of Ukrainian



education, taking into account the characteristics and needs of different categories of the population. In particular, the Law of Ukraine dated March 15, 2022 № 2126-IX «On Amendments to Certain Laws of Ukraine Regarding State Guarantees in Conditions of Martial Law, State of Emergency or State of Emergency» was adopted, according to which the Law of Ukraine «On Education» was supplemented with a new article 57-1 «State guarantees in conditions of martial law, state of emergency or state of emergency». This article defines guarantees for education seekers, employees of educational institutions, educational institutions and scientific institutions regarding the organization of the educational process in a distance form or in any other form that is the safest for its participants, as well as the preservation of the place of work, average earnings, and scholarship payments and other payments provided for by law (On making changes to some laws of Ukraine, 2022). In order to ensure the implementation of these guarantees, the law provides all the necessary powers to authorities for prompt decision-making to regulate the sphere of education and science in wartime.

In a relatively short period of time, the key principles of the institutional and legal regulation of the educational sphere during the period of martial law were formed in Ukraine, which is carried out in accordance with the Law of Ukraine «On the Legal Regime of Martial Law» dated May 12, 2015 № 389-VIII (as amended), Decree of the President of Ukraine «On the introduction of martial law in Ukraine» dated February 24, 2022 № 64/202210, approved by the Law of Ukraine dated February 24, 2022 № 2102-IX, as well as in accordance with other normative legal acts of Ukraine. Thus, in accordance with the provisions of Article 15 of the Law of Ukraine «On the Legal Regime of Martial Law», the powers of local authorities, in particular in terms of managing institutions and educational institutions, are transferred to the military administrations of settlements in the relevant territory (On the Legal Regime of Martial Law, 2015). The main body in the system of executive power, which ensures the development and implementation of state policy in the spheres of education and science, scientific, scientific and technical and innovative activities, technology transfer, and also ensures the formation and implementation of state policy in the sphere of state supervision of the activities of educational institutions, enterprises, institutions and organizations that provide educational services or conduct other activities related to the provision of such services, regardless of their subordination and form of ownership, remains the Ministry of Education and Science of Ukraine. During the period of martial law, the Ministry of Education and Culture continues to implement the state policy in the field of education, ensures accessibility and continuity of the educational process (Education of Ukraine under martial law, 2022, p. 15).

With the beginning of the war, the Ministry of Education and Science of Ukraine created institutional and legal foundations for the functioning of the education system in the conditions of challenges caused by the armed aggression of the Russian Federation against Ukraine. This is, in particular, the order «On the formation of the Situation Center of the Ministry of Education and Science» dated February 24, 2022 № 229, which enabled the operation of the advisory body during the period of martial law (On the formation of the Situation Center, 2022); order № 274 dated March 28, 2022, «On some issues of the organization of general secondary education and the educational process under martial law in Ukraine», aimed at creating legal grounds for the continuation of education in a safe environment for children and the employment of teachers who are forced to change their place of residence/training through occupation and active combat (On some issues of the organization, 2022); order № 235 dated March 7, 2022, «On some issues of organizing the work of institutions of vocational pre-university and higher education during martial law», which provides an institutional basis for taking measures to ensure the protection of participants in the educational process, employees and the preservation of the property of educational institutions, implementation in case of the needs of evacuation measures, the organization of special training conditions for education seekers who are in the ranks of the Armed Forces of Ukraine or territorial defense units, are engaged in volunteer activities (On some issues of organizing the work of institutions, 2022), as well as numerous orders and letters of the Ministry of Education and Science regarding the organization of external independent evaluation and admission campaigns in 2022 and 2023, the organization of the educational process in educational institutions of various types and forms of ownership in 2022/2023, the evacuation and relocation of educational institutions from occupied territories and those on which active hostilities and other legal acts were conducted.

In the conditions of martial law, the education system faced new challenges and threats, to which it is necessary to respond in view of the importance of its functioning in order to ensure the right of citizens to education, increase the contribution to the socio-economic development of the state and its regions. According to the data of the research carried out by the Ministry of Education and Science of Ukraine and the State Scientific Institution «Institute of Educational Analytics», the following are recognized as significant challenges in the field of education: threat to life and health of participants in the educational process, restriction of access to basic human needs; large-scale destruction of educational infrastructure; forced large-scale movement of participants in the educational process within Ukraine and abroad, which led to significant losses of the contingent of education seekers, pedagogic and teaching staff; aggravation of the problem of ensuring access to education for Ukrainian pupils and students, violation of the continuity of the educational process; loss of managerial educational control in the territories that have come under temporary occupation or are in the zone of active military operations; reduction of state and local budget expenditures on education (Education of Ukraine under martial law, 2022, p. 12).

In addition, frequent air alarms, power outages, lack of uninterrupted access to the Internet and technical means for online learning, unstable emotional state of participants in the educational process, psychological and physical injuries of children and adults became significant threats to the organization of the educational process. Thus, according to the study carried out by the State Education Quality Service of Ukraine regarding the quality of the organization of the educational process in the conditions of war in the 2022/2023 academic year, only 15% of educational institutions throughout the territory of Ukraine worked in face-to-face mode, 33% – remotely and 51% – in a mixed mode format. At the same time, distance learning prevailed in the East and South of Ukraine, mixed learning in the Center and the North, face-to-face and mixed learning in the West (Study of the quality of the organization of the educational process, 2023).



According to the data of the State Scientific Institution, «Institute of Educational Analytics» was functioning in Ukraine (as of December 2022, January and March 2023) (Basic educational statistical data, 2023): 10 302 preschool education institutions, of which 5 785 (56,1%) worked with children in the usual face-to-face mode, 2 963 (28,8%) – remotely, 1 554 (15,1 %) – in a mixed mode (number of pupils – 739 722); 12 929 institutions of general secondary education, of which 4 475 (34,6%) carried out the educational process face-to-face, 3 975 (30,7%) – remotely; 4 479 (34,7 %) – in a mixed format (number of students – 3 985 866); 1 346 out-of-school education institutions, of which 481 (35,7%) organized work in face-to-face mode, 328 (24,4%) – remotely, 537 (39,9%) – in a mixed form (the number of pupils – 1 011 403 people); 670 institutions of professional (vocational and technical) education, of which 170 (25,4%) carried out the educational process face-to-face, 211 (31,5%) – remotely, 289 (43,1%) – in a mixed mode (the number of education seekers – 230 474 people); 740 vocational higher education institutions, of which 348 are independent legal entities, 392 are within the structure of higher education institutions (the number of applicants is 331 488); 332 institutions of higher education, of which 191 are state, 25 are communal, 116 are private, as well as 550 separate structural subdivisions and colleges within the structure of institution of higher education (the number of students is 1 112 965).

These statistics change every day due to Russia's constant bombing, shelling and missile strikes on the territory of Ukraine. Thus, according to the data of the «Education under threat» resource, as of July 1, 2023, 3 450 educational institutions were damaged, of which 331 were completely destroyed. Educational institutions in Donetsk (907), Kharkiv (629), Mykolaiv (277), Dnipropetrovsk (243), Zaporizhzhia (217), Kyiv (211), Kherson (202), and Luhansk (200) regions suffered the greatest destruction (Fig. 1.1).

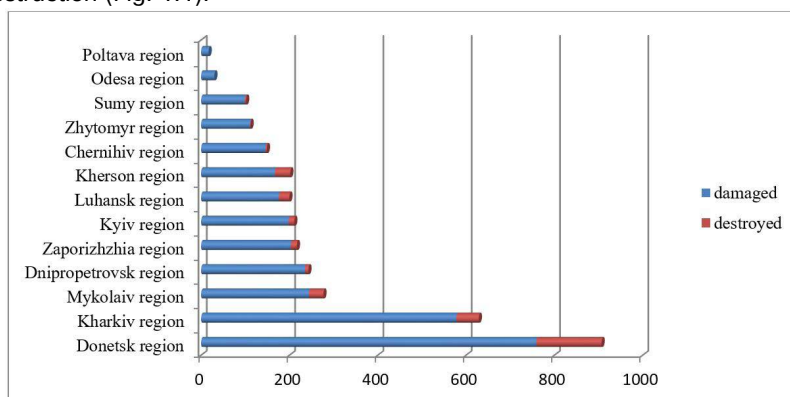


Fig. 1.1. Destroyed and damaged educational institutions as of July 1, 2023 (according to the resource «Education under threat»)

It is undeniable that all these challenges had a significant impact on the organization of the educational process in educational institutions, ensuring the quality of the provision of educational services in various regions of the country, and the functioning of the education system as a whole.

During 2022 – the first half of 2023, the Ministry of Education and Science of Ukraine, the State Service for the Quality of Education, the State Scientific Institution «Institute of Educational Analytics», the National Agency for Higher Education Quality Assurance organized and conducted various monitoring studies on the quality of the provision of educational services and the organization of educational process under martial law. With the help of online surveys and desk research, the basic aspects of the organization of the educational process in preschool, general secondary, out-of-school, professional (vocational-technical), professional pre-higher and higher education institutions in martial law conditions were studied – quality, safety and resources, which gave an understanding of the existing the state of functioning of the educational system at all its levels, the identification of key vectors of changes and problems in order to further search for ways to overcome them. The results of the analysis of these studies showed that the educational system in Ukraine continued to function after the russian invasion of Ukraine, despite serious challenges and threats. At the same time, the key vectors of changes related to the creation of a safe educational environment for all participants in the educational process; choosing models for organizing the educational process and carrying out educational activities in educational institutions of different types and forms of ownership in different territories of the country; response to changes in the contingent of education seekers, pedagogic and scientific-pedagogical workers; provision of the educational process with material and technical means and digital tools; support for various categories of participants in the educational process (internally displaced persons, persons with special educational needs, persons who directly participate in hostilities, persons who have suffered as a result of war, etc.); introduction of new rules for admission of applicants to study in educational institutions; ensuring access to education for all citizens who are under martial law in various territories of Ukraine and beyond.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Russia's full-scale invasion of Ukraine dealt a significant blow to the Ukrainian education system. The destruction of the infrastructure of educational institutions, the violation of the safety of the educational environment for the participants of the educational process, the problems of human capital and financing of education, the lack of access of citizens to education have become real challenges. The education system, although it suffered significant damage, survived. Thanks to the titanic efforts of the state authorities and the educational community, the active citizenship



and solidarity of the country's population, the effective internal policy of Ukrainian educational institutions and the support of the international community, it was possible to develop effective solutions to stabilize the education system in these extremely difficult conditions. It is undeniable that the education system has undergone changes in view of the security situation in different regions of Ukraine, the availability of the necessary resources for organizing the educational process and supporting various categories of students and teachers.

The prospects of further scientific research are linked to the study of the experience and generalization of the needs of the educational community regarding the organization of the educational process in the conditions of martial law, the study of the most optimal conditions and the necessary tools for ensuring the quality of education.

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МЕТОДИКА НАВЧАННЯ СТУДЕНТІВ ПОДОЛАННЯ БАР'ЄРІВ У БІЗНЕС-КОМУНІКАЦІЇ

Анотація. У статті розглядається ефективна комунікація як невід'ємний складник успішного бізнесу. Метою дослідження є виявлення комунікативних бар'єрів, з якими студенти стикаються в бізнес-контекстах, розробка ефективних методик, комунікативних технік та ситуативно-орієнтованих прогностичних методів, які допоможуть студентам подолати перешкоди, що виникають на шляху ефективного спілкування для отримання запланованих результатів (міжкультурна комунікація, мовна підготовка за умов білінгвізму, психолого-адаптивний складник, семантико-когнітивні особливості учасників комунікації та рівень застосування сучасних інтерактивних технологій). За умови, коли існують комунікативні бар'єри, існує ймовірність значного негативного впливу на ефективність бізнесу. Тому для педагогів вкрай важливо навчити студентів долати різнобічні бар'єри в діловому спілкуванні.

Автор стверджує, що комунікативні бар'єри (мовно-концептуальні бар'єри, культурні відмінності, соціальні, фізичні, емоційно-психологічні бар'єри та бар'єри сприйняття, групові та особистісні стереотипи, невербальні труднощі) – це перешкоди, які заважають учасникам комунікації ефективно передавати інформацію, отримувати зворотний зв'язок та досягати поставленої мети. Запропоновано методіку навчання студентів подолання бар'єрів у діловому спілкуванні, яка містить чітко визначені етапи з використанням алгоритму переконання: увага-зацікавлення-бажання-дія. Увагу можна повернути незвичним викладенням, його формою, візуальними засобами. Зацікавлення виникає, коли слухач зрозуміє, що він зможе задовольнити якусь свою потребу. Бажання виникає в слухача тоді, коли він побачить, що мети можна досягнути. Дія є наслідком бажання і підказками того, що треба робити.

Методологія, на основі якої базується дослідження, включає сукупність засобів, діагностичних методів і прийомів щодо виявлення та подолання комунікативних бар'єрів, розвитку навичок міжкультурного спілкування, підвищення рівня емоційного інтелекту, удосконалення семантико-когнітивних, стилістичних, фонетичних навичок учасників комунікативного процесу, а також навчання ефективного використання сучасних технологій. Розвиток навичок міжкультурного спілкування потребує часу та зусиль. Це вимагає відкритого розуму, критичного мислення, бажання вчитися та поваги до культурних цінностей усіх учасників процесу комунікації. Зроблено висновок, що сфера навчання студентів долати бар'єрів у діловому спілкуванні є динамічною та активно розвивається, отже, існує значний потенціал у подальших дослідженнях для поліпшення нашого розуміння ефективних практик навчання в цій сфері.

Ключові слова: бар'єри, ділове спілкування, методіка, навчання студентів, педагоги.

METHODOLOGY OF TEACHING STUDENTS TO OVERCOME BARRIERS IN BUSINESS COMMUNICATION

Abstract. The article concerns effective communication as an essential component of business success. The aim of research is to identify the specific communication barriers that students encounter in business contexts, such as cultural differences, language proficiency, and technological challenges; to develop effective teaching methodologies and techniques that can help students overcome these communication barriers, such as intercultural training, language instruction, and the use of technology. It was highlighted that effective communication is vital for business success, and communication barriers such as cultural differences, language, and technology can hinder effective communication. When communication barriers exist, it can have a significant negative impact on a business's performance. Therefore, it is crucial for educators to teach students how to overcome barriers in business communication.

The author claims that communication barriers are obstacles that prevent people from effectively conveying and receiving information. Consequently, there are many types of communication barriers, including language barriers, cultural differences, physical barriers, emotional barriers, and perceptual barriers. It has been suggested the methodology for teaching students how to overcome barriers in business communication containing exact steps. The methodology outlined in this article, which includes identifying communication barriers, developing intercultural communication skills, enhancing language proficiency, teaching effective use of technology, and providing feedback, can help students develop the necessary skills to overcome communication barriers in a business setting. It has been stated that developing intercultural communication skills takes time and effort. It requires an open mind, willingness to learn, and respect for cultural differences.



The author concludes that the field of teaching students to overcome barriers in business communication is dynamic and evolving, and there is significant potential for further research to enhance our understanding of effective teaching practices in this area.

Keywords: barriers, business communication, methodology, teaching students, educators.

INTRODUCTION

The problem formulation. Effective communication is an essential component of business success. The inability to communicate effectively can lead to misunderstandings, misinterpretations, and even loss of business opportunities. However, communication barriers such as cultural differences, language, and technology can hinder effective communication in a business setting. In today's globalized business world, communication is one of the most important aspects of success. Communication is essential in all aspects of business, from negotiating contracts to managing teams. When communication barriers exist, it can have a significant negative impact on a business's performance. Therefore, it is crucial for educators to teach students how to overcome barriers in business communication.

Analysis of recent research and publications. There has been a significant amount of research published in recent years regarding the methodology of teaching students to overcome communication barriers in business communication. Park (Park, J., 2021) emphasizes the importance of cultural awareness in business communication, noting that teaching students to be aware of and understand different cultures can significantly improve their communication skills.

Prinsloo and Breier (Prinsloo, M., 2020) argue that teaching intercultural communication skills is essential for business education, especially in diverse contexts like Europe. Studies have shown that teaching students to be aware of and understand different cultures can significantly improve their communication skills. This includes not only differences in language, but also differences in customs, beliefs, and values.

Jandt (Jandt F., 2017) highlights the importance of soft skills, such as listening, empathy, and emotional intelligence, in addition to technical skills, for effective business communication. While technical skills are important, soft skills such as listening, empathy, and emotional intelligence are also essential for effective business communication.

AIM AND TASKS RESEARCH. The aim of our research is to identify the specific communication barriers that students encounter in business contexts, such as cultural differences, language proficiency, and technological challenges; to develop effective teaching methodologies and techniques that can help students overcome these communication barriers, such as intercultural training, language instruction, and the use of technology.

RESEARCH METHODS

We used the theoretical research methods, including analysis and synthesis research results on the current problem, generalization for the formulation of conclusions, forecasting for the determination of the prospects for further research.

RESULTS OF THE RESEARCH

Communication barriers are obstacles that prevent people from effectively conveying and receiving information. There are many types of communication barriers, including language barriers, cultural differences, physical barriers, emotional barriers, and perceptual barriers. These barriers can be particularly challenging in cross-cultural business contexts.

Language barriers are one of the most common communication barriers in the business world. When people speak different languages, it can be challenging to communicate effectively. Misunderstandings can arise, leading to mistakes, delays, and confusion. Language barriers can also make it difficult to build trust and relationships, which are critical for successful business transactions.

Cultural differences can also be a significant communication barrier in the business world. Each culture has its own set of values, beliefs, and customs that shape how people communicate. For example, in some cultures, it is considered impolite to say no directly, leading to misunderstandings when negotiating contracts or discussing business matters. Similarly, gestures and body language can have different meanings in different cultures, leading to misunderstandings or offense.

Physical barriers, such as distance or technology, can also hinder communication in the business world. When people are located in different parts of the world, it can be difficult to coordinate schedules or communicate in real-time. Technology can also be a barrier if people are not familiar with the tools or if the tools are unreliable.

Emotional barriers can also impact communication in the business world. If individuals are experiencing stress or anxiety, they may have difficulty communicating effectively. Additionally, if individuals have a personal history that impacts how they perceive others, this can create a barrier to effective communication.

Effective communication is the foundation of any successful business. It is essential to have a clear and precise message delivery system between employees, managers, and customers. However, communicative barriers can hinder this flow of information, causing problems for the company's bottom line. In this article, we will explore the effects of communicative barriers on the business sphere.

Communicative barriers can be classified into four categories: physical, cultural, linguistic, and psychological. Physical barriers include anything that interferes with the transmission of a message, such as noise, distance, or technology issues. Cultural barriers arise when employees from different backgrounds have different beliefs, values, and attitudes that make it difficult to communicate effectively. Linguistic barriers come into play when people speak different languages or use different terminologies. Finally, psychological barriers arise when individuals have personal biases, emotions, or prejudices that affect their communication skills.



The effects of communicative barriers on business can be dire. According to Guerrero and Floyd (Guerrero and Floyd, 2006), physical barriers such as poor technology can make it challenging for employees to communicate effectively, leading to errors in information transmission, decreased productivity, and even loss of revenue.

For instance, physical barriers such as poor technology, low-quality equipment, or even background noise can make it challenging for employees to communicate effectively. This can lead to errors in information transmission, decreased productivity, and even loss of revenue.

Cultural barriers can also have a significant impact on businesses. When people from different cultures work together, they may have different communication styles and expectations. Cultural differences can also be a significant communication barrier in business communication. Individuals from different cultures may have different communication styles, values, and beliefs, which can impact how they communicate with each other. Misunderstandings can arise when individuals from different cultures do not understand each other's communication styles or cultural norms. Cultural barriers can lead to misunderstandings, confusion, and conflicts in the workplace (Gudykunst & Kim, 2002). For instance, a manager from a collectivistic culture may struggle to communicate effectively with an employee from an individualistic culture, leading to a breakdown in communication.

Linguistic barriers can also cause communication breakdowns in business. If employees speak different languages, they may not be able to understand each other, leading to misunderstandings, errors, and decreased productivity. This is particularly true for multinational companies that operate in different countries and employ individuals who speak different languages. Language barriers can be a significant psychological barrier in business communication. Individuals who do not speak the same language may have difficulty understanding each other, which can lead to misunderstandings and misinterpretations. Additionally, even if individuals speak the same language, they may have different dialects, which can cause communication difficulties.

Language barriers can cause communication breakdowns in multinational companies that operate in different countries (Jandt F., 201). If employees speak different languages, they may not be able to understand each other, leading to misunderstandings, errors, and decreased productivity.

Psychological barriers can also affect business communication. Personal biases, emotions, and prejudices can cause employees to misunderstand each other or even misinterpret information. For instance, if a manager has a negative attitude towards a particular employee, they may not listen to his ideas or suggestions.

Psychological barriers can significantly affect business communication in various ways. These barriers arise from an individual's emotions, attitudes, and perceptions towards the message or the communicator, and can be detrimental to effective communication in a business setting. Below are some ways that psychological barriers can affect business communication.

First of all, there are perceptual barriers. Individuals interpret messages based on their past experiences and attitudes, which can lead to misunderstandings and misinterpretations. Perceptual barriers can affect business communication when individuals receive a message and interpret it differently from the intended meaning. For example, if an employee has a negative perception of their manager, they may interpret a message from the manager as aggressive or disrespectful, even if it was not intended that way.

Secondly, there are emotional barriers. Emotions can significantly impact communication in a business setting. For instance, when an individual is angry, frustrated, or anxious, they may not be able to communicate effectively due to the emotional turmoil they are experiencing. Emotional barriers can make it difficult for individuals to listen to others and communicate their own ideas effectively.

Thirdly, attitudinal barriers are present. Attitudes are beliefs or opinions that individuals hold towards a particular topic or person. If an individual has a negative attitude towards a colleague, they may be less likely to listen to their ideas or collaborate with them effectively. Attitudinal barriers can lead to a lack of trust and respect between individuals, which can impact communication and teamwork in a business setting.

Psychological barriers can significantly affect business communication in a business setting. To overcome these barriers, individuals must be aware of their emotions, attitudes, and perceptions towards others and work towards developing effective communication skills that enable them to communicate effectively despite these barriers. Business leaders can also play a role in promoting a culture of open communication, trust, and respect, which can help overcome psychological barriers in business communication.

The methodology for teaching students how to overcome communication barriers in business communication includes the following steps.

Identify communication barriers: Students need to understand the different communication barriers that can hinder effective communication in a business setting. These barriers include cultural differences, language barriers, and technological barriers. Educators can use case studies and role-playing exercises to help students identify these barriers.

Develop intercultural communication skills: Students need to develop intercultural communication skills to overcome cultural barriers. These skills include cultural awareness, empathy, and flexibility. Educators can use simulations and cross-cultural communication training programs to develop these skills.

Developing intercultural communication skills is essential in today's globalized world. The following are some ways to improve intercultural communication skills:



Increase cultural awareness: One of the first steps in developing intercultural communication skills is to increase cultural awareness. This includes learning about different cultures, values, and beliefs. One can read books, watch documentaries, or attend cultural events to gain knowledge about other cultures.

Avoid stereotypes: It is essential to avoid stereotypes when communicating with people from other cultures. Stereotyping can lead to misunderstandings and misinterpretations. Instead, focus on the individual and their unique experiences and perspectives.

Listen actively: Active listening is an essential component of effective intercultural communication. When communicating with someone from another culture, it is important to pay attention to their words, tone, and body language. This helps in understanding their message and responding appropriately.

Be respectful: Respect is a vital component of intercultural communication. One should be respectful of different cultures, values, and beliefs. Avoid imposing one's own cultural norms on others and instead, seek to understand and appreciate cultural differences.

Adapt communication style: Different cultures have different communication styles, and it is essential to adapt one's communication style accordingly. For instance, some cultures may value indirect communication, while others may prefer direct communication. Adapting one's communication style can help in building rapport and trust with people from other cultures.

Build relationships: Building relationships with people from other cultures is an effective way to develop intercultural communication skills. One can attend cultural events, volunteer in community organizations, or participate in cross-cultural training programs to build relationships with people from different backgrounds.

In conclusion, developing intercultural communication skills takes time and effort. It requires an open mind, willingness to learn, and respect for cultural differences. By following the above-mentioned tips, one can improve their intercultural communication skills and build meaningful relationships with people from different cultures.

Enhance language proficiency: Students need to enhance their language proficiency to overcome language barriers. This can be achieved through language classes, language exchange programs, and language immersion programs.

Practice regularly: Practice is essential to improve language proficiency. One should make a habit of practicing regularly, whether it's speaking, writing, reading, or listening. It is recommended to practice for at least 30 minutes a day to improve language skills.

Immerse yourself in the language: Immersing oneself in the language can help improve language proficiency. This can include watching TV shows, movies, or reading books in the target language. Listening to music or podcasts in the target language can also be helpful.

Find a language partner: Finding a language partner is an excellent way to practice speaking skills. A language partner can be a native speaker of the language one is learning, who can help in correcting pronunciation and grammar errors.

Take a language course: Enrolling in a language course is an effective way to improve language proficiency. Language courses provide structured learning and practice opportunities, which can be helpful for learners at any level.

Use language learning apps: There are various language learning apps available, such as Duolingo, Babbel, and Rosetta Stone. These apps provide interactive language learning opportunities, including speaking, listening, reading, and writing practice.

Attend language exchange events: Language exchange events provide opportunities to practice language skills with native speakers. These events can include language classes, language exchange meetups, and cultural events.

Teach effective use of technology: Students need to learn how to effectively use technology to overcome technological barriers. This includes using video conferencing, email, and other digital communication tools. Educators can use digital communication simulations to teach students how to effectively use these tools.

Provide feedback: Students need feedback on their communication skills to improve their performance. Educators can use peer evaluations, self-reflection exercises, and one-on-one feedback sessions to provide feedback to students.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Effective communication is vital for business success, and communication barriers such as cultural differences, language, and technology can hinder effective communication. Therefore, it is crucial for educators to teach students how to overcome barriers in business communication. The methodology outlined in this article, which includes identifying communication barriers, developing intercultural communication skills, enhancing language proficiency, teaching effective use of technology, and providing feedback, can help students develop the necessary skills to overcome communication barriers in a business setting.

Overall, the field of teaching students to overcome barriers in business communication is dynamic and evolving, and there is significant potential for further research to enhance our understanding of effective teaching practices in this area, i.e. developing and evaluating new teaching methodologies and techniques that incorporate emerging technologies, such as virtual reality and artificial intelligence, to enhance students' communication skills; investigating the impact of cultural intelligence on students' ability to communicate effectively in diverse business contexts, and developing interventions to enhance cultural intelligence among students; exploring the impact of specific communication barriers, such as language proficiency or differences in communication styles, on business communication outcomes, and developing targeted interventions to address these barriers; evaluating the effectiveness of different types of language instruction, such as immersive language learning or task-based language instruction,



in improving students' communication skills in business contexts; investigating the role of nonverbal communication, such as body language and facial expressions, in business communication, and developing interventions to enhance students' ability to use nonverbal cues effectively.

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ПРИНЦИП НАСТУПНОСТІ В НАВЧАННІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті розглядається роль принципу наслідування в навчанні здобувачів вищої освіти англійської мови. Автори наголошують на важливості цього принципу в забезпеченні якісного навчання студентів та формуванні міцного фундаменту мовних навичок. Зазначається також на необхідності ретельного добору відповідних навчальних матеріалів, які відповідають рівням володіння мовою студентів та їх навчальним цілям. У роботі розглядаються педагогічні техніки схематичної побудови занять як необхідні для забезпечення студентів необхідною підтримкою та методикою розуміння складних мовних структур та понять, що активно використовуються закордоном. Оцінка та зворотний зв'язок також визначаються авторами як головні елементи відстеження прогресу студентів у навчанні та надання ними конструктивного зворотного зв'язку, щоб допомогти їм поліпшити свої мовні навички.

Автори відзначають, що принцип наслідування є не тільки важливим для навчання англійської мови студентами філологічних спеціальностей, але і для підтримки автономії та незалежності здобувачів вищої освіти. Окрім того, автори акцентують на тому, що для успішної реалізації принципу наслідування необхідно забезпечити відповідну підготовку та професійний розвиток викладачів англійської мови, які допоможуть майбутнім фахівцям ефективно реалізувати принцип наслідування у своїх практиках. Дослідження окреслює потребу в студентоцентрованому підході, який урахує індивідуальні потреби, уподобання та культурний контекст студентів. Також зазначається важливість створення підтримуючого та інклюзивного навчального середовища, яке сприяє впевненості студентів та спонукає їх до участі у безперервній мовній практиці. Автори підкреслюють, що принцип наслідування є цінним та ефективним підходом до навчання англійської мови студентів філологічних спеціальностей та має потенціал покращити рівень володіння мовою, підвищити навчальні досягнення та загальний досвід навчання. Запропоновано декілька напрямів для подальших досліджень у цій сфері, включаючи дослідження ефективності різних технік схематичної побудови, вивчення впливу принципу наслідування на мотивацію та зацікавленість студентів, а також дослідження ролі оцінювання та зворотного зв'язку в упровадженні цього підходу в навчанні англійської мови.

Ключові слова: викладання англійської мови, здобувачі вищої освіти, принцип наступності, техніка схематичної побудови занять, студентоцентрований підхід.



THE PRINCIPLE OF SUCCESSION IN TEACHING ENGLISH LANGUAGE TO STUDENTS OF HIGHER SCHOOLS

Abstract. The article deals with the principle of succession in teaching English language to students of higher schools. The work highlights the importance of this principle in scaffolding students' learning and building a strong foundation of language skills. It also emphasizes the need for careful selection of appropriate teaching materials that are aligned with students' proficiency levels and learning objectives. Scaffolding techniques are discussed as essential for providing students with the necessary support and guidance to understand complex language structures and concepts. Assessment and feedback are also identified as playing a crucial role in tracking students' learning progress and providing constructive feedback to help them improve their language skills. Finally, the research suggests that the principle of succession is not only important for teaching English language to philological students but also for promoting learner autonomy and independence. Overall, the work aims to contribute to the existing body of knowledge on language teaching and learning and to inform language educators and policymakers on the best practices for teaching English language to students of philological specialties.

The article also discusses the challenges and limitations associated with implementing the principle of succession in different educational contexts, such as teacher training, classroom management, and curriculum design. It highlights the importance of providing adequate training and professional development opportunities for language educators to help them effectively implement the principle of succession in their teaching practices. The study emphasizes the need for a student-centered approach that takes into account students' individual needs, preferences, and cultural backgrounds. The article concludes by suggesting several prospects for further research in this area, including investigating the effectiveness of different scaffolding techniques, exploring the impact of the principle of succession on students' motivation and engagement, and examining the role of assessment and feedback in implementing this principle.

Keywords: teaching English, students of higher schools, principle of succession, scaffolding techniques, a student-centered approach.

INTRODUCTION

The problem formulation. Teaching English language to students of philological specialties is one of the most challenging tasks for language teachers. The success of teaching English to students of philological specialties is largely dependent on the principles of succession adopted by language teachers. The principle of succession is a well-known pedagogical approach that focuses on gradually increasing the complexity of teaching and learning activities in order to achieve desired learning outcomes. It is essential to explore the principle of succession in teaching English language to students of philological specialties, its importance, and how it can be effectively implemented in the classroom.

Analysis of recent research and publications. The importance of the principle of succession in teaching English was underlined by many scientists. They stated that the principle of succession is an important pedagogical approach that has been widely adopted in language teaching (Harmer, 2007). This approach involves breaking down complex concepts into smaller, more manageable parts and gradually building on them to achieve desired learning outcomes. In the context of teaching English language to students of philological specialties, the principle of succession is important because it allows teachers to create a clear and structured learning path for students. This approach also helps students to understand and retain the language better because they are introduced to concepts and language structures in a gradual and systematic manner.

It should be noted that the principle of succession is crucial in teaching English language to students of philological specialties, as it enables teachers to scaffold their students' learning and help them build a strong foundation of language skills (Abdullah & Alhassan, 2018).

Anyway, the effective implementation of the principle of succession in teaching English language to students of philological specialties requires teachers to carefully select appropriate teaching materials that are aligned with their students' proficiency levels and learning objectives (Othman & Almekhlafi, 2019). Whereas scaffolding techniques are essential in the implementation of the principle of succession, as they provide students with the necessary support and guidance to understand complex language structures and concepts (Hussin & Hashim, 2020).

Meanwhile assessment and feedback play a crucial role in the implementation of the principle of succession, as they allow teachers to track their students' learning progress and provide them with constructive feedback to help them improve their language skills (Lopez & Sanchez, 2021). Besides, the principle of succession is not only important in teaching English language to students of philological specialties, but also in promoting learner autonomy and independence, as it encourages students to take ownership of their learning and develop their language skills at their own pace (Wahid & Yusoff, 2021).

AIM AND TASKS RESEARCH

The aim of our research is to examine and analyze the importance and effectiveness of this principle in language teaching and learning, particularly among students of philological specialties. The study would aim to explore the theoretical foundations of the principle of succession, provide examples of its practical implementation, and evaluate its impact on students' language proficiency and academic achievement; to identify the challenges and limitations associated with the implementation of this principle, and suggest strategies for overcoming them.

RESEARCH METHODS

We used the theoretical research methods, including analysis and synthesis research results on the current problem, generalization for the formulation of conclusions, forecasting for the determination of the prospects for further research.



RESULTS OF THE RESEARCH

Effective implementation of the principle of succession in teaching English means involving some steps. The first one is an assessment of students' proficiency levels. Before starting the teaching process, it is important to assess students' proficiency levels in English language. This can be done through various assessment tools such as placement tests, diagnostic tests, and needs analysis. This assessment will help teachers to identify students' strengths and weaknesses in English language, and create a customized learning plan for each student.

The next step is to identify learning objectives for each student based on their proficiency levels. These learning objectives should be aligned with the goals of the course and should be specific, measurable, achievable, relevant, and time-bound.

The following step suggests a selection of appropriate teaching materials. After identifying learning objectives, teachers should select appropriate teaching materials that are suitable for each student's proficiency level. These materials should be engaging, challenging, and aligned with the learning objectives.

The principle of succession requires a gradual increase in the complexity of teaching and learning activities. Teachers should start with simple language structures and gradually move towards more complex structures. This approach helps students to retain and apply the language more effectively.

Scaffolding is a teaching technique that involves providing support to students in order to help them complete a task that they would not be able to complete without assistance. In the context of teaching English language to students of philological specialties, scaffolding can be used to help students understand complex language structures and concepts.

Assessment and feedback are important components of the principle of succession. Teachers should assess students' learning progress regularly and provide feedback to students on their performance. This feedback should be constructive and should focus on areas where students need improvement.

However, teaching practice shows certain difficulties in implementing the principle of succession. The main one is the occasionally low level of foreign language training of school leavers entering linguistic specialties. Monitoring of special literature and accumulated own pedagogical experience allow us to single out the reasons for the above and other factors that make it difficult for yesterday's schoolchildren to adapt to studying in a linguistic higher education institution, in particular, where a university foreign language course is rather complicated and time-consuming. These reasons can be divided into objective and subjective.

The objective factors should include factors of a general educational nature, first of all, existing significant differences in the level of teaching a foreign (English) language in urban (especially in the capital and other regional centers), district general educational institutions and in rural areas, which has a noticeable effect on differences in the level of education subject competence in the English language of secondary school graduates, in particular, the presence/absence of deficiencies in the assimilation of the theoretical component of the course, the level of communication skills, etc. Taking into account the sociometric characteristics of first-year students seems to be important in this regard. These are the characteristics of the focus group - first-year students of the West Ukrainian National University (Ternopil, Ukraine) (specialty "Business Communication and Translation"). Among the factors of the subjective plan, it is necessary to emphasize the level and nature of the student's motivation to learn a foreign language, the formation of skills and the desire to work independently, etc.

In order to find out the level of linguistic competence of different students and the nature of the difficulties they will have to face, in our practice at the beginning of the academic year we conduct the Entry level text, which is a system of lexical and grammatical test tasks aimed at identifying the basic level of the first-year students. The data of the trial testing conducted in the focus group showed that the first-year students had a different starting level of language preparation. Based on the results of this test, students were divided into microgroups (within one or two academic groups) in accordance with the basic level of English language proficiency certified in the tests, which further made it possible to apply differentiated education. At the same time, slightly different forms of work are provided to ensure the succession of training.

In particular, to eliminate the identified differences in the level of English language competence of different students and to overcome the gap between the two stages of language education, school and university, we use the so-called leveling course - an educational technology that consists in updating the knowledge and speaking skills that first-year students should have to learn within the school curriculum, in the acquisition of new knowledge in combination with intensive communicative practice. In terms of actualization of knowledge acquired in previous experience, the teacher can rely on students who have demonstrated a higher (compared to the general) level of competence in the English language. The control testing conducted after the leveling course showed an increase in the average indicators of the level of competence of first-year students in the English language, which contributes to the optimization of further learning by students of the discipline "English language", which is studied during six academic semesters for those whose major is "Business Communication and Translation" in the West Ukrainian National University (Ternopil, Ukraine).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In conclusion, the principle of succession is an important pedagogical approach that can be effectively implemented in teaching English language to students of philological specialties. This approach helps students to understand and retain the language better because they are introduced to concepts and language structures in a gradual and systematic manner. The implementation of the principle of succession requires careful planning, appropriate selection of teaching materials, gradual increase in the complexity of teaching and learning activities, use of scaffolding techniques, and regular assessment and feedback. By adopting the principle of succession, language teachers can create a structured learning path for students that leads to successful language learning outcomes.

A research on the principle of succession in teaching English language to students of philological specialties would likely generate several prospects for further research in this area. Some of the possible research avenues include comparative analysis of the effectiveness of the principle of succession in teaching English language to students



of philological specialties and students of other disciplines; examination of the role of assessment and feedback in implementing the principle of succession, and identification of the most effective assessment and feedback practices; investigation of the challenges and limitations associated with the implementation of the principle of succession in different educational contexts, and exploration of strategies for addressing them. Overall, a report on the principle of succession in teaching English language to students of philological specialties provides a solid foundation for further research in this area and stimulate ongoing discussion and debate among language educators, researchers, and policymakers.

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УДК УДК 373.3:398.2**ЕТНОКУЛЬТУРНИЙ КОМПОНЕНТ У СУЧАСНІЙ ПОЧАТКОВІЙ ОСВІТІ**

Анотація. Мета статті полягає у розкритті ролі етнокультурного компонента у формуванні національної свідомості молодших школярів.

Однією з найважливіших функцій школи на сьогоднішньому етапі є розвиток особистісного світу дитини шляхом опанування нею духовнопрактичним досвідом і культурою людства, виховання людини культури, здатної до самовизначення і продуктивної творчої діяльності для створення культурного середовища. Реалізація етнокультурної складової змісту шкільної освіти, яку забезпечує культурологічний підхід, відкриває учням простір для творчої і дослідницької діяльності, набуття ними ключових і предметних компетентностей. Доведено, що завданням вчителя і шкільної освіти є забезпечення передачі і донесення етнокультурних традицій попередніх поколінь сучасному, підтримка позитивних тенденції культурної взаємодії в умовах спільного проживання різних народів / національностей / етносів для збагачення і розвитку етнічних культур у складі національної культури.

Наголошено, що етнокультурний компонент виступає ефективним засобом пробудження пізнавальної активності, самостійності, яскравої індивідуальності, естетичного розвитку молодших школярів, залучення їх до багатих скарбів матеріальної і духовної культури українського народу через засвоєння теоретичних знань та практичну участь у примноженні її здобутків. Він забезпечує засвоєння зразків і цінностей національної культури, культурно-історичного, соціального досвіду своєї держави, формування відчуття приналежності та поваги до рідного краю. Реалізація даного компонента забезпечується через зміст підручників мовнолітературної освітньої галузі – «Українська мова» та «Читання», де представлені зразки художніх творів етнокультурного спрямування, оскільки українознавча тематика формує в учнів початкових класів українознавчу і загальнокультурну компетенцію.

Ключові слова: національність, національні цінності, етнокультурний компонент, духовна культура, традиції, зміст шкільної освіти.

ETHNO-CULTURAL COMPONENT IN MODERN PRIMARY EDUCATION

Abstract. The aim of the article is to reveal the role of the ethno-cultural component in forming the national consciousness of junior schoolchildren.

One of the most important functions of the school at today's stage is the development of the child's personal world through mastering the spiritual and practical experience and culture of humanity, educating a cultured person capable of self-determination and productive creative activity to create a cultural environment. The implementation of the ethno-cultural component of the content of school education, which is provided by the cultural approach, opens up space for students in creative and research activities, their acquisition of key and subject competencies. It has been proven that the task of the teacher and school education is to ensure the transmission and communication of the ethno-cultural traditions of previous generations to the present, support the positive trends of cultural interaction in the conditions of cohabitation of different peoples / nationalities / ethnic groups for the enrichment and development of ethnic cultures as part of the national culture.

It is emphasized that the ethnocultural component is an effective means of awakening cognitive activity, independence, bright individuality, aesthetic development of junior schoolchildren, their involvement in the rich treasures of the material and spiritual culture of Ukrainian people through the assimilation of theoretical knowledge and practical participation in multiplying its achievements. It ensures the assimilation of samples and values of national culture, cultural-historical and social experience of one's state, the formation of a sense of belonging and respect for one's native land. The implementation of this component is ensured through the content of the textbooks of the linguistic and literary field of education - "Ukrainian language" and "Reading", where samples of artistic works of ethno-cultural orientation are presented, since Ukrainian studies topics form Ukrainian studies and general cultural competence in primary school students.

Keywords: nationality, national values, ethno-cultural component, spiritual culture, traditions, content of school education.

INTRODUCTION

The modern world lives in an era of powerful globalization, which covers all spheres of social life and ensures the integration of peoples and states into a single living space. And innovations caused by the rapid development



of information technologies not only provide new chances and opportunities, but also increase the degree of risks, the consequences of which can affect the fate of humanity as a whole. "Moreover, globalization includes not only economic, technological or financial components, but also transforms culture, people's lifestyle, the system of values and guidelines that recognize a person's position in the world. In particular, globalization destroys and transforms traditional forms of identity, and people lose the sense of belonging to a certain environment, stable and defined values and landmarks" (Liakh V.V).

In our country, this situation is further complicated by the cruelest of all wars that mankind has ever experienced, the great Russian-Ukrainian war, when the Rashists completely destroy peaceful cities and villages, plunder our land, force millions of people to leave their homes and seek refuge in other countries of the world, in a foreign linguistic and cultural environment, adaptation in which requires adequate actions and, accordingly, preservation of national identity, native language and culture, universal and national values. In the context, the relevance of this problem is extremely important, which involves the accumulation of the best examples of folk pedagogy in the formation of a growing personality on ethno-cultural basis.

Analysis of recent research and publications. The study of scientific literature confirms that various aspects of the outlined problem were studied by scientists R. Druzhnenko, T. Diachenko, Ya. Zhuretskyi, T. Ziakun, V. Komissarov, O. Kuzyk, I. Lebid, V. Musienko, G. Filipchuk and others. - assimilation of elements of ethnoculture by children and young people; S. Borisova, R. Bereza, O. Gevko, O. Krasovska, N. Meshcheriakova, R. Osypets, L. Palamarchuk, D. Thorzhevskiy, M. Chepil, O. Horuzha - traditions of Ukrainian ethno-culture, problems of formation of national identity and self-awareness, H. Vorobei, H. Klovak, N. Kuzmenko, L. Khodanych, N. Chernukha - issues of ethnopedagogy in the educational space of primary school. The works of H. Vashchenko, B. Stuparyk, and V. Sukhomlynskyi became an important basis for our research.

PURPOSE OF THE RESEARCH

The aim of the study is to develop the role of the ethnic component in forming national awareness of junior schoolchildren to define the possibilities of using tools of human creativity in the teaching of elementary school students, a generic specification for ethno-cultural orientation.

RESEARCH METHODS

Research methods – theoretical analysis of scientific and methodical literature, content analysis of textbooks on the Ukrainian language, reading, observation and survey of schoolchildren regarding interest in studying ethno-cultural works, systematization and generalization of research materials.

RESULTS OF THE RESEARCH

The dynamic development of world civilization entails requires solving the problems of preserving cultural diversity and cultural identity in the conditions of the expansion of mass (consumer) culture and processes of globalization. They appear as an external factor that has a significant impact on the nature and direction of cultural processes within the social system.

The activities of different types and forms of ownership in these ambiguous circumstances are guided by the position of the the Law of Ukraine "On Education", and its purpose is to define 'the overall development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities; - the creation of values and skills needed for successful self-realisation, the raising of responsible citizens, - able to consciously choose and direct their activities for the benefit of other people and society, enriching on this basis intellectual, economic, creative, (The Ukrainian Law "Pro osvitu" (2017)).

The Law of Ukraine "On Complete General Secondary Education", which stated that the non-negative component of the educational process in educational establishments is an educational process, - to form responsible and honest citizens capable of conscious social choice and of targeting their activities for the benefit of other people and society; respect for dignity, rights, freedom, the legitimate interests of man and citizen; impatience to humiliate human dignity and dignity, physical or psychological violence, as well as discrimination on any mark; patriotism, respect for the state language and state symbols of Ukraine, respect and care for national, historical, cultural values, intangible cultural heritage of the Ukrainian people, - a conscious obligation to protect Ukraine's sovereignty and territorial integrity where necessary (The Ukrainian Law "Pro povnu zahalnu seredniu osvitu" (2020)).

For the practical implementation of the Law of 30 September 2022 Ukraine's Ministry of Education endorsed the State Standard of Basic Secondary Education, which creates the conditions for continuing the reform of the "New Ukrainian School" in 5-9 classes. The State standard defines the primary objective of education among others as "raising responsible, respectable attitudes to the family, society, the environment, 'the national and cultural values of the Ukrainian people'. Implementation of this situation is based on valuable orientations such as "the formation of students' active civil position, patriotism, respect for the cultural values of the Ukrainian people, its historical and cultural heritage and tradition, the state language; education of love for their homeland, the right attitude to the environment." They're formed before subjects in educational fields like language-literature, civil and historical, social and health maintaining, natural, - which are compulsory for learning and are part of the state component of the content of education (the alternative part of the curriculum).

The school component (the variable part of the curriculum) also plays an important role in this process, considering the regional features and conditions in which the school works, in particular: The language of nationalities in their compact habitats according to the Law of Ukraine "On Education". It also reflects the ethnicity of the region, its territories and cultures, national traditions, etc. Thus, in the development of national education, based on humanistic values, culture



is a means of educating a person in the 21st century with a new thought, a new outlook on life. That's why one of the most important functions of school today is the development of the child's personal world by manipulating it through spiritual and practical experience and human culture, by educating the human culture, capable of self-determination and productive creativity to establish a cultural environment. Implementation of the ethnocultural component of school education, which provides a cultural approach, opens up space for students to do creative research, - to acquire key and objective competencies.

Ukrainian philosopher M. Popovych claimed: "Culture is us, but it is also more than us. Every human being reflects and shines the universal heritage in full. Culture is like a powerful continent on which we live. It is like a language that must be mastered in order to understand the infinitely deep meanings that all its components are endowed with."

At the same time, the English ethnographer E. Tyler defined culture as a set of knowledge, art, morals, rights, habits, beliefs, and habits, of people as members of society.

Ethno-culture in Ukraine is determined by the ethnic behavior of the most numerous and, therefore, the titular Ukrainian nation, which historically has been the main factor of state-building. However, each ethnic group that lives on the territory of Ukraine under the influence of integration processes, diversifies the forms of manifestation of ethno-culture mainly in the direction of its regional diversity. Ethnoculture is the result of collective creativity, it is a set of material and spiritual values produced by a certain ethnic group on its territory throughout its history, which is a complex dynamic formation that changes, develops according to time and situation, and is enriched by the influences of other ethnic groups. Ethno-culture as a dialectical system, on the one hand, is stable and has clear characteristics: habits, traditions, rituals, beliefs, folklore, and on the other hand, it's in constant development, enriching with innovative ethical influences, it's not a closed but an open system. Therefore, the task of the teacher and the school is to convey ethnic traditions to the present generation, supporting positive trends in cultural interaction in the context of the shared lives of different peoples/nationalities/ethnicities for the enrichment and development of ethnic cultures in the context of national culture. It's very important to start this targeted pedagogical process from the early days of children's education, especially in the political region, where representatives of certain ethnic groups and communities have different ethnic characteristics and cultural traditions.

In the system of primary education, the basis of which is the humanistic values of previous generations, culture serves as a means of educating a person of the 21st century, with a new way of thinking, a new outlook on life. The ethno-cultural component, helping students to enter the process of communication with other cultures, contributes to the awareness of the absolute uniqueness of national culture, enriches national treasures, moral and aesthetic ideals, ensures the formation of ethnic identity and a sense of self-worth in students. It acts as an effective means of awakening cognitive activity, independence, bright individuality, aesthetic development of junior schoolchildren, involving them in the rich treasures of the material and spiritual culture of the Ukrainian people through the assimilation of theoretical knowledge and practical participation in multiplying its achievements. It ensures the assimilation of samples and values of national culture, cultural-historical, social experience of the state, the formation of a sense of belonging and respect for the native land. The inner world of an individual is the driving force of the development of a person's spirituality, the determining factor of actions and behavior, value orientations, life, and civic position.

Pedagogical experience suggests - that the leading trends of the ethnic component of the modern primary education system in Ukraine have become: the idea of preserving the ethnic identity of the person; and ensuring the development of school education based on a combination of modern and traditional cultural values of ethnicity; the introduction of the national component into education.

It should be noted that in today's complex realities, one of the most important tasks of a modern elementary school is the formation of universal human values, subject competencies, life and social skills, and preparation for life in a democratic society. The use of the ethno-cultural potential of reading instructional kits for primary school will contribute to the successful solution of this problem. (The successful solution of this problem will be facilitated by the use of the ethno-cultural potential of the primary school reading instructional kits.)

The conducted analysis proved that the textbooks for primary school widely represent various texts of oral folk art, stories, fables, legends, poems, which reflect the pedagogical experience of the Ukrainian people in the moral and spiritual formation of the personality of children of primary school age.

The "Citana" manuals of modern authors include works of the best Ukrainian and world literature available to junior schoolchildren. In accordance with their age- peculiarities and their children's preferences for reading and analyzing, they offer the texts of different genres for all people: mysteries, abbreviations, messages, stories, legends, myths; and texts of modern Ukrainian children's and foreign literature. The selected texts have different thematically focused works about Ukraine; and works about nature in different seasons; works with motives of beauty and the magnificence of Ukraine; works of high spirituality and morality of the Ukrainian people; adventures, fiction.

In the process of their development, it should be considered that literature is a rich source of knowledge of life and a powerful factor of special influence on the personality. After all, "thanks to literature, a person becomes, as it were, a participant in the endless complex and diverse historical path of the development of human society. Absorbing this experience accumulated by humanity, it grows not only because it is enriched primarily by the knowledge of this path of people who lived before us and live around us, it also grows because it perceives those high ideals of historical social development" (Voloshyna T. P., 2011, 126).



We emphasize that the importance of class reading lessons lies in the fact that they comprehensively solve educational and upbringing tasks: to expand students' knowledge of the surrounding reality, the past and present of Ukraine, its culture and art, to form elements of worldview and national consciousness, positive moral qualities, schoolchildren acquire knowledge about the ethnoculture of the Ukrainian people, develop mentally and aesthetically, master the skills of independent acquisition of knowledge.

The web project "Citana" can help the teacher in preparing and conducting reading lessons. In this virtual library, you can view children's books that have not been reprinted for a long time and cannot be found in stores. These are beautiful Ukrainian-language publications with excellent pictures and powerful ethno-cultural potential. The developers of the web project share them with modern schoolchildren and welcome anyone to cooperate.

We emphasize that the main ways of implementing the ethno-cultural component of the new content of junior schoolchildren education "the Ukrainian language as a native and state language" are: selection of texts on Ukrainian studies topics of various genres and speech styles; the use of a special system of exercises aimed at enriching students' speech with Ukrainian vocabulary; the use of oral folk art; the use of folkloric materials for lectures, dictations, lessons of coherent speech; compilation of thematic dictionaries of ethnocultural vocabulary; extensive use of opportunities for external and internal integration, conducting integrated lessons (Zubrytska M.).

One of the most important directions for the implementation of the ethnocultural component is a set of thematically combined texts of different types and language styles for the development of all kinds of linguistic activity and creation, the systems of tasks to them, which include: a set of dictionaries, expressions to these texts that will help enrich students' language with a thematically grouped ethno-cultural lexicon, - serve as an opponent to build their own statements; the choice of thematically combined texts, stories, mysteries, phraseological expressions that can be used to illustrate ideas; to build a system of Situational Jobs to create their own monological statements of different types and genres of speech; the use of elements of national games in the educational process; the use of different types of integration in language lessons: subject, active and thematic; the application of non-traditional forms of Ukrainian language teaching (Zubrytska M.).

Among the main criteria for selecting texts for use in language lessons, the following can be distinguished:

- country studies, that is, the content of the text with information about pressing problems of the ecology of nature and human, their thematic and genre diversity, the reliability of information;
- linguistic and verbal: the selected texts should give a complete picture of the main functional styles of the modern Ukrainian language, each text should be characterized by the main stylistic features - scientific, artistic, journalistic style. In addition, the text should be saturated with communicatively significant vocabulary of the appropriate thematic group to enrich the vocabulary of children, language phenomena studied at the lesson, for linguistic analysis;
- educational: the best examples of artistic works should excite with their pure thoughts, love for all living things, a sense of compassion for the surrounding world;
- communicative: a selection of "subject" texts, the content of which is based on life situations. They should be problematic in order to encourage students to think, to argue their points of view. The specified requirements for the texts make it possible to make the process of learning the native language effective (Zubrytska M., 495).

Since in our Chernivtsi region, which is a multi-ethnic region, the ethnocultural component is actively used in the teaching of Ukrainian as the state language in schools with instruction in the Romanian language. Today, all educational institutions must realize the fateful purpose of the Ukrainian language - to be the main communicative, informative, and cultural means throughout the entire territory of the state. It is through the language that the school must fulfill the most important social order - to educate a patriot of Ukraine. Currently, the problem of mastering the state language by representatives of national minorities has crossed purely methodological and linguistic boundaries. It has access to the political plane, as it affects the supply of constitutional rights and freedoms of a person and a citizen.

It should be noted that the available scientific and methodological provision of this process in the region contributes to the achievement of the defined objective. Since the first day of school, young representatives of the Romanian ethnic minority start studying the state language (oral course) using the Ukrainian language manual (authors: N. Pali, M. Einik, M. Istratij), which is completely based on ethnocultural principles and acquaints students with achievements in this field of representatives of different nationalities living in Ukraine.

The textbook opens with an image of the state symbols - the coat of arms, the flag and the text of the Friendly Anthem of Ukraine. On the next page, under the heading "Our Motherland - Ukraine", a geographical map of Ukraine and images of representatives of the most numerous ethnic groups living in our country (boys and girls in colorful national costumes) are presented, as well as a four-line poem by Anatoly Kaminchuk about Ukraine, which is recited by the teacher at the lesson. Next, graphic color drawings of representatives of four ethnic groups (Ukrainians, Romanians, Poles, Hungarians) and a poem by Hanna Chubach are included. The following pages of the textbook are devoted to the motivation of first graders to learn the Ukrainian language as the main method of intercultural communication in Ukraine.

It is important to note that bright colored drawings and logical captions under them, read by the teacher, gradually introduce children to a new world for them - school life, and acquaint them with the cultural heritage of the Ukrainian people. Through participation in children's games ("Geese, geese, home!" "Panas", "Pumpkin walks in the garden"), dramatizations of fairy tales ("Ripka"), learning by heart the poems of Ukrainian poets, familiarization with the national



clothes of Ukrainians and Romanians, rules of etiquette of the Ukrainian people, traditions, rituals, holidays (St. Nicholas' Day, New Year, Christmas).

In the second part of the textbook, according to the topics, textual material is presented - stories, fairy tales, short stories, poems, idioms, riddles, tongue twisters, the simplest linguistic games, which reflect the ethno-culture of Ukrainians as the titular nation of the Ukrainian state.

We declare that through language learning, the school takes an active part in the formation of an individual as a member of society. The role of language in the socialization of Ukrainian citizens of different nationalities, stimulating their intellectual contribution to the scientific potential, integration into the culture of the Ukrainian people, and the formation of the Ukrainian political, scientific, and artistic elite from representatives of national minorities is controversial.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, it should be taken into account that the leading role in the formation of the national and cultural consciousness of junior schoolchildren is played by the ethno-cultural component, which is a complex category that "is based on historical truth, historical memory, national ideals, national dignity, national identity, national values and patriotism. It originates and develops in the educational process of primary school through the formation of students' sense of belonging to Ukraine, the understanding of the Ukrainian space in its synodal unity and regional-ethnographic diversity, the formation of a scientific picture of Ukrainian state-building and culture-developing and processes related to self-assertion and development of the Ukrainian nation and the Ukrainian state" (Bozvershenko A. E. 2021, 8), which is extremely important at the current stage.

Prospects for further research are the expansion of a holistic system of ethno-cultural education of junior schoolchildren of the New Ukrainian School in extracurricular activities using the means of folk pedagogy.

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ОСОБЛИВОСТІ КУЛЬТУРИ МОВЛЕННЯ В ПРОЦЕСІ БІЗНЕС-КОМУНІКАЦІЇ

Анотація. Дослідження цієї статті зосереджене на важливості культури мовлення в контексті бізнес-комунікації. Бізнес-комунікація в сучасному світі стала невід'ємною частиною успішної діяльності будь-якої організації. Вона включає в себе обмін інформацією, перемовини, презентації, спілкування з клієнтами та колегами, що робить важливим аспектом її ефективності культуру мовлення. Автори розглядають основні аспекти культури мовлення в бізнес-середовищі та її вплив на результативність комунікації в організаціях, наголошують на важливості правильного використання мови, виразності, структурування мовлення та інші ключові елементи культури мовлення для досягнення цілей бізнес-комунікації.

Окрема увага приділяється міжкультурним аспектам бізнес-комунікації, оскільки в сучасному світі багато компаній мають міжнародні зв'язки та спілкування з клієнтами та партнерами з різних країн і культур. Проаналізовано виклики, пов'язані з різницею в культурних нормах і вимогах до комунікації, запропоновано рекомендації для ефективного спілкування в міжкультурних контекстах. Наголошено на культурі усного й писемного спілкування.

Також розглядається вплив сучасних інформаційних технологій на культуру мовлення в бізнес-комунікації. Спілкування шляхом електронної пошти, відеоконференцій, соціальних мереж та інших інструментів істотно змінилися за останні роки, і це також має вагомий вплив на те, як фахівці використовують мову в бізнес-середовищі.

Автори закликають до розвитку навичок культури мовлення як важливого аспекту професійного розвитку, надають читачам практичні поради і інструменти для поліпшення їхніх навичок комунікації в бізнесі, а також підкреслюють



важливість постійного самовдосконалення в цьому аспекті, пропонують глибокий аналіз та важливі висновки щодо ролі культури мовлення в сучасному бізнес-середовищі, самовдосконаленні фахівців.

Ключові слова: бізнес-комунікація, культура мовлення, професійна комунікація, ефективність бізнес-комунікації, міжкультурна комунікація, вплив технологій на культуру мовлення, розвиток навичок мовлення, комунікаційні навички бізнесу, мовленнєва культура в організаціях.

PECULIARITIES OF SPEECH CULTURE IN BUSINESS COMMUNICATION

Abstract. This article focuses on the importance of language culture in the context of business communication. In today's world, business communication has become an integral part of the successful operation of any organization. It includes information exchange, negotiations, presentations, and communication with clients and colleagues, making language culture a crucial aspect of its effectiveness. The authors examine the key aspects of language culture in the business environment and its impact on communication outcomes in organizations, emphasizing the importance of proper language usage, expressiveness, speech structure, and other essential elements of language culture for achieving business communication goals.

Special attention is given to the intercultural aspects of business communication since many companies in the modern world have international connections and interact with clients and partners from different countries and cultures. The article analyzes the challenges associated with differences in cultural norms and communication requirements and provides recommendations for effective communication in intercultural contexts.

The impact of modern information technologies on language culture in business communication is also discussed. Communication through email, video conferences, social networks, and other tools has undergone significant changes in recent years, and this has a significant influence on how language is used in the business environment.

The article calls for the development of language culture skills as an essential aspect of professional development. It provides readers with practical advice and tools for improving their communication skills in business and underscores the importance of continuous self-improvement in this aspect.

In conclusion, the authors offer a deep analysis and important insights into the role of language culture in the modern business environment and provide valuable recommendations for enhancing the quality of business communication.

Keywords: business communication, language culture, professional communication, effectiveness of business communication, intercultural communication, impact of technology on language culture, development of language skills, communication skills in business, language culture in organizations.

INTRODUCTION

The problem formulation. Business communication is a critically important and necessary element of the modern business environment. In a world where information moves at the speed of light and companies engage in global relations, the ability to communicate effectively becomes a key factor in competitiveness and influences the entire lifecycle of an enterprise, from developing an idea to achieving desired outcomes.

In every aspect of business, from production to marketing, from financial management to customer interaction, significant importance is placed on effective communication. If communication is internal, it determines how efficiently employees perform their tasks and reach common goals. In the case of external communication, it is essential for a company to express its values and convey information about its products and services in a manner that attracts and retains customers.

The history of business communication shows that the way businesses communicate is constantly evolving, improving, and adapting to modern demands. The first business letters emerged in the Middle Ages, and later, the telegraph and telephone were developed, revolutionizing communication. With the advent of the Internet and digital technology, business communication has undergone its most significant changes, and this dynamic continues even today.

Some of the issues our article addresses include language choice, establishing communication styles, maintaining politeness and business etiquette in the process of business communication. Additionally, we will explore the importance of cultural understanding in international business relations and provide practical advice for improving language culture in business.

Overall, language culture in business communication is an integral part of the successful functioning of a modern enterprise. It reflects the business spirit and approaches of the organization, its values, and its approach to communication with all parties involved – from employees to customers, competitors, and the public. Learning to effectively use language in business means taking a step toward success and achieving set goals. Scientific discussion and analysis of this topic will help enhance the quality of business communication and contribute to the development of organizations in the contemporary world.

The relevance of this research lies in the fact that in today's world, business communication is a determinant of success and competitiveness for organizations. Regardless of the industry and scale of business, effective communication plays a crucial role in strategy development, decision-making, collaboration with clients, partners, and employees, as well as conflict management and problem-solving.

Modern companies are expanding their horizons and entering international markets. This creates new demands for cultural understanding and adaptation of language culture to different cultures, influencing successful international business communication. With the integration of digital technologies, the methods of communication in business are changing. The advent of email, social media, video conferences, and other tools makes it relevant to understand how they affect language culture.



In a highly competitive world, the ability to effectively and clearly communicate one's uniqueness and advantages can determine whether a company can survive and thrive. The rise of automation and changes in work structures, such as remote teams and freelancers, present new challenges for effective communication and require the development of new skills in language culture.

Modern consumers have high expectations for service and product quality. It is crucial to be able to communicate effectively with customers, listen to their needs, and provide relevant information. All these factors create the need for continuous improvement in language culture in business. Researching this topic helps uncover key aspects and principles that can be used to enhance the quality and effectiveness of business communication in the contemporary world.

Analysis of recent research and publications. Scientific research on intercultural communication, language culture, and speech culture has become the focus of numerous scholars both in Ukraine and abroad. The initial steps in this direction were taken by eminent scientists such as Edward T. Hall and John F. Trager. In their works, "The Silent Language" (1954) and "The Hidden Dimension" (1959), they first introduced the term "intercultural communication," recognizing the inseparable connection between communication methods and the cultural environment in which this communication takes place. Consequently, the issue of intercultural communication became the subject of systematic research. Developing ideas about the relationship between language and culture, Edward T. Hall emphasized the importance of cultural education, suggesting that intercultural communication should be considered as an independent scientific discipline. His approaches paved the way for further research in this direction.

Theoretical aspects of intercultural communication have been thoroughly analyzed in the works of scholars such as Sofiya Ter-Minasyan, Nina Halska, Halyna Voronina, Richard Lewis, and others. They have refined the theoretical foundations of intercultural communication and examined it from various perspectives. In particular, significant attention has been devoted to the role of cultural information in the process of learning foreign languages. Scholars like Volodymyr Furmanov, Lyudmyla Bim, Yevhen Passov, Yevhen Polat, Nicholas Brooks, Morris Weisburd, Irina Khalyeyeva, and others have emphasized the importance of understanding cultural contexts for effective foreign language learning.

The practical integration of cultural knowledge and foreign language learning has also played a significant role in the research of scholars including Volodymyr Andrushchenko, Nina Borysko, Natalia Vysotska, Olga Hrytsenko, Irina Dziuba, Ihor Zakiryayov, Viktor Kalinin, Marina Kushnaryova, Viktoriya Safonova, Oleg Tarnopolsky, and others (Vasilenko, 2022). Отже, науковий інтерес до міжкультурної комунікації, культури мови та мовлення продовжує розвиватися і визначається значущістю цих питань у сучасному світі.

AIM AND TASKS RESEARCH

The aim of the study is to examine and analyze the features of language culture in the context of business communication. Furthermore, the article aims to emphasize the significance of language culture in the modern business environment and highlight the role of speech culture in building effective business relationships both within the company and externally. The objectives of this article include the analysis of key aspects of language culture, such as language choice, communication style, politeness, and business etiquette; exploring the impact of cultural understanding on business communication in international relations; and providing practical advice and recommendations for enhancing language culture in the business context.

RESEARCH METHODS: analysis of existing scientific literature and publications related to the topic of the article; methods of data collection and analysis, such as surveys, interviews, observations, and analysis of relevant documents; study of cultural specificities and their influence on speech culture; qualitative and quantitative approaches for a deeper understanding of the problem.

RESULTS OF THE RESEARCH

One of the important aspects of speech culture in business is the choice of linguistic means. It includes using the right language and terminology that corresponds to a specific situation. For example, in formal documents and contracts, it is important to use precise and legally correct expressions, while within the team's internal communication, a less formal language may be used.

The choice of linguistic means in business communication is a key element in ensuring effectiveness and mutual understanding among the interlocutors. The appropriateness of selecting linguistic means is not limited to formality and the internal/external orientation of communication but also depends on many other factors:

Target audience: If your target audience consists of professionals in a specific field, it's important to use terminology that is understandable to them. On the other hand, when communicating with a general mass audience of consumers, less technical terminology may be necessary.

Communication format: In written communication, such as emails or documents, it's crucial to adhere to clear and professional language. Oral communication or business presentations may allow for more interactivity and less formality.

Cultural peculiarities: Speech should be in line with the cultural norms and values of your audience. Certain words, expressions, or gestures may have different meanings or effects in different cultures. Understanding cultural peculiarities can help avoid misunderstandings and conflicts.

Legal aspects: In the case of business contracts and official documentation, it's essential to adhere to spelling and legal correctness. Even the smallest oversight can have negative consequences in a legal context.

Specific project requirements: Some projects or tasks may require specific linguistic terminology or style. For example, in information technology or medicine, specialized vocabulary may be necessary.

The choice of linguistic means is more than just choosing a language; it's a process of adapting communication to the needs and context. Making the right choice of linguistic means contributes to better understanding, improves the quality of communication, and helps achieve desired outcomes in business (Gesteland, 2018).



Another important aspect of language culture is communication style. It is determined not only by formality but also by the overall atmosphere of communication. Business communication should be professional but, at the same time, open to discussing ideas and issues.

Communication style in business is one of the key elements that influence the effectiveness and quality of communication both within the organization and externally. This aspect of language culture is examined from various perspectives and requires careful attention and adaptation depending on the specific situation.

Formality vs. Informality

In business communication, there are situations where a formal style of communication is the best choice. For example, during public speeches, written reports, or official announcements. On the other hand, in internal team communication or informal meetings, a less formal style may be more appropriate, promoting openness and creativity.

Professionalism:

Communication in business should always be characterized by a high level of professionalism. This includes using correct language, adhering to business etiquette, and maintaining high communication standards.

Openness to Idea Discussion:

It is important to create an atmosphere where employees feel comfortable discussing ideas and making proposals. Even in formal discussions, it's crucial to listen openly and consider the views of all participants.

Adaptation to the Audience:

Communication style should adapt to the needs and characteristics of the audience. When communicating with clients, a more managerial style may be appropriate, while internal team communication may allow for more informality.

Cultural Sensitivity:

In international business relations, it is necessary to understand and respect cultural specifics and norms regarding communication style. This may include aspects like greetings, gestures, tone of speech, and other cultural considerations (Meyer, 2014).

Overall, the communication style in business should be flexible and adaptable to the specific situation and audience. It plays a vital role in building trust, resolving conflicts, and achieving positive outcomes in business communication.

Politeness and business ethics are fundamental principles of communication culture in business. Showing respect to your conversation partner, expressing gratitude for their time and attention, and avoiding conflict situations are important for building positive relationships.

Politeness and business ethics play a crucial role in business communication and contribute to positive relationships both within the organization and with partners, clients, and other stakeholders. These two aspects are integral components of successful communication in the business environment.

Politeness in communication involves showing respect for the rights and opinions of others. It means actively listening to your conversation partner and adhering to basic norms of communication. For example, it's essential to mute your microphone when someone else is speaking during a video conference. Expressing gratitude for your conversation partner's time and attention is another important aspect of politeness, and this can be done both orally and in writing, such as in letters or emails. Choosing the right and polite words is crucial in any form of communication, as they set the overall tone and impression of the communication (Taylor, 2019).

Business ethics also play a significant role in business communication. It involves keeping promises and meeting deadlines, which demonstrates responsibility and professionalism. Business ethics also require avoiding and resolving conflicts in a constructive manner. It's essential to maintain composure and thoughtfulness, even in challenging situations.

Confidentiality is another crucial aspect of business ethics. Information that has been shared confidentially must remain confidential and should not be disclosed without the consent of the parties involved. Additionally, in business communication, it's essential to use appropriate forms of address that reflect respect and avoid offensive language. Using respectful language and avoiding offensive expressions contribute to positive communication and the establishment of relationships based on trust and respect.

Overall, politeness and business ethics in business communication create a favorable atmosphere for building trust and contribute to successful relationships in the business sphere. They not only enhance communication effectiveness but also have a positive impact on reputation and relationships with partners and clients (Gudykunst, 2016).

In international business relations, cultural understanding plays a pivotal role in determining the success or failure of communication and interaction between different countries and cultures. This crucial component of international business communication and business relationships entails an understanding and respect for cultural norms, values, and language peculiarities characterizing various nationalities and cultural communities.

One of the key components of cultural understanding is recognizing differences in cultural norms and values inherent to different countries and nations. For instance, perceptions of time, personal space, and workplace customs can vary significantly from one region to another. Such understanding helps avoid conflicts and misunderstandings in international relations and fosters positive interactions.

Cultural understanding also involves the ability to consider the influence of language on message perception and understanding how it reflects cultural nuances. This includes studying vocabulary, expressions, and language structures that may carry different meanings or tones in different cultures. It's essential to keep in mind that what may be considered normal in one culture could be perceived as offensive or inappropriate in another.

Intercultural communication involves the ability to communicate with representatives of other cultures while adhering to the norms and rules specific to those cultures. It requires the skill to engage in business dialogue while maintaining respect for other cultures and considering their sensitivities and peculiarities. Such an approach fosters the development of long-term partnerships and joint initiatives in international relations.

Adapting one's communication style to the cultural peculiarities of other countries is another crucial aspect of cultural understanding. This may include selecting words, gestures, tone of voice, and other communication aspects that align



with the specifics of a particular culture. The correct approach to adapting one's communication style can be decisive for success in international relations and helps build trust and effective cooperation.

Managing cultural risks is also a vital part of cultural understanding. In international business relations, there are cultural risks, such as misinterpretation of rituals, norms, and values of other cultures, which can impact the success of projects and initiatives. Understanding these risks and knowing how to manage them helps ensure stability and success in international business relations.

All of these aspects of cultural understanding aim to enhance the effectiveness and quality of international business communication, contribute to the building of trust and partnerships, and reduce the risk of negative situations and conflicts in international relations.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

This article has explored an important aspect of modern business, which is the culture of communication in the business communication process. Business communication is a key element of successful organizational functioning because it impacts all aspects of business relations, from internal team communication to interactions with clients, partners, and other stakeholders. Key aspects of language culture in business communication include linguistic tools, communication style, politeness, and business ethics, as well as cultural understanding. The analysis of these aspects highlights that business communication requires not only professional skills but also an understanding of cultural nuances and norms that can vary across different countries and environments.

Research in this area is crucial for further development of business communication and achieving its maximum effectiveness. Future research needs to focus on analyzing the impact of cultural differences on business communication in different regions of the world, the influence of modern language technologies such as machine learning and artificial intelligence on business communication, and conducting in-depth studies of business ethics in various cultures and how these norms and values play a significant role in decision-making and interaction. Additionally, further exploration is needed to understand how cultural aspects affect strategic management and decision-making in business and to study new approaches and trends in business communication, such as remote work, the use of social media, and other aspects that are changing the way organizations communicate with their stakeholders.

Further research in these directions can contribute to improving the effectiveness of business communication and help organizations achieve their goals in the modern global business environment. Language culture remains a key factor in achieving success and building sustainable relationships in contemporary business, and further research in this field holds great potential for enhancing the modern business community.

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ІННОВАЦІЙНІ ПІДХОДИ ДО ЗАСТОСУВАННЯ ТЕХНІК ЗВОРОТНОГО ЗВ'ЯЗКУ В ОСВІТНЬОМУ ПРОЦЕСІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. Авторами сформульовано сутність зворотного зв'язку, описано організаційно-дидактичні умови його ефективного забезпечення в освітньому процесі закладу вищої освіти. Дослідниками запропоновано розглядати зворотний зв'язок у двох аспектах: як варіант налагодження успішної комунікації і взаємодії між викладачем і здобувачем освіти, і як варіант ефективного фітбеку для оцінювання навчальних досягнень і контролю знань здобувачів освіти.

У статті наголошується на визнанні важливості правильного застосування технік зворотного зв'язку в освітньому процесі, оскільки він може мати як позитивний, так і негативний вплив на організацію освітнього процесу та успішність здобувачів вищої освіти. Поняття зворотного зв'язку розглядається багатьма науками в межах різних наукових підходів



та напрямів, оскільки здебільшого має різне трактування та значення, адже виступає одним з основних елементів функціонування освітньої системи. Формат змішаного навчання, на відміну від інших сучасних форм організації освітнього процесу, передбачає використання режиму віддаленого доступу, що зазвичай унеможливорює безпосереднє спілкування та взаємодію між викладачем і здобувачем освіти. Наголошується, що зворотній зв'язок потрібно розглядати в контексті того освітнього компонента, де він застосовується. Дослідники вказують, що зворотний зв'язок є засобом здобуття важливої інформації, результатів навчальної діяльності, необхідної для ефективного керування освітнім процесом у змішаному форматі навчання. Зазначається, що метою та провідними завданнями дослідження є розкриття інноваційних підходів та організаційно-дидактичних умов застосування технік зворотного зв'язку в освітньому процесі закладу вищої освіти. Інноваційні ідеї технік зворотного зв'язку успішно реалізуються в сучасному освітньому просторі України. Наголошується, що ефективність впровадження в заклади вищої освіти технік зворотного зв'язку залежить від контексту, цілей, завдань та змістового контексту навчання і виховання юної особистості.

Ключові слова: зворотний зв'язок, освітній процес, освітня взаємодія, фітбек, змішане навчання, оцінювання, здобувачі вищої освіти.

INNOVATIVE APPROACHES TO THE USE OF FEEDBACK TECHNIQUES IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS

Abstract. The authors formulate the essence of feedback, describe the organisational and didactic conditions for its effective provision in the educational process of a higher education institution. The authors propose to consider feedback in two aspects: as an option for establishing successful communication and interaction between the teacher and the higher education applicant, and as an option for effective feedback for assessing academic achievements and controlling the knowledge of higher education applicants.

The article emphasises the recognition of the importance of the correct application of feedback techniques in the educational process, since it can have both a positive and a negative impact on the organisation of the educational process and the success of higher education applicants. The blended learning format, unlike other modern forms of organising the educational process, involves the use of remote access mode, which usually makes it impossible to communicate and interact directly between the teacher and the education applicants. It is noted that feedback should be considered in the context of the educational component where it is applied. The researchers note that feedback is a means of obtaining important information, the results of educational activities necessary for the effective management of the educational process in a blended learning format.

It is noted that the purpose and main objectives of the study are to reveal innovative approaches and organisational and didactic conditions for the use of feedback techniques in the educational process of a higher education institution. The authors point out that innovative ideas of feedback techniques are successfully implemented in the modern educational space of Ukraine. It is emphasised that the effectiveness of implementing feedback techniques in higher education institutions depends on the context, goals, objectives and content context of education and upbringing of a growing personality. The concept of feedback is considered by many sciences within the framework of different scientific approaches and directions, since it mostly has a different interpretation and meaning, as it is one of the main elements of the functioning of the educational system.

Keywords: feedback, educational process, educational interaction, blended learning, assessment, higher education applicants.

INTRODUCTION

The problem formulation. The concept of "feedback" occurs in all spheres of modern life that involve dialogic interaction and communication between people. An employee of an organisation receives feedback from his or her manager and clients, a teacher - from education applicants, a politician - from voters, a doctor - from patients.

The availability of well-established feedback is a prerequisite for the development and improvement of the performance indicators of commercial organisations, the functioning of educational institutions and for the comprehensive development of the individual.

In this regard, scientific research related to the study of the peculiarities and conditions for the use of innovative feedback techniques in various forms of organising the educational process acquire particular relevance and practical importance.

Analysis of recent research and publications. In pedagogical research, the concept of "feedback" was introduced in the early twentieth century. The emergence of this concept is associated with the period of development of the psychological and biological foundations of pedagogy. J. B. Watson was one of the first to reveal the concept "feedback" in his writings in 1914. The researcher distinguished two forms of feedback: satisfaction of needs or punishment (Watson, 1914). Further development of this term is associated with the research of E. Thorndike and his proposed "Law of Effect" (Thorndike, E.L., 1931).

The concept of feedback was introduced and investigated initially as a phenomenon of cybernetics. Later on, feedback was studied by educators and psychologists regarding the processes taking place in educational systems. With the introduction of electronic learning technologies, changes are taking place in theoretical pedagogy and educational practice. This also applies to the concept of feedback.

Various aspects of this problem become the subject of active scientific discussions both in Ukraine and abroad. Researchers study the issues of providing feedback in the context of distance learning (M. Zolochivska, N. Oliinyk), feedback as a factor in improving the quality of the educational process (J. Hattie, H. Timperley), within the framework of constructing formative assessment toolkit (N. Morse, O. Shunevych), as a form of interaction in the organisation of the



educational process in higher education institutions (T. Koval), as a form of response reinforcement (E. Thorndike), as a component of teacher competence (I. Humeniuk). A group of Ukrainian scientists is exploring feedback in the context of developing interactive learning models and as a means of interdisciplinary integration (P. Atamanchuk and I. Bogdanov); feedback as a method of modernising teaching tools and technologies (A. Bovtruk, V. Buzk). However, innovative approaches to the application of feedback techniques in the educational process of a higher education institution remain insufficiently studied.

THE AIMS AND TASKS OF THE RESEARCH

The aims and tasks of the research are to reveal innovative approaches and organisational and didactic conditions for the application of feedback techniques in the educational process of a higher education institution.

RESEARCH METHODS

In the suggested article theoretical research methods were applied, including analysis and synthesis of research results on the problem; method of generalization to formulate conclusions, method of prediction – to determine the prospects for further research.

RESULTS OF THE RESEARCH

The blended learning format, unlike other modern forms of organising the educational process, involves the use of remote access, which usually makes it impossible for the teacher and the higher education applicant to communicate and interact directly. Accordingly, the problem of establishing effective feedback in higher education institutions under martial law acquires particular relevance and social significance. After all, feedback is a means of obtaining important information and learning outcomes necessary for the effective management of the educational process in a blended format.

In pedagogy, feedback is a way of obtaining information about the correctness or degree of falsity of actions. In education, it is directed to two objects: to the teacher and to the education applicant, and usually has a guiding and educational nature of interaction.

Feedback is an important mechanism of the educational process. In all innovative educational concepts and doctrines for modernization of education, it plays a substantial role. Feedback affects the pedagogical system as a whole and particularly its components, and changes occur under its influence.

Feedback techniques include: knowledge control tools, methods of making adjustments to the educational process, which are aimed directly at the student's personality, taking into account his or her individual educational trajectory and model of development and self-development, and the profile of professional competences.

Innovative ideas of feedback technologies implemented in the modern educational space of Ukraine have quite high performance indicators, and the experience of teachers who apply them in their professional activities is widespread among fellow teachers from other educational institutions. This confirms the relevance of the effectiveness of using feedback techniques in the educational community.

The concept of feedback is considered by many sciences within different scientific approaches and directions, as it mostly has different interpretations and meanings. After all, it is one of the main elements of the functioning of any system.

The term "feedback" is used in scientific discourse quite widely. It is used in psychological, linguistic, and pedagogical research based on the requests of a particular educational field. Accordingly, we will analyse the essence of this concept and its interpretation from different perspectives. Thus, from the point of view of communication theory, feedback is understood as the recipient's response to the sender's message.

Feedback is widely applied in the educational process when it comes to communication between teachers and education applicants, between teachers and parents of schoolchildren, when there is subject-subject interaction between a teacher and a pupil, between a teacher and a student and other participants in this process. Well-established feedback promotes efficient interaction and high-quality communication.

Therefore, feedback signifies the effect of the results of the system (objects) functioning on the nature of the individual's activity.

The modern scientific literature (Korenev A., Oliinyk N.) reflects several variants of classification of models and types of feedback, which mainly depend on the type of system in which it operates and the functions it implements. Accordingly, we distinguish its reflexive, behavioural, cognitive, cybernetic and communicative models.

In this context, it is worth noting that feedback is, first of all, a characteristic of the learner's state (readiness for the lesson, mood, attention, adequacy of reaction, answers to questions, etc.) On the basis of which the teacher chooses management tactics, flexibly responding to changes. The researcher N. Morse considers the implementation of feedback in the following ways: substantive and emotional aspects (Morse N., 2013). The substantive type of feedback contributes to obtaining information about the level of mastering the educational material of the educational components of the educational and professional programme. Regarding the emotional aspect, it should be noted that effective feedback is implemented through the use of reflection techniques to create a positive emotional atmosphere. It includes the student's external behaviour, positive interest in the content of the material, enthusiasm for the presentation of the subject by the teacher, and the involvement of a wide range of individuals in the discussion.

Similarly to the cybernetic approach to direct and reverse connections in complex systems and mechanisms, we consider the influence of a teacher on a student and a teacher on a pupil to be a direct connection in educational activities. Feedback provides information about how a student has learnt the material and mastered this educational and cognitive influence. However, if we move away from the teacher-centred model of the training system, it is appropriate to consider the educational activities of applicants of education (the education applicant acts, the teacher observes) as direct connection, and informing the education applicant about learning and its results as feedback.



The concept of feedback refers to the information that the teacher receives from the education applicant, and on the contrary - the information that the education applicant receives from the teacher during the educational interaction.

In order to better characterize this concept, it is proposed to use the terms "academic feedback" as information reported by education applicants and through which they maintain this connection - "student feedback" and "student voices" and "pedagogical feedback", which is interpreted as "information received by education applicants in response to learning activities during the educational process and which is directly related both to the learning process and the results of education and upbringing of a growing personality" (Korenev A.A., 2012). This type of communication in the educational space is often correlated with the term "feedback".

For the purpose of implementing the tasks facing the higher school, a modern teacher needs to know the key types of pedagogical feedback. The most popular ones include:

- Urgent feedback (in terms of oral communication), or deferred feedback (when communication is in writing);
- Feedback is considered in the context of interaction;
- Feedback is evaluative and non-evaluative, verbal and non-verbal;
- Feedback is basic and auxiliary, formative and total;
- Feedback according to the types of educational reflection, subjects of interaction and speech communication.

Feedback affects subsequent language communication and the behaviour of interlocutors. In accordance with the selected types, it determines the ways of communication and expands its specificity. Knowledge of these feedback features will help the teacher to establish cooperation with education applicants in the organisation of the learning process.

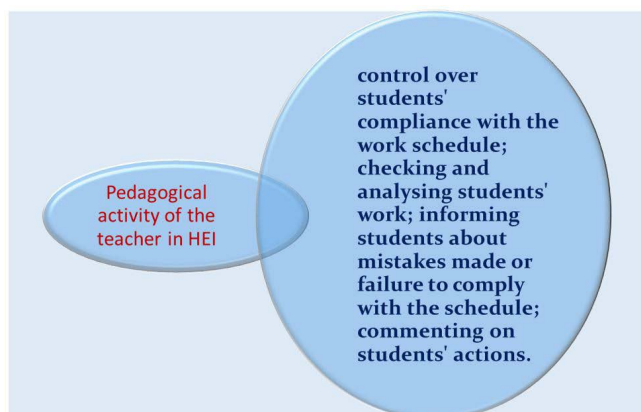


Fig. 1. Types of teacher's pedagogical activities aimed at obtaining effective feedback

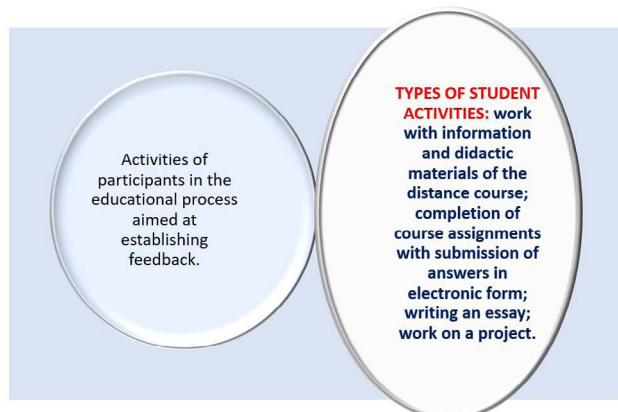


Fig. 2. Types of student activities

Awareness of the influence of feedback techniques on the development of modern communication theories, on optimising the process of formative assessment of the results of educational activities of modern higher education applicants, its demand in educational institutions, is associated with the role and impact on the formation of a growing personality.

Organisational and didactic conditions for establishing effective feedback:

- Constructive and specific suggestions;
- Sincerity and trust between the interlocutors;
- Originality of ideas;
- Personal orientation of the participants of the educational process;
- Dialogical nature of interaction;

Availability of means of communication.

According to certain conditions, feedback can be classified:

- by the conditions of its organisation;
- by the direction of influence;
- by time;
- by forms of manifestation;
- by the degree of focus on the communication objects;
- by the presence or absence of corrective effects.

Characterizing the type of feedback that a teacher should establish for interaction with his/her students, let us refer to the definition of scientists J. Hattie and H. Timperley, who point out that "information that is communicated by a subject (teacher, peer, parent... directly by the education applicant) about aspects of someone's activities and understanding" (Hattie, Timperley, 2007, p.81). Feedback that contains information about the task (project) to be completed, the algorithm of actions, conditions and rules is considered the best. Conversely, feedback loses its effectiveness if it contains only common phrases, generalisations, endorsements or criticism.



Researchers J. Hattie and H. Timperley define effective feedback as "information received by a student in response to certain actions in the educational process and correlated with the processes and results of learning and education" (J. Hattie and H. Timperley). Scientists emphasise that the source of feedback can be a teacher (directly or indirectly), other subjects of the educational process, including peers, fellow students, parents and the student himself.

The effectiveness of feedback depends on the context, goals, objectives and content context of the education and upbringing of a growing personality.

In today's reality, feedback has expanded its appointment powers. And in addition to the function of establishing effective interaction or communication between the subjects of the educational process in HEI, it acquires the functions of control and correction of knowledge and professional competences acquired by educational applicants. This pedagogical aspect of feedback helps teachers in assessing knowledge and controlling learning activities.

For the most part, in foreign pedagogy (Bruner J.S., Hattie, Timperley, E. Thorndike E.L.), this process is called the "feedback effect". And they consider it in the context of professional and communication competences of the teacher.

In this context, it should be emphasised that there is an objective and fairly stable pattern between the frequency and nature of the teacher's feedback to educational applicants during the educational process (lectures, practical and seminar classes, independent work, internships, etc.) and the effectiveness of educational and cognitive activities and learning productivity. It consists in establishing a stable psychological and emotional interaction between all the participants. Therefore, the main indicators of establishing effective feedback in the educational process of HEI include the following:

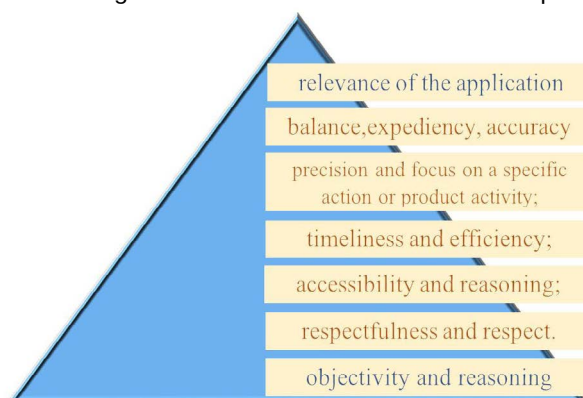


Figure 3. Indicators of establishing effective feedback in the educational process of HEI.

Feedback should take into account the results of students' self-esteem and provide information to teachers to make corrective changes to the educational process.

The organisation of feedback in the educational space of a modern educational institution is aimed at achieving the following objectives of educational activities:

1. Emphasising the content of feedback. It involves the identification of a number of well-defined characteristics of learning aims and organisational and didactic conditions for the use of feedback techniques in the organisation of the educational process;

2. Determination of the amount and frequency of feedback in the time-space of a modern higher education institution.

To establish effective feedback, it is important to adhere to a number of principles that determine its organisation and implementation in the educational process. In particular, this is related to the development of students' skills of reflection upon completion of their studies, stimulation of open dialogue and communication during various types of educational activities.

The task of the teacher in this process is to assist in organising feedback, determining its goals, criteria, implementation levels. Well-organised feedback provides opportunities to reduce the gap between the existing and desired level of knowledge, stimulates a positive mood in the classroom, builds self-esteem, and promotes successful self-realisation.

The results of qualitative feedback also provide the teacher with information that can be used to optimise and adjust the educational process. During pedagogical communication, high-quality feedback is established as a result of the ability to establish effective communication, provided manifestations of empathy and a positive reaction to external influences or reactions of education applicants.

Usually, feedback can have a positive impact on the educational activities of both the entire student group and the individual student. High-quality feedback helps to improve the progress of education applicants, build confidence in their strengths and capabilities.

Having summarised the materials of normative, methodological and scientific sources, feedback techniques, according to the ways they are applied in the educational process of HEI, are conditionally divided into the following groups: visual, schematic and graphic, creative, communication, social networking techniques, digital and combined (mixed).

Thus, innovative feedback techniques that contribute to the optimisation of the educational process in higher education institutions include:

Visual and digital. For the use of visual techniques, we offer such digital tools as Classroom Screen, Jamboard, Zoom, Google Meet, and Canva. Technique "PJEJ-



formula". Where P is position, J is justification, E is example, J is judgement. Each position is a corresponding sentence or reasoning: "Because...", "I believe...", "Based on this...", etc.

The "Senkan" technique. This technique is used to compose poems of five rows. It promotes teamwork.

Schematic - graphic and digital techniques. The "Sheet of Paper" technique. It is used to control knowledge by combining it with digital applications such as Google Forms, Kahoot, Plickers or other services.

Creative techniques. "Logbook", "Three Good Deeds", "Essay".

Techniques for establishing communication. "Daisy of Questions" or "Bloom's Daisy", "Unfinished Sentences", "Emojis".

Evaluation techniques. "Traffic lights", "Green, yellow, red", "Colour extravaganza", "Islands", "I know. I can. I learn.", etc.

Social media techniques. Instagram story, selfie technique and others.

To create and use combined techniques, we offer such digital tools as Kahoot, Classtime, Mentimeter, Poll Everywhere, Google Forms, LearningApps, Flippity, which are designed to create interactive exercises, online quizzes, tests, surveys of education applicants.

Recognition of the importance of appropriate use of feedback techniques in the educational process is primarily due to the fact that it can have both positive and negative impact on the organisation of the educational process and the performance of education applicants. It should be noted that feedback should be considered in the context of the process, educational component where it is applied. The isolation of feedback from these components will not guarantee (ensure) the high efficiency of this process.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

We believe that the use of innovative feedback techniques in the educational process of higher education institutions will help to optimise pedagogical interaction in the plane of "teacher- higher education applicant" and "higher education applicant -teacher", increase the effectiveness of educational activities and the objectivity of control and assessment of knowledge.

Thus, innovative ideas of feedback implemented in the modern educational space of Ukraine have rather high efficiency indicators, and the experience of teachers who apply it in their professional activities is widely spread among colleagues from other educational institutions. This confirms the relevance of the problem of the effectiveness using feedback techniques in the educational community. The concept of feedback is considered by many sciences within different scientific approaches and directions, since for the most part it has different interpretations and meanings. After all, it is one of the main elements of the functioning of the educational system.

Further scientific research is associated with the problem of the content of feedback techniques in the educational process of a modern institution of higher education.

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373.2:57](438)(091)**ЛІСОВІ ДИТЯЧІ САДКИ В ПОЛЬЩІ: ВИКОРИСТАННЯ ДОСВІДУ В УКРАЇНІ**

Анотація. У статті всебічно розглянуто становлення та розвиток лісової дошкільної освіти в Польщі. Виявлено зміст, форми й методи роботи в лісових дитячих садках, особливості їхнього функціонування. Програми лісових садків Польщі відрізняються за своїм змістом; водночас спільною рисою є спрямованість на фізичний, емоційний, соціальний, пізнавальний розвиток.

З'ясовано, що в цих закладах реалізуються ідеї педагогіки М. Монтесорі, Вальдорфської педагогіки, педагогіки пригод, концепція американського педагога, письменника, просвітителя природи Дж. Корнелла, інші прогресивні погляди. Визначено переваги лісових дитячих садків: зміцнення здоров'я, розвиток інтелектуального потенціалу, комунікативних навичок, здатності долати перешкоди. Уміння в дітей переборювати труднощі є особливо важливим за умов нових суспільних викликів.

Функціонування лісових садків у Польщі регламентується Розпорядженням Міністра національної освіти від 28 серпня 2017 р. «Про види інших форм дошкільної освіти, умови їхнього створення та порядок діяльності». Координує їхню діяльність, сприяє обміну досвідом, найкращими практиками в галузі лісової освіти Інститут лісових садків, створений у 2016 р. у Білостоці.

Акцентовано увагу на наукових дослідженнях лісової дошкільної освіти польськими вченими. Вони проаналізували становлення, генезу, концептуальні засади та функції лісових садків.

Виявлено перспективні ідеї польського досвіду лісової дошкільної освіти, що можуть бути використані в дошкільництві України: інтеграції елементів інноваційних систем у лісових закладах для дошкільників; використання результатів ретроспективного аналізу функціонування шкіл і садків, у яких накопичений досвід екологічного виховання та проведення занять на лоні природи; створення інституції, яка б координувала та висвітлювала діяльність лісових садків.

Наголошено, що організація лісової дошкільної освіти в умовах воєнного стану в Україні може бути корисною для дошкільця Польщі як підготовка до діяльності в кризових ситуаціях.

Ключові слова: лісова дошкільна освіта Польщі; заклади дошкільної освіти України, лісові дитячі садки, зміст, форми, методи роботи.

**FOREST KINDERGARTENS IN POLAND:
THE USE OF THE EXPERIENCE IN UKRAINE**

Abstract. The article comprehensively studies the formation and the development of forest preschool education in Poland. The content, forms and methods of work in forest kindergartens, the peculiarities of their functioning have been revealed. The programs of forest kindergartens in Poland differ in their content; at the same time, focus on physical, emotional, social, cognitive development is the common feature.

It has been found that the ideas of M. Montessori's pedagogy, Waldorf pedagogy, adventure pedagogy, the concept of the American writer, nature educator J. Cornell, and other progressive views are implemented in these institutions. The advantages of forest kindergartens have been determined: strengthening of health, the development of intellectual potential, communication skills, the ability to overcome obstacles. Children's ability to overcome difficulties is especially important in the face of new social challenges.

The functioning of forest kindergartens in Poland is coordinated by the Regulation of the Minister of National Education of August 28, 2017 "On the types of other forms of preschool education, the conditions of their creation and the procedure of operation". The Institute of



Forest Kindergartens, established in 2016 in Białystok, coordinates their work, promotes the exchange of experience and best practices in the field of forest education.

The attention has been focused on scientific studies of forest preschool education by Polish scientists. They analyzed the formation, the development, conceptual foundations and functions of forest kindergartens.

Promising ideas of Polish experience of forest preschool education that can be used in preschool education in Ukraine have been identified. They are the following: integration of elements of innovative systems in forest institutions for preschoolers; using the results of a retrospective analysis of the functioning of schools and kindergartens, which have accumulated the experience in environmental education and conducting classes in the bosom of nature; creation of an institution that would coordinate and highlight the work of forest kindergartens.

It has been emphasized that the organization of forest preschool education in the conditions of martial law in Ukraine can be useful for Polish preschool education as a preparation for work in crisis situations.

Keywords: forest preschool education in Poland; preschool educational institutions of Ukraine, forest kindergartens, content, forms, methods of work.

INTRODUCTION

The problem formulation. The processes of urbanization, computerization, and mechanization cause nature deficiency syndrome in people. It is especially dangerous in childhood, because the lack of contact with nature affects the health and the development of the growing personality. The urgency of the problems of upbringing “under the blue sky” prompts us to look for a perfect system of education for children, starting from preschool age, in which the conformity to nature and health saving principles would be implemented.

Positive experience in this context has been accumulated in European countries, in particular Poland. The interest in it is explained by the fact that it is located geographically close to Ukraine, therefore, the mentality of people and approaches to education are similar. In addition, the Polish people became one of the first to help Ukrainians to overcome military threats, giving our children the opportunity to attend preschool institutions and primary schools in Poland. Forest kindergartens have been developing here for more than ten years following the example of Denmark, Germany, the Czech Republic, and other countries.

Forest kindergartens are non-formal educational institutions, in which there is no shortage of connections with nature. Emphasis is placed on health saving, on positive phenomena associated with sufficient contacts with the environment. The lack of contacts with nature causes disorders of cognitive and emotional processes. Diseases of civilization are prevented in forest kindergartens (Pietrzak-Zawadka, 2019, p. 18). The experience of forest education is valuable for Ukrainian preschool education, because forest kindergartens in our country are at the stage of their formation. This innovation is attractive to scientists, teachers, children and parents, because nature is a source of health that always needs to be strengthened, and especially now because of the negative consequences of the full-scale Russian invasion of Ukraine.

Analysis of recent research and publications. The formation and the development, conceptual foundations and functions of forest kindergartens are the subject of numerous scientific studies. In Ukraine, the functioning of these institutions was described by O. Hryshko, L. Klevaka (Klevaka, & Hryshko, 2021), N. Oshurkevych (Oshurkevych, 2018), and others. However, such works are rare, despite the popularity of forest education. The attention of these scientists is directed to Denmark, Germany, the Czech Republic, the USA, etc. In the context of the organization and functioning of forest kindergartens, Poland remains poorly studied. At the same time, there are much more scientific works on the topic of forest education in Polish pedagogy than in Ukrainian.

Polish scientists M. Christ (Christ, 2018; Christ, & Preuss, 2018; Christ, 2021), U. Ordon (Ordon, 2019), J. Pietrzak-Zawadka (Pietrzak-Zawadka, 2019), A. Preuss (Christ, & Preuss, 2018), J. Romaniak (Romaniak), R. Ryszka (Ryszka, 2016), Ju. Szlaużys (Szlaużys, 2019), etc. study forest kindergartens.

In particular, U. Ordon noted that the term “forest kindergartens” was used in 1954 in Denmark for the first time (Ordon, 2019, p. 114). In the publications of scientists, these institutions have different names: education in nature, experimental education, forest school, etc.

Scientists (M. Christ, J. Pietrzak-Zawadka, A. Preuss, Ju. Szlaużys, etc.) study the conceptual foundations of forest preschool education, pointing out the use of the ideas of M. Montessori’s pedagogy, Waldorf pedagogy, the concept of the American writer, nature educator J. Cornell, adventure pedagogy, other concepts in forest kindergartens.

K. Kimic, K. Kundziewicz reflected the results of the analysis of a number of programs of forest kindergartens in Poland, finding that these programs differ in their content; at the same time, the focus on physical, emotional, social, cognitive development is common (Kimic, & Kundziewicz, p. 361).

Despite the numerous scientific studies on the history, foundations, forms, methods of work in forest kindergartens in European countries, the functioning of these institutions in Poland is poorly researched, and primarily by Ukrainian scientists.

AIM AND TASKS OF RESEARCH

The aim of the article is to comprehensively analyze the organization of forest kindergartens in Poland, to identify the possibilities of using promising ideas in the modern educational space of Ukraine.

RESEARCH METHODS

A number of theoretical methods was used to study the topic: comparative-pedagogical (comparison of concepts, content, forms, methods of work of forest kindergartens in Poland); retrospective analysis (for studying the history of forest education in Poland and in the other foreign countries); interpretive-analytical, which involved interpretation, comparison, systematization of scientific literature facts and their generalization, identification of positive ideas that should be used in preschool education of Ukraine.

RESULTS OF THE RESEARCH

There are three types of institutions in Polish preschool educational system: day nursery (żłobek) for children from 1 to 3 years old, kindergarten (przedszkole) – from 2.5 to 5 years old, preparatory group (zerówka) – compulsory “zero class” for 5–6-year-old children who will go to school in a year. There are public and private preschool institutions; among private profile ones – ecological ones.

In an ecological preschool institution, teachers pay special attention to the child’s contacts with nature for personal improvement of health and preservation of the environment. Preschoolers are taught to love the world around them (Luhina, 2012, p. 181).



Forest kindergartens, which are gaining more and more popularity, are close in content and form to ecological ones. Forest kindergartens are alternative educational institutions, in which the form of education differs from that offered in traditional, state institutions. These are establishments "without a ceiling and walls". Children in them are constantly (regardless of the weather, time of year) in the fresh air. Games and fun take place around natural objects (trees, water bodies). Children play with cones, sticks, bird feathers, water and clay, but not with factory-made toys. Teachers in forest kindergartens are assistants, but not the group leaders (Klevaka, Hryshko, 2021, p. 359).

The dissatisfaction of parents and kindergarten teachers with the limitations of traditional preschool education, as well as the desire to introduce innovations, which are attractive to children, were the reasons for the creation of such institutions (Szlauzys, 2019, p. 96).

It is widely believed that the idea of forest preschool education originated in Scandinavia in the 1950s. However, scientists (L. Klevaka, O. Hryshko) determine earlier dates for this innovation appearance, considering that the foundation for creating forest kindergartens was laid by the introduction of the method of living in harmony with nature by the German Catholic priest S. Kneipp in the 1850s–1880s (Christ, 2021, p. 358). The Kneipp's method is based on 5 key approaches: the healing power of water (hydrotherapy), physical activity (alternation of changes in body loads / resting state), healthy nutrition, medicinal plants (phytotherapy), healthy lifestyle – moderation, mental balance and balance in general (Klevaka, Hryshko, 2021, p. 358).

At the same time, V. Sukhomlynskyi's school under the blue sky for six-year-old children, opened in 1951 in the Kirovohrad region, can be considered as the first attempt to organize forest education (Yankovych, 2022, p. 128).

Concepts of education through the direct contact with nature appeared in Poland in the 1920s. In 2016, W. Sonelski and A. Magiera analyzed the texts of M. Rodziewiczówna ("The summer of the forest people" ["Lato leśnych ludzi"]), F. Wyslouch ("Skating rink" ["Ślizgawka"]) and M. Zaruski ("On the off-roads of the Tajan mountains" ["Na bezdrożach tarzańskich"]), proving that they perfectly correspond to the trend of education through experiences and adventures against the background of wild nature.

This idea is also the basis of the Polish scout movement. Returning to nature in preschool education is a continuation of important educational trends. In Poland, unfortunately, they are not as long-lasting and popular and have not received such recognition among theorists and practitioners of education, as, for example, in Germany. There, the tradition of forest kindergartens goes back more than 60 years.

The idea of forest institutions in Poland appeared in 2010 in Kaszuby (the historical region above the Baltic Sea in the north of Poland) – in Brodnica Górna, and in 2014 the first such kindergarten (przedszkola leśne) was organized in Żywiecczyzna. A year later, in October 2015, a forest kindergarten "Puszczyk" was established in Białystok on the parents' initiative. The concept of this institution provides that children spend 80% of their time in the fresh air (Szlauzys, 2019, p. 97).

In 2018, there were already 34 forest preschool institutions in 10 voivodships in Poland (Ordon, 2019, p. 116, Pietrzak-Zawadka, 2019, p. 16).

Despite the fact that forest preschool education is gaining supporters with great difficulty, a long-standing tradition of informing the population about the role of the forest as an ecosystem, a component of the environment, and a source of human well-being is Poland's achievement.

Functioning of forest kindergartens in this country is coordinated by the Regulation of the Minister of National Education of August 28, 2017 "On the types of other forms of preschool education, the conditions of their creation and the procedure of operation". In this document, they are interpreted as a form of alternative education (Ordon, 2019, p. 115). In the system of forest education, not only the conceptual principles are important, but also the choice of the kindergartens' location, so that children can be in constant contact with nature. Therefore, such institutions are created in the bosom of nature. A forest is chosen the most often. Facilities integrated into the forest landscape are used: houses are built of clay or with thatched roofs.

The group size does not exceed 20 children from 3 to 6 years old. Two (three) Teachers spend most of the day with preschoolers. Children come properly dressed – in waterproof clothes. Teachers have mobile carts in which they store the necessary change of clothes (Pietrzak-Zawadka, 2019, p. 16).

The daily schedule of forest kindergartens is significantly different from traditional ones. They work from 7:30 a.m. to 5:00 p.m. The day begins with a morning gathering, conversations and games, discussion of planned activities. Later there is a breakfast. After the meal, it is time for planned events, performing creative tasks. Next is lunch. After lunch there is a rest. Children can lie down, sleep in beds, hammocks, tents. Also, after lunch, the results of the day are summed up.

Children undergo speech therapy diagnostics, study foreign languages, and have rhythm classes. Mathematical education is also interesting. It is implemented thanks to the analysis of daily experience, doing the mathematical measurements and calculations by preschoolers (Szlauzys, 2019, p. 102). But above all, forest kindergartens are full of spontaneous movement and free play (Pietrzak-Zawadka, 2019, p. 16).

The children's program maintains a balance between individual and group work.

In forest kindergartens, preschoolers are educated in harmony with nature. In the era of technology, children usually do not have the opportunity to observe picturesque landscapes, flora and fauna, because they grow up in conditions of accelerated pace of life, in which there is no time to stop and admire nature. Moreover, preschoolers better recognize animals and plants from exotic countries than those that live in the immediate nearness, not far from homes, or learn about the animal and plant world from books, collections of fairy tales. The variety of natural phenomena, the richness of colors and forms awakens curiosity about the world. Children willingly look for answers to questions that arise when they are outside (Szlauzys, 2019, p. 103).

M. Christ researched that "children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility, and they are sick less often" (Christ, 2021, p. 4).

The natural space is favorable for preschoolers to acquire the necessary knowledge and skills, to form in them a careful attitude to nature, respect for the historical and cultural environment. In forest institutions, children play and learn in a natural environment (Szlauzys, 2019, p. 100).

Organizers and teachers of forest kindergartens draw inspiration from various sources. However, these institutions are united by the following characteristics: spending time in the fresh air, using natural materials and that what children find on the ground and what they build themselves instead of factory-made toys, partnerships with adults.



The ideas of the pedagogy of living events and adventures (pedagogika przeżyć i przygody), M. Montessori, R. Steiner, J. Cornell, and other progressive pedagogical concepts are used in the organization of forest preschool education in Poland. The interpretation of each preschooler as an opener, the recognition of his/her subjectivity, the implementation of a holistic approach, according to which the conditions and space for harmonious development in a natural environment using games and fun should be created for children, are the bases of these pedagogical concepts. Much of what a child must master at an early age cannot be learned; he/she must discover and learn it through games and fun.

Spontaneous games, the choice of which depends on the season and weather, are the basis of the educational program. Children run, jump, overcome natural obstacles such as branches, steep slopes, and puddles. Therefore, wild nature, due to its attractiveness and inherent values, is a good environment for learning. Magnifiers, books, albums with descriptions of plants and animals – all this is “in the arsenal” of children and teachers.

In forest kindergartens, it is relatively easy to simulate situations that require leaving the comfort zone, making physical efforts, for example, to climb a mountain (Pietrzak-Zawadka, 2019, p. 13).

The ability to overcome difficulties is especially valuable in today's environment. More and more often, teachers express concern that modern children are used to living easily, but are not used to resisting obstacles. As evidenced by observations of preschoolers in forest kindergartens, it is wild nature that is a means of forming the ability to overcome difficulties and achieve goals, which is a prerequisite for the formation of a successful personality. This skill is especially important in the conditions of new social challenges. In Ukraine, the war became such a challenge. It became a catalyst for the formation of children's ability to overcome obstacles.

The program of work includes not only mobile games and games using natural materials, but also hikes. Children carry backpacks with lunch and hot drinks. The process of learning about the world is managed by teachers who love nature (Christ, & Preuss, 2018, p. 153; Ordon, 2019, p. 118–119).

It is clear that under such conditions, the safety of life is an urgent problem. In the forest kindergarten, children resort to risky actions: cross a stream on slippery and shaky stones, climb tree branches, etc. Falls, bruises, scratches, mosquito bites are inevitable. However, this is how, overcoming failures, drawing conclusions, children learn to achieve success (Ordon, 2019, p. 119). At the same time, teachers are ready to provide first aid. They have tick removal kits, sunscreen, insect repellent. If necessary, they can call the emergency service.

In forest kindergartens, children learn to take responsibility for their own actions in nature. This is a good school for spiritual and moral development, civic, aesthetic education, the formation of creativity, critical thinking.

In 2016, the Polish Institute of Forest Kindergartens was established in Białystok to integrate the activities of institutions for preschoolers of this type, exchange experience, and best practices in the field of forest education (Ordon, 2019, p. 118). The creation of coordinating and educational bodies is not something essentially new. It should be noted that similar institutions exist in other countries, for example, in the USA there is an Association of Forest Kindergarten Teachers.

The concept of forest kindergartens is studied in Polish pedagogical science, however, research on the topics of forest preschool education is not carried out enough and is in an initial state. Enthusiasts write more often about forest education for preschoolers (Szlauzys, 2019, p. 104). A few works by British scientists L. O'Brien and R. Murray, as well as J. Coates and H. Pimlott-Wilson are popular among scholars in Poland (Szlauzys, 2019, p. 104).

The research of Polish scientists K. Kimic, K. Kundzewicz, who carried out a comparative analysis of forest kindergartens in Warsaw, deserves approval. It was conducted in 2019 (Kimic, & Kundzewicz). The aim of the research was to monitor the programs of these kindergartens. The evaluation was carried out according to the following criteria: their location, proximity and type of natural environment for children, accessibility during the year and week, working hours, age of children, number of groups (Kimic, & Kundzewicz, p. 359).

The research results showed that kindergartens are mostly located in the forest and are easily accessible for children; the average time spent outside is 5–6.5 hours; games, learning, which consists in obtaining knowledge about nature, are the main activities. Children eat and rest here. In all analyzed kindergartens, harmonious development takes place in the natural environment (Kimic, & Kundzewicz, p. 359).

This scientific research motivates similar studies in other regions of Poland and Ukraine, as well as expanding the network of forest kindergartens in Ukraine. The following ideas deserve to be used in the preschool educational space of Ukraine: integration of elements of innovative systems in forest institutions for preschoolers; using the results of a retrospective analysis of the functioning of schools and kindergartens, which have accumulated experience in environmental education and conducting classes in the fresh air; creation of an institution that would coordinate and highlight the activities of forest kindergartens.

At the same time, the organization of forest preschool education in the conditions of martial law in Ukraine can be useful for Polish preschool education as preparation for work in crisis situations.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Analysis of the theory and practice of forest preschool education gives grounds for drawing conclusions.

- Forest kindergartens in Poland are at the initial stage of their genesis. The ideas for their creation appeared in 2010. In 2014, the first such kindergarten was organized. But now these institutions are gaining more and more popularity in Polish society. Now there are officially more than 30 forest preschool institutions in 10 voivodships.
- Forest kindergartens are non-formal education institutions, their work is coordinated by the Regulation of the Minister of National Education (2017). An institution (Institute of Forest Kindergartens), which coordinates the activities of forest establishments, is created. The need for such coordination also exists in Ukraine.
- M. Montessori's pedagogy, Waldorf pedagogy, adventure pedagogy, J. Cornell's concept and other concepts and systems known in the world are implemented in forest institutions for preschoolers. Preschool education in Ukraine should also integrate progressive retrospective and innovative ideas.
- There are the following common features of all forest preschool institutions: spending up to 80% of time in the fresh air, using natural materials instead of toys, partnerships with adults; implementation of environmental education, the formation of respect for the historical and cultural environment.



- Staying in forest kindergartens has a positive effect on children's education, on their physical, mental, and social development: higher immunity, significantly fewer diseases of the eyes and musculoskeletal system. Children have better abilities, logical thinking, communication skills, the ability to cooperate, make friends, how to compare with traditional preschool institutions.

During the last decade, scientific studies of forest preschool education have been developing, but they need to be intensified, primarily this concerns the principles of organization of forest kindergartens, difficulties arising in their activities and ways to overcome them. This problem is also relevant for Ukraine.

Prospects for further research consist in studying forest preschool education in Ukraine and training future kindergarten teachers to work in such institutions.

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Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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ОРГАНІЗАЦІЙНІ ФОРМИ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ВЧИТЕЛІВ ПОЧАТКОВИХ ШІЛ У ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ (70-80-ТІ РР. ХХ СТ.)

Анотація. Стаття присвячена проблемі післядипломної освіти вчителів в її історичному розвитку в західних областях України. Зазначено, що, незважаючи на складні умови розвитку української педагогічної освіти за умов війни, актуальними залишаються проблеми якісної підготовки (перепідготовки) вчителя початкової школи. Саме педагогічна освіта є міцним фундаментом, на якому базуються всі освітні реформи, зокрема й Нова українська школа. Для України, яка розвивається в контексті європейських освітніх процесів, актуальною є проблема вдосконалення неперервної педагогічної освіти (освіти впродовж життя). Українська освітня теорія і практика має певний досвід розвитку післядипломної освіти, зокрема в західному регіоні України у ХХ сторіччі (Івано-франківська, Тернопільська, Чернівецька, Львівська, Закарпатська, Рівненська, Волинська області). Таку безперервну педагогічну освіту вчителів початкової школи в західних областях України впродовж 70 – 80-х рр. ХХ ст. забезпечували обласні інститути вдосконалення вчителів. Розвиток системи післядипломної освіти базувався на відповідній законодавчій базі. Окрім традиційних форм підвищення кваліфікації (курси підвищення кваліфікації вчителів початкових класів), практикували проведення різних лекцій, семінарів, конференцій, факультативні та практичні заняття, індивідуальні та групові консультації, іспити, екскурсії, організували педагогічну практику в найкращих школах кожної з областей, активно використовували технічні засоби навчання та ЕОМ застосовували рольові та ділові ігри, моделювання уроків тощо. Ця організаційна робота особливо активізувалася після освітньої реформи 1985 р. Велику увагу надавали пропаганді передового педагогічного досвіду, його вивчали, поширювали, що слугувало підвищенню професійної майстерності педагогів, їхній самоосвіті. Досі актуальним та таким, що потребує окремого додаткового вивчення, є, наприклад, досвід Яворівської середньої школи (очільник – педагог-новатор П. Лосюк) та досвід Середньоберезівської середньої школи (очільник – педагог-новатор В. Білавич) (Косівський район Івано-Франківської області), який за досліджуваного періоду науковці розглядали як важливу організаційну форму післядипломної освіти вчителів.

Ключові слова: післядипломна педагогічна освіта, підвищення кваліфікації вчителів, неперервна освіта, самоосвіта, західні області України, учителі початкової школи, педагоги-новатори, передовий педагогічний досвід, обласний інститут удосконалення вчителів.

ORGANIZATIONAL FORMS OF QUALIFICATION IMPROVEMENT FOR PRIMARY SCHOOL TEACHERS IN WESTERN REGIONS OF UKRAINE (1970S-1980S)

Abstract. This article addresses the issue of postgraduate education for teachers in its historical development in the western regions of Ukraine. Despite the challenging conditions for the development of Ukrainian pedagogical education during wartime, the problems of quality training and retraining for primary school teachers remain relevant. Pedagogical education is the strong foundation on which all educational reforms, including the New Ukrainian School, are based. For Ukraine, which is evolving in the context of European educational processes, the issue of continuous pedagogical education (lifelong learning) is crucial. Ukrainian educational theory and practice have accumulated certain experience in the development of postgraduate education, particularly in the western region of Ukraine in the 20th century (Ivano-Frankivsk, Ternopil, Chernivtsi, Lviv, Zakarpattia, Rivne, Volyn regions). Continuous pedagogical education for primary school teachers in the western regions of Ukraine in the 1970s-1980s was provided by regional institutes for teacher improvement. The development of the postgraduate education system was based on relevant legislation. In addition to traditional forms of qualification improvement (courses for primary school teachers), various lectures, seminars, conferences, elective and practical classes, individual and group consultations, exams, excursions, and organizing teaching practice in the best schools in each region were conducted. Technical teaching aids and computers were actively used, along with role-playing and business games, lesson simulations, and more. This organizational work was particularly intensified after the educational reform in 1985. Special attention was given to the promotion of advanced pedagogical experience, which was studied, disseminated, and contributed to the professional development and self-education of teachers. Still relevant and requiring separate additional research is, for example, the experience of Yavoriv Secondary School (headed by the pedagogical innovator P. Losyuk) and the experience of Serednoberezhivska Secondary School (headed by the pedagogical innovator V. Bilavych) in the Kosiv



district of Ivano-Frankivsk region, which researchers during the studied period considered as an important organizational form of postgraduate education for teachers.

Keywords: postgraduate pedagogical education, teacher qualification improvement, lifelong learning, self-education, western regions of Ukraine, primary school teachers, pedagogical innovators, advanced pedagogical experience, regional institute for teacher improvement.

INTRODUCTION

The problem formulation. The Ukrainian system of pedagogical education is currently developing under challenging conditions, including the full-scale invasion by Russia on February 24, 2022. Despite these difficult circumstances, the issues of quality training and retraining for primary school teachers remain relevant. Pedagogical education serves as a strong foundation upon which all educational reforms, including the New Ukrainian School, are based. The Ukrainian system of pedagogical education is evolving in the context of European educational processes. For Ukraine, the issue of improving continuous pedagogical education (lifelong learning) is also significant.

According to some scholars (M. Bratko, L. Khoruzha, and others), the modern university can serve as a model for lifelong pedagogical education. These authors focus on the advantages of introducing this model, which include diversifying pedagogical training, expanding the competence field of pedagogical knowledge and skills, creating a dynamic educational environment, and motivating higher education graduates to self-organize in the process of building their own professional development trajectory.

Open education today is aimed at building lifelong learning and creating a bridge between formal and informal education (Lokshyna, 2018).

In light of these developments, the issue of self-education for primary school teachers becomes increasingly relevant. Ukrainian primary schools have always felt the need for experienced and highly qualified teachers, whose professional level should constantly improve in the course of their pedagogical activities. The problem of forming professional competence for teachers within the framework of continuous education (in this case, postgraduate pedagogical education) is driven not only by the necessity of systematically enhancing the professional level of primary school teachers in the face of growing knowledge, the “aging” of existing professional-methodical tools, the development of new education technologies, digitalization, and more, but also by the goal set by the New Ukrainian School for domestic educators, which is to shape highly professional, socially responsible teachers capable of making optimal decisions for their students.

Analysis of recent research and publications. Despite the fact that issues related to researching the history, theory, and practice of postgraduate education development in the western region of Ukraine in the 20th century were at the center of attention for a number of researchers (such as D. Hertsyuk, V. Hommonay, T. Zavorodnia, B. Stuparyk, and other authors who analyzed historical aspects of pedagogical education development; N. Basarab, O. Havrylchuk, V. Hladush, O. Kapchenko, S. Krysiuk, N. Matveieva, A. Nahirnyak, V. Prymakova, V. Russol, R. Skulsky, I. Strazhnikova, and other researchers who examined various aspects of the theory and methodology of postgraduate education development in the second half of the 20th century), there are still specific questions that require further examination and additional analysis.

THE AIM AND RESEARCH TASKS

The aim of the article is to analyze specific organizational forms of professional development for primary school teachers in the western regions of Ukraine during the 1970s and 1980s.

RESEARCH METHODS.

Research Methods: the article employs various research methods, including: general Scientific Methods: These are used to analyze the legal framework related to the development of postgraduate pedagogical education in Ukraine during the second half of the 20th century; historical-pedagogical literature analysis: this method is employed to examine the trends in the development of postgraduate pedagogical education in the western regions of Ukraine. It is used to identify organizational forms for the professional development of primary school teachers and characterize advanced pedagogical experience during the 1970s and 1980s; search and bibliographic method: this method is utilized to systematically organize and classify the sources used in the research.

These research methods are applied to achieve the goal of analyzing the specific organizational forms of professional development for primary school teachers in the specified time period and region.

RESEARCH RESULTS

The concept of postgraduate pedagogical education is complex and multifaceted. Scholars like V. Prymakova, L. Khoruzha, and L. Pukhovska approach it from various perspectives, including the socio-philosophical, institutional, and procedural dimensions. In historical retrospect, researcher V. Prymakova defines its content as “a purposeful activity of educational institutions or a certified specialist determined by the specific tasks, content of primary and postgraduate pedagogical education, and the peculiarities of the professional activities of primary school teachers, resulting in their professionalization”.

Professionalization, according to V. Prymakova, is considered “as a process and the expected outcome of postgraduate education for teachers, encompassing periods of professional formation and development of educators”. Terms such as “professionalism”, “professional competence”, “pedagogical mastery”, “subject development”, “professional development”, are seen as closely related in meaning.

Esteemed scholars like T. Havrylenko, V. Hladush, T. Zavorodnia, S. Krysiuk, V. Prymakova, H. Pustovit, R. Skulsky, V. Sukhomlynsky, and others rightly believe that not only basic pedagogical education but also continuous self-education, self-development, self-improvement, and postgraduate education are crucial for shaping the personality of a teacher.



Among the key sources of information in the self-education of primary school teachers, researcher N. Basarab identifies various sources, such as books (scientific, scientific-methodical, methodical, literary, and other literature), professional periodicals (newspapers, journals), the internet, television, video and audio information, seminars, roundtables, conferences, master classes, qualification enhancement courses, excursions, theaters, exhibitions, museums, concerts, events for exchanging experiences, various courses, and trips.

During the 1970s-1980s in the western regions of Ukraine, continuous pedagogical education for primary school teachers was provided by Regional Institutes for Teacher Improvement (RITI). These institutes had a rich history and educational traditions in the field of preparing and retraining pedagogical staff, contributing to the development of educational practices.

The development of postgraduate pedagogical education in Ukraine during the 1970s and 1980s was grounded in the relevant legal framework. For example, on June 28, 1974, the Ukrainian SSR adopted the "Law on Public Education", which included provisions related to the improvement of qualifications for pedagogical workers. This law mentioned various organizational forms for the improvement of qualifications for teachers, including higher educational institutions, institutes for teacher improvement, and institutes for qualification enhancement. These institutions played a significant role in enhancing the professional skills and qualifications of primary school teachers. This legal framework provided the basis for organizing and implementing postgraduate pedagogical education (Stynska, Prokopiv, Vasilishyn, 2023).

Taking the example of the Lviv Regional Institute for Teacher Improvement (LRITI), we can trace how the enhancement of qualifications for primary school teachers was carried out in the 1970s and 1980s. The Lviv Regional Institute for Teacher Improvement played a leading role in improving the professional mastery and qualifications of primary school teachers through a specific form, namely, training courses. The institute's staff had a wide range of responsibilities that expanded with each passing year. These responsibilities included conducting district parents' meetings, district teacher conferences, seminars, meetings, attending lessons, developing methodical recommendations, creating dictation texts, and control works, conducting them in schools, studying the organization of program material revision, extracurricular activities, the state of production practice, and socially useful work. They were also responsible for the state of education and upbringing in educational institutions, selecting exhibits for regional and republican pedagogical exhibitions, preparing materials for the regional council, studying advanced pedagogical experience, preparing materials for various publications, conducting courses, organizing and conducting Olympiads, pedagogical readings, competitions, participating in political clubs, preparing political information, writing speeches for officials, participating in final sessions of political clubs, district council sessions, and many other activities, often unrelated to pedagogy (Lvivskyi oblasnyi instytut pisladyplomnoipedahohichnoi osvity). These efforts were aimed at enhancing the professional competence and expertise of primary school teachers during that period.

During the 1980s, despite the complex socio-political processes in Ukraine, which had an impact on the education system, this period was characterized as both challenging and productive for the field of postgraduate education for primary school teachers. In addition to traditional forms of professional development for educators, various other methods and approaches were implemented to enhance the qualifications of primary school teachers.

The period witnessed the use of different pedagogical activities, including lectures, seminars, conferences, optional and practical classes, individual and group consultations, examinations, excursions, and the organization of pedagogical practice in the best schools in the region. Additionally, there was a strong emphasis on utilizing technical teaching aids and computer-assisted learning to enhance the engagement of course participants. Role-playing games, modeling lessons, and other interactive teaching methods were also utilized.

For example, in the Ternopil Regional Institute for Teacher Improvement (TRITI), they engaged 206 lecturers, including the best instructors from four higher education institutions in Ternopil, Ivano-Frankivsk, Lviv, and Kyiv. The quality of the lecturers' staff was diverse, consisting of doctors of science (2.9%), candidates of science (53.9%), and school and education authorities' employees (42.2%). This diverse team of lecturers contributed to the effectiveness and quality of the training courses (Ternopilskyi oblasnyi komunalnyi instytut pisladyplomnoi pedahohichnoi osvity).

Despite the challenges and political context of the time, efforts to enhance the qualifications and professionalism of primary school teachers continued to evolve and adapt to the changing educational landscape. The use of various teaching methods and the collaboration with experts from different institutions contributed to the overall success of postgraduate pedagogical education during this period.

During the 1980s, the system of postgraduate pedagogical education in Ukraine developed effective forms of the educational process. This organizational work became particularly active following the educational reform in 1985, one of the key tasks of which was to improve the qualifications of teaching staff. Therefore, educational institutions directed their efforts toward enhancing the organizational structure, the content of methodological work, finding efficient methods of organizing in-service training, working with young educators, ensuring psychological transformations in teachers' activities under the conditions of school reform, and promoting and implementing advanced pedagogical methods, and more.

The innovative concept of the pedagogue and innovator M. Guzik (1988) gained followers throughout Ukraine, notably in Kivertsi Comprehensive School in the Volyn region. They adapted and implemented the conceptual foundations of the teacher-innovator to function in educational institutions under various educational and pedagogical conditions (Lisova, 2012, p. 15–16). Beginning their work based on M. Guzik's concept, teachers underwent training at the Author's School of M. Guzik within the Yuzhenska City Council of the Odesa District in the Odesa Region (Lisova, 2012, p. 15–16).

The research period was productive in terms of studying and popularizing advanced educational practices in two schools located in the Carpathian region, specifically in Kosivshchyna. One of them was the Yavoriv Secondary School, which was led for over 45 years by Petro Losiuk (1936–2020). He was a renowned expert in the field of management and the upbringing of young students through the means of traditional arts, a pedagogical practitioner, a member-



correspondent of the National Academy of Educational Sciences of Ukraine (elected on March 30, 1994), a candidate of pedagogical sciences, a People's Teacher of Ukraine, and an Honored Teacher of the Ukrainian SSR. Petro Losiuk developed the organizational and pedagogical foundations of the Hutsul school's activities, implemented a system of labor, aesthetic, and intellectual upbringing of children based on the decorative and applied arts of the Hutsul region, theoretically justified and experimentally confirmed the pedagogical feasibility of combining art and manual labor in schools in areas where traditional folk crafts are developed. He also developed a methodology for using the region's ethnographic component (in the Hutsul region – Hutsul studies) as a means of moral and national-patriotic education for children and youth. Moreover, he devised and successfully implemented a didactic system that combined vocational training with the professional preparation of senior high school students in a single rural school for mountainous areas. He established a "School of Talents" by introducing his original methodology for developing the inclinations and talents of schoolchildren, which is now applied not only in rural schools of the Hutsul region but also in various schools across the Carpathian region and, in part, throughout schools in Ukraine (National Academy of Educational Sciences of Ukraine, 2020).

In the Pedagogical Dictionary edited by the active member of the National Academy of Educational Sciences of Ukraine, M. Yarmachenko (Kyiv, 2001), it is mentioned: "Bilavych Vasyl Ivanovych (1941–1989) – a Ukrainian educational innovator of the 1970s. He worked as a math teacher, deputy head (1964–1972), and the school principal (1972–1989) at the Serebnoberezhivska School in the Ivano-Frankivsk region. The foundation of education and upbringing at this school was based on the concept of the decisive role of combining learning with the real productive work of students in shaping their personalities, which yielded brilliant results. Delegations from pedagogical teams from many republics of the former USSR studied the school's experience. V. Bilavych published ten works about the experience of the Serebnoberezhivska school. He was a delegate to the Teacher's Congress of Ukraine (1987) and other educational forums" (Pedagogical Dictionary, 2001, p. 55).

By the early 1980s, Vasyl Bilavych's innovative concept was spreading, and it was named "Variant of V. Bilavych" in the educational program of the central Ukrainian television channel. In 1985, an educational and production complex was established at the school, including carpentry, turning, transportation, and livestock workshops, along with a research section. Starting from 1987, the livestock workshop fully supplied the school cafeteria with meat and dairy products, with surplus products being sold to the state. The innovative pedagogical system recognized the school's educational and production facilities not only as a source of food but also as a biological laboratory and a school for economic knowledge, where future farmers were trained (Bilavych, 1989). Vasyl Bilavych's original concept of combining education with productive labor, comprehensive student development, preparation of graduates for life, priority development of rural schools, students acquiring professions within the school, and payment for student work, remains particularly relevant today.

The experience of these educational innovators gained prominence through the activities of the Ministry of Education of the Ukrainian SSR, the Institute of Pedagogy, the Central Institute for Teacher Improvement, which, according to the Minister of Education's order No. 55 of March 28, 1979, regarding the "Creation of the Central Index of Advanced Pedagogical Experience of the Ukrainian SSR", created such an index and issued corresponding directives and instructional materials to regional teacher improvement institutes. The principles of the mastery of teachers-innovators of the Ukrainian SSR were described, and the results of the creative implementation of the achievements of contemporary pedagogical science were presented. For instance, a resolution of the Ministry of Education of the Ukrainian SSR dated March 28, 1984, approved the experience of the pedagogical team of the Serebnoberezhivska school regarding the organization of productive student labor and included it in the Central Index of Advanced Pedagogical Experience (Bilavych, 2015, p. 419–420).

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Despite the challenging conditions for the development of Ukrainian pedagogical education during wartime, the problems of quality training and retraining for primary school teachers remain relevant. Pedagogical education is the strong foundation on which all educational reforms, including the New Ukrainian School, are based. For Ukraine, which is evolving in the context of European educational processes, the issue of continuous pedagogical education (lifelong learning) is crucial. Ukrainian educational theory and practice have accumulated certain experience in the development of postgraduate education, particularly in the western region of Ukraine in the 20th century (Ivano-Frankivsk, Ternopil, Chernivtsi, Lviv, Zakarpattia, Rivne, Volyn regions). Continuous pedagogical education for primary school teachers in the western regions of Ukraine in the 1970s–1980s was provided by regional institutes for teacher improvement. The development of the postgraduate education system was based on relevant legislation. In addition to traditional forms of qualification improvement (courses for primary school teachers), various lectures, seminars, conferences, elective and practical classes, individual and group consultations, exams, excursions, and organizing teaching practice in the best schools in each region were conducted. Technical teaching aids and computers were actively used, along with role-playing and business games, lesson simulations, and more. This organizational work was particularly intensified after the educational reform in 1985. Special attention was given to the promotion of advanced pedagogical experience, which was studied, disseminated, and contributed to the professional development and self-education of teachers. Still relevant and requiring separate additional research is, for example, the experience of Yavoriv Secondary School (headed by the pedagogical innovator P. Losyuk) and the experience of Serebnoberezhivska Secondary School (headed by the pedagogical innovator V. Bilavych) in the Kosiv district of Ivano-Frankivsk region, which researchers during the studied period considered as an important organizational form of postgraduate education for teachers.



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ЕВОЛЮЦІЯ ПІДХОДІВ ДО ЗМІСТУ ВІЙСЬКОВО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ (2015 – 2022 РР.)

Анотація. Стаття присвячена актуальній темі – військово-патріотичному вихованню юнацтва. Досліджується еволюція військово-патріотичного виховання старшокласників в Україні в період з 2015 до 2022 рр. Проаналізовано зміну парадигм і педагогічних концепцій у військово-патріотичному вихованні, а також вплив національно-патріотичних подій на навчальний матеріал і методики, що застосовуються до учнівської молоді. Розглядається вплив державних і громадських інституцій, педагогів та засобів масової інформації на формування військово-патріотичних переконань учнівства. Основний акцент робиться на вивченні змін, внесених до навчальних програм, підручників та організації позакласних заходів у цей період.

Дослідження також аналізує залучення учнів до військово-патріотичної діяльності та заходів, а також їхнє сприйняття цього виду виховання. Автор висуває тезу, що військово-патріотичне виховання в Україні пройшло помітні трансформації протягом розглянутого періоду, віддзеркалюючи суспільні зміни та еволюцію поглядів на національну оборону та патріотизм.

Проаналізовано основні тенденції та підходи до військово-патріотичного виховання у згаданий час. Матеріали дослідження містять елементи, які покликані формувати в учнів уявлення про престижність військово-патріотичної діяльності, важливість підтримання міцного здоров'я та фізичної форми, а також розвиток здібностей до навчання та творчих здібностей. Функціональні компоненти компетентностей охоплюють комплексне розуміння правил, що регулюють військово-патріотичне виховання, а також ґрунтовне розуміння історичного минулого. Проведений автором аналіз свідчить про те, що військово-патріотичне виховання в Україні зазнало помітних трансформацій протягом досліджуваного періоду, віддзеркалюючи суспільні зрушення та еволюцію поглядів на національну оборону і патріотизм.

Ключові слова: військово-патріотичне виховання, програми виховання, підходи виховання, технології військово-патріотичного виховання, старша школа, здобувачі освіти.

THE EVOLUTION OF METHODS TO THE CONTENT OF MILITARY-PATRIOTIC EDUCATION AMONG HIGH SCHOOL PUPILS (2015 – 2022 YEARS)

Abstract. This paper investigates the progression of methodologies employed in military-patriotic education among high school students in Ukraine between the years 2015 and 2022. This study examines the shift in paradigms and pedagogical conceptions within military-patriotic education, as well as the influence of national-patriotic events on the educational material and methodologies employed for pupils. This study examines the influence of state and public institutions, educators, and the media on the development of military and patriotic beliefs among students. This analysis focuses on the examination of modifications made to curricula, textbooks, and extracurricular activities. This study also investigates the involvement of students in military patriotic activities and events, alongside their perspectives on military patriotic education. The author's analysis suggests that military-patriotic education in Ukraine has experienced notable transformations within the examined timeframe, mirroring the societal shifts and evolving perspectives on national defence and patriotism.

This study considers the historical and social environment in which military-patriotic education is evolving and emphasises the influence of these elements on shaping the trajectory of this process. Also investigates the present trends and issues encountered in military-patriotic education within the context of Ukraine.

The focus study is to examine the military-patriotic education provided to high school students in the Ukrainian state.

Keywords: military-patriotic education, education programmes, approaches to education, technologies of military-patriotic education, high school.



INTRODUCTION

Introduction of this study stems from contemporary challenges, including the infringement upon Ukraine's territorial integrity and the ongoing hostilities in its eastern region. These circumstances necessitate the reassessment and enhancement of efficacious approaches and techniques for military-patriotic education amidst the present arduous context. The incorporation of military and patriotic education has emerged as a pivotal component within the state's defence capabilities framework, exerting influence over several dimensions of society, including education, culture, and spirituality.

The significance of military and patriotic education holds considerable weight for nations, particularly those grappling with challenging political circumstances or facing potential threats from external entities. Ukraine, a nation embroiled in a conflict in its eastern region since 2014, is not an anomaly in this regard. In the given circumstances, military-patriotic education assumes a significant role within the educational framework.

Analysis of recent research and publications. The issue of military-patriotic education and defence of the Fatherland has been examined by several scholars, including O. Aronov, M. Zubalii, M. Tymchyk and ohter. V. Farforovskyy and T. Shashlo are among the authors mentioned. Today in Ukraine, the investigation of this issue is being conducted are actively involved in the investigation of this issue: I. Bekh, K. Chorna, and M. Chepil explore the role of the national idea in shaping a patriotic citizen of Ukraine. The authors delve into the Ukrainian patriotic education programme for children and its significance in fostering a sense of national pride and loyalty.

The topic of discussion pertains to the development of military and patriotic preparedness among high school students with the objective of safeguarding the nation. Specifically, the focus is on M. Zubalii's research, which investigates the military and patriotic education of high school students through extracurricular activities. The topic of discussion revolves around the significance of traditions and the military-patriotic education of students, with a specific focus on the contributions made by O. Pyatikop. E. Yeryomenko's contribution to the development of the Ukrainian national sport «Horting». Among the youth of students, O. Ostapenko and B. Shapovalov have contributed to the development of conceptual principles.

The objective is to the reformation of military-patriotic education among youngsters and students. In the context of Ukraine, M. Tymchyk explores the topic of patriotic education among older adolescents within the framework of a specific process. During the course of physical culture and mass work, many activities are undertaken.

THE AIM AND RESEARCHT ASKS to examine the progression of methodologies pertaining to the subject matter of military-patriotic education among high school students in Ukraine, spanning the years 2015 to 2022. This study focuses on the analysis of paradigm shifts and pedagogical concepts within the domain of military-patriotic education.

RESEARCH METHODS was employed, encompassing the examination of curriculum, books, and supplementary educational resources, alongside the conduct of interviews with both educators and learners, analysing the impact of state and civic institutions on military-patriotic education, as well as investigating the level of student involvement in patriotic activities and events.

RESULTS OF THE RESEARCH

The influence exerted by governmental institutions plays a crucial role in shaping the framework and objectives of military-patriotic education. Between the years 2015 and 2022, a notable fluctuation was observed in this particular domain. During the early phase of russia's military incursion in the eastern region. In Ukraine, the official institutions were actively engaged in efforts to mobilise the society and foster national cohesion. The prioritisation of military and patriotic education was acknowledged. The examination of the progression of strategies for military-patriotic education among high school pupils in Ukraine between 2015 and 2022 pp. a substantial influence of political and social transformations on the substance and methodologies of instruction. State institutions, non-governmental organisations (NGOs), educators, and students have significantly contributed to the formation and development of military-patriotic values. The adaptation of education to modern circumstances is evident through modifications in curricula and texts, as well as increased involvement of students in military patriotic activities.

The evolution of approaches to military-patriotic education among high school students in Ukraine between 2015 and 2022 demonstrates a dynamic nature that is influenced by various factors, such as the political landscape, societal engagement, and the establishment of national goals and objectives (Ostapenko, & Zubalij, 2015; Konceptcija).

Further deliberation is necessary to ascertain the trajectory of military-patriotic education in Ukraine. However, it is crucial to acknowledge that this facet continues to hold significance as a constituent element of civil society and the construction of national identity, particularly within the framework of prevailing internal and external volatility. Therefore, the imperative of military-patriotic education persists as a pressing objective within contemporary educational systems and societies. Its development occurs within the framework of political, societal, technological, and other transformative forces. This study elucidates the fundamental ideas and tactics of military-patriotic education, which are designated as primary objectives within the context of governmental policy. The principles outlined in this context are shaped by state legislation, standards, concepts, and programmes that provide guidance to educational institutions, authorities, local self-governments, and civil society groups in their efforts to enhance educational standards (Pro zatverdzhennja Derzhavnogho standartu; Ivashkovskyy, 2015).

The establishment of military-patriotic education opportunities for students has been facilitated by various regulatory documents, including the Concept of Pre-Conscription Training and Military and Patriotic Education of



Youth, Order of the Cabinet of Ministers of Ukraine No. 386-p of 22.04.2015, Resolution of the Cabinet of Ministers of Ukraine No. 1718-r of 27.08. 2010, the State Standard of Basic and Complete General Secondary Education in the field of Health and Physical Education. (Pro zatverdzhennja Derzhavnogho standartu).

These publications serve the purpose of elucidating the notion of «military-patriotic education in the process of extracurricular activities» and enhancing the motivation of secondary school students to engage in extracurricular activities pertaining to military-patriotic education. Additionally, these activities contribute to the enhancement of physical activity, physical fitness, and physical development among high school students participating in military sports competitions and tourist tours to significant military sites in Ukraine. Furthermore, they facilitate training in the national martial art of horting.

Legislative measures additionally provide criteria for the organisational and pedagogical dimensions of military-patriotic education, with the objective of enhancing the degree of military-patriotic preparedness among youth and fostering the advancement of military-patriotic education inside mainstream educational establishments. Specifically, these regulations facilitate.

In order to enhance the engagement, physical well-being, and growth of high school pupils during military sports competitions, excursions involving trekking, and training sessions focused on the national martial art of horting are implemented (Ostapenko, & Zubalij, 2015, Metodychni...)

To improve military-patriotic education, O. Zubalij suggests to facilitate the cultivation of students' skills and abilities, to encourage their active involvement in defence and sports clubs, as well as martial arts sections (Zubalij, 2015).

At order to enhance the organisational and pedagogical aspects of military-patriotic education, as well as to foster a strong level of military-patriotic preparedness among young individuals at educational establishments of a general nature, measures need to be taken. These many approaches collectively help to enhancing the degree of military-patriotic preparedness and education among young individuals, while also guaranteeing the effective advancement of military-patriotic education inside the school system. Contradictions have been observed in the domain of military-patriotic education in its current stage of development. Contradictions pertain to the alignment between societal demands for the establishment and advancement of military-patriotic education among prospective civilian individuals, and the adequacy of the educational and methodological infrastructure in supporting this endeavour. Additionally, there is a heightened necessity for enhanced professional training of future instructors in the subject of «Defence of the Fatherland» and their overall preparedness for professional engagement within general education institutions. Furthermore, there exists a requirement for the optimisation of the military-patriotic education system's efficacy (Bekh, & Chorna, 2014).

The examination of the issue concerning the military-patriotic education of students in general educational institutions is grounded on conceptual principles that acknowledge the influence of contemporary advancements in education, society, and the state on the substance of military-patriotic education. The enhancement of their physical well-being and the extent of their military-patriotic knowledge ought to align with contemporary standards in educational theory and methodology. This alignment is crucial for fostering the cultivation of a well-rounded individual with strong patriotic, moral, and physical attributes (Tymchyk, 2013).

The primary objective of military-patriotic education in general education institutions should be to foster the development of essential competencies among students. These competencies encompass various social aspects, such as the capacity to collaborate effectively during military sports games, engage in tourist excursions to sites of historical military significance for the Ukrainian people, resolve personal challenges, foster mutual understanding and assistance, demonstrate social engagement, cultivate physical attributes, and acquire fundamental knowledge about maintaining a healthy lifestyle.

Furthermore, these materials incorporate motivational elements that are designed to shape students' perceptions on the prestige associated with military and patriotic endeavours, the significance of maintaining good health and physical fitness, as well as the development of learning aptitude and creativity. The functional components of competences encompass a comprehensive understanding of the rules governing military-patriotic education, as well as a thorough grasp of the historical background of the Cossack community (Tymchyk, 2013).

Subjects covered in this context included martial arts, physical education, tourism, as well as the education of moral, volitional and physical qualities, motor skills and military skills.

In the field of extracurricular military-patriotic education, there was constant work on the development and improvement of these skills, which contributed to the comprehensive development of students. The introduction of creative methods in the military-patriotic education of students in general education institutions has become a necessary quality to increase motivation, instil habits that contribute to the development of military applied skills and physical fitness. High schools, sports clubs, families, and tourist groups should create favourable conditions for the development of these competences and their practical application (Bilocerkivecj, 2015).

The prioritisation of military-patriotic education among young individuals in mainstream educational establishments should persist, with a focus on enhancing its approach and methodologies to effectively cultivate a morally upright, physically fit, and patriotic character. The identified approach will enhance the development of positive motivation



among secondary school students for military-patriotic education within extracurricular activities. This includes participation in military sports games such as the national children's and youth military sports game «Horting Patriot» and the All-Ukrainian children's and youth military-patriotic game «Sokol» (Dzhura), as well as visits to significant sites of military valour in Ukrainian history. This approach is anticipated to yield a substantial augmentation in students' physical activity and overall physical fitness. Consequently, it is expected to facilitate the successful attainment of curriculum standards in the subject of «Defence of the Fatherland» and enable an accurate evaluation of high school students' readiness for engagement in extracurricular military-patriotic education activities (Bilocerkivecj, 2015).

In the process of designing educational and methodological materials for the facilitation of military-patriotic education among senior pupils during tourist, search, and gaming activities, the primary task was to study their functional status. Understanding the factors that contribute to the systematic accumulation of physical weariness in students, including various types of loads, is crucial as it can have detrimental effects on their overall health, physical development, and physical fitness. This data will enable us to make well-informed judgements regarding the restoration of students' cognitive and physical performance, enhancement of their overall well-being, promotion of their physical growth, and augmentation of their levels of physical activity. The implementation of novel approaches and modalities of military-patriotic and physical education inside educational establishments enables the attainment of this objective. Simultaneously, it is imperative to allocate considerable focus towards military-patriotic education during the course of search activities, which are voluntarily planned and serve as an efficacious means of active leisure for students. This activity is grounded in the programme of a general education institution, considering its physical and athletic resources, as well as the provisions for organised excursions to sites of historical significance related to the military achievements of the Ukrainian people. The active involvement of senior students in the organisation of educational activities, particularly within physical education teams such as horting sections, physical education clubs, and tourist groups, is of significant importance. The management of the educational institution, along with teachers of the subject «Defence of the Fatherland», physical education teachers, leaders of tourist sections, organisers of military sports games, and other teachers, provide direction and supervision for the operations of these teams. The pedagogical administration of military-patriotic education ought to adopt an advisory and recommendatory approach, aimed at fostering the creative engagement of students in the planning and implementation of diverse activities related to this field within higher grade levels.

The military-patriotic education of secondary school pupils holds significant significance, as it fosters a good drive towards military-patriotic education in extracurricular activities and military sports competitions. This technique facilitates the enhancement of students' physical activity and physical fitness, enabling them to effectively meet the requirements of the «Defence of the Fatherland» subject and accurately evaluate their readiness to engage in military-patriotic educational endeavours (Ostapenko, Zubalij, 2015, p. 37).

According to the research, it is imperative to consider the functional state of students, namely the level of load that impacts their physical health and fitness, while developing teaching and learning materials. This measure will contribute to the preservation of pupils' ideal performance levels while also considering their health and physical development. The implementation of novel approaches and modalities of military-patriotic and physical education inside educational establishments can facilitate the enhanced cultivation of students' physical and moral attributes, augment their proficiency, and bolster their preparedness for military-patriotic endeavours.

Giving due consideration to military-patriotic education during search work is of paramount importance, as it serves as a highly effective means of engaging in active recreation and is undertaken voluntarily. The organisation of physical education teams, tourist groups, and other groups should involve the active engagement of senior learners. Students actively engage in various extracurricular activities such as physical education teams, horticulture sections, physical education clubs, hiking groups, and actively participate in military-patriotic education. The primary objective of these groups, overseen by the teaching faculty and school administration, should be to attain significant milestones in the military-patriotic education of senior students. The pedagogical management of this process is grounded in principles of guidance and recommendation, which aim to foster students' creative initiative in planning and executing diverse types of tasks.

The use of novel methodologies and work formats, while considering the functional status of students, the organisation of active leisure activities, and the promotion of physical activity, will foster the cultivation of positive motivation for military-patriotic education. The organisation of activities within physical education teams and groups should be conducted on a voluntary basis, with the primary objective of attaining significant goals in the realm of military-patriotic education for high school students. The incorporation of military-patriotic education into the curriculum of Ukrainian secondary schools, encompassing subjects such as physical education, Cossack martial arts, and the national sport of Ukraine - horting, alongside military sports games, serves several significant objectives. Included in this group are the following: enhancing the physical health and overall fitness of high school pupils, while positively impacting their academic achievement; the enhancement and refinement of pupils' physical and motor abilities, hence facilitating improvements in their overall physical fitness; enhancing essential skills and abilities, as well as exploring strategies for regulating motions and their practical application across diverse natural environments. The development of value orientations pertaining to a wholesome lifestyle and a culture of well-being; the acquisition



of fundamental knowledge in personal physical education encompasses the development of a desire to participate in physical exercises, as well as the acquisition of the necessary abilities and skills to engage in motor, physical education, recreational, tourist, and gaming activities; the development of moral and volitional character qualities among students is helpful in fostering patriotism and cultivating a sense of preparedness for service in the Armed Forces of Ukraine and the police (Ivashkovskyy, 2015).

When seeking solutions to enhance the quality of military-patriotic training among high school students, it is recommended to employ methodological approaches such as competence-based, axiological, activity-based, integrative, systemic, modular, and resource-based approaches. The examination of curricula and methodology pertaining to military-patriotic education enables the identification of the competencies that should be cultivated in students upon completion of their schooling, in alignment with established standards and programmes. Additionally, this analysis facilitates the utilisation of criteria and indicators for evaluating their preparedness to serve in the Ukrainian armed forces, particularly in the context of safeguarding the nation's independence and territorial integrity against potential threats (Ghuz, 2023).

The main task of this approach is to form students of grades 10-11 as individuals who are ready to defend their country and develop their own personality as a modern Ukrainian patriot. The main emphasis is placed on understanding and realising the importance of Ukrainian values, including military and patriotic values, which are the essence of a student's formation as a defender of his or her country and personal growth.

The activity-based approach to military-patriotic training of high school students in Ukrainian schools takes into account the need of students for various types of activities, including teaching, methodological work, management, education, organisation, career guidance and other aspects. This approach provides the basis for organising a quality educational process and student development. The effectiveness of this approach is determined by the pedagogical skills of the teacher, who provides training and education of students to achieve a high level of readiness for service in the Armed Forces of Ukraine and defence of the country.

The integration approach to military-patriotic training of high school students in Ukrainian schools involves a comprehensive study of the Defence of Ukraine programme and the establishment of interdisciplinary links with other subjects in the curriculum. This contributes to a deeper understanding of the material and motivates students to serve in the Armed Forces of Ukraine and to choose a military profession in the future.

The modular approach to military-patriotic training involves organising the content of a subject into separate modules or sections. This approach contributes to a more structured and systematic teaching of students, which allows for better learning and prepares high school students to serve in the Ukrainian army and defend their country.

The resource-based approach to military-patriotic training of high school students in the educational space of a Ukrainian school is seen as a strategy aimed at ensuring the effectiveness of this process through the maximum use of various resources. The use of resources includes not only material but also other components that affect the training of students. In particular, it includes improving teaching and learning resources, teacher training, financial support, development of information resources, and consideration of individual capabilities and potential of students.

This approach also takes into account the dynamics of changes in society and educational processes, allowing military-patriotic training to be adapted to modern challenges. To achieve this goal, it is recommended to improve various aspects of training, including pedagogical, personnel, financial, informational, and personal resources of high school students.

In summary, methodological approaches to military-patriotic training of high school students in Ukrainian schools include competence-based, axiological, activity-based, integration, systemic, modular and resource-based approaches. These approaches are aimed at forming a high-quality education of students and preparing them for the challenges of defending Ukraine in the current environment.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH indicate the urgent need to improve the military-patriotic training of high school students in the educational space of Ukrainian schools. This training should be considered as a set of the following components: didactic (military education process), educational (military-patriotic education) and motivational (motivation of students to serve in the Ukrainian army). To improve the effectiveness of this training, these components should be considered on the basis of methodological approaches, such as competence-based, axiological, activity-based, integration, systemic, modular and resource-based approaches.

The prospects for such further research are to achieve positive dynamics in the levels of readiness of 10-11th grade students to defend Ukraine and to implement a new system of military-patriotic education of pre-conscription youth, in accordance with legislative changes and the requirements of modern conditions.

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УДК 373.5-057.87»19»

ПОРІВНЯЛЬНИЙ АНАЛІЗ ОСВІТНІХ ТЕХНОЛОГІЙ У МАЛИХ ШКОЛАХ ПОЛЬЩІ ТА УКРАЇНИ (ПОЧАТОК ХХІ СТ.)

Анотація. Стаття присвячена дослідженню специфіки роботи малих шкіл у Республіці Польща та Україні. Автор з'ясовує, що обидві країни стикаються з подібними викликами, такими як закриття шкіл, низька народжуваність і демографічна криза. Метою статті є висвітлення специфіки використання освітніх технологій малих шкіл у Польщі та Україні. Завданням статті є аналіз проблеми збереження та розвитку таких шкіл в обох країнах, а також виявлення можливостей використання зарубіжного досвіду для поліпшення умов навчання та виховання української молоді.

Для досягнення поставленої мети було використано методи порівняльного аналізу, аналізу законодавчої бази та статистичних даних. Результати дослідження свідчать, що Україна та Польща мають подібні проблеми зі збереженням малокомплектних сільських шкіл. Закриття таких шкіл відбувається через низьку народжуваність, демографічну кризу та недостатність фінансування. В окремих регіонах України вживаються заходи для збереження сільських шкіл, але ця проблема залишається актуальною.

У контексті польського досвіду, як показує практика інших країн, можна знайти нові підходи до розуміння освітніх технологій та методів викладання в невеликих сільських школах. Саме тому досвід, набутий у Польщі, має велике значення для української освіти. Результати дослідження підкреслюють необхідність вивчення та адаптації зарубіжного досвіду для поліпшення ситуації в українських малокомплектних сільських школах.

Ключові слова: повна загальна середня освіта, мала школа, малочисельна школа, освітні технології, сільська освіта, закриття шкіл, Польща, Україна.

COMPARATIVE ANALYSIS OF MODERN TECHNOLOGIES IN SMALL-SCALE EDUCATIONAL INSTITUTIONS IN POLAND AND UKRAINE (EARLY XXI CENTURY)

Abstract. The development of modern education in Ukrainian rural small schools is an urgent and important issue in the context of the formation of the educational system in Ukraine. The systematic closure of such schools, low birth rates, and the demographic crisis pose serious challenges to providing accessible education in rural areas. A comparative analysis with the experience of Poland, where a similar situation exists, will allow us to identify opportunities to use foreign experience and develop positive practices for Ukrainian education.

The purpose of this article is to highlight the specifics of small schools in Poland and Ukraine. The article aims to analyze the problem of preserving and developing such schools in both countries, as well as to identify opportunities to use foreign experience to improve the conditions of education and upbringing of Ukrainian youth.

To achieve this goal, the methods of comparative analysis, analysis of the legislative framework and statistical data were used. The results of the study show that Ukraine and Poland have similar problems in preserving small rural schools. The closure of such schools is due to low birth rates, the demographic crisis, and lack of funding. Some regions in Ukraine are taking steps to preserve rural schools, but this problem remains urgent.

In the context of the Polish experience, as the practice of other countries shows, new approaches to understanding educational technologies and teaching methods in small rural schools can be found. That is why the experience gained in Poland is of great importance for Ukrainian education. The results of the study emphasize the need to study and adapt foreign experience to improve the situation in Ukrainian small rural schools.

Keywords: small school, educational technologies, rural education, school closure, Poland, Ukraine.

INTRODUCTION

The problem formulation. The establishment of a proficient system of education and youth development stands as a crucial undertaking for the advancement of education in Ukraine during the twenty-first century. The development of modern educational processes in neighbouring countries and Ukraine is characterised by numerous shared challenges.



One of the initiatives involves the preservation and reorganisation of tiny educational institutions. One of the crucial determinants impacting the sustainability of these educational institutions is the absence of a school in rural areas, which leads to the depletion of the local habitat and the subsequent decline of social institutions such as the family and society that are actively engaged in rural communities.

In this particular scenario, the act of sustaining a tiny educational institution presents several distinct benefits. As evidenced by the experiences of several nations, it is feasible to adopt a novel perspective in comprehending educational technologies and pedagogical strategies for instructing children in rural, small-scale educational institutions. The knowledge gained from educational practises in tiny rural schools in Poland holds significant importance for the field of education in Ukraine.

Analysis of recent research and publications. Currently, there is a notable scholarly interest in conducting study on the challenges faced by small rural schools in Ukraine and Poland. This research has been undertaken by scholars such as N. Pobirchenko, O. Savchenko, V. Kuz, O. Kobernyk, O. Liubar, I. Osadchyi, M. Stelmakhovych, O. Sukhomlynska, M. Yarmachenko, and various others. It is imperative to give special consideration to the research conducted by Russian academics about the structuring of the educational procedures inside a smaller educational institution. Notable researchers in this field include L. Baiborodova, V. Bocharova, M. Guryanova, V. Dubinina, A. Yefremov, D. Zabrodin, G. Suvorova, A. Cherniavska, among others.

AIM AND TASKS OF THE RESEARCH

The aforementioned studies do not comprehensively cover all facets of the operations of small schools in Poland and Ukraine, as the issue is brought to the forefront by the inherent conflicts within the current educational system. The research objective of this article is to elucidate the distinctive characteristics of tiny educational institutions in Ukraine and Poland.

RESEARCH METHODS

The study employs many research methods. In order to achieve our objectives and facilitate a comparative analysis of media education in Ukraine and Poland, we employed the historical and logical method, the technique of generalisation, the method of analysis and synthesis, the system method, and the method of content analysis.

RESULTS OF THE RESEARCH

It is widely acknowledged that the replication of a certain educational experience from one country to another through mechanical means is an unattainable endeavour, as it is subject to nuanced variations in contextual variables. Ukraine necessitates the establishment of a distinct approach to the development of a novel model of rural educational institutions. The global experience in creating rural schools with a focus on general education, especially tiny schools, that cater to the educational demands in Ukraine, is also deserving of scholarly consideration. Conducting a comparative analysis of small schools across other nations, such as Poland, might facilitate the identification of chances to leverage foreign experiences and adopt excellent practises.

These kind of educational institutions are prevalent in numerous nations, particularly in rural regions. These entities possess distinct objectives and employ unique educational methodologies and social strategies. As exemplified, the French populace takes great pride in the concept of «small schools» characterised by a single class, as noted in the source (Chervonyj M. A. 2009, p. 97).

The contemporary notion of a «small school» encompasses a diverse range of educational institutions that vary in terms of their activities, operational circumstances, student enrollment, national and social demographics, and geographical placement.

Based on the definitions provided by encyclopaedic sources from Russia and Ukraine, a tiny school can be described as an educational institution that lacks parallel classrooms and typically accommodates a limited number of students. In such schools, it is customary to merge pupils from two, three, or four different grades into a single class. A single instructor is responsible for instructing a group of students, sometimes referred to as a class set (Jarmachenko M., 2001, p.10).

Within the legislative framework of both states, these notions are expounded upon and encompass the definitions of a «small general education institution» and a «small educational institution».

The closure of small schools in rural areas poses a significant challenge in their development and sustainability, as these institutions are vital for the local community.

Figure 1 illustrates the percentage of closed schools in Ukraine during the early years of the 21st century.

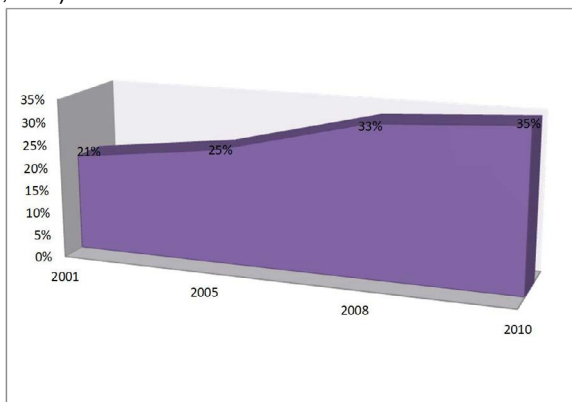
The graphic illustrates a discernible trend in the closure of tiny rural schools. In the preceding decade, approximately one-third of educational institutions in Poland and Ukraine were closed.

The primary factors contributing to this phenomenon can be attributed to the low birth rate and demographic crises experienced throughout the 1990s, alongside the insufficient allocation of financial resources towards these educational institutions. This assertion is substantiated by professionals affiliated with the Ministry of Education and Science. Based on the available data, it is evident that a significant proportion of general education institutions in Ukraine, specifically 26 percent as reported by IA «World of Education,» are presently categorised as tiny, amounting to about three and a half thousand establishments. Approximately 800 elementary schools, constituting 24 percent of the overall number, exhibit a student-to-class ratio of up to 10.

According to experts, a significant majority of these eight hundred schools, specifically seven hundred, are situated in rural regions. Based on data provided by the Ministry of Education, Youth and Sports of Ukraine, it has been observed that a total of 951 educational institutions have ceased operations in Ukraine since 2001. Among these closures, 740 schools were located in rural areas, accounting for approximately 78% of the overall number of closed schools.



According to a study conducted in the year 2000, there has been a significant decline of 555,300 pupils (equivalent to a 25.6% decrease) in rural compulsory educational institutions (Jedynе osvіtnje informacijne vikno Ukrajinj; Głównе uwarunkowania współpracy samorządów i organizacji, 2009).



Picture. 1. Dynamics of closing small schools in Ukraine (2001-2011)

From 2006, and in the specific context of Poland from 2008, the closure of small schools in Ukraine has been contingent upon the approval of local authorities, as well as the collective decision-making process involving the community and parents. Nevertheless, the practical reality is that the insufficient allocation of finances for rural schools has taken precedence over the imperative to maintain and uphold the existence of these educational institutions (Pęczkowski R. Małe szkoły w systemie edukacji...).

During the period from 2006 to 2008, efforts were made to optimise the network of general education institutions in the various regions of Ukraine. A comprehensive execution of the School Bus programme was initiated in rural regions. Nevertheless, the aforementioned programme, which was initiated in the Sumy region, encompassing 77% of schools (comprising 54 tiny schools) situated in rural locales, did not achieve complete implementation (V Sumskij oblasti realizujetsja prohrama «Shkilnyj avtobus» (2001)). There is a trend of school closures in many regions of Ukraine, including Poltava (Brusenskyj, 2007), Luhansk, and Kharkiv (Jedynе osvіtnje informacijne vikno Ukrajinj MON ta IA «Svit osvity»). The circumstances in the Kyiv region exhibited certain distinctions. The prevailing stance of the state regional administration was focused on the preservation of rural schools (Chervonyj, 2009.).

The regions of Cherkasy, Kherson, Poltava, Mykolaiv, and Chernihiv in Ukraine have the highest concentration of tiny schools in rural areas, with percentages ranging from 50% to 61%. According to the data, almost 25% of general education schools at the primary and secondary levels (grades 1-11) had an enrollment of less than 100 students, indicating that these schools meet the criteria for potential closure (Jedynе osvіtnje informacijne vikno Ukrajinj MON ta IA «Svit osvity»).

In the context of Poland, there has been a notable emphasis on the financial challenges associated with small schools, which are deemed to be problematic. Specifically, the cost of education per pupil in such schools is said to be 5-6 times higher than the established norms. Frequently, this phenomenon can be attributed to the substantial disparity between the design capacity of educational institutions and their actual occupancy rates. Simultaneously, Poland was in the process of establishing educational structures that, rather than necessitating the closure of smaller schools, enabled a single teacher to instruct all topics throughout grades 1-5 while receiving remuneration double the standard rate (Chervonyj, 2009.)

According to statistical data spanning from 2005 to 2011, it was observed that around 33% of small schools in Ukraine underwent closure ((Jedynе osvіtnje informacijne vikno Ukrajinj MON ta IA «Svit osvity»). Undoubtedly, this phenomenon exerted a detrimental influence not alone on the progress of rural areas, but also on the overall standard of education. Analogous circumstances could be witnessed in Poland. Based on internet publications, it has been reported that there is a significant decline of 44% in the number of small schools in Poland at present. Notably, a majority of these schools are situated in rural areas (Z Małej Szkoły w Wielki Świat URL: <http://mala.szkoła.pl>).

In light of the unfavourable circumstances in Ukraine, the Budget Declaration for 2011, as ratified by the Ukrainian government, stipulates the optimisation of educational institutions. Specifically, schools catering to the 1st grade with an enrollment of fewer than 10 students, schools serving the 2nd and 3rd grades with less than 40 students, and schools accommodating students from grades 1 to 3 with an enrollment of less than 100 students are to undergo optimisation measures.

The ultimate outcome of this situation is uncertain and will only be determined over time. An further rationale for the closure of tiny schools pertains to the substandard level of education provided. This assertion is not universally corroborated. The study done by the Kyiv School of Economics and the World Bank, as reported in the publication «Dzerkalo Tyzhnia,» did not provide evidence to support the notion that class size and school had a significant impact on learning results in secondary schools (Likarchuk, 2011).



Based on data from the State Statistics Service, it can be observed that approximately one out of every five schools in Ukraine presently accommodates a student population of no more than 40-50 individuals, indicating their classification as tiny institutions (V Sumskij oblasti realizujetsja prohrama «Shkilnyj avtobus», 2001).

Consequently, the closing of these educational institutions may result in an inadequate provision of education within rural regions. This assertion holds true in contemporary times, as a rural small school is an integral element within the educational landscape, encompassing kindergarten, primary and secondary schools, supplementary educational institutions, and cultural establishments. It is imperative to recognise that such a school cannot operate in isolation from its natural surroundings, but rather is intricately connected to and influenced by the surrounding environment. From this perspective, a rural small school functions as an integral member of society, actively engaging with social organisations that tackle rural development concerns. Specialised education and educational programmes aimed at individualising education have been effectively implemented in small schools (Pęczkowski R. Małe szkoły w systemie edukacji konieczność, problem czy szansa, pp. 174–192.)

Hence, in addition to the drawbacks associated with tiny schools in Poland and Ukraine, it is noteworthy that small rural schools possess several advantages in comparison to conventional educational institutions. According to available data, it has been observed that around 67% of schools located in rural areas possess dedicated educational and research plots. According to a study conducted by (Chervonyj, 2009, p. 100), over 79% of rural schools possess and actively engage in agricultural activities on their own land. These schools not only cultivate the land but also yield harvests that are comparable to, if not surpassing, those of local farmers. As a result, these schools are able to sustain themselves by producing their own food resources.

Furthermore, the extensive expertise possessed by teachers regarding the unique qualities and living circumstances of each student, as well as their close proximity to nature and conducive educational environments, enable the organisation of the educational process at an elevated standard. This, in turn, facilitates the creation of an environment conducive to integrated learning.

Moreover, the presence of a small school plays a significant role in the cultivation of an individual's personality, serving as a crucial social element. This influence extends beyond the student body and encompasses families, particularly those facing socio-economic challenges.

Furthermore, the amalgamation of a village school, kindergarten, and community centre might be perceived as a unified hub for cultural activities within the village. Representatives from the leadership of innovative schools in rural parts of Poland and Ukraine have the view that the school plays a crucial role in the overall development of the region. The presence of a school is indicative of the existence of vitality and activity.

Furthermore, this is the opportune location for the establishment of pioneering primary-level educational institutions with a limited student body, such as «School-Family» and similar models. These institutions can be tailored to the unique characteristics of the region and the demographic conditions prevalent in the town. This innovation is expected to guarantee equitable access to high-quality education for students in the primary school age group.

An additional rationale for the conservation of tiny schools in rural regions is to the discontinuation of the classroom structure within these educational establishments. According to Likarchuk (I.), it is imperative to implement several modes of learning, including individual, group, optional, and remote learning. Additionally, the organisation of teachers' work should follow the «teacher on a business trip» approach, with the involvement of teacher-methodologists from the methodology office (Likarchuk, 2011).

In the given context, an additional proposition about the presence of schools in rural regions has surfaced in Poland, which involves the conversion of tiny schools into satellite campuses of fundamental educational establishments (Społeczno-Oświatowe Stowarzyszenie Pomocy Pokrzywdzonym i Niepełnosprawnym «Eduktor» w Łomży).

According to a National Educational Initiative in Poland known as «Our New School,» there is an implementation of various measures in rural schools. These measures include promoting educational openness, utilising project-based methods, implementing competitive selection processes, and providing support to leaders who are actively implementing innovative approaches in education (Społeczno-Oświatowe Stowarzyszenie Pomocy Pokrzywdzonym i Niepełnosprawnym «Eduktor» w Łomży).

Another kind of small school existence in Poland is the «school bus - mobile laboratory.» The bus is outfitted with laboratories that encompass physical, chemical, and biological disciplines. The entity in question journeys to geographically isolated regions where educational sessions are conducted (Główne uwarunkowania współpracy samorządów i organizacji, 2009).

In the context of educating young individuals residing in rural regions, particularly with regards to labour education within small-scale educational institutions, rural Poland has embraced the implementation of dual education, as well as integrated programmes that combine general education with vocational training. Upon completion of their studies at said educational institution, students are awarded a diploma as well as a certificate of vocational education. Rural areas address the challenge of specialised education and professional mastery with the following approach (Główne uwarunkowania współpracy samorządów i organizacji, 2009).

Therefore, it can be asserted that smaller educational institutions produce graduates who possess a practical orientation. However, these individuals may not consistently encounter suitable opportunities to apply their abilities and competencies.

The issue of retaining small schools in rural areas has garnered significant attention, as indicated by the organisation of conferences, roundtables, and similar events throughout Poland.



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In contemporary times, inside the Republic of Poland, there exists a prevailing trend wherein small-scale educational institutions have been delineated and are presently functioning in accordance with specific frameworks. These frameworks encompass the provision of individualised classes and the instruction of diverse age cohorts through tailored curricula. The construction of individual routes and the methods for conducting training sessions has been comprehensively detailed by scientists.

Consequently, conducting a comparative examination of small schools in Ukraine and Poland has facilitated the identification of analogous challenges pertaining to their growth and sustainability. These challenges encompass inadequate alignment between the schools physical infrastructure and contemporary developmental standards, limited student enrollment, substandard educational services, and insufficient methodological support. There are potential avenues for future investigation in examining the evolution of these educational institutions during the latter half of the twentieth century.

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МЕТОДОЛОГІЯ ДОСЛІДЖЕННЯ ПРОБЛЕМИ СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ МАТЕРИНСТВА Й ДИТИНСТВА В УКРАЇНІ (XX – ПОЧАТОК XXI СТ.)

Анотація. Статтю присвячено методологічній основі дослідження соціально-педагогічної підтримки материнства й дитинства, яка розкрита на філософському, загальнонауковому та конкретнонауковому рівнях. На філософському рівні (загальні принципи пізнання і категоріальний склад науки загалом) – засади діалектики та принципи розвитку, міждисциплінарності, загального зв'язку та детермінізму в єдності з аксіологічним, антропологічним, системним підходами забезпечують можливість визначити філософські засади єдності теорії і практики соціально-педагогічної підтримки материнства й дитинства (XX – початок XXI ст.).

На рівні загальнонаукової методології (ключові теоретичні положення, підходи, що використовуються в більшості наукових дисциплін) – термінологічного (для співвіднесення термінологічного апарату й авторського трактування базових категорій); культурологічного (для дослідження соціальних, педагогічних, психологічних та інших явищ та об'єктів кризь призму феномену культури); соціокультурного (для вивчення соціально-педагогічної підтримки материнства й дитинства в міждисциплінарному просторі); інноваційного (для імплементації досвіду становлення соціально-педагогічної підтримки материнства й дитинства з метою максимального використання позитивних здобутків минулого на сучасному етапі).

На рівні конкретнонаукової методології (сукупність парадигм, теорій соціальної педагогіки, підходів, принципів, що реалізуються в науковому дослідженні) – парадигми (особистісна, особистісно-соціальна); теорії (соціалізації (циклічна, соціалізації-ювенізації, факторна)), соціального капіталу, статусно-рольова), підходи (особистісно-соціально-діяльнісний, середовищний, етологічний, біхевіористський, психоаналітичний, матеріноцентричний, дитиноцентричний, родинноцентричний, історико-педагогічний, нарративний, хронологічний та принцип діахронії).

Зроблено висновок, що використання вищезазначених методологічних підходів допоможе розглянути на теоретичному та практичному рівні й об'єктивно відтворити та окреслити концептуальні вектори досліджуваної проблеми соціально-педагогічної підтримки материнства й дитинства.

Ключові слова: методологія, соціально-педагогічна підтримка, материнство, дитинство, Україна, XX – початок XXI ст.

METHODOLOGY OF RESEARCHING THE PROBLEM OF SOCIAL AND PEDAGOGICAL SUPPORT OF MOTHERHOOD AND CHILDREN IN UKRAINE (XX - BEGINNING OF XXI CENTURY)

Abstract. The article is devoted to the methodological basis of the study of socio-pedagogical support for motherhood and childhood, which is revealed at the philosophical, general scientific and specific scientific levels. At the philosophical level (general principles of cognition and the categorical composition of science in general), the principles of dialectics and the principles of development, interdisciplinarity, general connection and determinism in unity with axiological, anthropological, systemic approaches provide an opportunity to determine the philosophical foundations of the unity of the theory and practice of socio-pedagogical support for motherhood and childhood (XX - early XXI centuries).

At the level of general scientific methodology (key theoretical provisions, approaches used in most scientific disciplines) - terminological (to correlate the terminological apparatus and the author's interpretation of the basic categories); cultural (to study social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture); socio-cultural (to study socio-pedagogical support for motherhood and childhood in the interdisciplinary space); Innovative (to implement the experience of establishing social and pedagogical support for motherhood and childhood in order to maximize the use of the positive achievements of the past at the present stage).

At the level of a specific scientific methodology (a set of paradigms, theories of social pedagogy, approaches, principles implemented in scientific research) - paradigms (personal, personal-social); theories (socialization (cyclic, socialization-eventualization, factor)), social capital, status-role), approaches (personal-social-activity, environmental, ethical, behaviorist,



psychoanalytic, maternal-centered, child-centered, family-centered, historical and pedagogical, narrative, chronological and the principle of diachrony.

It is concluded that the use of the above methodological approaches will help to consider at the theoretical and practical level and objectively reproduce and outline the conceptual vectors of the studied problem of socio-pedagogical support for motherhood and childhood.

Keywords: methodology, social and pedagogical support, motherhood, childhood, Ukraine, XX - early XXI century.

INTRODUCTION

The problem formulation. In the context of structural reorganization, renewal of the state and society, accompanied by crisis phenomena, Ukraine's accession to the EU, and a new socio-economic reality, the problem of social support for the institution of motherhood and childhood arises. These circumstances encourage a new vision of motherhood - from the perspective of ensuring the rights of mother and child, which actualizes the search for new forms of social and pedagogical support for motherhood and childhood.

Analysis of recent research and publications. The theoretical foundations of the problem under study at the present stage are considered in scientific works on the history of pedagogy and social pedagogy (O. Bezpalko, I. Zvereva, A. Kapska, O. Kvas, V. Kravets, N. Lysenko, J. Petrochko, I. Trubavina, T. Yanchenko, etc.)

A number of scientific studies are devoted to the issues of social and pedagogical support for children and youth (T. Alekseenko, I. Makarenko, L. Oliferenko, L. Romanovska, V. Stynska, V. Teslenko, etc.) Given the complexity, multifacetedness and interdisciplinarity of the problem of socio-pedagogical support for motherhood and childhood in Ukraine, there is a need to study its methodology.

THE AIM AND RESEARCH TASKS – to analyze methodological approaches to the study of the problem of social and pedagogical support for motherhood and childhood.

RESEARCH METHODS: systematic analysis, scientific-pedagogical and special literature synthesis and generalization.

RESULTS OF THE RESEARCH

The study of the problem of social and pedagogical support for motherhood and childhood, due to its diversity, requires a detailed study at the methodological level.

It should be noted that methodology is the doctrine of the rules of thinking when creating science and conducting research. D. Chernilevskyi (2010, p. 165) was of the opinion that the issue of methodology is complex, which leads to a significant number of its interpretations. Namely, as: in the broad sense - the doctrine of the method of cognition or a system of scientific principles on which research is based and the choice of means, techniques and methods of cognition is made, and in the narrow sense - as the theoretical basis of some special partial methods and means of scientific cognition in specific scientific disciplines; a system of activities for acquiring knowledge and justifying programs, logic and methods, assessing the quality of special scientific research; the doctrine of the rules of thinking in creating a theory of science; a set of research techniques and methods used in a particular field of knowledge; the doctrine of the method of activity, which includes principles, methods and knowledge (Stynska V., 2019, p. 103), etc.

Traditionally, the following general scheme of levels of methodology is distinguished: philosophical (fundamental), general scientific, specific scientific and procedural (technological).

The highest level of methodology, which determines the general strategy of the principles of cognition of the peculiarities of phenomena, processes, and spheres of activity, is considered to be the philosophical methodology, which is represented in the context of the study of socio-pedagogical support for motherhood and childhood by principles (dialectic, development, interdisciplinarity, general connection, determinism) and approaches (axiological, anthropological, systemic).

The axiological approach is a philosophical and pedagogical strategy based on the principle of functional meaning or value as a specific prism that refracts various social and pedagogical processes.

The axiological approach in the context of the problem under study provides a combination of theory and practice of socio-pedagogical support for motherhood and childhood; taking into account the diversity of the value content of socio-pedagogical support by family and institutional forms of its implementation, which will contribute to the implementation of the humanistic approach of child-centeredness, family-centeredness, maternity-centeredness, socio-pedagogical activities focused on the needs of mother and child.

The anthropological approach as a systematic use of data from all human sciences in solving pedagogical problems was applied by K. Ushynskyi. According to A. Chorna, two specific features of the anthropological approach can be distinguished, namely: recognition of a person as a basic value; focus on the natural characteristics of a person, his/her spiritual development at all stages of the historical process (Chorna O., 2016). This allows us to consider socio-pedagogical support for motherhood and childhood as a socio-pedagogical category that is reflected in the realization of human needs for education, health care, spiritual development, etc. and to understand the various features of pedagogical ideas, theories and practices of previous times.

Systemic approach. It should be noted that the concept of «system» is a philosophical category (from the Greek *systema* - a combination of parts), which is interpreted as a set of elements that are in relations and connections with each other, thus forming a certain integrity, unity.

It is also important to consider such a category as systemicity in interaction with the categories of integrity and emergence as a methodological guideline for socio-pedagogical support for motherhood and childhood.



The essence of the systemic approach in the context of the problem under study is that it allows to analyze the socio-pedagogical support of motherhood and childhood as a complex systemic historical and social phenomenon; to consider such relatively independent categories as childhood, motherhood, socio-pedagogical support in their interconnection and dynamics; to integrate the connection between socio-pedagogical support and social policy, which was formed in the twentieth and early twenty-first centuries in Ukraine; to show the development of socio-pedagogical support for motherhood and childhood in the field of health care, education, social services and organizations, which is due to the correlation of tasks and their dominance in unity at each historical stage due to socio-political and economic conditions (Stynska V., 2019, p. 112).

The second, equally important aspect of the systemic approach is the study of socio-pedagogical support for motherhood and childhood in Ukraine in the twentieth and early twentieth centuries at different levels (macro-, meso-, micro-). Such a structural setup, according to J. Petrochko, will ensure the integrity of the system's development, positive dynamics of change, and a combination of the individual and the typical.

Thus, in our opinion, the defined principles of dialectics and the principles of development, interdisciplinarity, general connection and determinism in unity with axiological, anthropological, systemic approaches allow us to determine the philosophical foundations of the unity of the theory and practice of social and pedagogical support for motherhood and childhood (XX - early XXI centuries) and give grounds for the definition of a general scientific methodology.

In the context of the studied problem of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries, general scientific methodological approaches include: terminological, cultural, socio-cultural, and innovative. Let us consider them in more detail with extrapolation to the problem under study.

Terminological approach. This approach is based on the analysis, development, clarification, and deepening of the categorical apparatus, and establishment of the interrelation of concepts.

In the context of the scientific problem under study, substantiating the theoretical and methodological foundations of socio-pedagogical support for motherhood and childhood, scientists of the period under study developed its conceptual apparatus, substantiated the essence of the category «socio-pedagogical support for motherhood and childhood», which in the legislation and scientific literature of the twentieth century was replaced by the term «protection of motherhood and childhood». This led, based on the analysis, to the formation of the author's definition of the basic categories of the problem under study in the broad and narrow pedagogical meanings, taking into account the socio-pedagogical context.

A relatively new method of studying the problem of theory and practice of social and pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries is the innovation approach. Innovation is understood as a complex process of creating, disseminating and using a new tool to meet social needs. It involves fundamentally new, unconventional approaches and solutions to both new and existing problems (Stynska V., 2019, p.114).

The principle of unity of the traditional and innovative plays a special role in the consideration of historical and socio-pedagogical problems from the standpoint of an innovative approach.

In the context of the problem under study, we consider the innovative approach as: the implementation of the experience of the formation of socio-pedagogical support for motherhood and childhood in order to maximize the use of the positive achievements of the past at the present stage; the evolution of ideas about socio-pedagogical support for motherhood and childhood in the history of world pedagogy.

The cultural approach makes it possible to study social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture, which is viewed as a multilevel hierarchical system. The logic of this approach is based on the recognition of the integration and unity of national and universal culture as the basic - fundamental and systemic - factor in the formation and development of the categories of «motherhood and childhood» as a social unit of society. Following this logic, it can be argued that the implementation of the achievements of world culture as a unity of national and universal culture constitutes the foundation and content of the process of social and pedagogical support and therefore should be carried out in all historical, pedagogical and social and pedagogical systems and constitute the leading criterion of their activities (Stynska V., 2019, pp. 115 - 116).

At this time, within the framework of the cultural approach, the socio-cultural approach is being developed - a theory and methodology of socio-cultural reproduction that actualizes the unity of culture and sociality, based on the scientific achievements of various sciences (cultural studies, pedagogy, ethnography, sociology, historical and psychological anthropology, social communication theory, etc.)

Within the framework of the outlined approach, the theory and practice of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries will be considered as a socio-pedagogical phenomenon that requires correlation of the terminological apparatus and the author's interpretation of the basic categories; research of social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture; study of socio-pedagogical support for motherhood and childhood in the interdisciplinary space; implementation of the experience of formation of socio-pedagogical support

These approaches at the general scientific level outline the specifics of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries and encourage an in-depth definition of the specific scientific level, which will be represented by paradigms (personal, personal-social); theories of social pedagogy and specific approaches.

Referring to the works of I. Zvereva (Zvereva I.D., 1999, p. 11), we note that in the personal paradigm, the main thing is not the intellectual, but the emotional and social development of the child. The child is seen as an individual who can choose the path of education that will help him or her achieve the best results. The main task of social educators in this



approach is to help the child interact with the world around him or her as effectively as possible. The requirements for children in this approach cannot be rigidly fixed.

The essence of the personality-social paradigm is the integration of personal relationships, in which the nature and intensity of a child's development depends on his or her personal qualities and a system of socially oriented relationships, the form of organization of which is certain groups that are connected to society by various dependencies. The formation and development of a personality is determined by the unity of its individuality (personalized relationships) and social formation (a system of socially significant relationships).

Referring to the considerations of I. Zvereva (Zvereva I.D., 1999, p. 12), we can state that in the context of the personal and personal-social paradigms, it is important to apply a number of theories that are currently relevant in social pedagogy to study the problem of social and pedagogical support for motherhood and childhood. First of all, let us consider the socio-pedagogical theories that serve as a methodological guide in the context of our study.

Taking into account the considerations of N. Seiko (2009, p. 6), we can state that in the process of studying the theory and practice of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries, it is advisable to consider theories of socialization (cyclic, socialization-eventualization, factor) at the level of a specific scientific methodology, which define the socialization of a person as a continuous and multifaceted process that lasts throughout a person's life. In this context, socio-pedagogical support at the macro-, meso-, and micro-levels is significant and can be the object of research in the history of social pedagogy.

The cyclic theory of socialization views human life as a natural chain of crises that must be learned to overcome. This theory is applicable to the social and pedagogical support of motherhood and childhood, since mother and child as a whole need support from the state, as well as from various social institutions and families (macro-, meso-, and macro-level).

V. Lisovsky's concept of socialization-eventification is interesting for the socialization of parents and their preparation for responsible parenthood. In terms of socio-pedagogical support for motherhood and childhood, this theory will be successful if it is twofold: 1) as a form of accepting help from social institutions in the field of preparation for responsible parenthood (people's universities of pedagogical knowledge, catechetical schools, social centers for motherhood and childhood support); 2) as a form of juvenilization - a form of renewal of society through the inclusion of parents in its life, who become subjects of social activity and family policy (I. Trubavina). In the context of the problem under study, juvenilization is social and pedagogical support for childhood and motherhood in educational and health care institutions (Stynska V., 2019, p. 118).

The factor model of socialization by A. Mudryka considers socio-pedagogical support as a subject and object of socialization under the influence of various factors, which unites almost all previous theories. Taking into account the factors of successful family functioning by A. Mudryk, the prerequisites for the development of socio-pedagogical support for motherhood and childhood include: socio-economic (various types of assistance to mother and child); socio-political (regulatory and legal support, state policy to combat homelessness and neglect, health care for mother and child, etc.), socio-pedagogical (activities of national universities of pedagogical knowledge, catechetical schools, social centers), which allows us to consider socio-pedagogical support for motherhood and childhood in the health care sector, in the field of education, in the activities of social services and organizations.

The methodological basis for studying the history of social pedagogy is the theory of social capital, which was spread in Western sociology thanks to the work of R. Putnam (Seiko, 2009, p. 6). In the context of our study, this theory can be used at the macro level.

Thus, according to V. Yelagin's scientific vision, it is the state that has a sufficient number of tools for the development of social capital forms in society; it is a by-product of religion, historical experience; it contributes to the creation of social capital by providing the necessary social and economic freedoms, subsidies, etc.

In this context, the scientific vision of our problem can be traced to the state's assistance in various historical periods in the development of social and pedagogical support for motherhood and childhood: the introduction of various types of childbirth assistance, assistance to large families and single mothers, updating the regulatory framework for social guarantees, assistance in the opening and functioning of people's universities of pedagogical knowledge, the development of a network of maternity and childcare facilities, the development of various forms of combating neglect and homelessness, etc.

The methodological basis for the study of the category of motherhood is N. Seiko (Seiko, 2009, p. 6), who singled out the status-role theory, according to which a person is described by means of functions and behavioral patterns that are learned and accepted by her (internalization) or forcedly performed - roles that stem from her social status in a given society or social group. The main provisions of the theory of social roles were formulated by J. Mead and R. Linton.

In this context, the scientific vision of our problem can be traced to the identification of a new role for women - as a mother, which, accordingly, implies changes in society's attitude towards her. After all, motherhood is not only status and prestige, it is a new social role, the fulfillment of which requires assistance and socio-pedagogical support at different levels - macro-, meso-, micro-.

Thus, the outlined theories provide grounds for considering the problem of socio-pedagogical support for motherhood and childhood and need to be strengthened at the specific scientific level by special approaches, namely: personal-social-activity (consideration of socio-pedagogical support for motherhood and childhood in two perspectives: dualistic, aimed at solving life issues of mother and child as a whole, arising at the intersection of social and pedagogical problems; situational, which involves solving problems of mother and child within the various socio-pedagogical situations), environmental (to outline the place and role of socio-pedagogical support for motherhood and childhood in the overall system of social interaction), ethological with theories (selfish gene, parental contribution) (to consider motherhood as an epiphenomenon



of animal behavior in connection with caring for offspring), behaviorist with theories (social learning, maternal deprivation) (to consider motherhood in the context of social experience), psychoanalytic with theories (attachment, object relations) (to consider the problem of motherhood within the framework of child-parent interaction with an emphasis on child development), maternal-centered with theories (social practice, prenatal development) (to substantiate motherhood from the standpoint of ensuring the rights of the mother), child-centered with theories (socio-cultural theory of childhood development, childhood emancipation, identity, social support for the child, social care, childhood crisis, purposeful formation of the need-motivational sphere of the personality, recovery) (to outline socio-pedagogical support from the perspective of ensuring the rights of the child), family-centered (to outline socio-pedagogical support through the provision of socio-pedagogical services based on the rights of the mother and child in the family and society), historical and pedagogical (to outline the development of socio-pedagogical support for motherhood and childhood in historical retrospect), narrative (to represent the past experience of socio-pedagogical support for motherhood and childhood in theoretical and practical planes), chronological in unity with the principle of diachrony (to trace the chronology and develop a periodization of the development of socio-pedagogical support for motherhood and childhood in Ukraine across time). More details on the special approaches of a specific scientific methodology are presented in the dissertation research of V. Stynska (Stynska V., 2019).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, we consider it necessary to focus on the author's idea in the context of the studied problem of socio-pedagogical support for motherhood and childhood - the substantiation of the mother-centered approach, the essence of which is to direct socio-pedagogical support at the macro-, meso- and micro-level to create conditions for the realization of mothers' rights in society and the family. The mother-centered approach to socio-pedagogical support for motherhood and childhood appeals to ensuring women's rights to health, well-being, preservation of reproductive function, combining motherhood with a career, etc.; highlighting the socio-pedagogical component of the work of various public and private sector institutions; providing the basis for their cooperation in the interests of realizing the right of the mother (Stynska V., 2020, p. 252).

Thus, we can state that the use of the above methodological approaches will help to consider at the theoretical and practical level and objectively reproduce and outline the conceptual vectors of the problem of social and pedagogical support for motherhood and childhood.

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РОЗВИТОК ЗМІСТУ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ В ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ ДРУГОЇ ПОЛОВИНИ ХХ – ПОЧАТКУ ХХІ СТОЛІТТЯ

Анотація. Стаття присвячена проблемі змісту післядипломної педагогічної освіти в західних областях України другої половини ХХ – початку ХХІ століття. Педагогічна робота є покликанням, проте результативність цієї професійної діяльності не може обійтися без неперервної освіти та особистісної спрямованості вчителя на саморозвиток і самовдосконалення. Післядипломна педагогічна освіта – це частина неперервної освіти, якій притаманна певна специфіка, спрямована насамперед на задоволення потреб педагогів в необхідних знаннях і вміннях. У Національній доктрині розвитку освіти зазначено, що саме вища та післядипломна освіта мають забезпечити суспільні та індивідуальні потреби педагогічних працівників відповідно до світових тенденцій розвитку неперервної освіти.

Докорінні зміни в соціально-економічних умовах життя нашого суспільства, постійне оновлення змісту освітнього процесу, поява нових педагогічних ідей, підходів, технологій, методик, зростання науково-методичної інформації, поява нових технологій і форм навчання актуалізує потребу українських педагогів у післядипломній освіті задля подолання розриву між модернізацією освіти та досвідом попередніх поколінь. У статті здійснено історико-педагогічний аналіз розвитку змісту післядипломної освіти в західних областях України другої половини ХХ – початку ХХІ століття.

Розкрито наукові інтерпретації еволюції основ змісту післядипломної освіти в дослідженнях означеного періоду. В історіографічному контексті висвітлено особливості організації діяльності інститутів післядипломної освіти відповідно до чинного законодавства. Простежено перехід від фрагментарного педагогічного вдосконалення до системного професійного розвитку вчителів, про що свідчить аналіз методів, форм, прийомів організації кваліфікаційного вдосконалення вчителів, з огляду на розвиток змісту педагогічної освіти на території Західної України другої половини ХХ – початку ХХІ століття.

Ключові слова: професійний розвиток, неперервна освіта, післядипломна освіта, зміст освіти, розвиток освіти, підвищення кваліфікації, західні області України.

DEVELOPMENT OF THE CONTENT OF POST-GRADUATE PEDAGOGICAL EDUCATION IN THE WESTERN REGIONS OF UKRAINE IN THE SECOND HALF OF THE 20TH – BEGINNING OF THE 21 ST CENTURY

Abstract. Pedagogical work is a vocation, but the effectiveness of this professional activity cannot be achieved without continuous education and the teacher's personal orientation towards self-development and self-improvement. Postgraduate teacher education is a part of continuing education, which is characterized by certain specificity, aimed primarily at meeting the needs of teachers in the necessary knowledge and skills. The National Doctrine of Education Development specifies that higher and postgraduate education should meet the social and individual needs of educational workers in accordance with global trends in continuous education development.

Profound changes in the socio-economic conditions of our society, constant updates in the content of the educational process, emergence of new pedagogical ideas, approaches, technologies, methodologies, the increase in scientific and methodological information, and the introduction of new teaching technologies and forms highlight the need for Ukrainian educators in postgraduate education. This is essential for bridging the gap between the modernization of education and the experience of previous generations. This article provides a historical and pedagogical analysis of the development of postgraduate education content in the western regions of Ukraine from the second half of the 20 th to the beginning of the 21 st century.

Keywords: professional development, continuous education, postgraduate education, education content, education development, qualification improvement, western regions of Ukraine.



INTRODUCTION

The problem formulation. The main aspects of postgraduate education development for pedagogical workers have been studied by L. Berezivska, O. Voznyuk, V. Dyvak, I. Ziaziun, S. Krysiuk, V. Kuzmenko, V. Russol, L. Sihaieva, O. Sukhomlynska, L. Sushchenko, L. Tymchuk, N. Chepurna, and others.

Definition of the issue of qualification growth for pedagogical staff in the postgraduate education system has been the subject of discussions in periodicals, indicating significant interest of domestic scientists in the problem. However, the insufficient study of this issue within the territory of Western Ukraine from the second half of the 20th to the beginning of the 21st century is noted. But in order to avoid mistakes in the development of the education system – it is necessary to appreciate not only modern achievements, but also use the experience of the past.

AIM AND TASKS OF THE RESEARCH

Purpose of the article: to characterize the progress in the development of postgraduate education content for pedagogical workers based on the analysis of scientific sources, archival documents, educational legislation, and to identify the prospects of experience in the modern educational space.

Objectives of the study:

- analyze the state of research on the problem in scientific literature;
- reveal changes in the system of postgraduate education development for teachers in the western regions of Ukraine during the researched period based on retrospective and comparative analysis;
- identify factors that negatively influenced the development of postgraduate education content for teachers in the western regions of Ukraine from the second half of the 20th to the beginning of the 21st century;
- highlight positive trends in the development of postgraduate pedagogical education in the western regions of Ukraine during the researched period.

RESEARCH METHODS

To achieve the research tasks, the following methods of scientific and pedagogical research were used: theoretical analysis, systematization, generalization for identifying materials on the researched problem; historical and pedagogical analysis of pedagogical and scientific-methodical literature for analyzing historical trends in the development of postgraduate education content for teachers in Western Ukraine from the second half of the 20th to the beginning of the 21st century; retrospective analysis to reflect the nature of the evolution of postgraduate education content for pedagogical workers; historical-comparative analysis to elucidate common and distinctive features of the development of postgraduate education content for teachers in Volyn, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, and Chernivtsi regions.

RESULTS OF THE RESEARCH

One of the components of continuous pedagogical education is postgraduate education, tasked with the formation, development, and improvement of the country's pedagogical staff. Postgraduate education specifically ensures long-term competencies for teachers, allowing them to remain competitive professionals in the job market.

Considering the significance of postgraduate education, we can observe multiple attempts to reform it, corresponding to the reorientation amid educational changes overall.

In the post-war years of cultural and educational revival in Ukraine, the circumstances were challenging. Despite the difficult socio-economic situation, the pre-war school network was restored, and the activities of pioneer and Komsomol organizations were resumed. Evening and correspondence forms of education gained popularity in higher education institutions. During this time, educators did not have easy access to an information system that could timely convey materials on innovations and reform processes. Teachers often lacked the necessary education and specialized knowledge and were unaware of the developments in the educational sphere at legislative and substantive levels. Therefore, the restoration of the activities of teacher qualification improvement institutes (IUKV) in the western regions of Ukraine in 1944-1945, particularly in Volyn, Zakarpattia, Stanislav (now Ivano-Frankivsk), Lviv, Rivne, Ternopil, and Chernivtsi regions, was of great importance. The main task of IUKV, after its restoration, was to address the personnel problems since there was a critical shortage of qualified teachers in the region. The institutes were also supposed to contribute to the professional development of educational workers, study, summarize, and disseminate advanced pedagogical experience.

In December 1958, the Soviet Union adopted the law «On Strengthening the Connection of the School with Life and the Further Development of the System of People's Education in the USSR», and in 1959, a corresponding law was adopted in Ukraine (in effect until 1974) (Zbirnyk zakoniv Ukrainskoi RSR i ukaziv Prezydii Verkhovnoi Rady Ukrainskoi RSR 1938-1973, 1974). A strategic direction in school work was the technologization of education and the strengthening of the school's connection with production. This included structural reconstruction of the general education school, the introduction of an eight-year mandatory term of study, and the transformation of ten-year secondary schools into eleven-year ones. The experience of conducting some classes in enterprises, collective farms, and state farms was gaining popularity. Student production brigades of various profiles were established. However, the Soviet leadership faced several obstacles, including a lack of qualified teachers, chronic funding shortages, and the inability to provide the material and technical components of polytechnic education. These factors led to the abandonment of production training in schools (Strazhnikova, 2015).

Thus, the work of IUKV was focused on organizing and conducting seminars, lectures, and meetings for various groups of teachers. Closer to the 1950 s, IUKV began implementing a system of course preparation, providing advisory support to teachers, and organizing class teacher meetings for the exchange of experience (Basarab, 2021, p. 14-15). However, special attention in teacher preparation was given to familiarizing and promoting Soviet teaching methods, where ideological education prevailed over specialized training (Drohobytskyi, 2009).



During the 1970 s and 1980 s, public education, which formed the basis of Ukrainian culture and spirituality, continued to undergo experimentation, politicization, and adaptation to the needs of communist construction.

In 1972, the Central Committee of the CPSU and the Council of Ministers of the USSR adopted a resolution «On approving the transition to general secondary education for youth and the further development of the general education school», (Zbirnyk zakoniv Ukrainiskoi RSR i ukaziv Prezydii Verkhovnoi Rady Ukrainiskoi RSR 1938-1973, 1974), defining the features of the educational process in the following years. The task of schools was to provide secondary education to every citizen of the country regardless of the educational needs or desires of the learners. Mass education of Soviet people led to a negative impact on the quality of education, accompanied by rote memorization, which teachers actively fought against despite meager salaries and additional public duties.

In the 1970 s and 1980 s, the use of the Ukrainian language in schools in Western Ukraine was narrowing, and educational legislation (Law of the Ukrainian SSR «On Public Education», Article 26) stated that «students of a general education school are provided with the opportunity to study in their native language or the language of another people of the USSR» (Liubar, 2003, p. 496-509). Parents or legal guardians had the right to choose a school with the desired language of instruction for their children. In addition to the language of instruction, students could study the language of another people of the USSR, undermining the dignity of Ukrainian schools and complicating the work of teachers who genuinely supported the development of Ukrainian education.

Regarding the professional development of educational workers, according to the Law of the Ukrainian SSR «On Public Education» (1974-1991), it was carried out in higher education institutions, teacher improvement institutes, qualification enhancement institutes, research institutions, advanced enterprises, and qualification enhancement courses (Liubar, 2003, p. 496-509). During this period, the focus was on increasing the theoretical level of professional readiness to teach subjects and instilling a Marxist-Leninist materialistic worldview in teachers. Postgraduate education was an integral part of continuous education but was considered additional in terms of legislation, with priority given to basic higher education. Positive changes during this period included the formation of pedagogical professionalism, the development of teacher creativity, the inclusion of psychological knowledge in training, and the development of scientific and methodological work in schools (Krysiuk, 1995).

The organization of scientific and methodological work in general education schools was always accompanied by particular relevance, serving as one of the leading organizational forms of group work in the system of professional development of educational workers (O. Tsybaniuk, 2020). Teachers had the opportunity to familiarize themselves with the achievements of pedagogical science, share advanced pedagogical experience, deepen methodological knowledge and skills, learn about new programs and textbooks, and enrich their spiritual potential.

On May 23, 1991, the Verkhovna Rada of the Ukrainian SSR adopted a new Law of the Ukrainian SSR «On Education», where Article 25 stated: «In the Ukrainian SSR, a single structure of the education system is established, which includes: preschool education, general secondary education, vocational education, higher education, and postgraduate training» (Zakon Ukrainiskoi Radianskoi Sotsialistychnoi Respubliky Pro osvitu vid 23 travnia 1991 roku, 1991). With the adoption of this legal document, postgraduate education gained significant social importance, serving as «specialized improvement of education and professional training through deepening, expanding, and updating knowledge, skills, and abilities based on previously acquired higher education (specialty) or vocational-technical education (profession) and practical experience».

Today, postgraduate education is not limited to professional improvement, self-affirmation, and the development of pedagogical mastery. Instead, it follows the principles of continuity, has a proactive character, and ensures the professional and general cultural development of the teacher. Personality-oriented education and the practical implementation of new approaches to professional development allow teachers to flexibly and purposefully consider the personal qualities of educational staff and timely raise the level of their acquired qualifications. This postgraduate education model focuses on forming the creative personality of the specialist and adheres to the following principles:

The principles outlined for the reform of postgraduate pedagogical education encompass various dimensions:

- Personality Orientation: Recognizing the individuality and uniqueness of each teacher.
- Creative Development: Creating conditions for the creative development of educators.
- Practical Orientation: Accompanied by the formation, based on deep theoretical knowledge, of practical-methodical skills.
- Openness, Flexibility, Dynamism: Oriented towards using different forms of work during and between courses, considering the needs, opportunities, interests, and rights of teachers.
- Centralization and Decentralization: Focused on the optimal choice by course participants of the place, content, methods, and forms of professional development during and between courses.
- Activity and Independence: Requires the development of an objective-subjective position in using methods and forms of continuous education, combined with self-education.
- Scientific Research Activity: Aimed at developing creativity in teachers and establishing motivation for scientific research activity.
- Humanization and Democratization: Aimed at overcoming the authoritarian style of postgraduate education organization and democratizing relationships among participants in the educational process.
- Continuity and Prospects: Accompanies the entire process of postgraduate education, involving the analysis of achievements at certain stages.

Reforming postgraduate pedagogical education serves as a guarantee to meet the state's needs for highly qualified, competitive, and versatile professionals. On one hand, it addresses the demands of the country by ensuring the availability of skilled experts. On the other hand, education becomes a tool for the development of individuality and personality within



a person, guiding their vision for life and professional prospects. It fosters self-awareness and an understanding of one's societal significance.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the second half of the 20th century, the activities of postgraduate education institutions were restored. The primary goal of pedagogical staff's professional development was their ideological and political preparation, while the enhancement of professional qualifications took a secondary role. The influence of the communist regime did not contribute to the effectiveness of teachers' professional development. The constant control by government authorities over educators' activities did not motivate creativity or initiative. Consequently, the educational system during this period was directed towards fulfilling state orders, accompanied by the peculiarities of political, economic, ideological, and social development at different times. The resolution of conceptual and methodological issues in postgraduate pedagogical education entirely depended on the overall development of education and the country.

For the contemporary effective development of postgraduate pedagogical education, various approaches to organizing training are characteristic. It is crucial to identify and preserve all the positive aspects developed in previous years and supplement them with modern technologies and progressive European experience. This is how we envision the prospects for further research.

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