

соблюдая содержания учебной программы по украинскому языку, принципа доступности и посильности и обязательно с учетом возрастных особенностей учащихся.

Ключевые слова: учебно-методический комплекс, учебник, учебная программа, требования к созданию учебников, критерии оценки учебников.

Olena Honcharuk, Viktoriia Datsiuk. To the issue of the requirements of textbook-making ("Ukrainian Language and Reading", form 2).

Relevance of the research topic. The school textbook is the main learning tool for students, including elementary school pupils. The materials on the pages of the textbook should ensure the implementation of informational, developmental, educational, motivational tasks according to the age characteristics of pupils. Textbooks of the linguistic-literary educational branch should also contribute to the formation and development in pupils all types of speech activity - speaking, reading, listening, and writing. The article is devoted to the problem of creation of textbooks "Ukrainian Language and Reading" for the 2nd grade. **Purpose and methods of research.** The purpose of the article is to analyze the current Ukrainian Language and Reading textbooks for the 2nd grade to comply with the requirements for textbook-making. **Research methods:** analysis of state documents in the field of language and literary education; critical analysis of linguistic, linguistic-educational, psychological-pedagogical, educational-methodical literature on the studied problem, Ukrainian Language and Reading textbooks for the 2nd grade; conversations with teachers; observation of the educational process in the Ukrainian Language and Reading classes in the 2nd grade. **The results and key findings.** The article reveals the importance of the textbook as one of the main didactic means of teaching in elementary school, defines the functions of the integrated textbook, outlines the requirements for the textbook, considers the scientific, methodological, psychological and pedagogical principles of textbook-making; the role of textbooks "Ukrainian Language. ABC book" and "Ukrainian Language and Reading" (the 2nd grade) in realization of the purpose of the initial course of language and literary education, the peculiarities of structuring of some textbooks "Ukrainian Language and Reading" (the 2nd grade) are analyzed, in particular the correspondence of the content of the textbooks to the curriculum of Ukrainian Language for the 2nd grade, systematic, logical and consistent presentation of educational information, accessibility and comprehensibility of texts. It is established that during textbook-making it is important to take into account not only the general principles of teaching Ukrainian, but also the linguistic didactic, adhering to the content of the Typical educational program of Ukrainian Language, the principle of accessibility and availability, and always taking into account the age characteristics of students.

Keywords: educational-methodical complex, textbook, typical educational program, requirements for textbook-making, criteria for evaluation of educational textbooks.

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METHODOLOGICAL APPROACHES TO INNOVATIVE CULTURE DEVELOPMENT OF THE FUTURE MANAGER OF THE SECONDARY EDUCATIONAL INSTITUTION WITHIN MAGISTER TRAINING PROCESS

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The main methodological approaches to the implementation of the innovative culture development of the future manager of the secondary educational institution are revealed in the article, because the systematic implementation of the innovative culture development of the future manager of the secondary educational institution in the educational process becomes relevant while reforming the modern educational system.. **The aim of this article** is distinguishing methodological approaches to the implementation of an innovative culture development of the future manager of a secondary educational institution. **The methods of the researcher:** general-scientific - analysis, synthesis, induction, deduction, abstract, periodical, systematic, systematization, classification (for distinguishing the methodological approaches to the implementation of innovative culture development of the future manager of the secondary educational institution); empirical - studying the strategy, national documents that allow implementation of innovative culture development of the future manager of the secondary educational institution. **Results of the research.** The

definition of “innovation” and “innovative culture” is proposed. The main methodological approaches to the implementation of innovative culture development of the future manager of the secondary educational institution in the magister training process are distinguished. The systematic, cybernetic, synergistic, hermeneutic, acmeological, axiological, praxiological approaches are found out in the article.

Ключові слова: *methodological approaches, implementation, innovation, innovative culture, future manager, secondary educational institution.*

Introduction. Innovations are integral characteristics of successfully developing modern societies. Studying the concept of modernization allows to determine the actual picture of the transformations taking place in the country and identifying the main directions of development. Ukraine seeks to keep competitive position at the world stage that is not possible without the innovative educational system development of the country. The high level of competition prevailing in the modern world, determines the need for continuous increase the level of efficiency that achieved through innovations. The study of theoretical and practical aspects of innovative culture development of the future manager of the secondary educational institution is closely related to the study of methodological approaches of innovative culture development of the future manager of the secondary educational institution and implementing innovative activities in the magister training process of the future manager of the secondary educational institution.

The problem of pedagogical excellence and innovative culture is under review of domestic and foreign scientists: Yu. P. Azarov, I.P. Andriadi, L.A. Baykov, L.K. Grebennikov, I.F. Isaev, M.M. Kashapov, O.V. Kobyak, G. M. Kodzhaspirova, N. V. Kuzmina, Yu. N. Kulyutkin, N. V. Kukharev, A. S. Makarenko, A. K. Markov, N. A. Moreva, A. Nikolaev, A. V. Petrovsky, A.I. Prigogine, V.V. Serikov, S.V. Sidorov, V. A. Slastenin, V. A. Sukhomlinsky, N. L. Torgunskaya, A. I. Shcherbakov, S. D. Yakusheva, etc.

The formation of the innovative culture of the future manager of the secondary educational institution is possible and will be effective if: - a holistic system of mastering by the future manager of funds that provide innovative activity, which elements are the values of the innovation plan; there is an integration of rationally praxeological, organizationally ordered, descriptive and explanatory, prognostic-management, heuristic-cognitive, communicative-translational functions; - introducing cognitively and activity-oriented forms of methodological work for the innovative culture development of the future manager of the secondary educational institution in the magister training process.

The aim of the article – to distinguish methodological approaches to the implementation of innovative culture development of the future manager of the secondary educational institution

Methods of the research – general-scientific – analysis, synthesis, induction, deduction, abstract, periodical, systematic, systematization, classification (for distinguishing the methodological approaches to the implementation of innovative culture development of the future manager of the secondary educational institution); empirical – studying the strategy, national documents that allow implementation of innovative culture development of the future manager of the secondary educational institution.

Results. The term “innovation” is closely related to concepts such as “innovation”, “discovery” and “invention”. At present time, the concept of “innovation” does not have a clear legislative fixation. The origins term “innovation” comes from the Latin word “novatio,” or “innovare,” which can be interpreted as “updating, improvement, or change”. The concept “innovation” should be understood as new or improved product or technology created as a result of using innovations and implemented on the market or introduced into production, management or other activities.

Moreover, in the broad sense of the word innovation culture is understood as “Historically established stable system of norms, rules and methods innovations in various areas of society, characteristic of this sociocultural community”[1].

The society innovative culture is a specific intellectual asset that can lead to the emergence of society unique competitive advantages and participate in the national wealth creation [4, p. 60]. Innovative personality culture reflects a person’s holistic orientation towards innovation activity.

This orientation is manifested “in motives, knowledge, abilities and skills, as well as in images and norms of behavior” [8, p.60].

Determining the methodological approaches to the implementation of innovative culture development of future managers of secondary education institutions will allow:

- substantiate the purpose of professional training of future managers of secondary education institutions, taking into account the social relevance of the proposed model, the development of modern psychological and pedagogical science theory and the needs of practice;
- to study pedagogical processes, objects or phenomena in their development in the educational environment and interaction with external and internal factors:
 - provide systematic consideration of the structure, interconnections of model elements, trends, features, factors and conditions, dynamics of development;
 - to distinguish and resolve the contradictions that arise in the process of education, upbringing and development of the personality of the future manager of the institution of secondary education in the process of master's training;
 - to enforce the connection of theory with practice, to determine ways of implementation of the created model in the real educational process of students' preparation of working for masters' degree;
 - to perform orientation to new pedagogical concepts, formation of new pedagogical thinking of the future manager of the institution of the secondary education.

Distinguishing methodological approaches plays a decisive role, ensuring the integrity, systematic and effective process in the development of innovative culture of future manager of secondary educational institutions during their magister training process.

The systematic approach as a general, interdisciplinary methodological concept is based on the statement that specificity of a complex object (system) is not limited to the peculiarities of its constituents, but is primarily related to the nature of the elements' interaction.

The Ukrainian pedagogical dictionary states that a systematic approach is a branch in a special science methodology, the task of which is to develop methods of researching and constructing complex objects by organization them as systems. The systematic approach in pedagogy is aimed at revealing the integrity of pedagogical objects, various types of connections and bringing them into a single theoretical picture. For example, any cognitive activity can be considered as a system, and its constituents will be the cognition subject (personality), the cognition process, the cognition product, the cognition purpose, the conditions in which it is located, etc. In turn, constituent systems (subsystems) can be considered as separate systems [3, p. 305].

Thus, the systematic approach use makes it possible to conclude that the process of innovative culture development of the future manager of the educational institution has the following properties: - a certain degree of isolation and openness that allows to store stability and, at the same time, improve, change; - ability to interact and depend on other pedagogical processes; - availability of adaptation and self-development mechanisms through programs for the functioning change or search for optimal conditions; - the need for information exchange with the external environment; - the possibility of development through all process components development; - the ability to influence other processes, systems, as a person is not only the consumer of information, but also its source.

Among the philosophical and pedagogical strategies for the higher education development and the personality's creative self-development of the future manager of the secondary educational institution, a hermeneutical approach takes special place.

Hermeneutics is a general scientific theory and practice of interpreting and understanding the written manifestations of human life through understanding the humanity emotional and spiritual experience, represented in science, religion, language, art, culture as a whole [2, p. 159-162].

Therefore, the leading issue of pedagogical hermeneutics is the process of understanding, which requires the learners, not only the prompt perception and memorization of information, but also its understanding, analysis, creative processing, identification of key problems. This issue is relevant to the problems of modernization of primary education (New Ukrainian School), secondary education (productive paradigm, value formation, correct value-orientation behavior), higher

education (assurance of education quality, competency-qualification approach). Therefore, the problem of knowledge and the understanding problem are included in the general development process of the surrounding world by man. It is not disputed that even with this activity, knowledge and understanding lose sense and meaning.

One of the leading trends in the development of pedagogical science in Ukraine and foreign countries is the rethinking of pedagogical processes and phenomena from the standpoint of the cybernetic approach.

Cybernetics is the science which deals with the general laws of managing many interconnected objects, each capable of receiving, storing and processing information, or the science which deals with the general laws of obtaining, storing, transmitting and processing information. As an independent science, cybernetics was formed in connection with the formation and development of electronic computers.

The peculiarity of building a model for the innovative culture development of the future manager of the secondary educational institution from the standpoint of cybernetic approach is that the development of its innovative culture in the magister training process is considered as technological, which thanks to a well-defined sequence of steps aimed at achieving certain goals predefined quantitative and qualitative indicators and meets the manufacturability criteria.

The system of innovative culture development of the future manager of the secondary educational institution is a synergistic system, therefore open, non-linear, non-equilibrium. It can successfully realize the function of personal of the future manager only if they interact with the environment, openness to new social and pedagogical influences. In this system there is a constant exchange of information between the teacher and the undergraduates, during which new goals, forms, methods, teaching aids are presented. Such openness is especially relevant in the current conditions of economy digitalization, information technologies development in education, creation of a unified educational and scientific space, the concept introduction of New Ukrainian School.

Thus, the synergistic characterization of the development process enhances the specialist's ability to understand the need for self-improvement, motivated interpretation of creative expression to the higher professional achievements level [11].

The acmeological approach orients on the achievement of tops in the personality's holistic development in terms of educational systems, tops of the pedagogical skill of the teacher and his creativity, and the achievement of the "acme" of the teaching staff as a whole [6, p. 42].

Considering the main postulates of the acmeological approach, which are distinguished by L. Rybalko [12, p. 264-265], the model of the system of innovative culture development of the future manager of the secondary educational institution should meet the following requirements: - the place of development of an innovative personality culture of the future manager is the achievement of acme – that is, the state of possible maximum disclosure and the use of its internal potential in the managerial activity, which occurs in the process of development and self-development; - the highest degree of self-realization of the future manager's personality is characterized by professionalism, readiness for innovative activity, motivation for quality transformations; - the self-realization of the personality of the future manager should be productive, since in this case he maximally reveals and realizes his own creative potential in management activity; - achieving by the personality of a future professional acme depends on self-discovery, self-perception, self-determination; - transition of the potential capabilities of the future manager into actual ones requires the release of essential forces that can be manifested either on their own or under acmeological support in the learning process; - the achievement of an optimum in management activities, facilitated self-forecasting, self-organization, self-management; - the self-improvement of the personality of the future manager takes place through self-analysis, self-control, self-assessment, self-adjustment; - the harmony between personal and professional growth and social status of the future manager is supported by the processes of self-expression, self-affirmation, self-presentation.

Thus, the use of acmeological approach allows to consider the personality of the future manager of the secondary educational institution as a subject of creative, educational, cognitive, professional and managerial activity, and his individuality as the higher holistic development level,

to determine ways achieving the personality of an acme, to provide conditions for creative self-realization executives in the magister training process.

The essence of the axiological (value) approach lies in the fact that the person is completely in a situation of ideological (political, moral, aesthetic, etc.) evaluation of events that are happening, setting tasks, finding and making decisions on their implementation. At the same time, his relation to the world (society, nature, itself) is connected with different, though interdependent, abstract-cognitive (theoretical) and practical approaches. The practical approach is caused by the adaptation of the person to the variables in time and space of phenomena, the other – pursues the goal of knowing the laws of activity [9, p. 27].

In the above context, the axiological approach implementation in the educational process of masters' preparation in the educational-qualification program "Management of Education" involves the accents transfer to the students of the master's program of a specific system of knowledge, skills, skills for the formation of certain value orientations in their social orientation, which provide all life spheres. This, in turn, will lead to the formation of initiative, independent, creative future managers of the secondary educational institution, who are able to consciously, adequately, reasonably act in uncertain situations, guided by humanistic values.

The axiological approach allows us to study the phenomenon of the future manager's innovative culture, given that the value category is inherent in both society and man, since there can be no concept of value outside the person and without the person. If we consider not only the objects and phenomena necessary for society and the individual to meet one's own needs, but also the motives, ideas, guidelines, then the desire for renewal is the same value that drives a person to changing. The idea of the new has a humanistic direction and acts as the progressive foundation for the society development [5, p. 103].

The praxiological approach is affirmed in education as a result of changing requirements for the quality of the magister training process in the higher education institution, which initiate the processes of his professional competence, formation, competitiveness, readiness for practical implementation of professional activity with minimal resource costs [10].

The use of a praxiological approach to the innovative culture development of future manager of the secondary educational institution in the magister training process makes it possible to identify common laws and principles of rational management activities, effective practical actions, features of improving the quality of managerial influence and provides the process of professional preparation for the level of requirements of the new educational system economic conditions.

Thus, the praxiological approach provides for the students of the master's program professionally defined knowledge and skills, which is the basis of their successful management activities with a view to the conscious choice of its forms, methods, techniques and means, which in turn, provide high efficiency of work and encourage creativity.

Conclusions. The problem of introducing pedagogical innovations in the practice of educational institutions today is as follows: insufficient theoretical and practical preparedness of representatives of the administration and teaching staff of educational institutions to introduce innovative pedagogical technologies; insufficient level of motivational, creative, cognitive, reflective of the future manager's preparedness components collectives to introduce educational innovations and work with new forms and methods of disseminating effective pedagogical experience; insufficient level of material equipment of the educational process; insufficient budget allocation innovative developments, stimulating innovative future managers to carry effective pedagogical experience; insufficient level of effectiveness analysis of the future manager's in introducing educational innovations and working with new forms and methods dissemination of effective teaching experience; significant time spent on preparing lessons, training sessions using innovative technologies.

The prospects for the further research contain the development of the methodical tool of implementation of innovative culture development of the future manager of the secondary educational institution in the magister training process.

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Козлов Дмитро Олександрович. Методологічні підходи до розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти.

Основні методичні підходи до впровадження розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти розкрито у статті, оскільки систематичне впровадження інноваційного розвитку культури майбутнього керівника закладу загальної середньої освіти в навчальному процесі набуває актуальності під час реформування сучасної освітньої системи. **Метою даної статті є розмежування методологічних підходів до впровадження розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти. Методи дослідження:** загальнонаукові - аналіз, синтез, індукція, дедукція, абстрактний, систематизація, класифікація (для розмежування методологічних підходів до розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти); емпіричне - вивчення стратегії, національних документів, що дозволяють здійснювати розвиток інноваційної культури майбутнього керівника закладу загальної середньої освіти. **Результати дослідження.** Запропоновано визначення поняття «інновація» та «інноваційна культура». Виокремлено основні методичні підходи до впровадження розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти у процесі магістерської підготовки. У статті розкрито систематичний, кібернетичний, синергетичний, герменевтичний, акмеологічний, аксіологічний, практиологічний підходи.

Ключові слова: методичні підходи, впровадження, інновації, інноваційна культура, майбутній керівник, заклад загальної середньої освіти.

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ФОРМУВАННЯ ТВОРЧОЇ ОСОБИСТОСТІ ЗАСОБАМИ МУЗИЧНОГО ФОЛЬКЛОРУ

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У статті наголошено на важливому значенні у формуванні національної культури та творчої особистості набуває робота з фольклором. Описано як пам'ятки музичної культури використовуються у процесі викладання музичних дисциплін, у роботі творчих гуртків, на лекційних, практичних та семінарських заняттях. Зазначено, що при цьому важлива роль відводиться критеріям добору та інтерпретації