

ANNOTATION

MODERN PROBLEMS OF TRAINING SPECIALISTS AND FORMATION OF PROFESSIONAL COMPETENCE

O. Vargata. I. Zavada „**Formation of the creative potential of the future psychologist by of innovative technologies in high school**”

In the article the authors consider the formation of creative the potential of the future psychologist by means of innovative technologies in high school. A psychological and pedagogical analysis of literature on the relevance of the issue of forming the creative potential of a future psychologist by means of innovative technologies in high school was made. It was justified and refined definitions of creativity, creative abilities, creative thinking, creative potential, innovation, innovative technologies. The innovative technologies were considered. Especially studied their application. In particular, modern ones are described technology in the teaching of psychological disciplines and outlined peculiarities of forming the creative potential of a future psychologist by using innovative technologies in higher education. It was analyzed the domestic and foreign experience of using information technologies in the teaching of psychological disciplines in high school. The essence of case-technology, which is a method of analysis revealed specific situations. The essence and technology of business game and discussion was revealed. The method of holding a discussion was described. It consists of three stages. It was studied the technique of holding a round table as one of the forms of the public discussion or coverage of some issues when the participants are expressed in the specified order; meeting, discussing issues with equal rights of participants. It was solved the essence of the social-psychological training, as a branch of practical psychology, focused on the using active methods of group psychological work with the purpose development of competence in communication. It was revealed the technologies of project methodology as one of the methods of active inclusion of students work. Investigated that the introduction and using an innovative technology in education is an important condition for the successful preparation of future psychologists, professionals and masters of sociological profile.

Key words: creativity, creative thinking, creative potential, innovation, innovative Technologies.

K.Yeroshenko „**Designing Competencies of Paraprofessionals in Social Work (The Case of Community Advisers)**”

The paper reviews the concept of paraprofessionalism in social work. The reasons why paraprofessional activities are so important to the community development are also shown in the study, and a set of dilemmas in the professional and paraprofessional activities in the process of the institutionalization are discussed. Nonetheless the main question discussed is about designing competencies for paraprofessionals. Training programs are based on these competencies, though there are any standards in roles and functions of paraprofessional, for roles differs one from another depending on the needs of the community. That makes a great challenge in designing such programs. The typical paraprofessional roles in social sector are shown in the study relatively to the position they hold in educational, social, law, and medical sectors.

The study reveals tendencies in developing training programs abroad, and it reviews the process in designing the training program for newly implemented network of paraprofessionals in Ukrainian social sector – community advisers. For this is the first experimental paraprofessional network in Ukraine, a number of questions arise in the process of the institutionalization of this network: what competences should be developed, how to design a training program, who should design it. The training program is based on the desk-review analysis of the experience of other countries, after in the process of action research, using participative ranking methodology and discussion with experts, topics to include in the program were chosen, and approved by the trainers for community advisers during the training of trainers. The whole process of designing and its results are presented in the study.

The findings of the study can be used as an example for developing educational programs within the experimental design, for example, for paraprofessional community activists or for people who perform brand new roles in the community life.

Key words: paraprofessionalism, competencies development, social work, community advisers.

R. Zozulyak-Sluchykh „**Choice of methodological approaches to the study of the formation of professional ethics for future social workers at universities**”

To conceptual approaches to the formation of the professional ethics of the future social worker at the university, we propose to include the humanistic, deontological, axiological, systemic, competence, personality and activity, acmeological, which help to optimize the formation of a competent specialist in the social sphere. All of them are methodologically valuable in our study, however, we want to further dwell on the systemic, acmeological and personality-activity.

The purpose of the article is the analysis of methodological approaches in the study of the formation of professional ethics of future social workers in universities.

Research methods. We have used theoretical methods such as analysis of the psychological, pedagogical, sociological scientific basis for analyzing the methodological approach of the study.

The result of the analysis of material were elaborated conclusions:

1. The principle of the acmeological approach is aimed at transforming the student – the future social worker from a professional, largely relying on his self-actualization, self-education, self-development. The teacher does not educate, teach, but activates, stimulates desire, forms the motives of students for self-development, studies its activity, creates conditions for independent movement. Self-development of students depends on the creative direction of the educational process.

2. The process of professional and ethical formation of the future social worker acquires an optimal character, when the student acts as the subject of the educational process. This pattern determines the unity of realization of activity and personal approaches.

3. Professional ethics realizes its function of student development only if it activates, excites the person to the activity. The more diverse and more productive the activity is for him, the more effective the mastery of professional morals and reflected in professional skills.

Key words: social worker, professional ethics, university, system approach, acmeology approach, personality-activity approach.

I. V. Kazanzhy “**Individual educational trajectory as an important component of a primary school future teacher’s professional preparation**”.

In the article it is told about the necessity of fundamental and professional preparation of future primary school teachers. Individual educational trajectory is defined as a main component of a students’ professional readiness. The very presence of the individual educational programme will promote regulation of individualization and differentiation of the primary school learning process. In the research it is proved that it is necessary to use means of the partnership pedagogy for successful organization of primary pupils individual intellectual activity.

Possession the ability to study programmes the individual experience of the successful work of students, prevents overload, promotes cognitive activity, initiative, rational use of time and means of teaching. It is equally important that a person who is accustomed to study independently is not lost in a new cognitive and life situation, does not stop if there are no ready decisions, does not wait for hints. The person independently searches for sources of information, ways of solving, because the ability to learn changes the style of thinking and the life of the personality.

Individual educational trajectory is a personal way of realizing the personal potential of each student in education. In close cooperation with a pupil and his parents, a qualified teacher or a group of teachers should identify the main inclinations, talents, and abilities of the child. Creating an individual educational trajectory transforms the student into a teacher’s partner in the process of their own development. Researchers note that the student, who is actively involved in the development of the educational trajectory, is growing above all in his own eyes. It helps to increase self-esteem, activates the child’s interest for new knowledge, promotes intellectual development and independence.

The partnership pedagogy is a powerful stream of the humane pedagogy. The humane pedagogy absorbs pedagogy of cooperation and gives its philosophical substantiation. Basic ideas of partnership pedagogy are: the attention of the teacher to the students, the involvement of children in learning, which causes them a joyful feeling of success and movement forward; the teacher must instil confidence in the students by all means so that the goal will be achieved and the topic will be well-learned; providing students with reference signals to ensure better understanding, structuring and memorizing the material; the exclusion of all means of coercion from the arsenal of pedagogical means, besides an assessment; giving a child the freedom to choose in the learning process; the use of self-analysis, which implements the idea of collective analysis. When students know that their work will be appreciated not only by the teacher but by the team as well, they will work much more diligently; creation of common life goals and values in the classroom, for which it is necessary to develop the abilities and inclinations of a child in the activities of interest, to give freedom of creativity.

Keywords: humane pedagogy, partnership pedagogy, individual intellectual activity, ability to learn, individualization, differentiation, students’ educational programme.

S. Kalaur „**Analysis of foreign experience of professional training of specialists to conflict resolution**”

The article analyzes the foreign experience of the leading countries (France, Great Britain, Canada, USA, Germany) regarding the training of future specialists in the field of conflict resolution. According to the European model of the organization of higher education, the professional training of future specialists should be implemented on the terms of an interdisciplinary approach that provides system thinking, directs the professional competence of the future specialist to understanding the essence and identifying effective ways of preventing and solving social problems and conflicts.

It has been established that the content of the curriculum of future professionals of social sphere in the UK is reduced to six units: 1) Communication and hiring, promotion and support; 2) Assistance to the client; 3) Analysis and planning; 4) Intervention in the life of the client and providing him with the necessary social services; 5) Work in the organization; 6) Development of professional competence.

It was found out that the greatest prospect during the teaching of conflictological disciplines in US universities are the following methods of training: discussion, brainstorming; video view; case method; role games; individual work with educational material; a statement by a leading specialist in a particular field; exercises for discussing personal values.

At the Faculty of Sociology, students at the University of Colorado are invited to attend a training course on Conflict Management in Social Institutions. Future experts have the opportunity to study the theory of conflict resolution, get acquainted with the arsenal of methodological methods of solving interpersonal, group and organizational conflicts.

In the course of the study, it was established that at the legislative level, mediator services are fixed in relevant legal acts in the United States, Austria, the United Kingdom, Germany, the Netherlands and France. Therefore, students are studying mediator activity.

We believe that the best examples of students' professional training for resolving conflicts need to be thoroughly analyzed in practice in Ukrainian higher education institutions.

Key words: professional training, conflict resolution, foreign experience.

S. Konstantinova, S. Konstantinov „**Formation of intercultural communicative competence in the process of studying a foreign language**”

The process of formation of intercultural communicative competence in the process of studying a foreign language is researched in this article. The notion „intercultural competence” is determined. Formation of foreign professional communicative competence which is understood as the ability to intercultural foreign communication is defined as the main aim of studying a foreign language. It is proved by numerous researches, that using country-studying and culture-studying information in the educational process provides the increasing of cognitive activity of students, expands their communicative possibilities, promotes creating positive motivation during classes, gives a stimulus to independent work and helps in solution practical and upbringing tasks of a subject.

Structural components of interpersonal communication and levels of intercultural competence are described. Abilities, which characterize every level of intercultural competence, are distinguished. It is admitted, that the formation of intercultural competence becomes possible only on the basis of development of all kinds of language activity. This process is closely connected with the development of professional competence.

One of the functional needs, which confirms lawfulness of implementation of cultural-related co-studying of languages in the process of education, is growing need in expanding in the world correct perception of native culture through the language which is studied.

The main principles of formation of intercultural communicative competence are determined and substantiated. Formation of intercultural competence must take one of the leading places in the process of studying a foreign language in higher educational institutions, as the competence, mentioned above, is very important indicator of high educational level of young specialist in any sphere of activity.

Keywords: tolerance, intercultural communicative competence, level of intercultural competence, components of intercultural communication.

Y. Mikhaichenko „**Formation of the English-speaking communicative competence of future journalists using electronic media**”

The article considers the most perspective approaches to the formation of skills of stable English-speaking competence among students of journalism faculties of higher educational institutions with active use of the possibilities of modern electronic resources. Including such a unique source as the web portal Press-Reader (until 2017 called Press-Display), which gives users access to the latest

issues of more than three thousand English-speaking leading newspapers and magazines around the world. The dynamics of the formation and development of the term „language competence” in the history of linguistics and the methodology of teaching foreign languages is examined, some ways of the most effective use of various electronic resources are shown with the purpose of forming the students' skills of English-speaking professional communication. The importance of understanding the role of the historical mentality of native speakers, which is being studied, is especially emphasized. Some of the most promising approaches to further scientific research in this field are shown.

Keywords: language competence, socio-cultural competence, linguoculturology, English-speaking neologisms.

Y. Moseychuk „**Characteristics of advanced methods and forms of the formation of health culture of future teachers of physical education**”

The article focuses on the characterization of perspective methods and forms for the formation of health culture of future teachers of physical education. In the process of research, the educational curricula for professional training of students of the specialty 014 „Secondary education (physical education)” have been analyzed. The range of educational disciplines that have a significant impact on the formation of health culture of bachelors and graduate students has been determined. These disciplines in bachelor degree include: „Introduction to a specialty”; „General theory of health”; „Fundamentals of a healthy lifestyle”. In the magistracy, future teachers of physical education study such disciplines as: „Organization and conducting of sports-mass work in educational institutions”; „Fundamentals of health nutrition”. For the deepening of theoretical knowledge, the special course „Theory and methodology of the formation of health culture” is offered to undergraduate students. The study of the curricula of these disciplines has allowed to highlight specific topics that are proposed in order to deepen the cognitive and connotative component of the health culture.

In the course of the research it was established that the use of creative methods, forms and means considerably broadens the outlook of future specialists and forms a knowledgeable component of health culture. It has been found out that from the methodological point of view it is necessary to change the scientific approaches to organizing lectures, which promote the activation of cognitive activity of students. The main focus was on the use of interactive problem lectures using multimedia learning technologies.

We believe that problematic interactive lectures, as basic methodological guidelines for the formation of a health culture, will enable teachers to consider students as active subjects in the educational process will help to fully take into account personal motives, interests, abilities, value systems for improving the health culture. It has been established that in order to ensure the efficiency of the educational process of professional training of students, it is necessary to carefully consider the development of a teaching-methodical complex of all those disciplines that are recognized as the most effective in the formation of health culture. These educational complexes should include methodological recommendations for independent work of students, theoretical explanations, examples of solving practical tasks, tasks for self-examination (tests, questions), additional materials.

Key words: health culture, methods, forms, curricula, educational disciplines, interactive problem lectures, educational-methodical complexes.

T. Nekluienko, Y. Gedelevych „**Theoretical aspects of innovational process in preparation of economists**”

Modern world becomes more and more dynamical and only those enterprises which are able to generate and to implement successfully into practical activity new ideas, new solutions etc can expect on successful activity. That's why it is innovational way of development, that is oriented on long-term perspective corresponds to the realities of „new economics”. It is necessary for enterprises to be oriented on the innovational vector of development for the formation of competitive advantages, as innovations are the main condition of economic growing in dynamic economical conditions of modern life with existing level of competitiveness and speed of technological growing.

That's why it is very important to pay attention to the training of future economists in higher educational institutions according to the demands of innovational development of modern life.

We observed the technologies of education, considered the notions „innovational process” and „innovational culture”, defined, what peculiarities and features modern economist must have and pointed on the role of education in the process of formation of talents to innovational activity in this research.

The result of implementation of innovational technologies in education is quick widening of the sector of independent educational work which will allow developing active and activity form of education. Innovational technologies provide the increasing of quality of education and competitiveness of educational institution on the market of educational services. We will form innovational culture and

competitive specialist in innovational economics using innovational technologies in education. This subject is actual and needs further research.

Keywords: innovations, innovational development, innovational process, competitive personality, innovational culture, innovational development of economics, highly-qualified specialists, interactive methods, innovational active personality

A. Savytska „Formation of the readiness of a future social worker to work with young people with special needs in the inclusive educational environment”

The article is devoted to the formation of the readiness of the future social worker to work with young people with special needs in the inclusive educational environment. Materials paper contains an analysis of domestic and foreign scientists on the topic of the issue.

It is emphasized that the issue of forming the readiness of a future social worker is central to modern research. At the present stage, this problem is analyzed in the context of an updated social order, which requires that the specialist is competitive, stress-resistant, flexible, healthy and ready for productive professional activity. However, Ukraine does not have much experience in training such personnel. This can be explained by the fact that the formation of the readiness of the future social worker began in our country only in the early 90's and was associated with significant difficulties, which are due, first of all, to the lack of both practical experience in this field and significant scientific- theoretical developments on topical issues of social work and training of specialists for the social sphere.

It is shown that professional social work with special needs youth is based on the understanding of disability not as a disease state but as a process of limiting the possibilities in which the violation of the structure and functions of the organism or environmental conditions reduces human activity and limits its social activity. The new is the inclusive form of education, as it involves the use of a broad spectrum of tools that meet the diverse needs of young people with special needs in the development and training of the latter at their place of residence. The purpose of work in an institution of inclusive orientation is to facilitate the successful resolution of young people with special needs of their own problems. In connection with the adopted course for the introduction of inclusive education in Ukraine, there was an urgent need for qualified staff – social workers to prepare for this work. However, as practice shows, within the vocational education of social workers, insufficient attention is paid to the formation of professional orientations of students for work with young people with special needs. One can conclude that the inclusive approach in education is intended to generate positive pedagogical motivation, to erase negative stereotypes and settings that prevent young people with special needs from being perceived as an integral person, a full member of society. There is a lack of readiness and interest in the organization of inclusive education in higher education institutions, the lack of a system of professional training and support staff involved in inclusiveness.

Key words: readiness for professional activity, inclusiveness, youth with special needs, social worker.

O. Sopotnytska „Creating and using of training exercises complex in training of future physical training teachers to coaching of competitive sports”

In the article author revises pedagogical training condition for future physical training teachers in coaching of competitive sports on the basis of creating and using of the training exercises complex.

Material mentioned in the article is actual in accordance with the demand of implementation of innovative approaches to the training of future physical training teachers to coaching.

Scientists undoubtedly agree that trainings promote self-knowledge and understanding of others, influence the creation of active listening skills, improve argumentation of person's point of view, help to reduct the neuro-emotional tension, develop social sensitivity, evolve reflection. All features mentioned above are essential for future physical training teachers who intend to practice coaching in competitive sports.

A social-psychological training was created based on researches in psychology-pedagogical literature. This training would be the most prospective method of psychology-pedagogical education for professionals in physical training and sport, in particular coaches of competitive sports.

Author indicates the next functions of training exercises complex for future physical training teachers in coaching of competitive sports:

- function of organization of the theoretical and practical acquirement of reality
- educational function through the teamwork during the training and management of educational-cognitive activity of students
- function of pedagogical technology aimed at achievement of certain results in the process of educational work.

Key words: pedagogical condition, training, future physical training teacher, competitive sports, coaching practice.

L. Chernychenko „**Methodological bases for preparing future speech therapist for innovative activity in conditions of inclusive pre-school education**”.

The article considers and theoretically substantiates the main methodological approaches of the training of speech therapists to innovative activity in the conditions of inclusive preschool education. The contents of the system, competence, personality-oriented and activity approaches are revealed. Also, a set of principles of organization is described and ways of improving the system of training future speech therapists for innovation activity in conditions of inclusive pre-school education are outlined.

In this article we aim to focus on several methodological approaches that today determine the institutional progress in the field of training of competitive professionals in the market of educational services for children with severe speech impairment.

Methods. pedagogical and scientific literature, analysis, synthesis, diffusion and induction

Results. The theoretical and methodological basis for the study of the process of preparing future speech therapists for innovation activities in the context of inclusive education served: a systematic approach, which focuses on the allocation in the pedagogical system and developing, first of all, integration invariant system-linkages and relationships; to study and shape what is stable in the system, and what is variable, which is the main, but what is secondary. It involves finding out the contribution of individual components-processes in the development of personality as a system whole; the competent approach allows to form basic competencies for the successful realization of their own potential, experience and high-level professional duties in the preparation of future speech therapists in higher education; Personality-oriented approach confirms the idea of the social, active and creative essence of the individual. Recognition of personality as a product of socio-historical development and carrier of culture; the activity approach acts as a theoretical and methodological strategy of our study and allows us to study the content of the future speech therapist's preparation for innovation in the context of inclusive education, to optimize the ways of its formation and development, to identify ways of practical improvement.

Originality. Until now, the conceptual and organizational and pedagogical basis for preparing the future teacher-speech therapist to work in conditions of inclusive education is not definitively defined.

Conclusion. The existing traditional system of professional training of future speech therapists for professional innovation activities is directed, first of all, to the formation of their professional competence in the field of development and education of children with different speech disorders in the conditions of inclusive pre-school education. However, the current demands of the society for the training of specialists in the field of special education for effective work in pre-school educational institutions with an inclusive form of education are not fully implemented in the system of higher pedagogical education. This is due to the fact that it does not sufficiently develop targeted facilities, organizational forms, content and methods of preparing correctional teachers who can effectively solve the problems that arise in modern conditions for the modernization of education for children with psychophysical disorders. Therefore, the prospects for further research are seen in a more detailed definition and description of the state of the preparation of future speech therapists for innovation in pre-school education.

Key words: methodological approach, systemic, competence, activity, personality-orientation, innovative activity, inclusive education.

S. Yakymenko, I. Iozis. „**Theoretical Aspects of the Professional Culture of a Service Worker**”

Nowadays the service sector is one of the most promising branches of the economy. It covers a wide range of activities from trade and transport to finance and insurance. Hotels and restaurants, beauty salons, educational and sports facilities, travel agencies, radio and television stations, consulting firms, medical institutions, museums, theaters, cinemas, shops and supermarkets are within the scope of services.

The main purpose of service activity is to meet general and individual human needs. The development of the service sector and the demand for services is based on the growth of industrial production and increased purchasing power of the population. The development of production stimulates the expansion of service activities and vice versa. Today, the service sector is characterized by dynamism and constant emergence of new services.

Problems of training specialists for the field of service were reflected in the scientific work of the following authors: G. Avanesova, V. Vedinsky, V. Zubkova, R.Kaverina, O.Loiko, A.Mikhailov, B. Royzman, V. Fedskova, R. Chernysheva, G. Khoroshavin, V. Yaschenko and others/

The purpose of the article is to substantiate the main aspects of the professional culture of a service worker theoretically

Features of the culture of service are always associated with the national elements of culture. Nowadays there is a revival of many constructive traditions related to the culture of service. Before the modern service is the task of combining national peculiarities and international principles of service culture. It is important that all employees understand the importance of improving professional skills for individual development and for the effective work of the entire institution. Professionalism in the work creates a positive image of the institution in the eyes of clients, accompanied by rising incomes, a good reputation in the professional field. Service culture is a key to the development of any organization, because the level of service culture directly shapes its image in the eyes of the client.

Consequently, the professional culture of a service worker is a complex concept that includes professional knowledge of skills and abilities combined with moral and ethical standards and constant professional self-improvement.

Key words: culture, professional culture, sphere of service, education, ethics, morality, moral and ethical norms.

ACTUAL QUESTIONS OF SOCIAL WORK AND SOCIAL PEDAGOGICS

V. Bastricev „**Some aspects of social protection: pension reform and the modernization of pensions**”

In the article is the pension reform and the modernization of pensions. The authors argue the need to reform the pension system, the leading factors that require to do it immediately. Special attention the author draws on the worsening of the demographic situation in the country, the growth of the budget deficit of the Pension Fund, feature the choice of ways to overcome this phenomenon. Research is conducted with the use of innovations in the legislative base for pension provision.

Keywords: pension reform, pension system, modernizing pensions, increase insurance record, the age of retirement, the budget of the Pension Fund, transfer of pensions, indexation of pensions.

A. Dulia, T. Veretenko „**The role of civic organizations in the implementation of social support for families of participants in the anti-terrorist operation**”

The article analyzes the content-technological provision of social support to the families of antiterrorist operations participants in public organizations. The content of the projects / programs implementing social support for the data of categories of families is disclosed. The role of self-help groups in the social support of the wives and mothers of anti-terrorist operations participants was determined. The peculiarities of implementation of social and professional adaptation of participants of the antiterrorist operation and their family members are analyzed. The results of the empirical study of the state of social support for families of participants in the antiterrorist operation in civic organizations are presented. The problems with which families of participants of the antiterrorist operation are most often addressed to public organizations and services provided in these organizations are highlighted. The families of anti-terrorist operations most in need of social support in obtaining information on privileges and legal issues; registration and renewal of documents; medical care; improvement of children; employment placement, retraining or qualification improvement; material and household and housing issues; questions of psychological help. The number of appeals of participants of the antiterrorist operation and their family members to public organizations and the quality of their services to these categories of families is determined.

Key words: public organizations; self-help groups; the family of participants in the antiterrorist operation; social support; participants in the antiterrorist operation.

L. Kalchenko „**Reintegration of boarding school pupils into biological families as a system component of the prevention of social orphanhood: the legal basis**”

The article reveals the importance of activation of the processes of deinstitutionalization of orphans and children deprived of parental care, also the importance of reintegration of boarding schools pupils to biological families as meaningful part of social orphanhood prevention. Concepts of integration and reintegration of orphans and children deprived of parental care, replicative orphanhood are revealed. The normative-legal ground of the process of reintegration of boarding schools pupils to biological family and legal mechanism of returning of the child to the biological parents or carers are determined in the article. Thus, it was indicated that reintegration takes place in society and develops within network of social interactions. The reintegration may be considered in three following ways: as a process of child returning to biological family, what means returning to parents or carers; as a process of placement the child into the family forms of education; as a process of child exiting from closed system into the opened one, what means process of adaptation to independent life in society. Furthermore, the article reveals the process of reintegration as a process of returning or entering of orphans and children deprived parental care into a social system, what can be made by restoration or formation of emotional associations, social connections and relationships, acquiring of social experience and social competence. The emphasis is made on necessity of activation of reintegration of boarding schools pupils to family forms of education for the sake of replicative orphanhood prevention and prevention of repetition of social orphanhood in the next generations.

Key words: children deprived of parental care, deinstitutionalization; legal mechanism of reintegration of boarding schools pupils; reintegration; replicative orphanhood; social orphanhood.

J. Kopochninskaya, O. Kolyadich „**Health culture as the basis of rehabilitation process**”

The article is devoted to the concept formation population's health problems, forecasts of its further development; man-caused human activity, the emergence of diseases variety, pathologies; environmental health problems.

Our health is greatly influenced by complex factors such as where we live, and the strength of our families and communities. But despite knowing this, positive change is not occurring at a promising pace.

The purpose of this article is to characterize our society from the point of view of health culture. The article is based on theoretical analysis.

The article considers the need for a new approach to the process of professional training of specialists who would fully answer not only for fighting pathological conditions, but also bears responsibility for the formation of quality health of the population.

It is necessary to introduce into social relations the socio-economic incentives of a healthy lifestyle, involvement in the process of formation of qualitative health from childhood, maximum use of the existing sports and recreation base.

Lifestyle is a combination of sustainable forms of human life, which determine its life path. This is a set of her habits. If a person from childhood, from young years constantly and persistently cares about his health, it bases his life as a basis for such persistent useful habits, skills, behavior, way of thinking, perception of others and oneself, which determine its basic direction – the way to health 'I. She chooses a healthy lifestyle.

The culture of a healthy lifestyle involves observing the usual implementation of certain rules that ensure harmonious development, high working capacity, spiritual balance and human health. The basis of a healthy lifestyle lies in the individual system of behavior and habits of each individual, which provides her with the desired level of livelihoods and healthy longevity. Healthy lifestyles are practical actions aimed at preventing diseases, strengthening all systems of the body and improving the general well-being of a person.

Health is high performance, good mood, self-confidence. Physical health gives you a feeling of well-being, cheerfulness, strength. Mental health gives you peace of mind, wonderful mood, kindness, fun. Social health provides success in learning. But nothing of this is given for nothing. In order to save your health, you have to make great efforts.

The health culture is a historically determined level of development of skills and abilities that contribute to the preservation, strengthening and restoration of human health, the realization of internal reserves of this organism for this purpose. The culture of health is reflected in the specific forms and ways of life of the person oriented towards the formation both individual and public health.

Keywords: public health, health culture, prevention, health degradation, the concept of health.

V. Levitsky „**Individual recommendations for overcoming and preventing adolescent addiction from computer games**”

The article contains the results of theoretical and practical consideration of the issue of preventing and overcoming the dependence of adolescents on computer games. During the analysis of scientific literature and practical experience in preventing and overcoming computer dependencies, contradictions were detected between the possibility of using computer technologies for adolescents in their activities and the lack of elaboration of the issue of prevention and overcoming computer dependence in the theory and practice of pedagogy and psychology. The article describes separate psychological and pedagogical features of adolescents who can provoke the formation of computer dependence; types and conditional classification of computer games are considered; the role of computer games in the activity of adolescents is determined; Some recommendations on social and pedagogical overcoming and prevention of adolescent addiction from computer games are covered. The article emphasizes that modern information technologies as a whole, and computer technologies in particular, significantly transformed the structure of leisure for children. In general, the data show the apparent influence of techno-evolutionary processes on the transformation of the teenage subculture.

Key words: computer addiction, teenagers, computer games, prevention, overcoming, virtual reality.

O. Onypchenko „**Joint education of boys and girls as a factor in the sexual education of children and adolescents (the beginning of the twentieth century)**”

The beginning of the twentieth century was a turning point in the scientific development of issues of sexual education in the national pedagogical thought. The indisputable achievement of the scientists of this period was that they raised and solved the issues of improving the pedagogical culture of parents, pointed to the need for purposeful and organized work of parents and the school for the sexual education of the younger generation, advocated the benefit of joint education between boys and girls, girls (school in Yasnaya Polyana L. Tolstoy, the school of E. Levitskaya and her followers).

The author of the article describes the most important positions of sexual education of children and adolescents of the beginning of the 20th century through solving issues of joint education and upbringing: 1) men and women, as equivalent figures in public life, should receive the same education in a broad and comprehensive manner; 2) teaching boys and girls in the interests of both sexes, the school itself and the

moral recovery of society, should be joint at all levels; 3) the differences in the course of mental development of boys and girls can not be an obstacle to joint learning; 4) joint education is possible only in a new type of school, which is widely understanding the tasks of education and the pursuit of individualization of instruction.

One of the arguments of the joint training was that since a woman claims equal rights with a man, it is natural that she should be given appropriate preparation for life, which means that she needs the same as a man in the field of education. It would be illogical, equating them in rights and to ask them preparedness any other requirements.

The problem of joint education once again shows us about intersubject connections in solving this issue: the only pedagogy is not competent to solve this issue in its final form, since this problem is equally important from the point of cultural development, and the philosophy of culture has the right to say a word weighty; to solve it you need ethics, psychology and especially pedagogical psychology.

Key words: sexual education, joint education of boys and girls, moral improvement of society, rights of men and women.

O. Tiutymov, A. Fradynska „Perspectives of development and protectiveness of modern Ukrainian youth”

The problem of perspective of development and protectiveness of modern Ukrainian youth is considered in this article. Nowadays the development of youth is taking place firstly in dependence of the choice, how and in what direction young person wants to be developed. The situation which exists in Ukrainian society and state needs immediate changes directed on the increasing of the level of development of cultural values and economic achievements. State youth policy in Ukraine connected with education, socio-political and economic spheres, with the development of spiritual, cultural and physical potential of the youth and functioning of youth organizations is determined by the legislation of Ukraine.

Youth is an important base for modern Ukrainian society, a carrier of intellectual potential, the determining factor of socio-economic progress. The process of state creation depends greatly from the ability of youth to be active creative force. Social state of youth as one of the most vulnerable categories of population which is characterized by the presence of ambitions, overestimated expectations of the perspectives, search of own way, aspiration to self-realization is the indicator of success of society, of possibility of realizing its potential.

Creation of favorable conditions for mastering spiritual and cultural values of Ukrainian people and for the direct participation of young people in their revival and development, in the protection of natural environment etc is the necessary condition for the improvement of existing situation.

Actual problems of modern young people, connected with their living activity and self-realization are highlighted, they are: effective primary professionalization, successful employment after graduation from higher educational institutions, the existence of own shelter. The main principles and measures of State youth policy in Ukraine, which have the aim to promote the improvement of social state of young Ukrainians are described.

Keywords: development, protectiveness, self-realization, professionalization, Ukrainian youth, social environment.

G. Chufay, S. Kondratyuk „The problem of adaptation to the new conditions of educational institution”

The article is devoted to the problem of adaptation of first-graders to the new conditions of an educational institution. Adaptation of a person is a complex social phenomenon, the interaction of the biological, psychological and social aspects of adaptive behavior. The problem of adaptation to the new conditions of an educational institution accrues in children of all ages, including first-graders, which requires from them changes the previously formed stereotype of behavior.

It is indicated that the adaptive process of first-graders is accompanied by the following levels: biological – physiological adjustment of the body of the first-graders to changes in routine and capacity occurs; psychological-formation, development and assimilation of school progress and behavior; social – an assessment of changes in the surrounding reality is carried out because of the emotional adoption of a new social situation. On the basis of the generalization of theoretical material, the peculiarities of adaptation of first-graders to school education are analyzed: visiting preschool educational institutions, observance of the routine of the day, increasing motivation of studying. It is analyzed that not only the success of educational activity, but also the comfort of staying a child at school, its health, and a positive attitude towards others depends on the favorable flow of the adaptation process.

It is indicated that changes occur both in the internal (physiological changes) and in the external (changes in the requirements and circumstances of the educational process) world.

As a result of analysis and generalization of scientific and methodical publications, difficulties of social-psychological adaptation of the child to the requirements of study at school, conditions, factors, stages of effective adaptation of first-graders were revealed.

Key words: adaptation, school adaptation, adaptation process.

ACTUAL PROBLEMS OF EDUCATION AND UPBRINGING OF PEOPLE IN INTEGRATED EDUCATIONAL ENVIRONMENT IN THE LIGHT OF IMPLEMENTATION OF THE CONVENTION ABOUT THE RIGHTS OF PEOPLE WITH DISABILITIES

A. Arishchenko „**Implementation of universal design for learning in the universities of the USA**”

Universal design involves eliminating or reducing barriers, taking into consideration the diverse needs of people. The implementation of universal design for learning in the system of higher education in Ukraine is a new approach in organization of the educational process. The article deals with the basic terms such as universal design, assistive technologies and universal design for learning. We studied the principles of universal design for learning and examples of its implementation in the US universities. UDL is one of several educational adaptations of the philosophy and principles of UD. The framework for UDL is based on three specific and central considerations in teaching: multiple means of representation, to give learners various ways of acquiring information and knowledge; multiple means of action and expression, to provide learners alternatives for demonstrating what they know; and multiple means of action and engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation. By considering these principles, UDL provides students of higher education institutions with the choice in almost every form of work choice of textbooks, time and form of discussion groups, choice of multimedia used for projects, forms of discussions, support, and methods of work with materials. Generally, choice is a huge source for student engagement and motivation. Foreign experience in applying universal design for learning offers useful guidance for developing curricula, selecting materials and creating a learning environment that takes into account the needs of all students. UDL is proposed as a way to address diversity and disabilities as constructs of individuals and their environment in higher education classrooms.

Keywords: universal design, universal design for learning, assistive technology, higher education, the principles of universal design

L. Gerasimenko, T. Grasimenko „**Features of educational innovations in the process of pre-school preparation of student youth in the inclusive educational environment**”

The article deals with the innovative aspects of preparing a family-oriented personality in the conditions of the higher school, substantiates the conceptual foundations and peculiarities of the implementation of educational innovations in the content and methodology of premarital preparation of student youth in the inclusive educational environment.

The research analyzes educational innovations as a complex purposeful process and the result of the creation, dissemination and use of pedagogical innovations (new methods, techniques, programs, technologies, etc.), the purpose of which is the formation of a system of knowledge, moral beliefs, psychosexual preparation, and readiness to marry and fulfill family responsibilities.

It is emphasized that the high level of premarital preparation of student's youth will determine in the future certain qualitative changes in the family as the subject of the socio-cultural environment of personality's education and development, the educational process of the higher school and ways of ensuring its effectiveness, stability and livelihoods.

The article states that the effectiveness of activities on overcoming the low level of students' readiness to family life will significantly increase if it will be implemented with the introduction of educational innovations in methodology and content of premarital preparation in accordance of the differentiated programmes that include the implementation of the following areas of educational activity on the basis of personal approach: psycho-pedagogical diagnostics; the formation of the needs-motivational and informative-cognitive spheres of the individual; the involvement of students in active forms of premarital preparation of the group through individualization of assignments; students' self-education guidance with gaining the system of knowledge about family and married life; the formation of the individual's family orientation; worldview family orientations; awareness of the concept of an organic merger of love and responsibility, happiness and obligation, the change of behavior on the basis of family humanism, the cult of Mothers, labor, respect for the elderly, responsibility for their actions, duty.

Key words: pre-school preparation, educational innovations, conceptual foundations of educational innovations, peculiarities of implementation of educational innovations, inclusive educational environment.

T. Grigorchuk „**Testing as a way to ensuring the effectiveness of knowledge control in the distance learning of disabled people**”

The materials of the article are devoted to an important problem concerning the quality assurance of the results of the training of students with special needs through the organization of the test control of knowledge in the distant learning. At the same time, it was discovered that although the effectiveness of test control of knowledge is a proven factor in the practice of international educational institutions, discussions about the expediency of its use continue among researchers of pedagogical science, especially in the countries of the former Soviet Union. This points to the threat of plagiarism, the difficulty in formulating test tasks in terms of volume, complexity and timing, lack of pedagogical contact between the subject and the object of study, etc.

The above circumstances determine the contradictions to be resolved by identifying the main approaches to selecting the types of tests that are suitable for use in the process of distance learning and capable of providing the planned level of knowledge. There are also important questions: the number of test tasks in the current or control tests, the duration of testing, etc., since these problems are as much as possible related to the adequacy of the perception of learning information, the individual's response to it, and sometimes even physical health. Accordingly, our study aims to identify the main advantages and disadvantages of certain types of test tasks for their use in remote control of knowledge of students with special needs, as well as in proposing an appropriate algorithm for the implementation of remote testing in order to provide a comfortable, for those who learn, and quality inspection process assimilation of this category of students of educational information.

We are of the opinion that remote testing is an important and sometimes essential means of controlling the knowledge of students with disabilities as it provides the maximum comfort of the knowledge validation process, can be regulated over time and can not cause health problems. The main disadvantage can be considered the possibility of plagiarism, but this opportunity can be eliminated by pedagogical techniques.

In the course of distance learning, testing is done in an on-line form: in the pre-determined time the student enters a test page (site) of the course, where an on-line test with a short instruction is posted. He (she) answers questions without leaving the network in real time (ie, provided the special equipment is installed or video communication is used, the teacher can see the answer on the monitor or on the screen of a mobile phone). Score here can be displayed automatically (if the test only selects answers or answers can unambiguously meet the benchmark) or the teacher (if the test has open questions, or the correctness of the answer may vary). The response time is limited – the timeliness of the answer to the question is not changed in the next question. On the other hand, off-line testing may be useful, which does not "tie" the student and the teacher to a specific point in time. Tests appear on the site at a certain time, the student receives them, leaves the network, responds to the test, and then sends its results by e-mail or sms.

So, as can be seen from the article data, testing in the system of distance learning for people with special needs is one of the most important elements of knowledge control. In this case, only the correct formation of test questions, taking into account the physical and moral characteristics of students, the conditions for ensuring the comfort of the process of verification of knowledge can ensure their quality. Modern educators have enough tools and tools to develop test tasks; they only need to use them. At the same time, the important further directions of research should be the study of the issues of interdependencies of distance learning and the health of disabled people, and on this basis, the search for ways to identify problems.

Key words: knowledge control, testing, the effectiveness of training for people with special needs, forms of the knowledge tests control, testing in a distance learning.

V. Davydenko „**Establishing of Inclusive Education as a Factor of Forming a Social State: Normative and Legal Guarantee**”

A social state is now being formed in Ukraine. That's why nowadays Ukraine's main task is to be deservingly integrated in the European Union standards. For this purpose it is necessary to establish international civilization standards which are mine-out centuries-old practice of forming of the social state in Western Europe. Actually, the question is about implementation of the European experience of the social state in Ukraine, including the inclusive education, as one of factors of realization of principle of equality of rights and freedoms of human-beings and citizens.

Taking into account the valued reference-points of social justice in this case education is examined as public blessing, which needs a grant all equal possibilities in access to the concrete social value. In this case the level of the corresponding normative and legal guarantees providing in the social state not only possibilities to every citizen by facilities of education to occupy a ponderable place in society but also examined as means of overcoming of social inequality.

But at the same time it is observed the following. The limit nature of access to education formed essence of characteristic feature of society with a difficult stratification structure that causes social inequality.

In this case necessarily a permanent address must be envisaged to one of the most modern valued reference-points in education – personality going near subjects, providing not only of equal declarative rights to all participants of educational process, and, foremost, equal possibilities for them in realization of concrete aim. Actually, with the last and the constrained result of evolution in realization of the similar valued approach that resulted in ripening of the real requirement in the input of inclusive education. The other thing is following. As far as concretely the last began to grow into priorities in home politics in industry of education.

Therefore, undoubtedly, all of it could not be realized and confirmed without the corresponding normative and legal guarantees, row of legislative acts.

Consequently, one of legal guarantees of realization of constitutional right creation of necessary, sufficient, actual and non-conflicting normative and legal base that is the basis on achievements of international humanitarian law. Foremost, it goes about major principles that became inter-confessed in approaches in relation to the prospects of development of education – equality of possibilities, absence of isolation or discrimination and inclusion.

In this connection it follows actual to count that approach only, where speech goes about implementation of the most progressive European experience of the social state as a possible instrument of embodiment of public justice, trust and respect to separate task forces of citizens. Without it, in the conditions of development of contradictory global tendencies, the concrete state and society cannot on all power take advantage of civilization social standards, including, and, quicker – first of all, and in relation to development of modern elucidative sphere.

Keywords: inclusive education, social state, social politics.

H. Davydenko „**The Role of Inclusive Education at the Development and Establishing Ukraine as a Social State**”

The article defines the role and approaches to activation of the development of inclusive education. It is set up that inclusive education becomes more and more the most important pre-condition and factor of development of Ukraine as the social state.

Development of modern society and processes of integration of Ukraine into the European community are sharply set by the question of the proper providing of social defense of citizens, and especially those, who needs it most. In particular, it is citizens with disabilities. Actuality of problem is constrained, foremost, with the conclusions of researchers according to which the quantity of children that need correction studies grows rapidly. Id est, for today in Ukraine those, who needs the correction of physical or mental development over 1 million that present to the 12% of the whole quantity of children in the country. Thus only 5% of children with special educational needs educated inclusively. It testifies that the rest of them study in the conditions of the special educational establishments, or not get education in general.

That means that the problem of forming the social responsible state is very important for modern Ukraine. The social responsible state would be able to combine individual motivational factors taking into account the necessities of community groups or individual for life, id est, actually, creation of inclusive space. Nowadays we can still observe a misbalance, hidden forms of ignoring or boycotts in an address of a dependent side that characterizes the real state of affairs in relations between state organization of management and certain categories of citizens.

Therefore, in this case becomes evident that the real reformation and modernization of national community at the terms of the sociohistorical converting of Ukraine will become possible largely and due to realization of the government programs in relation to guaranteeing of the proper level of the special correction help to the children, all citizens with disabilities, aimed to the increase of efficiency of studies of child, other categories of citizens, forming their cognitive activity and independence capacities for self-regulation, self-education, search of workplace.

Having studied the experience of the European Union countries we consider that legitimacy of similar changes in elucidative processes can be attained by a compromise in economic and social politics taking into account the deep-rooted in national cultures norms of moral and justice, as well as the level of institutes of democracy, that provide efficiency and integrity of the state, deserving choice of standards of life.

Keywords: inclusive education, social state, social politics.

V. Mazur „The article reviews the socialization peculiarities of students with disabilities as relevant problems of the university’s social and educational activities”

Conditions of successful socialization of students with special educational needs are analyzed. The need to introduce special methods, new pedagogical technologies into the educational process, which would facilitate the process of studying this category of students. Knowledge of the individual characteristics of a student with a disability makes it possible to avoid a maladaptation syndrome, make the process of adaptation and socialization equal and psychologically comfortable. Young people with special needs, entering the university, requires not only spatial conditions and socio-psychological impact, but also rehabilitation and recreational activities. They are most effectively implemented through the cooperation of subjects of the educational process with the social environment within the inclusive educational space of a higher educational establishment. The lack of such interaction of young people with special needs in integrated support negatively affects the effectiveness of socio-pedagogical work.

Within the framework of socio-pedagogical aspects, the following conclusions have been made: firstly, disabled students belong to a certain social group of people with disabilities; secondly, when a young person with special needs enters university’s new environment, he or she requires some help with life decisions, with the formation of certain social roles and the realization of certain life plans. Socialization of students with special educational needs is today’s topical issue. The formation of students with disabilities has its own peculiarities, therefore, the effectiveness of this process depends on the organization of certain conditions for the socio-pedagogical activity of universities. One of the important components of the socialization of students with special needs is the process of assimilation of certain social roles that occurs in the process of adaptation and integration into the educational space of higher educational establishments. The social adaptation of students with special needs to the educational process at higher educational establishments will be more effective when students with disabilities are included in active student life; by expanding their social contacts and integrating into same age groups; by creating and functioning of student social services; by adaptation of working curricula to the education of this category of students; by social and pedagogical support of students with special needs

Key words: higher education, students with special educational needs, socialization, integration, social adaptation.

N. Maksimenko „To the question about the essence and place of the bases of safety of life in the system of education of students with violations of intellectual development of junior school age”

The article contains the results of the analysis of certain scientific and practical views on the question of the essence and content of life safety, the problem of research is related to the need to create a method of correctional work for the formation of representations, knowledge, skills and competences for life-saving security in junior schoolchildren with intellectual disabilities taking into account their psychophysical, age, adaptive possibilities and achievements in the field of methodical provision of correction-developing educational process. Successful implementation of the program on the basis of life safety is possible only on the basis of active cooperation, partnership of all participants in the educational process (students, teachers, families and communities, children, selected works of literature and art and controlled media influence). Such activity generally envisages and enables: person-oriented education; enriching the content of the course with an emotional, personally meaningful material; use of various teaching methods and educational effects; stimulation of intellectual abilities of students, consistent differentiation and individualization of studying; the work of students with different sources of information, various types and types of resource materials; working out practical actions in studying each topic; creation of conditions for active dialogue between the partners-participants of the educational process (students, teachers, family members, community) and conscious choice of behavioral methods; involving students in evaluating various activities, including life skills development; multivariate forms of various activities of students. During the formation of the foundations of life safety, the educational process is aimed at acquiring pupils the knowledge necessary for the preservation and strengthening of health where the content of the components is worked out in the logic of phased formation in accordance with the age characteristics of children and areas of actual and immediate development. At the same time, one can not fail to mention a number of significant disadvantages inherent in this process, namely: the lack of a holistic method of educational and educational influence, which leads to episodicity and fragmentation of implementation, one-sided theoretical with a parallel lack of practical orientation of individual topics, limitations in time and topics, weaknesses the implementation of interpersonal relations, the poverty of the forms of conduct.

Key words: life safety, educational work, children with intellectual disabilities, principles, methodology, sources of educational influence.

S. Myronova „**Inclusive education development: from Salamanka to Ukraine**”

The article deals with the main tendencies of the development of inclusive education in Ukraine in the light of the implementation of the Salamanca Declaration and the Action Framework for the Education of Persons with Special Needs. The main problems and challenges of the declared international norms implementing and the ways of their solution are outlined.

Inclusion is effective in teaching children without intellectual disabilities, as well as those with minor developmental defects under the condition of imperative psychological and pedagogical support and informal participation of the family. Inclusive education should be differentiated in view of the opportunities and needs of the child and his family. Inclusion can't be an alternative to special education institutions, since there are categories of children who isn't able to study in inclusive group under the current legislative and educational conditions. An urgent issue is the development of a domestic model of inclusive education is based on Ukrainian and foreign experience and should contradict the positive experience of the special education system. Educational inclusion is the first step towards the real integration of society, its cultural and moral improvement.

Key words: inclusion, special education, persons with special needs.

A. Miryan „**Complex support of persons with special needs for training in conditions of inclusion (by the example of the Mykolayiv Interregional Institute for Human Development of the Higher Educational Establishment „Ukraine” University)**”

The article is devoted to the issue of complex support of people with special needs in the conditions of inclusion. The question of inclusion in a higher educational institution has been raised. The necessity of distribution of inclusive education in higher educational institutions has been substantiated and proved. The introduction of the complex approach to the training of students with special needs in the conditions of inclusion has been presented on the example of Mykolayiv Interregional Institute of Human Development HEI of University „Ukraine”.

The main types of the support of student with special needs, which are provided by HEI of Human Development „Ukraine” have been systematized and presented. Among them – pedagogical, social, psychological, medical and rehabilitational, vocational guidance and material and technical support (which includes tutor's support) of the student at each level of study at HEI, from the moment when he is still an entrant.

It has been proved that the distribution of inclusive education in higher educational institutions is a vital condition for the successful socialization and professional adaptation of students with special needs in the labor market.

The second factor to ensure the successful inclusion of students with special needs to the educational environment of a higher educational institution is to create conditions for the training of all those who are able to get higher education, regardless of their physical condition; that provides appropriate material and technical support for inclusion, which consists in the formation of a universal design of educational environment of higher educational institutions and inclusive competence of teachers and students (the sufficient level of social and psychological formation and special components).

The prospects for further research on the introduction of inclusive education in higher educational institutions are presented.

Key words: inclusive education, features of inclusion in higher education, comprehensive approach, students, support, socialization.

L. Nakonechna „**Retrospective of development of education for people with special needs in Canada: first stages**”

The article deals with analysis of the conceptual fundamentals of the initial stage of the introduction of inclusive education in Canada. The brief historical excursus has allowed the author to identify key stages in development of education system for people with special needs in Canada as well as to correlate them with the progress in this area in Ukraine. This will enable to determine the evolutionary disposition of the teaching of these children in Ukraine, to find common and distinct trends, to accumulate the best practice and to develop possible options for its implementation in national pedagogical practice.

Industrialization and separate legislative initiatives on social protection of children in Canada at the beginning of the XX century have led to broad support for school education for all people. The extension of school curricula and various types of extracurricular activities for the children's population of the country was initiated. However, children with mental retardation did not receive proper education and appropriate assistance. Until the beginning of the XX century, children with hearing impairments,

with visual impairments received help in small educational institutions, mainly under doctors' supervision of (similar to European and Ukrainian).

Pedagogical support for children with special needs was carried out mainly in closed boarding schools. During the first half of the XX century in Canada, there were trends in the segregation of education for children with disorders of psychophysical development.

For people with disabilities, the period of "great depression" (40-50s of the 20th century) is considered as a kind of "social jump and an opportunity to integrate effectively into the economic and social structure of society.

The initiators of overcoming the segregation approach and advocacy for the rights of children with minor and severe violations of development were integrated into ordinary classes of local schools by parents and activists on protection of civil rights. Progressive educators also supported them.

Since the 1960s, Canadian general education schools have adopted strategic measures to support the special education of such students. Appropriate special educational programs, teaching methods and special educational services were developed.

In view of a dynamic progression of inclination in Ukraine, there is a necessity to study and use experience of other countries according to the specifics of domestic realities. Analysis of experience of implementation of inclusive education in Canada will make it possible to identify the opportunity how to use the most effective strategies in order to implement inclusion in education system of Ukraine. The definition of the general components and specific features of implementation of inclusive education based on ideological interpretations will allow to determine the general characterological basis of inclusive form of education and to use effectively the positive experience of the world leading countries in Ukrainian realities.

Key words: inclusion, inclusive education in Canada, conceptual approaches, analysis

O. Novikova „**Socio-psychological conditions of development of children with autism spectrum disorders**”

Every year, children with autism spectrum disorders are becoming more and more in educational institutions, while specialists do not know how to work with such children. Childhood autism is a type of general developmental disorder that is determined by the presence of pathological and (or) impaired development, which first manifests itself at the age of three, and is a characteristic type of abnormal functioning in all three of these areas: social interaction; communication; behavior.

Childhood autism is one of the most severe disorder in child development. The earlier the child will be given the correct diagnosis, the faster the child will select exercises for its development and the result will be more effective. Particular attention should be paid to the problem behavior of the child, which indicates its serious maladaptation and impedes the normal development of the child.

The purpose of the paper is to reveal the socio-psychological conditions of the development of children with autism, namely to formulate the basic principles for the creation of individual correction programs for autistic children.

Correctness of the culture of involving autistic children in education and training of specialists and parents for cooperation would contribute to the adaptive capacity of the autistic child.

Thus, the harmonization of the psychophysiological status of the autistic child, the acquisition of sensory-motor integrity and the establishment of trusting relationships with other people are prerequisites for the socio-psychological conditions of development of children with autistic spectator disorders. The main condition is correction-development work with the implementation of systemicity, intensity and consistency, which are put forward to the service of early intervention.

Key words: autism, special needs, resources of the environment.

I. Rodimenko „**Inclusive education: problems and ways of implementation**”

The article presents an analysis of the conceptual provisions for the introduction of inclusive education. Given the fact that in Ukraine there is a certain dynamic progress in the inclination of distribution, the need for analysis of pedagogical systems, the use of which has traditionally been successful, is updated. Understanding the philosophical basis of inclusion, the peculiarity of its development in Ukraine, awareness of the role in a unified education system provide the basis for constructing the educational process of children with disorders of psychophysical development in the context of the common educational space. The search for the ways of the most efficient organization of pedagogical interaction in the inclusive environment enables the optimal choice, based on world-tested pedagogical systems, as well as their elements used in different combinations. Innovative movement, which is gradually expanding in the sphere of education of our country, has its own characteristics and requires organization of further researches for analysis and generalization of the acquired experience, as well as the focus of attention on the issues of implementation of cooperation between specialists of

general and special education. Defining the general components and specific features of the implementation of inclusive education on the basis of ideological interpretations will allow to determine the general characterological basis of inclusive form of education and effectively inclusive education in Ukrainian realities.

Key words: inclusion, inclusive education, analysis of pedagogical systems, conceptual approaches, pedagogical paradigm of inclusive education.

M. Skilska „A collaboration of educational establishment with local public authorities and organs of local self – government is mortgage of providing of equal access to quality higher education to children with the special necessities”

In this article it is accented, that a current legislation declares rights for children with the special educational necessities of development, of education. At the same time, it does not specify the practical ways of their realization. Therefore in practice it is necessary to discover the methods of their implementation. One of the important thing is the close collaboration of educational establishment with public authorities and local government by using the conclusion of memorandums about the questions of inclination.

On trilateral Memorandum is October, 30 of this year celled about a collaboration and cooperation between the management of education and science of Ternopil regional state administration, department of family and young people of Ternopil regional state administration and Ternopil college of the Open international university of development of man „Ukraine”.

This Memorandum, being based on that only the active collaboration of public organs of the management and educational establishment, oriented to the issues of the day of inclusion education and purposeful socialization of persons with the special necessities, gives a chance to provide the receipt of educational services for adaptation in society, creation of equal possibilities in forming of skills of life in democratic society.

As far as the possibilities we do everything, to change a situation to the best. Children, which it is impossible to teach it is not been. We create terms for a receipt students with disability of valuable education, their self-realization, employment. Next step which is in the stages of development – directions of collaboration with the Ternopil regional center of employment on questions employment of our graduating students. People with the limited possibilities must have a chance on publicly useful labour and valuable, happy life.

Key words: Education, integration, memorandum, special necessities, collaboration.

O. M. Tsybaliuk „Development of social and communicative competence of students with special needs in the process of studying the professional discipline „Theory and practice of social work”

The problem of social and communicative competence of students with special needs is analyzed, its methods and forms of development, in the educational process are determined.

In this article we will attempt to theoretically investigate the process of development of social and communicative competence of students with special needs during the study of professional discipline „Theory and practice of social work”. The communicative activity of the social worker, unlike any other profession, has an educational orientation in the sense that it is not only his personal quality, but involves the ability (and most importantly desire) to broadcast his knowledge in the field of spiritual culture and a sense of self-improvement. The universal communicative qualities of the individual social worker as a communicator include:

- the level of value attitude towards vocational and pedagogical communication, which is characterized by reflection in the consciousness of the person of the positive significance of communicative knowledge, ideas, beliefs, emotions;

- communicative orientation, which determines communicative activity, the perspective of purposeful development of communicative activity;

- psychological preparedness, which involves the presence of certain characteristics of a social worker that promotes the effective study and influence on the inner world of their clients, optimal management of clients as a team;

- Tolerance (Latin *tolerance* – patient), ie tolerance for others, the understanding that all people are individual and unique, that everyone has the right to their own point of view; recognition of the importance of the client's personality;

- empathy (Latin *empathia* – empathy) – the ability to see your relationship with a client, tactfully express yourself and your attitude towards it, the ability to communicate with him.

Summarizing the above, we arrive at the following conclusions:

1. In the methodological aspect, the process of studying the above-mentioned professional discipline relies on the leading position that the communicative activity of a social worker has an educational orientation in the sense that it is not only his personal quality, but involves the ability (and most importantly the desire) to broadcast his knowledge in the field of spiritual culture and a sense of self-improvement. Such an approach leads to the formation of universal communicative qualities of the personality of the future social worker as a communicator, namely:

- value attitude to vocational and pedagogical communication;
- psychological readiness for effective study and influence on the internal world of their clients, optimal management of clients as a team;
- benevolence, interest in working with people;
- Tolerance, tolerance to others, recognition of the importance of the client's personality;
- empathy and tact in relation to the client, the ability to communicate with him.

2. The development of social and communicative competence among students with special needs in the process of studying the professional discipline „Theory and practice of social work” is stimulated on all three levels of motivation of human activity: biological, social and spiritual.

Key words: social competence, communicative competence, students with special needs, social work.

R. Chalanova, L. Yakobchuk „**A new methodological approach in the study of theoretical disciplines by deaf-mute students in the specialty of physical therapy**”

The content presented in the article is devoted to the improvement of the pedagogical process during the course of physiotherapy in hearing impaired individuals. The work with students who have hearing impairment or loss of hearing, confirms the competence and ultimately, the progressive character of legislative acts aimed to providing equal opportunities in receiving education by people with special needs along with healthy young adults. Taking into account direct impairment and indirect sensory abnormalities in individuals with hearing impairment or loss of hearing, the work with such students requires an original and intensive approach in the presentation of the learning material.

The most important thing in the educational process of teaching medical disciplines is the use of mutual efforts both the teacher and his assistant, who has a medical education. The use of basic information items contributes to the concentration of attention on the object, provides a gradual filling of its new characteristics and contributes to improving the perception and memorization of learning material.

To optimize the learning process and increase its effectiveness, it is necessary to mobilize compensatory sensory mechanisms, that is, the activation of visual perception by using all visual means of presenting information along with presentation of the material.

The maximum use of the effects of brainstorming of the material makes it possible to activate the psychological component of the learning process maintenance. In the environment of brainstorming of the presenting learning material, the use and development of visual thinking is facilitated. Thus, along with the educational process, the process of correctional pedagogy is conducted.

Keywords: hearing impairment, training, supporting element, imaginative thinking, compensatory mechanisms.

N. Chornous „**Factors of leadership development of persons with disabilities in the system of higher education**”

The article deals with the problem of formation of leadership for students with disabilities while studying in a higher education institution. It is assumed that the student period is a sensible period for the development of leadership qualities. Determined the specific qualities inherent to the leader. The idea of further research on the peculiarities of leadership development in students with disabilities is formulated.

It is argued that the main factors that influence the developing of leadership qualities during this period are educational motivation, involvement in public and extra-curricular work, high academic results, personal qualities, level of social intelligence development, etc. It has been established that students with disabilities need more additional attention and support of the educational and scientific staff in comparison with normative students, but the quality of their involvement in active educational and extra-curricular activities, as well as the continuous development of leadership qualities, positively affects the educational achievements of such students, stabilize the emotion of such students, improve their self-esteem and readiness to form social and interpersonal relationships.

Key words: leadership, leadership qualities, students with disabilities.

L. Iurchuk „**Peculiarities of evolution of inclusion in educational space of Ukraine**”

Development of modern Ukrainian society and processes of integration into European community put a question of providing of social protection of Ukrainian citizens and especially those who need it the most and persons with disability in particular.

Propaganda of conception of inclusion in foreign countries gave for all persons with disability an opportunity to take part in different programmes, to be involved and included in the life of society. In basis of inclusive education there is a human right for education, which was proclaimed by the General Declaration of human rights (1948) and every state has to provide the realization of this right for everybody in spite of his personal possibilities. Inclusion is a process of increase of level of participation of all citizens in the society and first of all those who have special needs. Inclusion assumes making and using the concrete decisions which can give every person an equal opportunity to participate in public life.

Inclusive education for children with special necessities has existed in many countries for 30 to 40 years and has become the world tendency.

In Ukraine beginning of integration of children with disability into mass school education started in the 90s of last century.

But finally the inclusive education has started to be supported by the legislative basis of Ukraine since 2010 when changes were put to the law of Ukraine about the secondary education. According to these changes, establishments of secondary education had a right to form specialized and inclusive classes for teaching children with special necessities. In 2010 Ukrainian Ministry of youth and sport asserted the Conception of development of inclusive education and in August 2011 the Cabinet of Ministers of Ukraine asserted the Order of organization of inclusive education in the establishments of secondary education. Nowadays inclusive education is spread in all regions of Ukraine.

Key words: inclusion, educational space, people with disabilities, social protection, the General Declaration of human rights, inclusive classes.

A. Yakymenko „**Ensuring and protecting the rights and freedoms of people with disabilities: issues of compliance with international standards**”

The article deals with problems of observance of the requirements of international standards in the field of providing and protecting the rights and freedoms of people with disabilities. Social standards in the national legislation of Ukraine and in international normative legal acts do not lose their relevance, as each state proclaims itself socially, and accordingly, social protection should be at a high level. This is due to complex processes, transformations that take place in the legal, economic, educational, cultural environments of the state and is associated with significant problems of socio-economic development of the state. The use of an integrated approach to studying the problem aspects of meeting the requirements of international standards has allowed to identify gaps in the legal support for their implementation.

Key words: international standards, social protection, social guarantees, social minimum, rights, freedoms, law, convention.

PSYCHO-PEDAGOGICAL ASPECTS OF FORMATION OF PERSONALITY

V. Bondar „Tolerance as professional quality of the future psychologist”

The concept of tolerance, and also meaningfulness of tolerance, is analysed in the article as to the making professional competence of psychologist. The basic pedagogical terms of forming of tolerance are certain for future psychologists in the process of teaching in higher educational establishments.

The concept of tolerance, and also meaningfulness of tolerance, is analysed in the article as to the making professional competence of psychologist. The basic pedagogical terms of forming of tolerance are certain for future psychologists in the process of teaching in higher educational establishments.

Keywords: tolerance, individuality, society, psychologist, professional competence.

O. Budkina, N. Volynets „Particularities of Psycho-emotional States of Cancer Patients”

In the article are presented the particularities of psycho-emotional states of cancer patients and their psycho-emotional stress load, which may worsen the course of the disease; describes the reaction of cancer patients to the disease; justified the need for the establishment of a unit of cancer-psychologists to provide psychological support to cancer patients at all stages of the medical process and after its completion.

Statistical data on cancer rates form a definite attitude towards the disease as a whole, which is perceived by cancer patients as extremely threatening to life, which causes them to develop a wide range of disorders of psychological adaptation and the development of various psychological disorders. Malignant tumors (cancer) – this is one of the diseases that contains a powerful psycho-emotional stress load.

Oncological diseases in many patients cause psychological chronic stress. Cancer patients are worried about how the disease will go and how dangerous it is for life, since people have a false idea that cancer is a disease that can not be cured. Psychological stress on cancer patients is accompanied by negative emotions, alienation or depression, which may worsen the course of the disease. Available in the world scientific literature information on the impact of psychological stress on cancer patients indicate that not only the course of the disease, but also socio-psychological rehabilitation of the patient, returning him to active full-fledged life in the family and society, reducing the risk of recurrent disease, mainly depends on the attitude of a person to a disease, its state of mind, will, an active position aimed at combating an illness.

The mental state of patients with oncological pathology is characterized by a decrease in mood and activity, coupled with anxiety, associated with low control of the disease, its recurrent nature and uncertainty of the forecast. Characteristic for patients with oncological diseases are: limited repertoire of overcoming stress of behavior, reduced level of social and personal competences, especially in the field of physicality, social activity, creativity and value (spiritual) comprehension of reality, as well as low level of satisfaction with socio-psychological support. Cancer patients need specialized help from oncopsychologist, who will help to adapt in a situation of illness and carry out their psychological support in the future.

Key-words: psycho-emotional states of cancer patients, stress load, psycho-oncology (oncopsychology), psychosocial consequences of oncological diseases, psychological card of cancer patients, psychological rehabilitation of cancer patients.

O. Vargata. J. Michalets „Features of psychological correction of adolescent aggression”

In the article the problem of aggressiveness is investigated, which is one of the most actual problems in modern psychology. The crisis of the social systems, the increase of ecological and economic instability, the changes in the political situation were reflected in the consciousness, feelings and behavior of children, adolescents, youth.

It is determined that aggression is an antisocial behavior that violates the social or cultural norms, especially the legal ones. When these actions are insignificant, they are called offenses, and the serious ones and are punished in a criminal order? They are called crimes. Today the word „aggression” is extremely commonly used in a wide context, so it requires a serious „purification” from a number of layers and some special contents.

It is analyzed that authors determine aggression and aggressiveness in a different way: as an innate human reaction to „protect the territory” (Lorentz, Ardri); „as a setting for domination” (Morrison); „personality reaction to the enemy surrounding reality” (Khortsii, Fromm). Adolescence is one of the

most difficult periods of human development. In spite of the relative short-term (from 14 to 18 years old), it practically determines all much further life of the individual. Formation of a character and other bases of a person occurs precisely in adolescence.

It was found that among the forms of aggressive reactions that occur in different sources, it is necessary to highlight the following:

- Physical aggression (attack) is the use of physical force against another person
- Indirect aggression are the necessary actions that bypass ways directed to another person (gossip, cruel jokes), and explosions of rage are not directed to anyone (screaming, feet stomping, fists on the table, slamming the door etc).
- Verbal aggression is an expression of negative feelings both through the form (cry, quarrel), and through the content of verbal responses (threats, curse, abuse).
- Tendency to irritation is a readiness which manifests under the influence of the least excitation, irascibility, abruptness, coarseness.
- Negativism is an oppositional behavior directed against authority or leadership. It can grow from a passive resistance to an active struggle against established laws and customs.

From the forms of hostile reactions we can stand out:

- The insult is an envy and hatred to those around a person due to the feelings of bitterness, anger to the whole world for real or imaginary sufferings.
- Suspiciousness is a distrust and caution in relation to people based on the conviction that the others intend to damage.

The conducted research on aggression problems on fundamentally theoretical and applied levels allowed to do the conclusions. Detailed research of psychological peculiarities of aggression in adolescence and conditions for its overcoming is not sufficiently disclosed in the scientific literature nowadays. So it needs further research prospects.

Key words: aggression, aggressive reactions, the forms of aggressive reactions, the forms of hostile reactions, antisocial behavior.

S. P. Gavrilyuk „**The specifics of marketing in the restaurant business**”

With the help of a systematic approach, the state and the peculiarities of modern development of enterprises of restaurant economy in Ukraine has been investigated in this article. Using the dynamic series method, the volumes of turnover and the results of activity of enterprises functioning on the food services market in Ukraine are investigated. The actual problems that hinder the development of the catering in Ukraine and the directions of its revitalization are revealed.

The branch features of restaurant marketing based on the results of the systematization of the specifics of the marketing activities of domestic enterprises of the restaurant industry are related with the relation to the sphere of services. The existing theoretical and methodological approaches of foreign and domestic scientists concerning the structure of the marketing mix of enterprises were generalized and systematized, which allowed to substantiate its optimal structure for the restaurant business. On the basis of research results, the list of elements of the marketing mix for restaurants is described, which consists of traditional elements (product, price, place, promotion), and also was suggested to add specific ones, namely: personnel and customer service.

As a result, a model of a marketing mix with a modified configuration „5P + 1C” was developed. The emphasis is on the need to organize internal marketing in order to more fully satisfy the needs of the institution's clients.

Based on the implementation of a systematic approach in the study of the development of marketing tools for catering enterprises, practical recommendations have been developed that will ensure the establishment of organizational and economic conditions for the sustainable development of catering companies in Ukraine, and will contribute to increasing the efficiency of their production and trading activities in modern conditions.

Key words: catering industry, catering marketing, specificity of restaurant marketing, catering industry service, marketing complex.

L. Levytska, S. Godlevska „**Theoretical research of categories of competence and competency in modern science**”

The theoretical analysis of research of different approaches in explanation of the notion „professional competence” and „competency” in psychological science is done. The differentiation of such notions as „competence”, „competency”, „competent” and „professional competence” is given. The role of activity in mastering the professional competencies is considered. The analysis of different approaches to understanding the essence of professional competence, which allows looking at it in the dynamic aspect is done. The system of competences, which is formed in the process of getting a

professional education, is described. The components of professionalism and professional competence are described.

The analysis of psychological literature found out the fact, that competence of a person is surely connected with the process of activity in conditions of public surrounding and includes personal and social components, which are reflected in his (her) readiness to certain activity and in confidence in effective social interaction with society and successful integration in its structures. The main components of professional competence of psychologist are shown, they are: motivational, cognitive, operative, the totality of personal qualities and reflexive. It is set, that the level of professional competence depends from personal qualities of a person as a subject of activity too. It is found out, that to be competent means not only to have knowledge, it is necessary to be able to realize them effectively in the necessary situation of activity in correspondence with certain professional and social demands. The competency is described as a basis for further forming and development of competence. A number of questions, in which this or that person (competent) has knowledge and experience, is meant under the competence.

Keywords: competence, competency, competent, professional competence, professionalism.

K. Hordiienko „**Model of psychotherapeutic influence depending on the mental special features of the client**”

At this stage of development, human society is divided into a certain quantity of mentally distinct groups. These groups have their own characteristics (physical, ethnic, religious, ideological, gender, psychological, etc.). A practicing psychologist should possess skills of communicating and differentiating a client's psychological characteristics.

This is especially true for the ability to provide psychological assistance for people with different states of physical health, as the number of unedited population is increasing. It will favour the use of suitable tools for a particular case.

The problems of mentality and psychotherapeutic peculiarities are considered in works of such scientists as K. Rogers, K. Whitaker, G. Yang, O. Alekseychik, B. Bratus, Ph.E. Vasilyuk, I. Dubrovin, Y. Emelyanov, A. Ermoshin, O. Zinchenko etc. However, the problem of identifying the ways of enhancing understanding of the client's mental features and accounting paradigmatic features of the psychologist's work (during psychological assistance) requires further research. This caused to conduct theoretical and empirical research on the topic: „Model of psychotherapy influence in dependence on the mental characteristic of the client”.

Knowledge on the means of increasing success of psychological help using the adequate paradigm are supplemented (ideals, methodology, tools etc.), according to the chosen direction of psychotherapy and the client's socio-personal characteristics, which has theoretical and practical value. The results of the research are reflected in the author's publications.

New data on connection between mental characteristics of the client and ideals of psychotherapy in modern psychology will be obtained empirically. This is the basis for consideration of suitable psychological tools in a certain field of psychological practice, in accordance with the client's socio-psychological characteristics, as a means of improving the effectiveness of psychotherapy. The originality is in exploitation of the method of content analysis; the research of the issue in terms of combining psychologist's professional qualification and client's personality.

We hope that the obtained data will allow to define the concrete theoretical and practical data on increasing the psychologist's and client's effective interaction in the context of the socio-cultural tradition, taking into account the mental and physical characteristics of the latter.

Key words: mentality; cognitive; emotional; value; behavioral components of mentality; psychotherapy; models of psychotherapeutic influence in the work of a psychologist.

O. Dobrovitska „**Some aspects of the study of the essence of the definition „tolerant interaction**”

The article is devoted to the analysis of scientific and methodical literature which illuminates the essence of the concept of definition „tolerant interaction”. The components of tolerant interaction, which are dialogue and behavior, are considered. The dialogue reveals individuality and perceives the peculiarity of another ones. Dialogue is the highest form of communication, and its key features are: the presence of the goal of dialogue; orientation to finding the truth; truth is of equal value to all participants in the dialogue; subject-subjective character; equality of participants; tolerance and responsibility; striving for a constructive result; achievement of mutual understanding and rational interaction in the field of communicative and practical activity. Also, there is no single approach to the interpretation of the essence of the notion of „behavior”, which can be defined as the process of interaction of the individual with the environment, due to its individual characteristics and internal activity, manifested in the form of

external actions and actions, or as the reaction of the organism to some kind of irritation or influence of something.

Considering the other side of tolerant interaction, which is exactly opposite and takes leading place, although negative, in human relations – intolerance (intolerance), we note that it is its presence that generates hostility, instability, pressure, conflicts and hatred in society. Tolerance and intolerance are mutually reciprocal concepts: the more a person is tolerant, the less it is intolerant. In order to successfully counteract the development of intolerance, the education and formation of conflicting competences of a person is necessary in order to be aware of the conflict as an objective contradiction that exists in it. It is not worth considering the conflict as a negative form during the interaction. As any conflict situations may be the beginning of the development of new ideas and approaches to problem solving, as well as a prerequisite for the emergence of constructive interaction.

Tolerant interaction means harmony in relationships, the search of a compromise dialogue, mutual understanding and mutual assistance, tolerant behavior, effective cooperation. The main aspects of the phenomenon of tolerant interaction are: the obligatory agreement of both parties; achievement of mutual understanding and rational interaction in the sphere of communicative and practical activity; achievement of a common goal through cooperation and dialogue; freedom of interlocutors, their mutual recognized equality and the depth of personal contact through mutual understanding and empathy.

Key words: tolerance, responsibility, interaction, tolerant interaction.

K. Majaev, N. Volinets „The results of the empirical research of victimal behavior of teenagers”

The article are presented the features of victimal behavior of teenagers and the results of the empirical research of victimal behavior of teenagers and the regression model of teenage victimization.

The problems of victim behavior are becoming more and more popular areas of psychological research. However, in this complex and intensely investigated area there are many unresolved problems, including the question of the nature and causes of the occurrence of victimization in children and teenagers. Most often it is formed by the whole history of human life, which extends from childhood, relationships in the family, when the basis of the personality of the future individual is formed. The formation of victim behavior is very difficult to diagnose, since people usually feel that they had a normal, healthy childhood. One of the consequences of these negative social phenomena is an increase in the level of victimization of the population, in particular children and teenagers.

Of particular importance in the process of victimization of behavior of children and teenagers are individual psychological qualities, typical features of behavior and the psycho-emotional state of the child as a potential victim, without clarification which can not be fully disclosed neither the specific circumstances, nor the causes and conditions of its victimization. So, in addition to situational victimogenic factors, there are many primary and secondary victimogenic signs of personality and human behavior that predetermine victimization.

The revealed problem of victim behavior of teenagers is an important socio-psychological problem of the present, the solution of which is related to the formation of adolescent system of knowledge, skills of safe behavior in difficult life situations and assistance in their solution. According to the results of multiple regression analysis, the determining variables – the parameters of victimhood of teenagers are: the tendency to aggressive victim behavior, the tendency to self-destructive behavior, the propensity to hyper social victim behavior, the tendency to dependent and helpless behavior, the tendency to uncritical behavior, self-esteem anxiety, interpersonal anxiety, behavior strategies «adaptation» and „avoidance”.

Key words: victim behavior, victimization (victimeness), victimogenic factors, victimization, victimogenic individual and psychological properties of teenagers.

B. Makar, N. Volynets „The particularities of psychological readiness of senior pupils for marriage and family relations”

The article presents theoretical aspects of the particularities of formation of psychological readiness of senior pupils for marriage and family relationships; describes the substantive aspects of the psychological readiness of the individual to marry, its component and motivational content, the types of psychological readiness of the individual to marital and family relationships; the directions of formation of psychological readiness of senior pupils for marriage and family relations are outlined.

Psychological readiness for marriage and family life is a multifaceted problem based on the psychological compatibility of partners and includes the question of the formation of gender identity, its development, mastery of stereotypes of male and female behavior, and others like that. The well-being fare of the family depends on the specifics of the assimilation of the role of husband and wife, father and mother, knowledge and representation of oneself as a person of a certain gender with specific needs,

value orientations, motives, interests and forms of behavior, as well as representations about the family life that serves as a the psychological basis of marriage and affect the interpersonal relationship of the spouses.

For people who are married, it is very important to be socially psychologically mature in personalities. Such maturity is not achieved instantly and depends on many factors. As the first factor is the need for psychological readiness and ability to perform the role of husband and wife, and then father and mother. Each social role includes certain expectations of its performer. Therefore, readiness for the role of husband and wife means a clear knowledge of these expectations (rights and responsibilities) and the desire to perform them.

The basis of preparing the readiness of senior pupils for marital relationships and family life are measures aims at the formation of the spiritual and value content of the concept of the family and the culture of marriage and family relations

Consequently, the formation of a conscious youth of psychological readiness for marital relations and independent family life in the process of educational process in general educational institutions would be based on the acquisition of personal following competencies directly as components of this readiness: ethical-psychological, intellectual-cognitive, legal, economic, culture of social responsibility, medical and sexual culture, etc.

Key words: psychological readiness for marriage-family relations, psychological readiness of an individual to enter into marriage, motives of marriage.

I. Martsinovska „Correlation between stress, traumatic stress and post-traumatic stressful frustration in medical, psychological and pedagogical theory”

The article covers the phenomenon of post-traumatic stressful frustrations based on the analysis of scientific research. The author presents a historical excursion to the emergence of the concepts of stress, traumatic stress and post-traumatic stressful frustrations. Historically, research in the field of post-traumatic stress and stress itself were independent of each other. The author investigates the concept a total stressor that provokes a qualitatively different type of reaction, consisting in a sharp decrease in the adaptive resources of the human psyche. It is a connecting element between the concepts of stress and traumatic stress. The author argues, based on the analysis of literary sources, that post-traumatic stress disorder is formed in individuals of any age, if in a stressful situation they were helpless, unable to cope with the critical situation and did not receive proper social support. The researcher analyzes the peculiarities of the influence of stress and traumatic events on the psychophysiological reactions of children and adolescents.

Keywords:stress: traumatic stress, post-traumatic stressful frustrations, traumatizing events, classification of types of trauma, character of posttraumatic stress disorder in compliance with different nature of traumas.

S. Kondratyuk, M. Medvid „Conflictological competence as a constituent conflict response”

The article deals with conflictological competence in the work of native and foreign scientists. The content of close concepts „conflict competence”, „conflictological competence”, which are studied by foreign and native scientists in philosophy, pedagogy, psychology is analyzed. In psychology, according to scientific approaches, competence is regarded as a complex individual-psychological education on the basis of the integration of theoretical knowledge, practical skills and meaningful personal qualities, which ensures the effective implementation of professional activity.

On the basis of the generalized theoretical material the structure, components, stages of conflictological competence are studied. The process of formation of conflictological competence is considered.

It is important teachers of higher education to know well the psychological features of training and education student-cadet, the peculiarities of development and the typology of his personality. To enhance the psychological competence of the teacher, the effectiveness of activities to prevent the difficult situations that cause interpersonal conflicts, there is the psychological consultation and psychological service that should work at the university. A person who possesses conflictual competence, due to the system of relevant knowledge, is able to understand, analyze, predict possible conflicts, and apply conflicting behavior strategies. Future specialists should not only build constructive interpersonal relationships, but also apply the ability to reconstruct the conflict, turn it into a tool of control and influence. Conflict control is associated with psychological impact on a person. The development of competence depends on the creation of conditions for interaction, social and communicative activity, psychological conditions to meet individual communication needs, emotional and psychological safety, conditions for personal development.

Key words: conflict, conflicts of competence, conflict competence.

I. Mrochko, L. Levytska „**Theoretical analysis of modern approaches in the research of mechanisms of psychological protection**”

Modern approaches connected with understanding of the notion „mechanisms of psychological protection” are shown in this article. The newest researches of various types of mechanisms of protection of personality are considered and they are compared with fundamental researches. It is set, that protective reactions of personality may have primitive and mature character. The analysis of psychological literature found out the fact, that psychological protections may influence on the personal incipience of the person as negatively, as positively.

It is admitted, that there are many approaches to the explanation of the notion of psychological protection of personality in psychological literature. The most common of them are that psychological protection as psychological activity is directed on the spontaneous eradication of consequences of psychic trauma; psychological protection as separate cases of attitude of personality to traumatic situation or illness, which he (she) suffers from; psychological protections as ways of processing information, which block threatening information; psychological protections as mechanisms of adaptive rebuilding of perception and estimation, which appears, when personality can't estimate adequately the feeling of anxiety, caused by internal or external conflict and cannot cope with stress: mechanisms, which keep the integrity of consciousness: mechanism of compensation of psychic insufficiency; psychological protections as passive and defensive forms of reacting in pathogenic life situation; psychological protection as dynamics of system of settings of personality in case of a conflict of settings; psychological protections as the ways of presentation of distorted sense. Modern imaginations about „normal” development of a system of psychological protection suggest the estimation of such characteristics: adequacy of protection, flexibility of protection, maturity of protection. It is recommended to separate pathologic and psychological protection and healthy protection, which exists in everyday life. Great attention is dedicated to the description of pathologic and healthy mechanisms of protection.

Keywords: psychological mechanisms of protection, personality, various types of mechanisms of protection, peculiarities of protective reactions.

O. Ostrovsky, N. Volynets „**The Measures of Psychological Rehabilitation of Servicemen – Participant in Combat Actions**”

The article presents a theoretical analysis of the measures of psychological rehabilitation of servicemen who took part in combat operations. The definition of concepts are given: staying in the war (an extreme situation where a person is constantly in the strongest psycho-emotional stress, overcoming his volitional efforts) and psychological rehabilitation (medical and psychological measures aimed to restoring the functional state of the body, normalizing the emotional, moral, ethical and motivational spheres achievement of the optimal level of personal adaptation and professionally important qualities of the victims, providing military-professional capacity).

The measures of psychological rehabilitation of the military in following directions are determined, namely: rational psychotherapy, logotherapy, suggestive psychotherapy, occupational therapy, aesthetic therapy: bibliotherapy, music therapy, gestalt therapy, psychodrama of Moreno, method of „debriefing of a critical incident”, method of discussions under the guidance of a trained professional.

Also, in the article it is determined that among the methods of psychological rehabilitation an important role belongs to psychotherapy, which is carried out by means of conversations with servicemen. The purpose of such conversations is to calm the person, show him the transient nature of the changes taking place in his condition, orientation to the exit from the traumatic situation, explanation of the mechanisms of the occurrence of mental disorders and the conviction of the soldier in the real possibilities of self-regulation of some nerve processes.

Practical measures of psychological rehabilitation of military personnel are substantiated and made conclusion that practical measures of psychological rehabilitation are determined in terms of moral and psychological support for the actions of the troops and may include medication therapy, psychotherapy, emotional and volitional self-regulation, autogenous training, self-massage of biologically active points of the skin, etc.

Key words: psychological rehabilitation, staying on the war, rational psychotherapy, logotherapy, suggestive psychotherapy, occupational therapy, aesthetic therapy, gestalt therapy.

L. Perebeynos, N. Volynets „**The socio-psychological particularities of professional activity and manifestation of professional and emotional burnout of medical personnel**”

In the article are presented the particularities of the professional activity of medical personnel; are described the particularities of the syndrome of professional and emotional burnout of medical personnel; the need to develop and implement a complex of psychological measures for the prevention and overcoming of the syndrome of professional and emotional burnout of medical personnel has been updated.

The working conditions of medical personnel have some specificity that can be essential for the formation of a syndrome of professional and emotional burnout. High load, round-the-clock mode of work with obligatory alternations, expectations of complications in the condition of patients require high functional activity of the organism and can be qualified as leading pathogenic professional factors. In addition, the aggravating influence on the health of workers makes contact with dying patients when the medical personnel does not see the positive results of his efforts to save the patient and often feels his own powerlessness.

The professional work of medical personnel often negatively affects their personality traits, leads to depression and psychosis. The higher their load, the less medical personnel feels satisfaction from the work process itself. The causes of fatigue and nervousness include exceeding the standard number of patients, a large amount of paper work, low technical equipment of the workplace and constant shortage of medicines. In addition, the low wages of medical personnel in the modern conditions of the economy makes work, often neglecting the time provided for rest to restore the physical and emotional balance of the body. Huge responsibility for the result of their activities – the life of the patient (especially children-patients) leads to over-strain of individual organs and systems, the emergence of diseases.

Professions of medical personnel place high demands on psychophysiological properties of a person and on all set of mental functions. Requirements for personal qualities relate mainly to the emotional-volitional and communicative spheres. Thus, professionally important qualities for medical personnel are high responsibility, absence of conflicting behavior, tolerance, empathy, ability to establish contact with patients, low level of anxiety, assimilation, ability to concentrate and solve decisions, to quickly and adequately navigate in difficult situations.

The professional work of medical personnel is connected with daily intensive communication and contacts with different people. In this case, the success of professional activity in medicine is determined by the personality characteristics of a specialist, the level of his adaptability, his attitude to his work, and others like that. An important means of forming the professional competence of a specialist in medicine is the degree of his possession of psychological knowledge, the ability to use them in interpersonal communication with patients, colleagues and leadership, as well as for the successful resolution of their own intrapersonal problems. Otherwise, the long-term effect of professional and personal stress-factors leads to the emergence of emotional burnout syndrome in medical personnel.

Physicians with a burnout syndrome usually have a combination of psychopathological, psychosomatic, somatic symptoms and signs of social dysfunction. There are chronic fatigue, cognitive dysfunction (memory and attention disruption), sleep disturbances with difficulty falling asleep and early waking, personality changes. Anxiety, depressive disorder, dependence on psychoactive substances, suicide may develop.

Perspectives are seen in intelligence related to the development of measures for psychological prevention and assistance to medical personnel aimed at overcoming the syndrome of professional and emotional burnout.

Key-words: professional activity of medical personnel, specific and non-specific professional qualities of medical personnel, personality traits of a medical personnel, burnout syndrome, symptoms of burnout syndrome, syndrome of „professional and emotional burnout”, classification of symptoms of „professional burnout”.

S. Puzyr S., Kondratyuk „**Features of the organization time space of person’s life**”

The article analyzes the scientific sources in which the calculation of the concept of „living space” of the individual has been made, which is the space of the person in general.

The influence of the subconscious on the conscious one is considered, as this will form the internal environment of the person and its manifestation on the physical level.

On the basis of the theoretical generalization of the material, the problem of organization of time is revealed.

Information is given on the impact of time on personality, how it can be used more effectively and as useful as possible. Also it has been reflected on possibility to organize the „living space” independently, that is, to organize spatial life in time.

It is substantiated that the features of self-organization of a person's life are most clearly manifested in the organization of free time, when a person has to independently choose his own preferences and plan their implementation in a certain way. Specifically the organization of free human time, its general attitude to their lives is a peculiar attribute of the potential ability to purposefully achieve the goal.

Attention is being focused to the general development of personality.

It was noted that the influence of the environment (family, friends, colleagues) on the formation of the person's living space.

It was stated that crisis changes in person's life contribute to self-development, self-realization, self-knowledge.

Contemplated the manifestation of spiritual influence on consciousness, as development affects the self-organization of time and spatial life of the individual, achievement of success.

Key words: person's living space, peculiarities of organization the space, self-organization of life, sense of time, personality.

I.Roldugina, A.Fradynska „**Features of attraction development among workers of the socio-economic sphere**”

The article analyzes the problem of the professional and communicative competence of specialists in sociological spheres in the context of improving the foundations of the formation of attraction in the performance of everyday duties. It helps to intensify work on the development of the initiative of employees, their cognitive sphere, reflexive skills, interests, abilities, freedom of choice, development.

In the process of social life in society, a system of interactions of individuals with each other is formed. The differentiation of social interests is determined by the diverse social relations, the subjects of which they are. Social relations are objective in nature, but for every person, they, being reflected in their inner world, acquire a personal meaning that, in their turn, manifests itself in individual behavior, feelings, sentiments, etc.

An indispensable feature of social relationships is the interpersonal socio-psychological aspect. Interpersonal relationships determine the type of interaction (rivalry, cooperation), the degree of its expression (more or less successful, effective cooperation). Their formation is influenced by the conditions of human life, emotional color.

In the professional activities of specialists in socio-nominal professions, it is characteristic that their activities are closely and inseparably linked with social relations between people. The benefits of positive interaction of individuals based on attractively balanced principles are friendly creative cooperation, dialogue of two equal partners, support, lack of fear, liberty, joy of communication, the right to own opinion, assistance in self-development and active discovery of creative potential, etc.

Key words: attraction, socio-economic sphere, cognitive sphere, behavior.

A Sobko, N. Volynets „**Results of the survey of socio-psychological characteristics of women who suffered from domestic violence**”

The article presents the psychological consequences of domestic violence and presents the results of the study of the general situation regarding domestic violence in the Derazhnyansky district, and the results of research on the socio-psychological characteristics of female victims of domestic violence.

Despite the fact that in Ukraine the problem of violence against a woman in the family for a long time was not the subject of special studies of sociologists, psychologists and social workers, and its study mainly focuses on the research of criminologists who studied crimes committed in the family – рецензент the domestic sphere, the practice of recent years has resulted in a conceptual conception of this issue at the state level. This is evidenced by the adoption of a legislative framework and the creation of crisis centers for those who suffer from domestic violence. It should be noted that the socio-psychological portrait of a woman who has been subjected to domestic violence involves the specific characteristics of the victim as well as the effects of violence on the personal level.

According to the study, 90 % of surveyed women found that family ties were supported, and therefore, 10 % of women did not have the opportunity to seek help from their relatives in the event of violence against them. 68 % of the women haven't the friends with whom they can divide into secret counsel. Do not object to meetings with male friends only 32 % of women with men, which can be interpreted as a signal of the presence of psychological violence in 68 % of families interviewed. All the time, 38 % of women report to their spouse about household spending in the family budget, which is a sign of economic violence in 38 % of the families interviewed.

The results of the survey presented the feasibility and willingness of women to participate in the correction program for women who have suffered domestic violence. It would be noted that the correctional and rehabilitation work of a psychologist with women who have been affected by domestic violence would depend on the psychological characteristics of the women taking part in it, taking into account the psychological consequences of domestic violence for these women. It is perspective to develop a correctional and rehabilitation training program for working with women who have suffered from domestic violence, which will include: a behavioral block (acquisition of behavioral skills that will level and/or slow down the appearance of violence through role games), emotional block (acquiring deprivation skills from negative thoughts, states, and preferences for positive thinking), a cognitive block (acquiring synthesis and analysis skills of critical life situations, and acquiring skills of their finding solutions).

Key words: violence, victimal behavior of a woman, women who have suffered from domestic violence, psychological consequences of domestic violence, correctional and rehabilitation work.