

ABSTRACTS

Nadiya ASHYTOK

FORMATION OF HUMANISTIC VALUABLE ORIENTATIONS OF PRESCHOOL-AGED CHILDREN ON THE BASIS OF CHILDREN'S LITERATURE

The article proves that the preschool period is favorable for the values formation. Moral education contributes to teaching moral education of preschool children in a high degree of perception and ability. Teacher's ability to promote the internalization of universal moral values based on humanism is important in the educational work with children. It is proved that the literature plays a major role in the moral values formation and orientation of children, teaches them skill and affects their socialization.

It is investigated that familiarity of preschool children with fiction is advisable starting with folklore. It is noted that teachers have to read to children, copyrights stories, poems and stories. It is proposed that works of fiction must be chosen depending on the specific educational objectives. The author highlights the criteria for selecting works of art for children. There are ideological orientation, great artistic skill and literary value. The author highlights principles that should guide teacher while working with preschoolers. These principles include unity of content of the work and its form; availability of a literary work, matching the age and psychological characteristics of children. It is noted that a teacher should take into account the peculiarities of attention, memory, thinking, range of preschool children interests and their experience, plot curiosity, simplicity of composition, educational orientation of literature works.

Formations of moral senses of children with later intellectual development are proposed by the author. It is noted that preschool children are able to perceive the moral value of the artwork and perform evaluation using adult moral qualities and deeds of literary characters. It is indicated that literature is an effective means of moral education of children. It creates a sense of moral and evaluation, which children will be guided in life.

Keywords: humanistic values, education, preschoolers, literature, teacher.

Olena BARABASH

INTERNATIONAL COOPERATION IN FORMATION AND DEVELOPMENT OF ENVIRONMENTAL EDUCATION

In the article is reviewed the way of formation environmental education from the relative uncertainty of its aims and tasks to the universal recognition as a leading factor for achieving stability and sustainable development of the modern worldwide community. Four periods of activation international cooperation in environmental education were characterized, each played an important role in developing theory and practice of environmental education.

The first period of international cooperation for the conservation of nature in connection with the intensive development of industry began before the Second World War (1939).

At this stage, the main activity was limited with legal regulation of objects of common sea fishing outside the jurisdiction of separate states.

The second historical period for International Cooperation (1940 – 1962) is connected with United Nations (UN) creation, organization of International Union of Nature Protection (IUCN) and acceptance of statute specialized on agency UN with educational, scientific and cultural questions (UNESCO).

The third period (1962 – 1992) begins from appearance of monograph R. Carson «Silent Spring» and from UN General Assembly resolution «Economic development and environmental protection», which declares that conservation and sustainable use of natural resources are responsible for all states.

In Stockholm took place UN conference with environmental question, which had an important role in theory and practice of environmental education development, emphasized its necessity.

As result of Stockholm Conference was a special program UN with environmental questions acceptance (UNEP), which was further developed at international conference in Belgrade (Yugoslavia), which appeared «Belgrade Charter».

1977 in Tbilisi (Georgia) was organized the first intergovernmental conference with environmental education questions. Heads of 66 States, members of UNESCO took part in her development.

The fourth modern (global) period begins since 1990, when there are fundamentally important changes in paradigm, aims, tasks and content of environmental education. Since the beginning of 90's. environmental problems, environmental education and sustainable development are researched as problems, which are connected organically. In 1992, in Rio de Janeiro (Brazil) the UN Conference was organized with environmental questions and development, which emphasized the importance of environmental education as a mean of

saving life on the planet, as a decisive factor for sustainable development of modern world again.

Thus, the number of global projects showed, that the governments of the world have adopted the necessary national laws and regulations for implementing the ideas and aims of education for sustainable development in their national education system, to practice of environmental organizations and daily business activities.

Keywords: environmental education, international community, international organization, international conference, declaration.

Mariya CHEPIL

INTEGRATION OF DROHOBYCH IVAN FRANKO UNIVERSITY ACADEMIC STAFF INTO THE EUROPEAN EDUCATIONAL SPACE IN AN INTERNATIONAL CONTEXT

In recent years international cooperation of the Department of General Pedagogy and Preschool Education at Drohobych Ivan Franko State Pedagogical University and partner departments at universities of Poland, Austria, Belarus, Germany, Belgium etc. has been expanding. Close contacts have been established between the universities. The main areas of international cooperation comprise joint research work; exchange of academic staff (research, participation in conferences); preparation of joint publications.

The attention has been focused on the implementation of joint research projects, scholarships, preparation of joint publications, exchange of teachers (classes, workshops) and senior academic staff (research, participation in conferences). Postgraduate students and teachers of the Department take part in international projects and scholarship programs. Their efforts are aimed at preparing projects and maximizing potential in talented youth. Overall, over the past years thirteen members of the Department of General Pedagogy and Preschool Education have received international scholarships, participated in international projects and academic internship programs. The international Polish-funded Ukrainian-Polish research project «Career Prospects for Pedagogy Graduates in Poland and Ukraine» has successfully been completed.

In recent years 12 collections of academic papers, 4 monographs in English, Polish, Russian and Ukrainian have been produced. A number of studies have been conducted within joint projects and presented in joint Ukrainian-Polish research publications. The prevalent topics are history of upbringing and education, formation of national identity, theories and methods of education, training of teachers, issues of comparative pedagogy.

It is noted that the academics of the Department take an active part in organizing committees, submit and edit conference materials. The conference

topics are varied and wide-ranging, sometimes circular. «Comparative Pedagogy in the Context of International Cooperation and European Integration» conference materials (2010, 2011, 2013, 2015) were published in seven collections of academic papers, a monograph «Modernization of Education in Modern World: Traditions and Innovations».

A promising area of cooperation with universities in Austria and Poland is the implementation of a number of educational programs.

Keywords: international cooperation, academic research, academic internship, international projects, Drohobych Ivan Franko State Pedagogical University.

Nadiya DUDNYK

MARIA MONTESSORI EDUCATIONAL IDEAS

The article is dedicated to the analysis of the educational system of the famous Italian educational worker Maria Montessori. It's underlined the great interest Ukrainian educational community in research its educational heritage purposely for rethinking and the need of using for a better world experience. And especially in the early twenty-first century aspects of the educational system of the famous Italian pedagogue, psychologist, philosopher, physician M. Montessori analyzed with a new interest as one of the highest quality in education.

The stages of formation the educational system of M. Montessori, that has successfully passed the test of time, political regimes, national directed education systems, geography of application are analyzed and today is considered one of the perfect, because it's recognized as a national program of child development in most developed countries. Based on theoretical and empirical studies found that educational legacy of M. Montessori was the subject of research pedagogues from the first half of the XX century, when activated areas development of humane pedagogy, including ideas child-centrism, search of pedagogues for new forms organization of educational process, which provided to the harmonious development of personality on the basis of individual skills and abilities.

On the basis of generalized bibliographic data we concluded that M. Montessori came to humanistic pedagogic thanks to philosophical, psychological and medical comprehension natural needs of the child. In imitation of experimental pedagogy M. Montessori substantiated basic principles: humanistic orientation of purpose; psychological foundation of ideas; personal development; socialization; freedom; individual approach; independence, initiative and creative activity; clarity; domination didactic activity in the educational organization of child development.

The content of educational technology, its main ideas, especially of use on different levels are showed. The philosophical level associated with the theory of the existence of «Space Plan» of human development, where each subject executes an assigned him a mission. A child cardinal differs from the adult, because it has a special form of intelligence – «Absorbing thinking» and can be self-developing. Psychological level associated with academic look at the child as a free person who has internal reasons and needs to know the world through experimentation and study at their own pace of development. The educational level treats the need of knowledge of adult sensitive periods of child development and the ability to promote realization the child's need for self-learning in special created didactic environment. Methodical level of the system reveals the use of certain methods and means of interaction between teacher and pupil, where the leading role is given to the child and the pedagogue is an observer and is modulator between learning environment and pupil.

It's determined that the present trends of modernization of Ukrainian education demand of a pedagogue deep knowledge of the theory and practice of application advanced innovative technologies, including M. Montessori educational system, that is built on the principles of recognition of the intrinsic value of childhood and the use of principles of humane pedagogy.

Keywords: educational ideas, self-development, educational observation, individual approach, Mariya Montessori.

Anna FEDOROVYCH

THE FORMS OF PREPARATION OF SPECIALISTS OF PRESCHOOL EDUCATION IN UKRAINE (beginning of XX century)

In the article the features of organization of preschool pedagogical education are reflected in Ukraine at the beginning XX of century. Preparation of preschool specialists was founded by the figures of education and private persons that united in benevolent cultural societies. A requirement arose up in the shots of different level of qualification, in connection with opening of preschool establishments for the children of preschool age.

Attention is accented on that the origin of professional preparation of preschool workers took place on the base of woman teaching seminaries, where general preparation of teachers of school and preschool educators-children was entered. First the specialized establishments were School of nurses (1905) (prepared helpers of gardeners) and Frebel pedagogical college (1907) (produced educators and leaders of preschool establishments).

Activity of Frebel pedagogical college, where scientific researches were conducted in industry of preschool pedagogics, psychology and physiology of children, experimental technologies were inculcated, a consultative help was

given, normative documents and positions that regulated activity of establishment were developed, played a meaningful role in development of maintenance of preparation of specialists of preschool education.

Drawn conclusion, that by the basic forms of preparation of specialists of preschool formation of the beginning of 20th XX century were: Schools of nurses, Frebel pedagogical college, advising, Frebel courses, Institutes of folk education, Higher three-year pedagogical courses, seminars, inter-district courses and other. In maintenance of preparation of specialists Frebel studies prevailed about education of children, it was marked on close connection of theory with pedagogical practice.

It is well-proven that without regard to the submission of the system of preparation of preschool specialists-children to the different organs of education (UFR, USSR, Polish republic), general positive tendencies are traced in her development: fight of the Ukrainian teachers for national native language community; permanent attention of public and intelengy to the problems of preschool education, marking of necessity of her including to the general state system of education; input of preparation of preschool specialists; understanding of necessity of preparation of educators with higher education and equating of them is to other categories of pedagogical workers; accent on intercommunication of theoretical studies with practical and other.

Keywords: public preschool education, preparation of specialists of preschool education, preschool pedagogical education, forms of preparation of pedagogical workers.

Monika HAJKOWSKA

OLD AGE OF HOME TEACHERS IN THE KINGDOM OF POLAND 1815 – 1915

Home schooling was very popular among the families of the Kingdom of Poland in the 19th and at the beginning of the 20th century. Therefore, there was a high demand for home teachers.

The aim of the article is to present the issue of home tutors' old age, inclusive of showing what possibilities they had to obtain pension benefits and in what way they secured their future. The basis source of this is memoir literature. Complementing this literature is the press of the researched period, especially family journals, printed on the territory of the Kingdom, as well as educational legislation and pedagogical publications.

Tutoring in private homes only appeared to be an easy occupation, allowing for a comfortable life. Home teachers had to put a lot of effort into making the proverbial ends meet. Especially difficult moment came in the old age, when it was difficult to continue working, because age and, most of all,

health did not allow it. Persons who had worked in this profession for many years could not have a well-deserved rest and rely on the pension from the authorities of the Kingdom of Poland, because they were not covered by the governmental pension law.

Most people involved in home schooling had to independently save money to survive when professionally inactive, and thus live very frugally. Help to home teachers was offered by the institutions functioning on the territory of the Kingdom of Poland. Inter alia, they undertook to provide care for sick people, elderly and destitute, or those with no home. The press of the Kingdom of Poland largely contributed to raising awareness on this issue. On their pages, immediate actions were encouraged; appeals were made to influential figures to make every effort to solve this problem. It was not realised that these people – the teachers, after years of hard work, are met with so many troubles in which they are reliant only on themselves.

Keywords: teaching profession, home teacher, Poland, pension, educational press.

Liudmyla HOLUBNYCHA

**PARTNERSHIPS IN FOREIGN LANGUAGE CLASSES
IN NON-LANGUAGE HIGHER SCHOOLS AS ONE
OF THE CONDITIONS FOR SUCCESSFUL TRAINING
OF STUDENTS (EXCHANGE OF EXPERIENCE)**

This paper deals with partnerships in not language higher schools. It is considered that partnerships promote comfortable psychological conditions which are necessary for learning foreign languages. Nowadays in a global world and when Ukraine is seeking to join the European Union it is very important to speak foreign languages. It is natural that students who are the future of our country must and want to have a good command of foreign languages and English as well. In language higher schools it is easier to master a foreign language as, on the one hand, they have all necessary conditions for achieving this goal, on the other hand, foreign languages are future profession of those students and so they are highly motivated. That is way foreign language teachers of not language higher schools are looking for different methods which can help them to train and motivate their students who usually enter the higher school with lower level of foreign language. So basing on our personal teaching experience in Law University we describe how to create comfortable psychological conditions for students when learning a foreign language in a not language higher school. First of all we mention some factors that create favorable conditions for the communication of the teacher with the students. They are partnership, cooperation, interest in the partner, community of value orien-

tations, orientation on the personality of the partner, non-remotely communicate. Then we disclosed techniques of pedagogical influence, which will help to create a situation of partnership in the lesson in a foreign language in not language high school. We presented our personal examples of communication with law students in English classes. They are based on students interest to their future profession (special subjects), on students creative abilities, on adding of personal character elements to the educational process.

Keywords: partnerships, psychological comfort, methods of pedagogical influence, foreign language training, students.

Teresa JANICKA-PANEK

TEACHING LEARNERS WITH DYSLEXIA IN JUNIOR HIGH SCHOOL OF POLAND

The article presents the problem of dyslexia among students, especially students in integrated English classes. In the first part of the paper there were shown the symptoms of dyslexia such as *organic concept*, *genetic concept* and *emotional concept*.

In the next section of this article were shown the difference in learning between dyslexic and non-dyslexic. The Polish Ministry of Education gives specific clues on how to work with dyslexics, especially for teachers who will teach mixed-ability groups. According this clues dyslexics for example should sit near the teacher, teachers should not ask them to read aloud and the teachers should be opportunities for reading books with parents at home where parents would supervise them. Lessons should be based on practical communication in everyday life, during the test dyslexics should have more time than others from the same class and teachers should involve their emotion during the lesson.

In the next part of the article the attention has been focused of memorization of vocabulary and dyslexia. Many teachers complain that they have problems dealing with mixed-ability classes. This section attempts to provide suggestions for dealing with mixed-ability classes. Most teachers have to teach mixed-ability groups but they may not be aware of using mixed-ability teaching strategies. Dyslexics have different preferences for learning and organizing work in the classroom. A mixed-ability class displays a range of abilities, learning styles and preferences. In this part of paper were presented effective methods of teaching foreign languages to mixed-ability groups, especially in the light of the recent decrees of the Minister of Education, which regulate the position of students with developmental dyslexia in the Polish education.

In the next part of this paper were presented techniques in teaching vocabulary to dyslexics and non-dyslexics. Some of these strategies can be called *cognitive*, another strategies are called *metacognitive*. For teachers it is easier

to teach a group of learners who are healthy rather than teaching a mixed-ability group. In this section there are some examples how to deal with teaching in such a class.

Following unit is conception of the quasi-experiment which was conducted in a mixed-ability group of lower secondary school which comprised dyslexics. The results of the test and the final questionnaire indicated that in a mixed-ability group both dyslexics and non-dyslexics may have an opportunity to achieve knowledge. The aim of the quasi-experimental lessons was fulfilled as the results of the final test indicated that both the dyslexics and non-dyslexics were successful and managed to memorize the vocabulary items taught. Moreover, the results of the post-observation questionnaire presented that most of the learners were aware that games and pictures had accelerated their memorization.

The last point of the article were conclusions, weak points and implications for the ELT classroom. There were number of factors that might have had an influence on the validity observation conducted and the conclusions drawn on its basis. The quasi-experiment produced evidence that the use of techniques in teaching a mixed-ability group during a vocabulary-based lesson could be of real aid in teaching vocabulary to young learners.

Keywords: mixed-ability groups, dyslexia, symptoms, learners, dyslexics, Poland.

Oresta KARPENKO

A EUROPEAN DIMENSION OF HIGHER PEDAGOGICAL EDUCATION IN UKRAINE AND ITS MODERNIZATION

The article tackles methodology of higher pedagogical education in Ukraine and its modernization within the European educational space. Attention is drawn to qualitative changes brought forth by a variety of external and internal factors underlying current social and economic reforms and a transition to a democratic society, the main preconditions for accelerating the process of Ukraine's economic and political integration into the EU. By integrating into the European educational space and developing partnerships with other countries Ukraine has confirmed its commitment to fundamental global values, an inherent part of a civil and democratic society, as well as its readiness to fully implement European standards in education, science and technology.

The major directions of international cooperation of higher educational institutions are determined as follows: participation in bilateral and multilateral international exchange programs for students, graduate students, teaching and senior academic staff; joint research; organization of international conferences, symposia, congresses and other events; participation in international educa-

tional and research programs; shared joint publishing; higher and postgraduate education; educational services for foreign citizens in Ukraine, arrangement of teaching and research trips abroad in accordance with international agreements of Ukraine as well as direct contracts between higher educational institutions and their foreign partners.

The aim of higher educational institutions engaged in international cooperation is to conclude cooperation agreements, establish direct contacts with universities, research institutions and enterprises of foreign countries, international organizations, funds, etc.

One of the most important strategic objectives at this stage of Ukraine's higher education modernization is to ensure the quality of training in compliance with international standards. The government has clearly defined principles for joining the European educational space and consistently supports modernization of educational activities in accordance with European requirements. This will ensure that educational needs of individual students are satisfied; provide regulatory and methodological support of academic mobility of students and teachers within the national and European educational space; create preconditions for mutual acknowledgement of diplomas according to ECTS principles.

It has been concluded that the European dimension of education calls for a new role of the educational institution and the teacher in society.

Keywords: European educational space, higher pedagogical education, modernization, education, Ukraine.

Katarzyna KLIMKOWSKA

THE VALUE OF PEDAGOGICAL AND PSYCHOLOGICAL TRAINING AS PART OF TEACHER EDUCATION SPECIALIZATION AS PERCEIVED BY THE STUDENTS OF APPLIED LINGUISTICS

Preparation for the profession of teachers of various subjects is effected mostly through teacher education specializations offered within various academic programmes. Those students who see their future in the teacher profession most often choose the teacher education specialization from the different specialization that their programmes have to offer.

Very often, students have their first contact with academic knowledge in psychology and pedagogy at such teacher education specializations. Analyses of the competences of foreign languages teachers have showed that preparation in pedagogy and psychology is essential for their work. Such is the situation of, for instance, the students of the applied linguistics who prepare for the profession of a foreign language teacher (the students of this subject specialise in two foreign languages).

It is obvious that the choice of teacher education specialization and obtaining teaching qualifications are not tantamount to the desire to be a teacher, to start working as a teacher or to strive at excellence at this profession.

Because students are adults (most often in their early twenties), it seems legitimate to analyse the general purposes of education at teacher education specializations from andragogic perspective, i.e. understanding academic education as a component of all-life development of and formal learning of an adult.

This article presents the results of research conducted among the students of applied linguistics programme on the subject of their assessment of the value of the pedagogy-psychology classes which they attend as a part of the teacher education specialization.

In connection with presented results, it should be noticed that the pedagogy-psychological education as a part of the teacher education specialisation in the applied linguistics programme is viewed by the students mostly as valuable. The research results also revealed the need to more strongly accentuate the meaning of pedagogic and psychological knowledge in relation of professional work as well as personal self-development.

Keywords: training of future teachers of foreign languages, students of applied linguistics, education, psychology, teaching activities.

Małgorzata KOSTKA-SZYMAŃSKA

COGNITIVE DEVELOPMENT OF SCHOOL CHILDREN – OPERATIONAL THINKING IN THE NORM AND PATHOLOGY

The aim of psychological research is the assessment of maturity of thinking in children (measured by the efficiency of operational thinking). The research was conducted on a group of sixty six-year old children (with developmental norm and with risk of dyslexia). The analysis focuses on the comparison of the maturity of thinking in the group of children who manifest difficulties in reading and those who can read without any problems.

The lower level of thinking's logical structures coordination was obtained in the group of children with risk of dyslexia (such as low level of reasoning by analogy, adding and multiplying skills and features of pre-operational thinking). Children with risk of dyslexia do not manifest features which are important for reading ability. Their strategy and correctness of reading are on a worse level compared to children without the risk of dyslexia.

In children burdened with reading difficulties one can observe a lower level of coordination of structures of logical thinking: low levels of reasoning by analogy, low level of logical addition and multiplication, domination of figurative collections based on direct, perceptually or imaginatively recognized relations, characteristics of preoperative thinking. The efficiency of operational

thinking may be an indicator of the level of reading skills. Research has shown that learning to read requires a certain level of cognitive development. It can be assumed that the delays in the operational development of reasoning may affect difficulties in this regard.

Not all children of 6 years of age manifest fully formed characteristics of thinking essential for reading: decentration, reversibility, understanding transformations, abstraction, generalization, comparison, classification (creating and naming classes) and the operations on words based on the ability to describe the relationship. The lack of these features of concrete thinking adversely affects the shaping of the concepts necessary for the mastery of the language system – it may contribute to difficulties in reading and hinder the start at school. The presented research confirm the differences in the way of operational thinking between children with the risk of dyslexia and in the developmental norm.

Keywords: children, cognition, operational thinking, reading, dyslexia.

*Olena KOVALCHUK,
Liliya POTAPIUK*

THE CAUSES AND BACKGROUND OF THE WOMEN'S MOVEMENT IN UKRAINE ILLUSTRATED BY WOMEN'S ASSOCIATIONS (second half of XIX – early XX century)

The article deals with comprehensive analysis of the women's movement in Ukraine. More thorough attention is given, in particular, to the role of Ukrainian civil societies in Western Ukraine (the second half of the nineteenth – early twentieth century). The authors emphasized that in order to find a unifying idea it is very important to realize the importance of involving women to public life, learning the historical lessons of the women's movement of the first wave, understanding the traditions of the movement and so on.

The authors have traced the actions and active participation of women in life of the nation to realize their democratic right in order to influence political, economic and cultural life of the state, to improve their socio-political activity and social status, for formation of a new national women type.

The main causes and background of the process of women's emancipation illustrated by numerous women's associations who actively fought for the development of law, national culture and education. Despite the political development of Russia and Austro-Hungary, women's movement in Ukraine took place within and in accordance with the processes held in women's movement in the countries of the European world.

In order to define the relationship between women's societies in Western Ukraine and Naddniprianski region the authors have analysed the activities of

women's cultural and educational societies in the local public and political life. The analysis says that women activities were not directly linked with feminism but concerned the promotion of new psychological perception of women in society.

The article reveals the importance of social activity among famous Ukrainian-women and determines their impact the on the successful establishment and development of the organized women's movement, its public recognition and awakening of national consciousness among all Ukrainian people.

The article shows that the women's movement as in whole Ukraine so Western Ukraine in particular, proved to be in a pressing need of that time. The movement campaign was formed and was developing under contemporary political, social, economic and cultural objectives aimed at the growth of Western Ukraine. The author highlights that the most characteristic features of the women's movement in Western Ukraine was the dominance of the concept of liberal feminism, which is closely connected with the purpose of national liberation struggle and the formation of organizational structure, which resembles in type its contemporary European counterparts.

The suggested theoretical statements and conclusions in the article provide new materials for understanding, awareness and analysis of important cultural and educational activities of women's associations in the set period necessary to complete and holistic playback features of educational thought and history of national education.

Keywords: women's movement, women's associations, women's emancipation, feminism, nation, spiritual growth.

Yulia LAPTINOVA

PROCESS OF TEACHING ENGLISH IN GROUPS WITH DIFFERENT LEVELS OF LANGUAGE BACKGROUND

Teaching English as a second language (minor in English) in a group of academically diverse learners has become the biggest challenge for teachers at higher education. To tackle the problem of how to teach more effectively in a mixed class a suitable ELT methodology needs to be developed.

This article attempts 1) to identify some of the problems faced by the ESL/EFL teachers at in multi-level classes by means of collecting and analyzing data; 2) to suggest some adaptable strategies to minimize the problems of teaching English in mixed-ability classes.

Personal working experience as an English teacher in a group with varying levels of English from pure beginner to upper-intermediate states that it can be difficult to keep the attention of all students. A mixed class can seem uncooperative, the students can get bored easily and/or show ill-disciplined

behaviour for a variety of reasons and this can cause commotion in the classroom. Planning the lesson and making relevant, meaningful work-material to fit students' needs in terms of levels and interests can be time consuming. This can make the teacher feel frustrated and unable to cope with the class.

Most literature which has been written about mixed classes stressed the importance of differentiation. Differentiation is defined as the process which provides each student in a group with multiple avenues to learning from his current «learning position».

The article highlights some differentiated instruction strategies that ESL/EFL teachers can successfully integrate in their mixed classes and facilitate the development of necessary skills. They are:

- adapt to the environment of multi-level class;
- evaluate and adjust the materials according to the class;
- divide the class into groups according to similar/dissimilar learning styles;
- assign different tasks (sets of worksheets or exercises) that are appropriate to the level of each group;
- give clear and precise instructions and present them in easy, manageable ways;
- accelerate or decelerate the pace that students move through curriculum;
- conduct assessments according to how well they have mastered curriculum content and how proficient they are in the skills that are required (assess student's personalized outcome);
- correct all students according to their level, do not interrupt them when they talk and be more demanding with stronger students;
- differentiate the homework, making it more personally relevant for each child in the classroom.

It is suggested that applying effective methods of differentiation can help the teacher successfully address the aforementioned challenges and provide a meaningful, interactive activity that helps develop basic communication skills, necessary to the success of English language learners.

Tetiana LOHVYENKO

INNOVATIVE TECHNOLOGIES OF TRAINING SOCIAL SPHERE SPECIALISTS: THE EXPERIENCE OF SCANDINAVIAN COUNTRIES

It has been determined that the study of foreign organization and functioning experience of higher education gained the value in the conditions of

globalization and integration processes. It is important for Ukraine to solve the problems of training specialists in the field of social work. The educational practice of countries that have a long experience in such type of training, including Denmark, Norway, Sweden are of particular interest in this aspect.

It was revealed that research and practical activity of training of social sphere professionals demonstrated enhancement in study activity having mentioned transformation processes, updated approaches to the organization of the learning process, innovative technological means of training in the Nordic countries. The active usage of electronic means of communications, distance learning (distance learning programs, massive open online courses, webinars, consultations, etc.) in educational activities of universities and university colleges of Denmark, Norway and Sweden are demonstrated in specific examples. It was grounded that innovative technologies usage provided training of future professionals having formed social skills for research, professional competence.

It has been argued that educational programs for preparing the «European Master's» of Social Work inherited innovative as they are realized by international university consortia of Denmark, Norway, Sweden with the active participation and cooperation of Germany, the Netherlands, Bulgaria, Spain, Portugal and other countries.

It has been determined that the process of technology innovation in the learning process was more updated in recent years due to the introduction of a new generation of educational programs: «Erasmus +» and «Horizon 2020», which opens new opportunities for cooperation in education, training, including social workers, expand the circle of partners outside the European Union.

The attention was paid on the important role of practice in the educational process of students, which is directed on performing a wide palette of tasks carried out as in social services of the Nordic countries and abroad, which is particularly valuable.

It was concluded that modern innovative technology training of social sphere specialists in the Nordic countries met the needs of the time, scientific concepts, combining traditional forms and methods of innovation and promoted the training of creative and competent professionals in accordance with the requirements of the information society and social work under conditions of functioning «welfare states».

Keywords: innovation, technology, social worker, competence, education, professional training.

*Natalia MANZHELIY,
Oksana VASHAK*

FORMATION AND DEVELOPMENT OF EDUCATIONAL-BREEDING COMPLEXES: RETROSPECTIVE ANALYSES

At the beginning of the XXI century the question of the new school creation arose; this school has to supply the most comforting conditions for thorough physical, psychic, social, spiritual development of a child as personality, capable for building a democratic state. It demands a search of new forms of educational-breeding process organization and creation establishments of a new type: gymnasiums, lyceums, colleges, collegiums, private, author schools, different types of educational-breeding complexes, that form a system of educational establishments, alternative to the mass school in content, forms and methods of teaching.

The problems of educational-breeding complexes were creative elaborated by scholars: I. Avgustivitch, A. Boiko, B. Vulfov, H. Euladova, V. Korovina, I. Pechenko, M. Plotkin, V. Shirinskii, V. Tsyurskii, V. Fershtey and others.

In the course of pedagogy there are known a lot of educational-breeding establishments, which can be observed as educational-breeding complexes with a long road of development. Different establishments of those days can be observed as a definite type of educational-breeding complex: orphan houses, shelters, educational houses and others. In the years of tremendous up growth of system of social educational establishments, except of children's home, one more type of pedagogical complexes emerged in Ukraine – children's towns, colonies and educational-breeding establishments for children with physical or psychic disorders. At the same time such types of children's establishments like labor colonies and communes were widely spread.

In the modern educational environment of Ukraine the achievements of M. Guzyck School are widely known due to realization of effective system of personal oriented education in conditions of educational-breeding complex. School complexes of N. Hontarovska, M. Tereschenko, M. Chumarna function successfully in modern conditions. The experience of educational-breeding complex's functioning by the head of N. Hontarovska is worth our attention.

To our mind the prospect straits of further scientific researchers are: comparative analyses of educational-breeding complexes functioning in Ukraine and abroad; preparation of future pedagogues to work in educational-breeding complexes; generalization of work experience of regional educational-breeding complexes.

Keywords: educational-breeding complex, school complex, the school of a new type, personality-oriented approach, thorough development of personality.

Olena NEVMERZHITSKA

**REALIZATION OF AXIOLOGICAL IDEAS
IN THE NATIONAL EDUCATIONAL SPACE
IN THE FIRST HALF OF THE 19th CENTURY**

The content of education is made up of values. Being a regulator of behavior, they affect not only the formation of personality and motivations, but also the specifics of teaching practice, appearing in the content of education, its aims and methods. In view of this, the need for research of the influence of educational ideals on past teaching practice in order to improve modern education and avoid the mistakes that hinder its development, is actualized.

The goal of this article was to study the applied aspects of realization of axiological ideas in the national educational space in the first half of the 19th century.

In the early 19th century the Russian Empire was clearly aware of the importance of popular education, but it was completely subordinated to public needs. This situation led to the fact that the characteristic features of Russian education in the first half of the 19th century were estates, religion, nationality and education of selfless devotion to the homeland and the monarch.

Education estates included the presence of various types of educational institutions, which were intended for specific population groups (universities, high schools, county schools, national and parochial schools, private pensions, etc.). Analysis of the content of education in them showed presence of religious subjects (God's law, dogmatic and moral theology, etc.), Russian language and literature, Russian history, geography, etc.).

Polish schooling in ethnic Ukrainian lands that were a part of the Russian Empire was represented by Krzemieniec Lyceum, which operated on a somewhat different basis, such as the access to education for all children, regardless of origin and property status, student government, cooperation with the families of students.

In addition, in ethnic Ukrainian lands that were a part of the Russian Empire, several schools of other minorities, including Jewish, were established. The boys that studied here had a clear professional focus on business. The girls received basic knowledge and skills that allowed them to lead a good household and raise children. An important fact was also that the language of teaching in this school was German, as for native students.

But Ukrainians themselves were mostly deprived of professional schools in ethnic Ukrainian lands, as well as secondary and higher education. Only Ukrainian parish school children were able to get elementary education in their native language.

Keywords: axiological idea, values, educational values, schooling, education, national educational space.

*Leonid ORSHANSKYI,
Svitlana IVAKH*

PROBLEMS AND WAYS OF MODERNIZATION OF NATIONAL EDUCATIONAL SYSTEM

Modern innovative economy, which is based on advanced technology and intellectual work, requires specialists with different competence level. Training of such specialists takes place in higher educational establishments of different levels and degrees. The article deals with an attempt to analyse current state and problems of national higher school. This analysis is done according to statistic data and structural changes in higher school have also been taken into account. We analyse dynamic of higher educational establishments' number of I – IV levels of accreditation, contingent of students, and quality of scientific and pedagogical staff in recent 25 years. The article also determines other problems that cause forming of elemental market of educational service.

The reasons of successful modernization of higher school have been determined. They are following: 1) high level of development of pedagogical science, mature psychological and pedagogical staff and their cooperation with other scientists, humanistic character and practice promoting national educational content and its eagerness to provide unity of education, upbringing and development; 2) developed scientific research in higher school, successful methodology in training scientific and pedagogical specialists, efficient forms of educational and scientific processes integration; 3) application of efficient innovations of content, methods and organization in national higher educational establishments and also the opportunity to spread these innovations with the means of nationally aimed programs and systems of qualification improving for scientific and pedagogical specialists and university managers.

We propose priority of modernization of national educational system, which should meet the requirements of modern life and become the efficient resource of constant development of Ukraine: 1) to provide equal possibilities for all society groups to get qualificative higher education; 2) to improve educational environment, to create proper conditions to get education on all levels; 3) to realize the idea of «education during the whole life» in practice; 4) to realize principle of education which is focused on a student; 5) stable integration of education and scientific research; 6) further internationalization and mobility in educational and scientific activity; 7) to widen rights, freedom and autonomy of universities; 8) to realize cooperation in the system «university – manufacturing»; 9) to control the quality of education on European level;

10) to provide proper salary and social protection for scientific and pedagogical workers.

Keywords: modernization, higher education, higher educational establishments, scientific and pedagogical workers, students.

Ilona PALAHUTA

STAGES OF ORGANIZATION THE PEDAGOGICAL SUPPORT OF FUTURE TEACHERS' PROFESSIONAL DEVELOPMENT IN GREAT BRITAIN

In the article the basic problems of the pedagogical support of future teachers' professional development in Great Britain are analyzed. The basic approaches to the determination of the concept of «pedagogical support» are introduced. «Pedagogical support» is considered as a special sphere of the pedagogical activity aimed at helping future teachers in their development and promoting their self-development, solving their individual problems, related to the education, developing the need for successful independent actions; systematic and purposeful teacher's activity, which provides the disclosure of future teacher's personal potential by providing a concrete help in overcoming difficulties in training and assisting in future teacher's self-determination and self-realization; assisting students in overcoming difficulties, based on his subjective experience and having detections and solving his problems.

The young teacher's «introduction period» is depicted and characterized. It was elaborated to provide all young specialists with a support during the first year at school. It combines a program of a personal development, support and professional dialogue with monitoring and assessing activity according to professional standards. So every young specialist has his individual program of monitoring, support and assessment.

This program, which a young teacher plans with his mentor, should reflect: intentions and professional priorities, which should be reaching at the end of the first year at school; basic professional standards, specific demands to the position.

Thus, the young specialist's official support in the adaptation period is a relationship between the primary pedagogical education and a teacher's career, which combines a personal program of development, support, professional dialogue with monitoring and assessment. Every adaptation program should give an opportunity to a young specialist to expand and extend his knowledge and skills, which a young specialist got during his training in higher educational establishment and to provide basis for a permanent professional development. It should help a young specialist to meet the basic professional stan-

dards at the end of the adaptation period and to provide him with the main implements for the effective pedagogical activity.

The main stages of young specialist's adaptation to his professional activity are introduced and analyzed. And also, attention is focused on the organization of the pedagogical support in each of these stages.

At the end of the adaptation period every young specialist must meet the standards of a qualified teacher. If a young specialist does not meet the professional standards, he can submit his documents again, but he will not have an adaptation period.

Keywords: pedagogical support, professional development, personal potential, mentor, monitoring, adaptation period.

Andriy PARFANOVYCH

SOCIO-CULTURAL DETERMINANTS OF FAMILY VIOLENCE AND TAKING THEM INTO ACCOUNT IN BUILDING A RELATIONSHIP OF A YOUNG COUPLE

Consideration determinants of domestic violence reveals the socio-cultural, which lie at the level of society and state. They are reflected in economics, politics, ideology, different areas of public life. General social factors influence individual behavior and mentality of people, the dominant social approval of morality, social values, gender stereotypes are the phenomena of social life that have a direct manifestation of the behavior of each individual in particular. In view of the variety components of sociocultural determination of violence in family relationships it is reasonable interpretations regarding the relationship between a guy and a girl who intend to marry.

At the present stage is characterized by high dynamics of all processes in the lives of young people, but the general features of the interpersonal relationship with their historical, traditional, mental roots. Characteristics of the relationship of a young couple in point of view of the socio-cultural determination of family violence allowed to identify the main ones: a massive exodus of young people abroad, when faced with a permanent or temporary absence of one of the pair; instability in the economy, politics, employment, culture and leisure; Ukrainian mentality, which has a stable characteristics and traits change during the transition period for the country (reliability, moderation, patience and simultaneously increased activity of girls and women take on new roles in the relationship). In general, social and cultural determination domestic violence is obvious and should take account of the right to form relationships of young couples and their ability to use a positive social experience.

Mega faktors determine the behavior of individuals, including the important role played by socio-cultural, political and ideological processes and pheno-

mena mentality of population, the state of social development, ethics, values and stereotypes. So mega faktors – are a socio-economic, cultural, political transformation of society, this is the mentality of the people is reflected in morals, values, gender stereotypes. It should take into account the transitional stage of social development in post-Soviet space. In general it creates societal determination of family violence, which influences on the men's and women's relationships.

Socio-cultural determination of domestic violence and its consideration in building a relationship of a young couple involves consideration of such phenomena as general social factors influence individual behavior and mentality of people, the dominant social approval of morality, social values, gender stereotypes.

They can have both positive and negative effects on the behavior of the young people and their interpersonal relationships, which depends on her individual personality traits.

Keywords: family violence, young couple, socio-cultural determinants.

Liubov PROKOPIV

PECULIARITIES OF SUPPORT AND OPERATION OF SMALL SCHOOLS IN POLAND

The article considers Polish experience in preservation and operation of small schools. In the second half of the twentieth century, reforms of Polish school education in general and small-numbered schools in particular involved creation of various projects, volunteering.

The attention is focused on the fact that the work of the Polish Society «Edukator» serves as an example of preservation and operation of small schools in Poland.

The article provides arguments that the promising directions of the Society's work in the area of supporting small schools in Poland are as follows: popularization of the alternative pre-school education; training residents of areas with small schools on civic rights and duties; encouraging students in rural schools to be interested in the world by organizing trainings of successful learning; promotion of modern education technologies; professional training and consultation in the area of preparation of project proposals for financing.

The article also considers the experience in preserving small schools of the Federation for Educational Initiatives which launched the programs «Small School», «From a Small School to the Big World».

It was found that a small school unites parents, teachers and the public for cooperation. According to the Federation, a small school is a public and free non-public school with public school rights created by legal and natural per-

sons instead of liquidated schools. It is possible to create gymnasiums modelled after small schools.

The article provides assessment of the project «School of Dreams» which operated in the framework of programs of the European Social Fund. This project aimed to increase educational and life chances of pupils from rural schools. Its main idea was to introduce elements of theory of success into learning.

It is concluded that organizational and scientific foundations of operation of small schools were formed in Poland. The issue of support and operation of small schools in Poland is complete and feasible for implementation into Ukrainian education system in the context of the «new Ukrainian school».

Poland's experience shows that a small school had kept its existence mainly due to public funding of educational institutions, organization of social partnership as part of operation of socially active schools. Small school remained local educational and counselling centres for development and preservation of economy and culture.

It is proved that the key component of the operation and support of such a school is the new educational content based on the formation of pupils' competencies needed for successful self-realization in society.

It is concluded that operation of small schools in Poland becomes possible thanks to the introduction of information and communication technologies, differentiation, individualization of the educational process, expansion of space for innovation.

In the face of existence of the «new Ukrainian school», support of school education in Ukraine should become consistent and completed like in the Polish educational system.

Keywords: small-numbered school, small school, civic organizations, volunteering, training of teaching staff, «Edukator», «Federation for Educational Initiatives», «Centre for Civic Education».

Liliya REBUKHA

FUNDAMENTALIZATION OF HIGHER PROFESSIONAL EDUCATION OF FUTURE SOCIAL WORKERS: ANTHROPOLOGICAL AND HUMANISTIC APPROACHES

The ideological basis of fundamentalization of higher professional education of future social workers from the position of education in «breadth» are analysed in the article. It is found out that unlike the fundamentalization of the education in «depth», which promotes a more enhanced training of future specialists in predetermined subjects, education in «breadth» provides conditions for the complete development of future specialist. Based on a synthesis it is proved that the fundamentality of students' knowledge is formed in a

uninterrupted, parity interaction with teachers in the classroom and extracurricular, vitacultural space. Thus fundamentalization of professional training synthesizes the future social workers' knowledge that is characterized by interdisciplinarity, versatility and complicity. As a result obtained education of experts is directed to overcome fragmented consciousness and intelligence.

The scientific thought about impossibility of efficiency of fundamentalization of higher education of future social workers without its antropologization and humanization is formed. In-depth knowledge about man as an object of future professional activity contributes to the development of system thinking in students, their professional identity, the ability to see every man his uniqueness, originality, exclusivity.

Social workers are working in the system «man – man», so meaningfully disclosed, that concept «love to the human» is described and defined not only with basic knowledge and skills of the future professionals, but also values, motivation activities, style of relationships with people, personal culture, ability to develop creative potential. That is why fundamentalization of professional training of young people in the higher educational institution successfully combines the functions of education, training and self-development of personality of students, contributes to the quality of their training at the university, develops the responsibility for their attitude to humanity and the planet for the results of their own activities.

It is argued that anthropological and humanistic approaches contribute to a more thorough explanation and understanding of fundamentalization of education in institution of higher education. They emphasize the importance of recreation in the content of education holistic image of man as a biopsychosocial system and active and creative possibilities of the student with his desire to realize himself on the principles of love to the human in the public interest.

According to the results of the research, it is found out that implementation of these approaches to fundamentalization of higher professional education improves the quality of training of future social workers at the higher educational institution in case of implementing leading anthropological and humanistic ideas in theoretical subjects and effective practices in social units.

Keywords: fundamentalization of education, anthropological and humanistic approach, social worker, professional education.

Alla REVT

EDUCATION GUIDELINES FOR ADULTS

The article reveals the content of adult education in Ukraine, provides an analysis of actual guidelines and needs of adults. Attention is drawn to creation of favorable preconditions for high-quality adult education in the context of

market economy, science, culture and society. The trends in adult education and educational guidelines for adults, formation of adequate strategies of adult education aimed at preservation of the country's intellectual and cultural potential, a crucial asset to modern society, have been outlined.

It has been proven that an adult becomes the subject of educational activities once he realizes the need for acquiring and deepening the knowledge. This may require advanced studies, retraining, creative activities. Adult education creates favorable conditions for the formation of flexible educational trajectories and an access to high-quality education in general, encompasses a wide range of educational services which conform to personal, social or economic needs.

The following peculiarities of adult education have been discussed: the need for education, a strong motivation determined by professional, social, household and temporary factors; certain educational stereotypes which arise from the previous experience and facilitate or hamper further education.

The trends in reevaluation of the content of adult education, formation of an appropriate attitude to adult education and a new strategy of adult education transformation into a social institution with its own legal basis, social, economic and financial mechanisms of adult development, determination of the role and functions of regional departments and local educational bodies etc. have been outlined. Now adult education is facing the challenges that must finally be overcome. This will create preconditions for shaping a proper attitude of the society towards adult education as currently it forms the basis of social development and democratic relations between the state and its citizens.

It has been concluded that adult education facilitates adjustment to new conditions, is of preventive nature, assists in professional and social development and life in general. In the epoch of global transformations adult education should become one of social regulation centers to help a person exercise his rights and protect his interests in line with the changes in society.

Keywords: adult education, educational needs, educational guidelines, continuous education, andragogy.

Katarzyna ROGOZIŃSKA

EDUCATIONAL ASPECT OF «MŁODA MUZYKA» PERIODICAL (1908 – 1919)

Music accompanies a human being since its birth. It is also particularly important element shaping our civilization and culture determining the education of each society to a large extent. It plays an important role in human's development, education and even during therapy. One of the representations of art in the life of a human being is its influence on imagination, sound and word. The latter is mostly conveyed in interesting literature and periodicals covering

issues of broadly comprehended culture. At the beginning of the 20th century «Młoda Muzyka» was one of such periodicals. Information stating that «Młoda Muzyka» was the only Polish music and literature periodical at that time was included at the end of the first issue. As a result it showed cultural life of Polish society (deprived of sovereignty) of that time and played an important part in popularizing musical education to a large number of residents of Polish lands.

As it has already been indicated the objective of the periodical, particularly one devoted to the culture issues, was very often focused on acquainting, popularizing and even preparing to participation of society's cultural life. It seems that these objectives were met by «Młoda Muzyka». It was a fortnightly periodical with its roots in the beginning of the 20th century. It was published in Warsaw, which at that time was the main cultural place in Kingdom of Poland. «Młoda Muzyka» revealed the progressive trend in Polish music thought. It was mostly popularizing the work of the contemporary Polish composers, among others, Ludomir Różycki, Karol Szymanowski, Feliks Nowowiejski or Zygmunt Noskowski. Acknowledged musicologists like: Adolf Chybiński, Zdzisław Jachimecki, Henryk Opieński, Stefania Łobaszewska-Gérard de Festenburg were among its permanent contributors. The first issue was published on the 1st of October 1908. Since 1910 the title was changed into «Przegląd Muzyczny». Roman Chojnacki was its founder, editor-in-chief and publisher and he held these functions all the time the periodical was issued. Romuald Haller was his assistant editor. With the new title periodical was issued from 1908 to 1914. After the WWI in 1918 it was published again until its last issue in.

Each article presented in «Młoda Muzyka» approximated broader and better comprehension of a music piece even the one described as «difficult» in perception the same as music in general which was accompanying human-kind since its origins. Music is particularly important element in shaping our civilisation and culture. It decides to a great extent about human education and upbringing at each stage of their life. It also has a significant role in therapeutic influence on a human.

The origins of «Młoda Muzyka» periodical was initiated by an urge of popularizing music culture across the nation and it was an answer to the great needs of contributing of Polish society in creating and experiencing music culture. As the editors emphasised slight interest in art, its beauty and value and the interest of society in «poor» art was a great stimulus to create the periodical.

Finally, it can be stated that «Młoda Muzyka» periodical perfectly played its educational and aesthetic role. It illustrated the presented issues in depth showing cultural life, level of knowledge and engagement as well as the needs of almost all Polish society as far as music issues were concerned.

Keywords: music, education, aesthetics, music education, «Młoda Muzyka».

Grzegorz SANECKI

EARLIER AND PRESENT-DAY MIGRATORY MOVEMENTS OF POLISH PEOPLE

The beginnings of Polish emigration started in the thirteenth century, but its dimensions were quite small. The first major wave of emigration started in the sixteenth century, mainly because of educational, scientific and commercial reasons. The next breakthrough came during the partitions of Poland. There were waves of migration, related to specific historical events, such as uprisings for national liberation, but also purely economic which started from the first half of the nineteenth century. Despite regaining independence in 1918, the phenomenon of Polish emigration still remained at a high level; mostly because of bad economic situation.

After the Second World War the emigration of the Poles was significantly slowed down by the government mainly because of the Cold War and very restrictive passport policy. The intensity of migration flows has increased over the years 60 and 70.

Due to the activity of the social movement called «Solidarity» and the introduction of martial law as the government's response to it, in the years 1981 – 1983 the legal external migration was totally inhibited.

The turning point in Polish emigration took place with the political transformation after 1989. In subsequent years next waves of economical migration of the Poles have been noticed. After 1 May 2004, due to the accession to the European Union there is observed further dynamic growth in economic migration of our citizens mainly to the countries of the «old fifteen».

In recent years, the mass emigration of the Poles has some positive consequences: the decline in unemployment rate, the influx money to the families in the country, the acquisition new skills and foreign languages competence by leaving people, investing accumulated funds in the development of native private business enterprise. These benefits of the emigration cannot overshadow the threats, e.g.: shortage of manpower in specific sectors of the national economy today, depletion of the budget by the lack of tax revenues, which are paid abroad, progressive threat to the functioning of the pension system, wastage of production and creative potential of outgoing people, and waste of the cost of education.

The increasing incidence of non-material motives to leave the country is important for the image of the contemporary Polish emigration. Our citizens' evolution of migration movements depends on changes of the social, economic and political situation and on the migration policy of governments of EU countries.

Keywords: migration, economic emigration, immigration, re-emigration, motives of migration, consequences of emigration.

Zoya SHEVTSIV

SOME ASPECTS OF TRAINING OF FUTURE ELEMENTARY SCHOOL TEACHERS FOR WORK IN INCLUSIVE GENERAL EDUCATION INSTITUTIONS ENVIRONMENT

The article reveals the urgency of modernization of education in Ukraine. Determined the relevance of expansion of inclusive education in general education. Indicated the future training of elementary school teacher for correction and rehabilitation work in inclusive secondary schools.

Made an analysis of recent research and publications on issues of general training of students for professional careers. Overlooked the study on the involvement of children with limited health to education in secondary schools, opportunities for psychological and pedagogical support for these children, their rehabilitation and socialization.

The aim of article is to highlight some theoretical and practical bases of training future teachers of elementary school to work in an inclusive environment of an educational institution.

The results of the study are revealing the importance of the introduction of discipline «Fundamentals of inclusive pedagogy» for training future teachers of elementary school for work in an inclusive environment of an educational institution. The result of testing lectures on discipline was the textbook «Fundamentals of Inclusive Education» (Author Z. Schevtsiv). In the book the author shows personal position on the study of methodology inclusive pedagogy as a science, covers the category of inclusive pedagogy: inclusive education, inclusive teaching, inclusive upbringing, forms, methods of training and education of social-pedagogical activities. We considered effective methods of teaching profession in an inclusive environment.

The article reveals the content of some of the topics studied in class. Examples of themes of laboratory exercises aimed at building significant personal qualities and professional development of its professionally important skills. Attention is drawn to the formation of students' ability to apply the teaching methods health-saving technology of training of younger students. In particular, the formation of the teaching methods of correction of cognitive, emotional and connotative areas by means of physical training of younger pupils in the classroom.

In conclusion were summarized the findings of the article. The author concluded that the organization of training future teachers of elementary school for work in an inclusive environment requires a comprehensive educational institution study of basic academic discipline «Fundamentals of inclusive pedagogy». The article points to further research of the problem.

Keywords: Fundamentals of Inclusive Education, theoretical and practical aspects of training, interactive education technologies.

Piotr SŁAWIŃSKI

SOME REMARKS ON THE MARGIN OF CHANGES WITHIN EUROPEAN HIGHER EDUCATION AREA

Various models of universities have been formed since Middle Ages. Thanks to their own autonomy, those institutions have preserved their distinctiveness until now. Scientific degrees and titles have confirmed the range of knowledge obtained after graduation. In Anglo-Saxon countries, alluding to medieval traditions, there are some degrees and titles that have the same names. However, scientific titles are more distinct than vocational ones. Yet, the title of doctor honoris causa is given to a person worth the particular plaudits.

The measure that gives the possibility of comparison of scientific degrees and titles is the role of liberal arts in the process of education. It means the level of knowledge in the field of seven arts liberated with reference to the level of teaching at university. Moreover, in the 19th century, models of universities started to modify on account of sociopolitical changes. On the one hand, universities were focused on teaching (John Henry Newman), on the other hand, the scientific research was emphasized (Wilhelm von Humboldt). What is more, the attention was paid to education of professionals in particular occupations. Hence, vocational titles are conferred apart from scientific degrees and titles.

It is worth remembering that Eastern Europe was greatly influenced by Russian universities which were state institutions from the very beginning. Since 1934 they introduced such scientific degrees as master's degree, candidate of science and doctor's degree as well as some scientific titles: full professor (docent), professor, member-correspondent and academic.

In 1954 European Cultural Convention of the Council of Europe appointed the basics of operation and cooperation amongst member countries in the field of culture. Ratification of The Sorbonne Declaration in 1998, and then The Bologna Declaration in 1999 develops ever closer the cooperation on unification of the system of higher education.

The core of European Higher Education Area is a three-level stage of obtaining higher education (BA, MA and PhD).

The implementation of ECTS (*European Credit Transfer System*) points is aimed to enable the unification of higher education system.

The interesting question is an attempt of comparison of scientific and vocational degrees and titles existing in different systems as well as an endeavor of grasping their compatibility. The problem occurs when the attempt deals with degrees and titles absent in certain systems. For instance, in Anglo-Saxon

system doctorate is the highest scientific degree, whereas in Eastern Europe there is something beyond that is called a tenure (in Germany it was a job position), docent, full professor, associate professor. Moreover, in Anglo-Saxon system there is no a professor title which is a job position.

Keywords: higher education, staff education, European Higher Education Area, scientific degrees and titles, Bologna process.

Viktoria SLIPENKO

**THE PECULIARITIES OF DEVELOPMENT
STUDENTS' ENTREPRENEURIAL COMPETENCE
IN THE SECONDARY SCHOOLS:
THE AMERICAN EXPERIENCE**

The development of entrepreneurial competence of the younger generation at the beginning of the third millennium became a necessary part of secondary education of foreign countries. Very often, in most developed countries, including the United States, teachers and entrepreneurs expresses their opinion that the potential of school education is not completely used. Most entrepreneurs require in their employees analytical and systematic thinking, initiative and communicative skills, decision making skills and responsibility which are necessary in modern conditions.

The article is devoted to the peculiarities of development the students entrepreneurial competence in American secondary schools. It is noted that entrepreneurial competence concerns all spheres of life. It gives citizens the opportunity to care for their own development, to make an active contribution to society, to work at the labor market as an employee or self-employed person, and to take their own business or bring to a higher level the enterprise which may have cultural, social or commercial purposes. The essence of «entrepreneurial competence», purpose and educational entrepreneurial concepts are outlined. The author gives the examples of American school programs, including «Junior Achievement Incorporated», in consequence of the cooperation with which the publishing of the magazine «Young Money Magazine», with leading American firms «Ackerley Group», «Hewlett Packard», «Microsoft», more than one million students annually learn the rules of business and personal financial accounting.

The efficiency of created mini-enterprises in American schools are emphasized. It is concluded that the development of entrepreneurial competence in the educational context of the United States helps students to become more flexible, confident, independent, able to make decisions, plan, communicate with partners, have more social skills, information about the business, get to know themselves and learn management.

Keywords: development, entrepreneurial competence, educational concepts, the American school, mini-enterprises.

Myroslava SOSIAK

PROFESSIONALLY ORIENTED DISCOURSE AND STATUS – ROLE RELATIONSHIPS IN THE CONTEXT OF THE ENGLISH LANGUAGE TRAINEE TEACHERS

On the basis of critical analysis of scientific literature professionally oriented discourse and status and role relationships between the teacher and the students and among the participants of professionally oriented communication have been characterized. The main stages of creating oral professionally oriented discourse have been analyzed. It is determined that the situation is the core element of any type of discourse.

The three phases of creating oral professionally oriented discourse have been defined: the first phase refers to the conceptualization of the discourse in the terms of its topic and purpose; it develops the sender's general intentions, his conceptions; the second phase of formulation involves the choice of vocabulary, grammar structures and syntax; the third phase, the articulation starts up with the actualization of the conceptual scheme.

It is noted that discourse represents a number of successive and mutually stipulated speech acts which provide some information in particular communicative situations and are formed in accordance with the specificity of their semantic and grammar organization and directed by motives and intentions of the speaker. Taking into consideration the spheres of teachers' communication the three types of professionally oriented discourse have been suggested. They are educational, methodological and scientific.

The content of different types of discourse has been specified. Educational discourse is implemented in the classroom and is a complex formation that covers a presentation of the new academic material, its explanation, training and practice in communicative situations, as well as monitoring and evaluating students' progress. The goal of methodological oriented type of discourse is to prepare teachers of foreign languages for professional intercultural cooperation, namely to participate in the work of teaching seminars, meetings. Scientific discourse involves the investigation of some problems concerning their process of foreign language teaching in secondary schools and their presentation at a conference or seminar.

Status and role relationships between the participants of every type of discourse have been defined. Teachers and students are the participants of an educational type of discourse. The relationships between them at some stages of the lesson are not equal. The participants of a methodological type of dis-

course are teachers and the chief methodologist of the methodological society. The teachers fulfill equal roles: one of them introduces the topic and the other continues it. The roles between the teachers and the chief methodologist are unequal. The latter submits the guidelines and initiates discussion of important issues related to the process of teaching foreign languages.

The teachers who do scientific researches are the participants of a scientific type of discourse and they fulfill equal roles. Methodology of teaching discourse on the basis of role play as well as the examples of the tasks assessing the level of professionally oriented discourse competence of future teachers have been suggested

Key words: professionally oriented discourse, competence, educational type of discourse, methodological type of discourse, scientific type of discourse.

Viktorii STYNSKA

SOCIAL POLICY OF SUPPORT MOTHERHOOD AND CHILDHOOD IN FRANCE

The developed system of family support in France is the result of long-term evolution, during which were introduced and improved various instruments of public, social, including family policy.

Analysis of source material confirms that family policy in France from its beginning had a «paternalistic» character, it was aimed at stimulating the birth rate.

According to research, the first program of supporting motherhood and childhood was developed in 1866 and was spreaded among civil servants – financial workers, teachers and others.

In the 30s (1932, 1938 and 1939) some laws were passed including the Law of 29.07.1939, entitled «Family Code», in which were laid the foundations and principles of the modern system of family support in France. World War II prevented the realization of principles of «Family Code», only laws in 1946 concretized its provisions: there was introduced support for mothers-housewives; support for families with one working person; maternity support; new scale of adding family support to monthly basic salary.

Reforms of family support 1972 – 1978 were accompanied by the introduction of measures to improve the situation of certain categories of families: In 1971 there was introduced aid to orphans (which was later turned into a help to a guardian or a breadwinner); 1975 – support for special education of children with disabilities; 1976 support for single parents.

In 1980 – 1990's in France there was passed a massive program to increase social, including family care, in result of which in the 1980 – 1983 part of family support in GDP increased to 3.06 percent. However, worsening of economic

situation did not allow to realize planned and forced to significantly reduce social program.

Thus, in the mentioned reforms there is a decreasing tendency of pronatalist character and strengthening their social orientation. This is reflected in the changes of demographic area, the role of family, values of modern society.

One of the main directions of state family policy in France was support for mothers and children. Among its events: passage and improvement of legislation on providing maternity leave and protection of the rights of working mothers. Since January 1, 2004 in France, was formed a system of family support that included various forms of support at birth, adoption and child care.

Much attention was paid to preschool education in France. In November 2006 the French government passed a plan «Young children» the aim was to provide all children with the places in preschool by 2011.

Thus, the developed system of social support for motherhood and childhood in France is the result of long-term evolution, which was reflected a set of national, economic, political, socio-cultural and socio-psychological characteristics and conditions. The policy of social support has a global character and includes activities of legislative support for motherhood and childhood and providing the optimal combination of employment of women and motherhood, provide financial assistance in the form of various types of family aids and services in the health sector, organizing teaching on training and education of children.

Key words: social policy, support, motherhood, childhood, France.

Anna TYCHMANOWICZ

PERSONALITY TRAITS AND PERSONAL VALUES IN POLISH STUDENTS

Values are part of human life that condition its quality and sense in a great extent. They also constitute the subject of scientific exploration, most of all, in the area of humanities and social sciences, including psychology and pedagogy. Values also have a significant influence on social functioning of an individual. In the process of assessment of events, other people or oneself, they play the role of standards of what is desired. In this article, Schwarz theory of values, postulating commonness of values and universality of their structure, was adopted. Carried out analyses are based on the Five Factor Theory by McCrae and Costa, also known as the Big Five. The aim of the carried out analyses was to determine the relationships between one's personality traits and preferred values. A group of Polish students (N = 326), women and men, took part in the studies. Obtained results indicate the existence of significant relationships between explored variables. Most significant correlations with

value preferences show the following dimensions: *Agreeableness*, *Extraversion* and *Openness to Experience*. *Conscientiousness* correlates with a relatively lower number of values, whereas *Neuroticism* only with one category of values. The results of the studies allow exploration of personality conditioning of values esteemed by young people and the structure of analysed relationships. The results of the studies may also be used in psychological and pedagogical practice, in order to design and implement rearing actions focused on shaping of the system of values, taking into account individual differences among people. In future studies on relations between personal characteristics and preferred personal values, it would be worthwhile to take into account the significance of mediating and modifying factors – mediators and moderators of studied relationships. Taking into account socio-demographic variables and also subject variables, such as self-image, individualistic and collectivist orientation, social axioms, also seems interesting.

Keywords: human values, personal values, value preferences, personality, personality traits.