

ПЕДАГОГІЧНІ НАУКИ
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

МЕТОДОЛОГІЧНІ ОСНОВИ ПЕДАГОГІЧНОЇ ОСВІТИ
МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ
METHODOLOGICAL BASES OF PEDAGOGICAL EDUCATION

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**THEORETICAL BACKGROUND OF UNIVERSITY TEACHERS'
RESEARCH ACTIVITY IN UKRAINE**

The article analyzes scientific approaches to the essence, content and structure of university teacher's research activity. It reveals its role in the process of university teachers' activity. It describes the main approaches to scientific and educational activities of the university teacher. It emphasizes that teacher's research activity is related to applied scientific themes of university, department, with the active involvement of students into scientific creativity and leadership of research activity in research student clubs and schools, improvement in scientific qualification through doctoral and postgraduate programs in scientific research centers and laboratories, participation in international and Ukrainian, regional and intra-university conferences and seminars by writing and representing scientific works at various levels. It presents the model of innovative and creative activities of teachers and students in the performance of creative works. Search and research phase in the project performance is characterized by deep understanding of the essence of the research issues and presenting the practical use of creative project on the problems of any scientific field. In this way search activity serves as a contextual understanding of the creative project, deep understanding the essence of the problem. On this stage creative environment prevents psychological discomfort while realizes ways of the following study, is a source of enthusiasm and creativity of researchers. The goal of operational-activity phase is processing ideas, performance of manufacturing operations, quality control and design of the project. Reflexive activity encourages providing ideas of creative search and discussion possible strength of the project concept. Reflexive-evaluation phase serves as generalization of the results and summarizing findings, quality assessment of done research work on creative projects.

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**EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATIONAL INSTITUTION:
SEARCHING FOR MANAGEMENT STRATEGIES**

The article presents the basic principles of the technology of management of educational environment of higher educational institution on the basis of analyzing the essence of the concept "educational environment of higher educational institution"; the author's definition of this concept, resource concept of the strategic management. As to the author's opinion, the environmental approach is the basis of theory and technology of management of educating an individual. The author believes that educational environment of higher educational institution includes a complex of conditions (abilities) and resources (material, financial, personal, technological, organisational, reputed) for person's education which are formed purposefully in the institution which performs educational functions in providing professional education corresponding to a certain level of higher education and ensures possibilities for general cultural and personal development of subjects in the educational process. This approach enables to consider any facility or any resource of the educational environment as a "factor of influence" on the subject of the educational process in higher

educational institution. Therefore, by changing them purposefully we can make a certain influence on all the components of educational process including its result — a graduate specialist. As to the author's opinion, educational environment management in higher educational institution is a complicated form of intellectual activity aimed at regulating the processes and modifying the components of the educational environment of higher educational institution which is related to finding and solving problems concerning the educational environment of higher educational institution. Thus its integrity is ensured and educational goals of higher educational institution are achieved. One of the most essential tasks for the subject that manages is to determine the current state of the components, level of their accordance to educational goals, to identify problems / needs, disadvantages and to provide the right choice of measures to solve them. The management impact on the behaviour is the subject of pedagogical interaction, models of organizational culture, logistical and financial resources. The social aspect of the educational environment management in higher educational institution is found in a voluntary acceptance by the university staff of defined educational goals that may be summarised in mission, vision and corporate values that represent to the public the general interests of the existence of a higher educational institution as an educational enterprise. Developed in the result of management impacts the educational environment of higher educational institution is the key competence of higher educational institution which will distinguish it among others and create maximum of possibilities for personal development of a student in every aspect — as a specialist and personality.

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DIALECTIC OF TERMINOLOGY INTERRELATION IN THE RESEARCH ON PROBLEMS OF EDUCATIONAL POLICY

The article attempts to reveal the contradictions occurred in search of a certain expression of the essence of content and structure of the concept "educational policy"; considers interdisciplinary status of the studied phenomenon. It causes explanation of dialectic of terminology interrelation in the educational policy in the coordinate system specified by the different levels of methodology. It is used terminology principle which gives opportunity to examine the terms and concepts signified by them ("policy" and "politics"; "Pedagogy" and "Education"; "Comparative Pedagogy" and "Comparative Education"; "Educology", etc.), to determine the differences in their interpretation, to clarify meanings, semantic field, to establish the interrelationship and place in the conceptual-categorical apparatus of educational policy problems. It is proved that in the science different approaches to understanding the concept of "educational policy" the only reason that causes a lack of mutual perception of the definition of this concept by the scientists is the lack of coordination of scientific and professionally-related approaches to the study of this phenomenon.

The systematic approach used in the study gives a brief integral characteristic of complicated concepts, particularly such as our education and politics. The use of the structural and functional approach gives the opportunity to distinguish structural elements of education policy, define their role in ensuring the logic of perceiving its essence. It is justified contribution made the author's definition of "Educational Politics" as an interdisciplinary field of knowledge at the intersection of philosophy of education, political science, comparative pedagogy which studies the complex system of development of educational systems at different levels (international, national, regional, etc.), conditionality of the state policy in the field of education through the revelation of relations between different government institutions, educational institutions, associations, social groups, and individuals to realize their interests and needs in one of the most important components of social life — education.

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DEVELOPMENT OF CORPORATE CULTURE OF FUTURE UNIVERSITY TEACHERS: DESIGN OF THE CONCEPTUAL MODEL

The modern conditions for functioning and developing of the university demand improved professional training of future specialists, future university teachers, in particular. Legislative autonomy granted to universities encourages revision and development of new strategic directions for an effective activity.

This is possible due to advanced corporate culture of the institution and, therefore, the corporate culture of teachers. However, the results of the preliminary analysis of the formation of university teacher corporate culture give grounds to argue about the need to start forming its basis in terms of graduate school, obtaining Master's degree. This can be achieved by introducing the model of educational system developed by the author into the process of training. The basis of this model is theoretical provisions and methodological approaches for determining the laws and principles of its implementation. Thus, the essence of corporate culture of a university teacher is understood as a person's conscious implementation of goals and methods of the professional activities consistent with the corporate university goals and values being the educational corporation. Corporate culture of the teacher provides positive direction of his professional and personal development in accordance with the goals and objectives of the university.

On the basis of different approaches, analysis of scientific results and research results of experimental work, the regularities are set that constitute the theoretical basis of the developed concept of corporate culture of future university instructors. According to the revealed peculiarities, principles governing the implementation of the system of future university instructor corporate culture in the Master training were identified. The implementation of the presented educational system is impossible without observing the relevant organizational and pedagogical conditions that have been identified by analyzing during research the revealed contradictions taking place in the professional activity of young university instructors, as well as in practical training of Master students. In general, conceptual framework of educational system is represented by the following units: theoretical, methodological, objective, content-procedural, control and evaluation.

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SCIENTIFIC AND METHODOLOGICAL PRINCIPLES OF QUALITY MANAGEMENT OF IMPLEMENTATION HEALTHCARE PROCESSES IN POSTGRADUATE EDUCATION

Particular relevance is the question of the choice of methods of management of teacher employees of different categories as professional managers, highly competent managers of a new generation capable to work in a competitive environment, business and market interactions. Postgraduate pedagogical education of teachers in different levels has become an independent approach to the development of science and practice. Since the late 80s of last century management has been researched in our country not only as management science, but as a profession. Modern methods of management professionally train in various fields, particularly in education. Research of famous scientists proves that the majority of managers in education have enough knowledge about methods and not always have professional skills in special administrative and methodological training to integrate healthcare ideas of all members of the educational process in educational institutions of various types and levels. Implementation of healthcare technology in educational institutions is considered as an innovative process all over the world. And any innovation in education should have educational, psychological, didactic and methodological foundations. In order to understand thoroughly the importance of implementation of healthcare technology among the all members of educational process in the system of postgraduate education it is planned and carried out lectures and workshops on compliance with state requirements for the work care and safety of all of the people of educational process. Nowadays a great attention is paid to the worldwide use of the educational potential of saving human life and health, in particular national gene pool of the Ukrainian people. It requires reconstruction of educators' work motivation. A special role in the transformation of technological approach belongs to the system of air defense. Creation of such systems requires definition of purpose and functions of objects, creation of methods, technologies, tasks and activities of management in healthcare, healthy and safe environment for all participants in educational process. Mentioned above requires from educators high morality, dedication, understanding the importance of performance measures in the air defense system. The process of teacher staff's training for healthcare professional activity is carried out effectively in the context of technological approach, the essence of which is in the representation of the studied phenomenon as a process in postgraduate teachers' education. Peculiarities of management in implementation of healthcare technologies in a quality process of in-service training with providing organisation of types, levels of educational institutions require an individualized approach to each category of teaching staff.

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

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TENDENCIES TO DEVELOPMENT OF THE CONTENT OF SCHOOL TEXTBOOKS ON HISTORY IN 20s OF XX CENTURY

The investigated period is characterized by considerable quality changes in development of school textbooks on history, caused by the row of social and political, economic and pedagogical factors. The most important of them are: increasing of ideological influence on education, change of educational paradigm from "school of study" for "vocational school", critical attitude towards textbook up to its complete rejection, lack of sustainable training programs, alteration of historical conception, lack of material and financial possibilities for providing schools with educational literature.

Under the influence of these factors basic progress of the development of school textbooks on history at the beginning 1920s were: the rejection of textbooks with the content including propaganda of religious and monarchical ideas, replacement them with textbooks with the Marxist concept of understanding the history with the dominance in their content issues of economy and class struggle. History of the unruddian people including the Ukrainians that lived on the empire territory was as well as before ignored. All of it resulted in the one-sided class estimation of events and figures, offered to students historical material, maintenance of imperial interpretation of historical process.

After implementation of complex educational programs in 1924 and introduction of historical knowledge to the integrated course "Social Science" the dominant tendency was replacement of textbook with system knowledge on history for episodic historical overview of "Social Science" textbooks, "workbooks" and "loose textbooks". The contents of these textbooks submitted to the requirements of ideological and political education, which consist in transformation of rising generation as the conscious and active builders of socialistic system. Marxist studies are finally secured as a methodological basis of history study. Popularization of Soviet reality resulted in strengthening of attention to the newest history, political economy, sociology due to traditional historical courses: ancient history, history of Middle Ages, new history. Positive phenomenon in the content of these textbooks was appearance of some innovations and introduction numerous facts from history of Ukraine.

ПЕДАГОГІЧНА ІННОВАТИКА ПЕДАГОГИЧЕСКАЯ ИННОВАТИКА EDUCATIONAL INNOVATION

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FOREIGN AND NATIONAL EXPERIENCE IN STUDY OF "LEARNING STRATEGIES" PHENOMENON

The article describes psychological-and-pedagogical entity of "learning strategies" concept based on analysis of the foremost researches on the subject. The general entity of learning strategies is defined as activities, operations, techniques, procedures of interaction with learning material that helps student to enhance educational results and to ease the process of acquiring knowledge and improving skills. Learning strategies are different and should not be used as synonym for skills, styles, algorithms or method of activities.

The best known and the most accepted learning strategies classification is given by C. Weinstein and R. Mayer. It describes five major categories: rehearsal strategies, elaboration strategies, organization strategies, metacognition strategies and affective (motivation) strategies. It is impossible to point out effective or not effective strategies among above mentioned. The choice of any learning strategy is always a matter of actual educational conditions and individual traits of the performer. The use of single strategy is defined by its role in general chain of different strategies used directly for solving a corresponding task. However, the educational activity of the most successful students differs with the number of metacognitive

strategies. Such students are named experts or strategic learner for having not only knowledge, skills and will but mostly metacognitive awareness, so they can plan, check, monitor, reflect the process of achieving the learning goals.

The learning strategies (defined as operations, techniques, procedures, approaches) are described as sub-strategies or tactics for more general and complex strategy of educational activity named "individual-and-creative strategy of student's independent educational activities".

Individual-and-creative strategy of student's independent educational activities is defined as the self-produced project of purposeful aim-directed productive original usage of personal cognitive resources based on the ground of harmonized processes of convergence and divergence thinking and the performance of the system of unconventional actions, operations and procedures for creative potential realization in the process of acquiring knowledge and skills which are revealed in formed competences.

ПРОФЕСІЙНА ОСВІТА ПРОФЕСИОНАЛЬНОЕ ОБРАЗОВАНИЕ PROFESSIONAL EDUCATION

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STUDENTS' CIVIL CULTURE AS PRIORITY OF EXTRACURRICULAR ACTIVITY AT HIGHER EDUCATIONAL INSTITUTION

The article deals with the problem of development of university students' civil culture, examines possible ways of solving the following problem. It identifies a set of actions and measures that could be available to the successful development of students' civil culture during extracurricular activities of a higher educational institution: students' orientation to the ideal of modern specialist as a transmitter of social and national values, in addition to professional knowledge and skills, qualities of citizen-patriot; understanding of education possibilities of the content of social humanitarian disciplines by students; providing students' activity in the process of study social and human sciences and preparing and realization extracurricular educational activities; teachers' willingness to realize educational potential of social and human sciences according to development of students' civil education and success in their own life and professional self-realization.

There is no doubt that discussions play an important role in extracurricular educational activity, that are spontaneous, caused by public events, media reports, as well as specially organized, which should be carefully prepared: to define the topic, to select the questions for group discussion for students to work out certain literary sources, to prepare their speeches and messages. Only in such way debates will get successful results. During discussions culture of thinking and speech culture are formed, their intellectual abilities are determined, change of their views on socio-political and socio-cultural phenomena is caused, reappraisal of values is begun and at the same time they think about their own life and civil position.

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HIGH PRIORITY OF AESTHETIC CULTURE FORMATION FOR MODERN STUDENT: THEORY AND PRACTICE

The article is dedicated to priority of aesthetic culture formation for future specialist while studying at a higher education institution, which can be taken as the basis for the study of professional aesthetic culture formation process in educational environment. It generalizes a concept of an educational environment: system of terms which are instrumental in students' self-development in the process of independent pedagogical support of students' efforts. It reveals the role and importance of aesthetic culture for the cultural and educational environment at higher education institution: aesthetic culture in higher education contributes to the intensification of students consciousness, forming their active social position based on humanistic values; harmonizes emotional and communicative environment, reduces severity of response to stress, that optimizes behaviour and expands opportunity to communicate in a common activity. Aesthetic education plays an important role in the development of highly educated, cultural and moral person, provides an integrated approach to personal development.

Modern student joins easily different social groups, in particular higher educational institution as a social group, however, implementation capacity of the educational environment occurs through

enlightenment, experience, assignment, creating values that is expressed in concentrated way in the lifestyle of students.

The author believes that in educational process teacher should provide such a charismatic student, who can combine spiritual wealth, aesthetic qualities, moral purity and high intellectual potential. The means of aesthetic education in higher educational institution are such events as going to the theater, excursions to museum, hiking, photo and commercials contests, students' activities, scientific conferences, socially important projects on topical issues of the day, etc.

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ADMINISTRATIVE CULTURE FORMATION AS A PRIORITY OF SUCCESSFUL PROFESSIONAL DEVELOPMENT OF FUTURE LAW ENFORCERS

The article deals with the problem of the administrative culture formation of future law enforcement officers. It presents the most important issues for administrative culture development of the future law enforcement officers in higher education: getting practice and skills of administrative activities while studying at higher educational institution. It examines possible solutions of this problem: implementation of state-public administrative culture model; involvement in administrative processes of public teaching community, parents and public organizations. As to the author, future law enforcers are key figures in the process of the administrative culture formation in educational process. Therefore, modernization of educational process should include universal requirements for professional competence of future law enforcement officers.

Future law enforcer is a key figure of all social processes. He should be able to solve variety of management problems, be able not only to manage subordinates with stable traditions and way of life, but also transfer them to a new level, requiring special knowledge of the theory and practice of management, certain personal qualities. Personal qualities of future law enforcer are very important, in particular, they provide a full motivational management.

Contemporary future law enforcer not only should give instructions but cooperate, and that means it is necessary to change the style of work, to develop new management culture. Development of management culture of the future law enforcement officers provides administrative processes involving public educational community, parents, and community organizations. Therefore, one of the main ways of formation of administrative culture is possessing knowledge and skills. The future law enforcer in this dimension is a social leader who makes management decisions.

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PRINCIPLES OF DEVELOPMENT OF PROFESSIONALLY-ORIENTED COMMUNICATIVE COMPETENCE IN ORAL SPEECH AMONG FUTURE FOREIGN LANGUAGE TEACHERS

The analysis of scientific researches concerning the problem reveals the need to differentiate teaching principles (defines the influence of teaching technology on the student) and learning principles (describes the student's personal activity) that form the unit of interconnected and interdependent components of the same process. As their differentiated use has not been proved yet under the language principles we understand the particularities of foreign language professor's and student's (future foreign language teacher's) activities that have the common pedagogical character. In the context of modern strategies of education development we differentiated such effective principles of future foreign language teachers' professional oral speech communicative competence training: communicative studying, approximate studying, intensive studying, integrated studying, professional oriented studying, the use of mother tongue, authenticity, autonomy. The article deals with the theoretical and methodical basis of their involving in education in linguistic high school. The effective results of involving the differentiated principles are guaranteed by their complex use and their unit with didactic principles: simplicity, feasibility, consistency, systemacy. Conscious assimilation of professional knowledge ensures the strength of their skills. The complex use of these principles guarantees creating development of pedagogical environment. Its aim is to train a teacher able not only to manipulate received knowledge and skills but able to construct own pedagogical strategies in changeable innovative processes. All this is favorable to develop future foreign language teachers' positive motivation in studying and professional oral speech communicative competence training.

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FUTURE SOCIAL PEDAGOGUES' TRAINING FOR PROVIDING PROFESSIONAL ANIMATOR PERFORMANCE IN THE PROCESS OF SOCIAL-PEDAGOGICAL ACTIVITY WITH FAMILIES THAT FOUND THEMSELVES IN DIFFICULT LIFE SITUATIONS

The article examines the role approach to social pedagogues' training, analyzes scientific views on components of the process of social pedagogues' training, on interrelation of professional roles with ways of work. It characterizes animation activities, professional role of animator and identifies social pedagogue's knowledge and skills necessary for animation performance with families who found themselves in difficult life situations. Analysis of the scientific literature on the training of social pedagogues demonstrates the interpretation of the term, due to some discrepancy of scientific approaches and specific social and educational work with a specific population. Despite the high prevalence the following term in scientific literature, there is no a certain characteristic of social pedagogue's training for work with families that found themselves in difficult life situation.

We defined "training social pedagogues for social and educational activity with families that found themselves in difficult circumstances", as part of an educational process aimed at the theoretical knowledge, operational skills and technical skills, professional roles, personality traits and motivation necessary for effective social and educational work with families who found themselves in difficult life situations. In their professional work social pedagogue performs multiple roles, also based on the functions of the existing work and personal qualities of social pedagogy. These roles are: a mediator (as a link between children and adults, between family and state agencies, organizations and institutions created to care for the spiritual, physical and mental health of the population); lawyer (defender of the interests and legitimate rights of person, his family, various categories of the population); psychotherapist and mentor of families and children around them ("leads" the family taking care of its health, inviolability of moral, human values, urgent solving problems); conflict manager (helps prevent and resolve conflicts with clients); animator (motivates people to action, helping to restore mutual interaction between person and society); expert in the social setting of the diagnosis and determining the competent methods of intervention in social work with a specific client; public figure (supports, develops and leads social civic initiatives aimed at improving the environment).

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DEVELOPMENT OF PROFESSIONAL EDUCATION IN "RESOCIALIZATION" APPROACH IN POLAND

The article highlights development of professional education for the penitentiary system in "Resocialization" approach in Poland. It analyzes the role of the Polish pedagogue and psychologist Maria Grzegorzewska in distinguishing separate independent branch in special education "resocialization pedagogy" and establishment of the first educational and scientific institution of the Polish Institute of Special Pedagogy in Warsaw (Poland). This institution put on a high scientific level the research in this field and launched the system of special education in preparation of professionals for the work with physically, psycho and socially-adapted (disabled) persons.

The following periods of special pedagogy development are characterized: crisis in the years of Nazi occupation, positive improvements in research and development of education in the field of special pedagogy in post-war years, the entry of independent institutional importance of resocialization pedagogy, the founding the Institute of Special Pedagogy and Resocialization of the Department of Applied Social Sciences and Resocialization of Warsaw University (1972.) The author pays attention to the fact that nowadays specialty "resocialization" is quite popular, as evidenced by the fact that it is available in almost all educational institutions of higher education in Poland. The article describes: the structure of the Institute of Special Education and Resocialization of the Department of Applied Social Sciences and Resocialization

of Warsaw University as one of the most prominent educational institutions (departments, divisions) that provides education with "Resocialization" specialty; current educational approaches; features of acquired knowledge and skills of graduates in the area of resocialization.

The article analyzes professional prospects of university graduates with "Resocialization" specialty. It emphasizes that graduates can work in educational correctional institutions, resocialization schools, penitentiaries, particularly in children's correctional training and educational centers, correctional facilities, prisons for minors and adults as a professional curators, teachers, instructors, as well as in centers involved in the treatment of drug addiction, alcoholism and various addictions, prevention of social pathology and rehabilitation of socially-adapted people.

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TOLERANCE DEVELOPMENT AMONG TEENAGERS IN RISK GROUP

The article deals with the problem of tolerance development among teenagers in risk group. The author presents the structure of tolerance, which includes the following structural components: cognitive, emotional and motivational, activity-oriented. The author considers a cognitive component as knowledge about the essence of tolerance concept, its value in human history, awareness of the need for tolerant thinking and behavior in our time for building democratic human society; emotional and motivational component as getting pleasure of contact with the outside world, the need to be tolerant, broad cognitive interest and willingness to do well and achieve mutual understanding in interpersonal relations; activity-oriented component as the use of tolerance principles in daily life practice, the ability to cooperate and counteract negative antisocial manifestations in society, the ability to show respect, trust and care about others, self-control ability. The author focuses on interpersonal tolerance because of the problem of relations with parents and teachers that worries teenagers and they do not believe that there are ways to peace, mutual respect and harmony. It is taken into account the other types of tolerance; examined tolerance according to historical and cultural way as well as according to the value for modern civilization. The author thinks that it is necessary to emphasize that in educational activity teachers should encourage development of such tolerance components as empathy (the ability to relate to others), trust, sympathy, empathy, remembering about lack of these qualities among most students.

**ПСИХОЛОГІЧНІ НАУКИ
ПСИХОЛОГИЧЕСКИЕ НАУКИ
PSYCHOLOGICAL SCIENCES**

**ТЕОРЕТИЧНІ ОСНОВИ ПСИХОЛОГІЇ
ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПСИХОЛОГИИ
THEORETICAL PSYCHOLOGY**

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PECULIARITIES OF BIOGRAPHICAL EXPERIMENT AS A METHOD OF MODERN RESEARCH IN PSYCHOLOGY OF CREATIVITY

The article presents the results of theoretical and methodological study of peculiarities of a biographical method in the process of research on the ontogeny of creative personalities. It finds out the history of origin and development of biographical method in the research works of foreign and national psychologists; peculiarities of biographical psychodiagnosis in the process of analysis of creative person's life. It indicates operating device and technology of biographical experiment to study psychological peculiarities of the formation of creative personalities. The basic operational procedures

of the biographical method are analysis of sources, biographical questionnaire, interviews, and content analysis. Modern psychodiagnostics, which supplements experimental laboratory psychodiagnostics, is based on reconstruction of individual holistic lifestyle, on identifying sustainable ways of human interaction with the circumstances of macro- and micro- environment, on identifying the complex of facts — vital indicators of personality peculiarities. According to researches, biographical method operates data on objective events and subjective experiences of person in different life circumstances, which allows to make conclusions about the character, self-identity, life goals, talent and life experience of person. Psychological study of social identity cannot be considered in isolation from person's real life and therefore without biographical method. The researchers offer to reflect the phenomenon of the way of life in such concepts as events, circumstances, social environment, individual environment created by the subject of life, individual lifestyle, etc. The central concept in this list is a significant event. It is a fact that significantly changes the environment and social situation of development, lifestyle, and personality structure. Biographical method is similar to the experimental longitudinal study and replaces this method in a situation where there is no possibility to study directly the development for year by year for a long period of time. It is proved that at the present stage of psychology development biographical method is one of the empirical methods which is similar to longitudinal experimental study according to present multiparadigm stage of psychology development.

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STUDENTS' CHOICE OF STRATEGIES FOR ACHIEVEMENT LIFE GOALS AS PSYCHOLOGICAL PROBLEM

The article outlines the scientific approaches to goal-setting by person; presents theoretical and methodological analysis peculiarities of the decision making on the person's choice of strategies for achievement life goals; highlights the results of an empirical study of students' choice of strategies for achievement life goals. According to the result of the theoretical analysis of scientific literature it can be considered that the setting of strategic life goals by a person is an integral part of the planning and construction of person's own life. However, according to empirical research, unfortunately, most young students do not set the strategic life goals, cannot choose the appropriate constructive strategy to achieve them, are not aware of the need to accept responsibility of fateful decisions that are required to create their own way of life.

Thus, it is necessary to develop and implement into the practice of universities psychological and pedagogical support for the development of students' abilities and skills considering their setting of strategic life goals and making responsible fateful decisions.