

ПЕДАГОГІЧНІ НАУКИ
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

ІСТОРІЯ ВІТЧИЗНЯНОЇ ТА ЗАРУБІЖНОЇ ПЕДАГОГІЧНОЇ ДУМКИ
ИСТОРИЯ ОТЕЧЕСТВЕННОЙ И ЗАРУБЕЖНОЙ ПЕДАГОГИЧЕСКОЙ МЫСЛИ
HISTORY OF DOMESTIC AND FOREIGN PEDAGOGICAL THOUGHT

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**LIFE AND LITERARY HERITAGE: AN EXAMPLE TO FOLLOW
(TO THE 200th ANNIVERSARY OF THE BIRTH OF TARAS SHEVCHENKO)**

The article deals with the views of some well-known figures in Ukraine on Taras Shevchenko's life and literary heritage; reveals the origins of his spiritual life and actuality of his example in the upbringing of today's youth; focuses on the religious works of the poet and the ability to overcome difficulties.

The writer Oles Gonchar persuades people of the greatness of Taras Shevchenko pointing to his ability to be broad-minded, act in the name of other people; emphasizes the industry of the poet, his artistic maturity. According to Oles Gonchar's point of view, Taras Shevchenko was a cultured man with deep knowledge, an original thinking artist, a citizen who overcame difficulties, did not tolerate evil.

The scientist Ivan Ohiyenko focuses on the figure of the poet, who is an example of serving people, an example for people who break family traditions and have a lack of confidence in the correctness of their actions, the low level of responsibility for assignments. "Grammar and stylistic vocabulary of Shevchenko's language" is a source of scientific information about the educational potential Taras Shevchenko's poetic heritage. Ivan Ohiyenko's book "Religiosity of Taras Shevchenko's works" proves that the poet's religiosity has educational influence on young people.

Professor Natalia Polonska-Vasylenko notes that the idea of serving people, poet's love to Ukraine is closely intertwined with religious ideas. She emphasizes the high spirituality of Taras Shevchenko and the presence of a large number of pieces of advice to pray or read poems in the form of prayers in his works.

The poet Maksym Rylskyi identifies Taras Shevchenko as an accomplice of the people in the struggle for peace, truth and happiness.

Analysis of Oles Gonchar, Ivan Ohiyenko, Natalia Polonska-Vasylenko, Maksym Rylskyi's works shows that such qualities of Taras Shevchenko as an ability to reach the top of creativity, to overcome difficulties and obstacles, self-education and self-improvement, mastering the verges of national and other nations cultural heritage are the great example for today's youth to follow. Important factors of educational influence in the life of young Taras and current generations are: family, especially a mother, native school, and native language. The poet's life tells about his extraordinary strength and religiosity that influenced the development of his outlook and helped to overcome difficulties.

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**IN-SERVICE TEACHER TRAINING INSTITUTES' ACTIVITIES IN UKRAINE
(50–60s of XX century)**

The article is devoted to the problems of post-graduate education of primary school teachers in Ukraine during the 50—60s of XX century; it is grounded in actuality of the problem; it is widened and detailed its historiography; it is characterized peculiarities of activities of in-service teacher training during this period. The article analyzes existent researches of pedagogues of past years and contemporary scientists on different aspects of development of postgraduate component of continuing pedagogical education of different years. It is specified structure, content and specificity of improvement of teachers of primary stage of school education; it is researched essential changes happened in the sphere of education of those

years, their influence on professional development of specialists in postgraduate period. It is examined the main aspects of reforming of native comprehensive educational branch in Ukraine for the period of the 50s of XX century; it is encircled the main changes in the content and in the organization of primary education, peculiarities of proper training of specialists to realization of reforms. It is outlined the degree of interaction of in-service teacher training institutes with establishments, guarantee postgraduate education of teachers of primary school, particularly, with departments of education, inspection and methodological service. On the base of the analysis of normative-legal, archival and narrative sources it is made an attempt to identify the main trends in the development of postgraduate education of primary school teachers in Ukraine for the following period and trace their transformation today.

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RETROSPECTIVE ANALYSIS OF PROBLEM OF DEVELOPMENT OF TEACHER'S PROFESSIONAL VALUES

The article deals with the retrospective analysis of the problem of the development of the professional values of a teacher represented in the scientific works of the Ukrainian and foreign scholars. It defines that the realization of a successful pedagogical activity of a future teacher does not only require a certain set of knowledge, skills and habits acquired in the higher educational establishment, a high level of professional competence but also a formed system of professional values and understanding of the essence of his professional activity.

It finds out that the problem of development of the professional values of a teacher is going back deep into the ancient times attracted the attention of philosophers, pedagogues and educationalists at all the stages of the development of pedagogical science. Different historical periods of the development of society influenced the representation of the problem of the development of professional values of a teacher which we find in the works of scholars. However, the following values of a teacher have always been immortal in all the times: love for children, humanity, culture, freedom, justice, humanism, honesty, erudition, spirituality, morality.

Thus, the axiological component in the content of the professional and pedagogical training gains a great significance, with the help of which it is necessary to equip future teachers with the theoretical and methodological as well as practical knowledge about the essence of values, their nature, the mechanisms of their development and means of functioning as well as about the fundamental role of the professional and pedagogical values in the professional activity of a modern teacher which characterizes his professional growth and self-improvement.

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GENERAL CHARACTERISTICS OF UNIVERSITY EDUCATION IN UKRAINE IN THE POSTWAR PERIOD (50-70S OF XX CENTURY)

The article deals with a university education in 50–70s of XX century, which provided basic training highly qualified specialists. By 1953 the process of nationalization of all forms of public life had been lasted. Higher education institutions, including universities which train teachers (according to the legal documents of the time, the main tasks of higher education in Ukraine are to train highly qualified specialists for scientific research, training of the teaching staff, in-service training) were submitted to two departments — the Ministry of Education and the USSR Ministry of Higher Education in the USSR.

Late 60s — early 70s are marked with integration of education and science, basic and applied research. Scientific symposia on issues of management, planning and organization of scientific and technical research are held regularly. The distribution of higher education institutions in accordance with science and technology, the economy and culture formed in the 60s of XX century is remained so far. Exceptions are only integrated universities as centers of culture, science and education, which is carried out training of specialists generalists in natural sciences and humanities to scientific institutions, industrial, cultural and educational institutions, secondary and higher education, government, community and civic organizations, etc.

The main drawbacks determine formalism in knowledge, failure to apply acquired knowledge in practical situations, inability to establish rapport in the workplace, inadequate in making correct decisions etc. In our opinion, these defects remain nowadays. Encouragement students to implement research activities, participate in joint research projects to resolve application, manufacturing, and other general issues that were actively introduced in 60s and 70s are still partially preserved.

In 70s increasing the role of universities in coordinating and conducting research in the field of fundamental theoretical problems in the formation of the teaching staff of higher education institutions in the compilation and dissemination of the best practices of teaching is noticed. University education becomes a leading component of high school because of integrating and concentrating scientific potential in promising ways of science development, technology and practical production. Thus, in Ukraine it is organized prerequisites for changing the concept of education in the paradigm of education.

ПЕДАГОГІЧНА ІННОВАТИКА
ПЕДАГОГИЧЕСКАЯ ИННОВАТИКА
EDUCATIONAL INNOVATION

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**OPPORTUNITIES OF PROFESSIONAL TRAINING IN THE DEVELOPMENT
OF SUBJECT COMPETENCE OF FUTURE FINE ARTS TEACHERS**

The article characterizes the specificity of the professional training of future teachers of fine arts, analyzes its impact on the formation of subject competence of students of the Faculty of Arts. It serves the most common definition of professional education. Based on the analysis of different interpretations specified objective professional training of future specialists, it specifies its principles. It notes that in the training of students, scientists distinguish targets, effective analytical and adjusting components. It proves that in professional training the laws of philosophical transition from quantitative to qualitative change are saved. It presents the definition of subject competence of future fine arts teacher.

Subject competence is an integrated property that is characterized by educational and artistic purposes, motives, the presence of a stable system of specialized expertise, relevant skills and abilities, artistic abilities and pedagogical orientation. The whole process of future teacher's training is illustrated by means of diagrams. It is given the content areas of professional training of future fine arts teacher. It is noted that the quality of professional training depends on the integration of artistic disciplines, psychological, educational, humanitarian cycles. Study predicts pedagogical conditions of substantive competence of future teachers of fine arts. The professional training aimed at creating meaningful competencies, promotes a holistic spiritual and moral, activity and intellectual components of future fine arts teacher's personality.

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**DEVELOPMENT OF THE SEGMENTAL AND CONSTITUENT STRUCTURE OF THE
SKILLS IN THE INDEPENDENT COGNITIVE ACTIVITY OF STUDENTS**

The ability to independent cognitive activity must become professional-personal formation that occurs during young person's studies in a higher educational institution. The aim of this work is to develop segmental and constituent structure of independent cognitive skills of students. The segmental and constituent structure of the skills in the independent cognitive activity is examined as a connotative unity of typical (integrated into segments) and subtypical elements. This connotative unity appears as a union and intersection of such segments as cognitive-semantic, organizational-praxeological, cognitive-affective, reflective-analytical.

Cognitive-semantic segment. For students of higher school cognitive-semantic segment of skills of independent and cognitive activity is reduced to categorization (understanding and mastering constant, known and creation of new categories), conceptization (development of concepts) and conceptualization (perception and learning of conceptual theories, provisions, sometimes — creation of their own concepts). Cognitive-affective segment. It seems reasonable to separate cognitive-affective segment in the structure of independent cognitive skills of students (affective — influenced by affects, emotional). Intellectual emotions constitute a driving force of cognition processes. Emotions are part of skills: some of them are the causes and determinants of these activities, some carry out stimulating-evaluative function.

Organizational-praxeological segment. The elements of this segment are: general learning skills; specific subject -oriented skills of training and learning activities, typical of a definite field of knowledge, their formation is possible only in a particular subject material; self-regulation of self — cognitive activity by a student.

Reflective-analytical segment. Reflection is a form of active reinterpretation by a person of what is happening to him. Reflective-analytical segment is filled with such items as introspection, correction of the course and the results, self-control skills.

Development of segment-element structure of self-cognitive skills on the basis of systematic-active approach provides sufficient scientific and theoretical basis for the development of mechanisms of influence on the formation of this complex phenomenon.

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PEDAGOGICAL CONDITIONS OF FORMATION OF VALUABLE COMPETENCIES OF FUTURE FINE ARTS TEACHERS

The article deals with the problem of formation of valuable competence of future Fine Arts teachers. It is alleged that in determining the pedagogical conditions of valuable competencies of future Fine Arts teachers should be based on the following items: taking into account the nature of value as a pedagogical competencies phenomenon, synthesizing benefits of competence approach, considering the basic patterns of professional training of future Fine Arts teachers. It is defined and described the main pedagogical conditions of value competence of future Fine Arts teachers. These conditions include the creation of value environment of professional training of Fine Art teachers by activating axiological potential of psychological and pedagogical sciences, arts, humanities, vocational and self-actualization of future Fine Arts teachers in the professional training, the use of multivariate — dialogical forms of educational interaction on the basis of values of freedom and continuous creative, artistic and aesthetic development of actors of the educational process of higher pedagogical school.

It is identified and characterized within pedagogical conditions those mechanisms through which the impact of the formation of value is achieved competence of future Fine Arts teachers. Prospects for further scientific studies outline peculiarities of new forms of educational interaction, modern information and communication tools while students gain self-actualization values during training.

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DIDACTIC AND PHILOSOPHICAL POTENTIAL OF SCHOOL HUMANITIES

The prior aspects of modern psychological and pedagogical clarifying didactic and world view outlook potential possibilities concealed in the process of humanities studying in the context of forming high school pupils' universal culture competence. The author comes to the conclusion that didactic and world view outlook potential possibilities of school subjects (humanities group) are worth activating to be aimed on forming high-school pupils' universal culture competence by means of modeling. Humanitarian disciplines encourage and stimulate some certain self-changes of learning activities subject, creating the new guideline of one's behaviour, realized in one's independence, reflexivity development, emotionality and creativity that are born as a result of interaction with the humanitarian subject content, cognitive and emotional activity style implementation, aesthetic components and means for realization implementation into subject-cognitive activities.

Humanitarian subjects form functional skillfulness in communication, involve not just general historical and cultural knowledge and active use of necessary complex of lexical units and grammatical structures, but also reaching mutual understanding with your interlocutor (interlocutors). On having the factor of communication the ways of cooperation could be regarded as "reinforcements" for your partner in didactical interaction, mastering. The content aspect of such interaction in the educational process is learning material represented as a task or a problem, the process aspect is operating communication skills, exchanging information, discussing different points of view, looking for the essence or your own sense of some certain phenomenon.

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WAYS OF FUNDAMENTALIZATION OF MODERN STUDENTS' HISTORICAL AND PEDAGOGICAL KNOWLEDGE

The article contains some peculiar characteristics of the phenomenon of fundamentalization of students' historical and pedagogical knowledge. Some certain interrelations of fundamentalization of historical and

pedagogical knowledge and quality of future teachers' professional training are revealed, the prior and additional ways of fundamentalization of historical and pedagogical knowledge in the educational process of higher pedagogical school are defined.

As a baseline for the fundamentalization process concerning historical and pedagogical knowledge of content the procedural approach is elected. It is alleged that the main areas for fundamentalization are strengthening the culture-orientated training and educational historical information, historical structuring of training and educational information on the basis of the use of comparative mechanisms, achieving the best — in fact harmonious combination of theoretical and practical components, the use of correction and monitoring procedures with the use of modern information and computer cybernetic technology, organic transition training students in reflection didactic, professional and cost .

The content of each of these areas could be represented as the following. The author insists that the classical statement of the leading role of theoretical knowledge in higher education should be dominant. Foundation for future professional training in higher education has always been and remains to this day the fundamental scientific and theoretical knowledge on the basis of which professional skills and knowledge that are experience-oriented in professional behavior, professional standards, values, attitudes etc. It is concluded that theoretical and practical activities are specified in some certain areas of fundamentalization providing historical and pedagogical knowledge of future teachers and ensuring quality of training students in higher pedagogical school.

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COMPETENCE-BASED APPROACH TO MATHEMATICS TEACHING TO SENIOR PUPILS

The competence approach is defined by scientists as an orientation of educational process on the generation and the development of the dominant (basic) and subject expert knowledge. The developing of the competence approach's methods, the investigation of problems of its injection to High and General Education school's practice are in the centre of the research educational studies. The scientists consider this concept in different aspects. Their studies include questions relating with determination of the main mathematical competences and courses of their acquirements, the forming of the teacher's mathematical competence on basis of research approach with using of interactive computer technologies; the training of the future teachers to forming of students' mathematical competence.

The competence and the capacity are the main conceptions of the competence approach. They are developed and comprehensively considered in educational learning, but they don't have a single meaning. Let's consider some of them. "Competence" is characterized by a variety of knowledge, abilities, personal qualities, features which person has to possess in accordance with his place in a social and professional activities. "Competency" indicates at an adequacy of the real and necessary of the specialist's person, at the level of installation of the substance of the competences by the person. So, first of all, it's the quality factor.

Mathematical competence is the ability to see and use Maths in real life, to understand the content and the technics of mathematical modeling, the ability to construct a mathematical model, to search it by Maths' technics, to explain the obtained results, to apprise the error of computation. The different labeling of mathematical competence are given by scientists, but each of them replaces each other and expands the content of the definite concept in its own way. We think that the base of their definition is the ability to construct a mathematical model in real life, to search it by Maths' techniques.

The meaning "mathematical competence" is impossible without definition of competence structure of this category. There are some constructs of mathematical competence. They are: value-motivational, cognitive, operative-technological, reflexive. We think, that characteristic of mathematical competence will be incomplete without exploring of its content. It includes procedural competence, logistic competence, technical competence, research competence, methodological competence. There is something common in studying of Maths in all profile classes: acquirement of the general mathematical culture, ability to classify the objects, ability to establish the appropriateness, to define the links between different facts, the ability to make a decision.

One of the main purposes of studying is the forming of skills of Maths' application. Some particular features are typical for senior pupils. We can detect them in forming of their cognitive necessities, causes and features during cognitive processes. To form the structure components of mathematical competence we should attract non-traditional interactive, problem-searching methods with the informational facilities of studying which provide development of pupils' interest to Maths.

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MODERN THEORIES OF UNDERSTANDING AS COMPONENTS OF THE CONTENT IN JOURNALISM AND MEDIA SPECIALISTS TRAINING

Phenomenon, events and processes that exist in the social and cultural reality of man are carriers of meanings and values, and understanding is compulsory process of development and implementation them in professional activities of the journalism and media specialists. Therefore, this article describes the modern theory of understanding as components of the content of professional training of journalists, advertisers, PR professionals, specialists in public relations.

Understanding is considered by the author as a scientific category and it is treated as a reproduction form of the object in the knowledge that there is a subject in the process of interaction with the surrounding reality. Understanding permeates and mediates all other procedures of cognition (observation, description, explanation, prediction) that are equal. Thus, the main function is reduced to a meaningful the behavior and orientation understanding of the individual in social life, culture and history. The author concludes that there must be provided certain summarized conditions, including the target and mnemonic, to understand the facts, events, phenomenon. For the emergence of understanding in communication both referring and professional additionally there must be implemented empathic and normative conditions.

The author recognizes the impossibility of being objective, alienated from the subject, the true knowledge: the subject is legitimate and necessary condition for the truth as conformity knowledge of the subject and the object concept. It is therefore substantiates the need to consider the psychological characteristics of personality that examines a particular object in the knowledge of reality, seen as a prerequisite for the implementation of self-training in the training professionals content in journalism and media. Understanding provides the ratio between the cognition object and the proper concepts of the subject which covers the value idea, social, group and moral standards of behavior that makes axiological aspects consideration of training media workers as a priority.

The understanding of function of the cognition comes to the comprehension, analyzing knowledge that has for the subject a problem character, particularly regarding its origin and the potential opportunities, so understanding is defined as interpretational activities. Any social reality is objective and therefore its interpretation specialist can not be arbitrary, it must rely on facts and authentic true knowledge. During understanding the facts and events specialist has to go beyond the object of cognition and incorporate it into a broader context.

The author argues the position according to which objects and events can not be viewed an expert out of context (social, cultural, historical), that is why particularly important becomes the philosophical, cultural, social and historical constituents content of their professional training.

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INTEGRATIVE PHENOMENON OF TEACHER'S PROFESSIONAL SKILLS

The article examines definite psychological, pedagogical and methodological literature, analyzes and generalizes received information and experimental facts concerning the question of integrative and professional skills of teacher for possibility of further development of mentioned phenomenon as objective need of educational practice among specialist of high level. It is determined that professionally significant psychological components of teachers are complicated systems of individual qualities and skills necessary for specialist of pedagogical profession for achievement of level of pedagogue-master. Professionally significant teacher's psychological components are the complex system of personal qualities and abilities, which specialist in teaching profession needs to achieve the level of teacher-master. The development of teaching abilities as a set of individual psychological peculiarities of personality, that facilitate to successful of pedagogical activity, largely depends on the knowledge, skills and willingness of a teacher to work: the higher level of education of specialist in his field, that achieved of constant deepening of knowledge and extension range of skills, the better and creative become the effectiveness of his activity, accordingly the growth of his professional skills become faster. Concept "integrative phenomenon of professional skills of teacher" means a pedagogue of new type, which is specialist, who develops child and who has gnostic skills, correctional and developing technologies of teaching and technologies development of talent and creativity, has methodological culture, methodological competence in the field of contemporary philosophy of education, who is able to carry out not only traditional informational and accumulating, but logically oriented education, necessary for a man, his (her) ability to work with

constantly growing stream of information. Acmeological reserve modernization of native system of education, according to the thought of author, can determine active teacher-master which re-creates professional environment with the help of his (her) experience, knowledge, skills, ability to generate new ideas and use innovative technologies.

ПРОФЕСІЙНА ОСВІТА ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ PROFESSIONAL EDUCATION

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CONCEPTUAL FOUNDATIONS OF IMPROVING MOTIVATION OF NATURAL SCIENCES TEACHERS FOR PROFESSIONAL DEVELOPMENT

The article defines essence of the concepts "motive" and "motivation", types of motivation that influence teacher's identity and presents the ways of increasing of the motivation of natural sciences teachers for professional development. Motive is an internal or external motivation to human activities in order to meet certain requirements or needs. Motivation is a combination of internal and external factors (needs and motives) that determine success and effectiveness of the professional activities of natural sciences teacher in secondary schools.

Among the types of motivations that influence the personality of natural sciences teacher are: reasons for choosing the teacher profession, reasons for continuing teaching, and reasons for the improvement the level of teaching.

To increase teachers' motivation it is provided different ways of stimulation, which can be classified into three main areas: the material and social needs of teachers, their desire for personal growth and self-actualization. It is considered that the whole system of motivation is required to distinguish its internal and external forms. Ways and means to increase the motivation of natural sciences teachers to professional development can be joined into four groups: economic, intellectual and creative resource and status. Besides, it should be identified reasons that prevent the implementation of natural science teacher's motivation for professional development.

The research determines that the process of increasing the motivation of natural science teachers for professional development requires study of the individual characteristics and abilities of each teacher. That is why the successful motivation of teachers should be individual. Prospects for future researches include exploring the stages of evolution of the professional development of natural sciences teachers in terms of lifelong education.

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SOME ASPECTS OF MODERN PRIMARY SCHOOL TEACHERS' PERSONALITY DEVELOPMENT

After analyzing the current trends in elementary education it can be identified a paradigm of personal development according to cultural identity as a system-forming element of pedagogical innovations in the primary school. Raising and investigating the problem of critical study of national history, particularly in primary education and professional training, the development of pedagogical excellence of primary school teachers, is predominantly due to reviewing or opening a new value-orientation approach to the phenomena of the pedagogical process of the past in order to create and develop up-to-date teaching ideas at the present stage of the development of Ukrainian national identity.

The teacher's personality is formed and developed in the system of social relations under the influence of a variety of spiritual and material life conditions and activities, especially in the process of educational work and pedagogical communication. Special requirements for his personal qualities are related with this fact. Harmonious structure of a teacher's personality is not achieved on the basis of equal and balanced development of all qualities, but first of all according to the development of skills that provide his personal orientation.

The basis of the teacher's personality lies in his natural and social (gained life and professional experience) qualities. Personal and professional traits are combined. The teacher's personality corresponds to the

main types of relations with pupils. Changes that take place in the personality of the primary school teacher in the process of joining to the profession, is, of course, the aspect of personal and professional development.

Some aspects of the individual formation of the primary school teacher and their impact on the professional development and pedagogical skills are carefully analyzed in the article. Professionalism is one of the stages of the teacher's professional development on the way to his excellence. Pedagogical excellence is compared to high and constantly improved art of education that is available to every teacher who works by calling and loves children. The teacher is trained during all his life and is an investigator in constant development.

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PROFESSIONALISM OF THE FUTURE TEACHER AS COMPANENT OF HIS PROFESSIONAL CAREER

The article is devoted to the current state of scientific substantiation of the concept "professional competence" and "professionalism" as components of the professional career of a future teacher. It finds out that future teacher's professionalism means a special peculiarity to perform difficult activity systematically, effectively and safely in a variety of conditions.

The professional competence of teachers, as part of his professional career in quality and multi-professional characteristics of the individual, includes a system of scientific and theoretical knowledge of the subject and psycho-educational fields and its integrative performance culture.

Based on the analysis of existing research on the professional competence of future teachers the author distinguishes the following components: motivational and volitional, functional and reflective. It presents indicators of future teacher's professionalism: professional performance, professional identity, professional maturity as well as characteristics of professionalism presented as a component of future teacher's professional career. Thus, the development of professionalism, stagnation and degradation processes largely depends on the person, his relationship to himself and to the world around, to other people, from the nature of his existing resources.

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USING DESIGN TECHNOLOGIES IN THE EDUCATIONAL PROCESS FOR THE DEVELOPMENT OF STUDENTS COGNITIVE NEEDS

The article examines the possibilities of using design technology in the educational process, which solve a series of educational and developmental tasks: promote development of cognitive activity of students in the learning process, form abilities for self-construction of knowledge, navigation in the information environment. Project method creates conditions for self-interested gain of knowledge by students from variety of sources, develops the ability to use them to solve new cognitive and practical problems, improve research skills, working in groups, develop creative thinking.

Applying the method of the projects in the educational process must take into account the interests and needs of students and their personal capabilities and practical significance for future work on the project. Results of the project can be presented in the form of articles, recommendations and album. The diversity can be in forms of presentation of project: report, conference, contest, festival, show. But the main result of the project activity should be updating of existing and new knowledge of students, formation of skills of learning and creative applying of acquired experience in the new conditions. Introduction of project technology will be successful if properly organize of research cognitive activity in which students take an active role.

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ORGANIZATION OF FUTURE ECONOMISTS' INDEPENDENT STUDY IN HIGHER EDUCATIONAL ESTABLISHMENTS

The article analyzes organization of future economists' independent study in high educational establishments It finds out that independent educational activity is a specific organizational form of the educational process that covers both extracurricular and classroom activity: it promotes thinking and

creative approaches to the addressed issues, self-searching and storing information, and self-control, which greatly improves the efficiency of economists training.

The success of independent educational activity of future economists is provided when these conditions of teaching are realized: ensuring the development of students' skills of independent educational activity, use of didactic and cognitive tasks for independent educational activity of future economists, development of positive motivation of students to independent educational activity, developing an appropriate methodology to ensure students' independent educational activity, implementation of control of independent educational activity. Independent educational activity of a student plays an important role in training, so in turn, educational technology should be close to the actual analysis of students' abilities and professional work in the future. Setting a task should match student's learning opportunities and levels of requirements provided for educational and professional characteristics of professional economic profile. A special attention is paid to the training of highly qualified specialists, competitive at job market. Competent, responsible and efficient work in their field of activity is impossible without increasing the role of independent educational activity aimed at promoting professional growth and education of creative activity. It is solved didactic conditions of students' independent work and its role in training of future economists in Ternopil National Economic University, it is shown some results of laboratory monitoring of quality of educational activities in the article.

СОЦІАЛЬНА ПЕДАГОГІКА СОЦИАЛЬНАЯ ПЕДАГОГИКА SOCIAL PEDAGOGY

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INFLUENCE OF SOCIAL AND HISTORICAL CONDITIONS ON THE FORMATION OF THE SOCIAL WORK THEORY BY MARY ELLEN RICHMOND (1900–1928)

System of knowledge in the field of social work, biographies of authors, historical conditions, and criticism towards social sphere ideas in Ukraine has some gaps. In particular the study of scientific results by Mary Ellen Richmond and her method of social case work, which is widely used today in practice in Ukraine and in Ukrainian science, is insufficient. The research of works by Mary E. Richmond in an international context has been carried out by Elizabeth N. Agnew, Malcolm Payne, Sandra Szymoniak, Muriel W. Pamphrey, Donna N. Franklin, Phyllis L. Hubbel, A.S. Hornby, Mary Van Kleeck, Graham Romeyn Taylor, Mimi Abramovitz. We can meet description of various aspects of M.E. Richmond's theory in the works of scientists from CIS countries such as S. Kharchenko, E. Agapova, M. Firsova, Ye. Studenova, R. Korniyushyna, M. Kratinov, L. Valkhovskiy, V. Kratinova, O. Pesotska, O. Karaman, V. Khanstantynova, V. Moshniaga, V. Bezliudna, T. Semigina, E. Kholstova. The list of names is incomplete and it can and should be expanded.

The purpose of the article is to investigate the influence of social and historical conditions on the formation of M.E. Richmond's personality as a specialist for charity activity, which leads to structuring the researcher's social work theory in the second period of her life (1900–1928). It should be mentioned that this classification is arbitrary and is not intended to have definitive scholarly form. For the purpose it is formulated the basic problems that lie in the study of basic literature which reflects the biography of Mary Ellen Richmond in the second period of her life, a brief overview of the main works by M.E. Richmond, and research of historical period in which she lived and worked.

We should indicate that working as Secretary General of Philadelphia Society for Organizing Charity (SOC), Gramercy district committee, New York COS central committee on district work and other structures at different stages of her life helped Mary E. Richmond to understand and formulate the entire width of possibilities of using social work as an instrument not only for the treatment of poverty in society, but also to work with any categories of clients (migrants, homeless people, orphans, the disabled and others). The opportunity to participate in international conferences and many years experience as a teacher and a specialist of social work professional training in different social conditions (period of peace and rapid industrialization, period of the hostilities of 1914–1918, the post war period) allowed M.E. Richmond to focus on personal and professional characteristics of social workers. Adaptation of the researcher to socio-historical changes in society was reflected in her professional development, charitable organizations work restructuring, development of training programs for volunteers and charitable sector specialists, monitoring of the social situation in the cities where Mary Ellen Richmond lived.

ТЕОРЕТИЧНІ ОСНОВИ ПСИХОЛОГІЇ
ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПСИХОЛОГИИ
THEORETICAL PSYCHOLOGY

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**LEVEL OF ASPIRATIONS AS A PSYCHOLOGICAL DETERMINANT
OF DEVELOPMENT OF PURPOSEFUL ACTIVITY OF A PERSON**

Demands on man raised significantly influenced by socio-economic conditions of the present. Self-realization depends on human self-awareness as a subject of activity. Purposeful activity is realized through the structure of activity (objective, process, result). The purpose of activity is characterized by the content and level. Objective selection depends on the level of human aspirations. Formation of an adequate level of claims is an important prerequisite for the development of purposeful activity of the person in adolescence. The level of aspiration is an integrated concept that is closely related to self-esteem and motivation for achievement. The purpose of this article is to analyze the relation of manifestation as an indicator of the level of aspiration and self-esteem as a measure of achievement motivation.

According to the survey respondents observe discrepancy between the level of aspiration as an indicator of self-esteem and as a measure of achievement motivation. Most teens tend to exhibit "high" goal, but in reality they are not ready to implement them. Contradiction is found in display of self-esteem and level of aspiration. It testifies inadequacy of the desired evaluation and self-improvement. The predominance of low acknowledges the need to achieve is not a willingness to act and take risks. Growing contradiction can be provoked into the personal conflict, especially in the value field. It is linked to the unwillingness to make efforts to achieve the goal.

The prospect for further research is the development and testing of correctional psychology program and analysis of the level of aspiration in adolescents after its implementation.

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**PSYCHOLOGICAL PECULIARITIES AND MECHANISMS OF DEVELOPMENT
OF PROFESSIONAL COMPETENCE OF CIVIL SERVANTS IN IN-SERVICE TRAINING
SYSTEM**

The publication provides a complete analysis of the problems of development of professional competence of civil servants in the system of advanced training. The conceptual basis of the research situation of domestic psychology is the unity of the process of formation of the personality as a specialist and a specialist as a personality and an active participant of human activity. Considering diversity existing in the psychology of approaches to the definition of professional competence, as well as the lack of the final understanding of the professional competence of the civil servants, as a psychological phenomenon, the author offers the definition of this concept. In the context of formation of professional competence special importance is given to improvement of professional qualification. In-service training of civil servants is understood by the authors as a system of consecutive and purposeful influence on a personality of a specialist with the purpose of satisfaction of cognitive needs, development of professional competence, approximation of professionalism to the reference model of typical professional-qualification characteristics of a civil servant (S. Kalashnikova, I. Protasova).

Preceding the position that the formation of competence is included in the general context of formation of the personality (Ye. Klymov, N. Kuzmina, L. Markova, L. Mitina, O. Rean, V. Semychenko, V. Shadrykov), the author analyzes various scientific approaches to the definition of psychological peculiarities and mechanisms of this process (competence, activity, context-information etc) and determines the theoretical limits of her own understanding of these concepts.

The results of empirical studies show dynamics of development of professional competence at different stages of the professionalization of the civil servants. The analysis of the received data causes the creation of psychological peculiarities and mechanisms of development of professional competence of civil servants in in-service training system.