

ANNOTATION

ACTUAL PROBLEMS OF TEACHING AND UPBRINGING CHILDREN AND YOUTH

A. Atamaniuk, E. Gedelevych „**Methodical aspects of teaching disciplines of Computer Science**”

The necessity of improvement of methods of teaching disciplines of Computer Science is explained by the authors in this article, computer sciences as an educational subject is represented, reasons of studying this discipline, aims of teaching, its main aim, tasks of educational course “Computer Science”, the place of Computer Science in the system of educational subjects, stages of development of the subject “Computer Science” are shown.

As in modern society the process of informatization caused the necessity of development of the new model of educational system based on the using modern informational and communicative technologies.

The change of educational paradigm, connected with moving from mono-cultural tradition to dialogical culture caused serious transformations in teaching technologies. This process can be described by the appearance of various innovational technologies, the development of which was built on the basis of new principles of interaction between the subjects of educational process. Integration of modern educational and informational technologies becomes an important condition for the improvement of the process of training.

That's why it is important to pay attention to the studying the discipline “Computer Science”.

The place of the educational course of Computer Science among school disciplines can be compared with the place of Philosophy in the general system of sciences. Not simple methodical task appears with it, and this task concerns qualified formation of such notion as “modeling”, as one of the most active and the most general methods of learning. Further development of these notions takes place during studying these subjects.

New notions and methods which are studied in the course of Computer Science, greatly increase traditional limits of school mathematic instruments, form new practical knowledge, skills and abilities, which lead schoolchildren to understanding of fundamental methods of modern science and their implementation on practice.

Notional apparatus of Computer Science includes universal notions which are used rather widely in other sciences and in everyday practice of people (object, subject, model, information, message, algorithm, system, scheme, coding, transferring information etc) and narrow specialized, without which the successful work on the computer is impossible (operational system, file, driver, installation of a program, stopping etc).

Sums, which are done in the frames of a course of Computer Science, often belong to other subjective branches of knowledge, such as Mathematics, Physics, Chemistry, Biology, History etc.

The peculiarities of the course of Computer Science, which separate it from other school subjects are: dynamicity of the content of the course of school Computer Science, the absence of generally accepted understanding of Computer Science as a science and educational subject among schoolchildren; partial understanding of the aims of studying; Variability of orientations in actual textbooks; tendency to the integration of school education, tendency to elimination of age of studying Computer Science etc.

So, this discipline is of great importance for the formation of highly qualified specialist in any sphere of modern informational society. This discipline belongs to those ones, which are constantly changed and improved, as informational society is changed and developed, that's why requires research and improvement of methods of studying it.

Keywords: Computer Science, informational and communicative technologies, informatization of society, interactive methods of teaching, innovational technologies, highly qualified specialists, highly professional specialist.

V. Bastrichev „**Modulno-rating system: problems concerning the evaluation of the quality of knowledge**”

The article deals with the basic principles of module-rating system of educational process organization. Module-rating system of educational process organization -model, which is based on a combination of modular technology training and with the rating system evaluation knowledge. In the module-rating system should highlight two fundamental concepts of „module” and „rating”.

Modular technology means that the discipline is carried out by individual modules. In accordance with the material of the module is divided into meaningful units, smaller structural parts, which, on the one hand, linked, and on the other, perform independent. Consider in detail the procedure for the division of training material discipline on content modules and methodology for evaluation of the level of knowledge, who received the students.

The organization of the educational process, rejtingova the system involves determining the level of mastering the students the meaning of teaching material contents of the module, the module and complete a course of discipline and training in the specialty that is formation of skills across the profession. In addition, the rating the system determines the comparison options of the student in a group on the course, and among the

graduates of the assimilation of knowledge and skills by profession. So, can determine the first student by profession and ranking.

Analyzed the advantages of module-rating system of educational process organization for both students and teachers, and more.

Keywords: module, rating, module-rating system training module, The European credit transfer system (ECTS), the scale of assessment.

O. Brovarska „**The role of tutoring in the organization of the educational process of higher educational institutions under conditions of modern information society: advantages and problems**”

At present the modern level of higher education development and the widespread use of Internet technologies requires the expansion of role functions of a teacher, therefore, there is a new educational and pedagogical position – lecturer-tutor. Teaching can be seen as a new professional practice in education. The current issue is the clarification of the role of tutoring in the organization of the educational process at universities, where the form of distance learning is widely practiced.

The article emphasizes that the tutor is the central figure in the organization of the distance learning process, which has both traditional functions of the teacher, and new ones, associated with fundamentally new conditions for the organization of the educational process at universities. The implementation of the professional tasks of the tutor presupposes, first of all, the realization of such functions: a counselor, who appears to inform, give students methodical advice and information support in the learning process; a manager, who manages and motivates students, consulting and communicating with them; a facilitator, who establishes and maintains information communications and interaction between students and other participants in the educational process.

It has been pointed out that the meaning of tutorial work (as a task of the modern pedagogical generation) is to build a new educational space, where the choice of testing one's capabilities by a person is the main content. There are a number of problems that accompany the development of tutoring. In the case of distance learning, the work of a lecturer-tutor is not normalized, which in turn leads to unreasonably increasing load on the lecturer, in addition, there is a certain number of problems related to teaching and controlling the acquisition of a distance course.

It is noted that reforming and informatization of the modern education system raises the increased requirements for the role and qualification of the lecturer-tutor who works creatively in the field of distance learning. Despite the problems, which accompany this complicated but necessary process, the tutorial effect implies the fact that students actively focus on self-education – the boundaries of information and scientific interest and knowledge are expanding. It has been emphasized that tutor's pedagogy is the pedagogy of professional development and the expansion of the boundaries of information-cultural and scientific experience (both teacher and student), which must meet all the requirements of personality-oriented learning and humanistic tendencies in education, as well as be focused on the globalization of modern information of society. This greatly enhances the role of the tutor in modern education and sets specific requirements for the range of their professional competencies, which are adjusted in line with the active development of modern information-communication technologies and the rapid socio-economic progress of modern society.

Keywords: tutor, higher education, pedagogical position, distance education, information and cultural space, tutorial pedagogy, tutor effect.

V. Chorniy „**Professionally-oriented approach to teaching of foreign languages to students of non-linguistic specialties**”

The article is concerned with professionally-oriented approach to teaching a foreign language. The author analyses various view-points existing among scientists in Pedagogics. The paper also underlines the theory that communication in a foreign language becomes the important element in professional activity of future specialists. Currently, the task is not only to master the skills of communication in a foreign language but also to get special knowledge in the specialty.

Some scholars consider the foreign language to be an effective means of professional and social spheres communication in non-English higher educational institutions. To implement this approach, the following conditions should be observed: clear formulating of foreign language activities goals; social and professional orienting of this activity; students' satisfaction in solving private tasks; forming the ability to creatively approach the solution of students' private tasks; favorable psychological climate in the educational team.

Professionally-oriented approach is based on the needs of students in the study of a foreign language, dictated by the characteristic features of the profession or specialty, which, in turn, its study requires.

It is necessary to combine the problem of professionally oriented languages teaching with a competent approach under the conditions of modernization of Ukrainian education. Thus, the mastery of future economists by the basics of communicative competence is the ultimate goal of professionally-oriented language teaching.

The purpose of communicative competence is to be able to formulate a monologue on economic topics; to create a language background on topic offered; to communicate with colleagues and clients

professionally, following the rules of language etiquette; take part in a conversation; reasoned to express their own position and to adequately perceive the language of the interlocutor; to formulate questions and to reasonably answer them; have a linguistic situation in the professional field of communication. The most important components of communicative competence are cognitive-language and operational-linguistic competences. The purpose of cognitive-linguistic competence is to understand the characteristic features of the scientific style of economic sphere printed sources; the basics of text reading technique that refers to specialization; basics of annotation writing and referencing special (economic) text; basic principles of individual work with specialized printed sources; main types of vocabulary references and rules for working with them; the most common language forms required to participate in professional communication. The function of operational-speech competence is realized in the ability to read specialized texts of varying complexity based on active and passive lexics; fix the information received from the economic text in the form of annotation, abstract; to distinguish the studied languages and their functions in the scientific text.

Keywords: success, big variety, professional activity, professionally-oriented communication.

L. Kyrnjak „**Extra-training technologies of forming of ecological culture of personality**”

The article is devoted to the ecological culture formation of the youth as one of the means of crisis ecological phenomena elimination of the present day. The author focuses on the state of ecological education and proposes the ways of nature protection education.

The state of health of modern person depends not only from outer conditions, but from the person's own attitude to it too. Processes which take place in modern society keened the problems of saving and development of human health and formation of healthy lifestyle. Health is a socio-economic category. From one side all human life in its wide diapason of social life is determined by the level of health, but from the other side it is described as the most important condition of reproducing and the quality of work force and human potential as the whole.

Setting of a problem. The important criterion of socio-economic development of society is qualitative level and prolonging of life of its citizen which is caused by the health state, moving preparation and physical education. Unfortunately, recent years in Ukraine are characterized by keeping negative tendencies in elimination of main indicators of life activity of population, especially children and youth. Modern state of health of population of our country states that there is a real threat of extinction of nation. Almost 90% of children, pupils and students have deviations in health, more than 50% – unsatisfactory physical preparation.

Healthy way of life as condition and pre-condition of social activity of a person firstly means aimed formation of consciousness and behavior according to certain health demands. Concrete everyday realization of healthy way of life is an integral part of general culture of a person, wealth of his spiritual world, life aims and value orientations. That's why one of the central directions in formation of HWL is the upbringing of conscious and active attitude to health. First of all we mean the formation of outlook position, interconnection which is characterized by mutual connection between the meanings of prophylactic culture, gained by a person with other outlook values (happiness, love, self-realization and others) and they determine the influence of the style of life on the health and achievement of personal aims. The development of personal activity, ability to self-determination, realization of priority of health in a row of other life values is of peculiar importance in the young age, when a person constantly and forcedly is in the situation of choice, adaptation to the economic and social conditions. It is stated by the researchers that the health of a person depends from his way of life, from his behaviour for more than 50%. In connection with it we must admit that the absence of peculiar attitude to health and motivation to its keeping influence the farther state of their health.

Keywords: ecological culture, system transformation, ecologically-keeping technologies, student environment.

G. Shaposhnik „**Formation of communicative activity and creative students ' thinking with the use of the educational innovative technologies during the lessons of german language**”

New information technologies of studies are basis of methodology and technology of studies. The use of the computer educational programs, electronic manuals and textbooks provides interactive programmatic mythological accompaniment of educational process and they are one of forms of realization of the aim and maintenance of modern paradigm of the education.

The creative approach in learning of the German language follows from its general strategy. This strategy is a communicative approach. Language is considered as a means of communication and is studied through the personal activities of students.

Interactive method is the method in which the learner participates in the process, performs something, speaks, manages, draws, etc. This means, the learner does not act as a listener, but actively participates in learning process, creating it on his own.

It is possible to consider that knowledge and skills can be regarded as a means of the teacher activity, a means of creative process. The main task is to teach students to believe in themselves, their actions, the ability to spend their energy efficiently. In such circumstances, the cooperation of teacher and student becomes a creative tandem in which they act together.

In this approach, communicative function as the main function of the language is formed more fully, both in linguistic and conceptual-thematic direction. Communicative function plays a major role in the process of expressing thoughts and getting knowledge which is presented in a creative form.

Keywords: communicative activity, creative thinking, innovative technologie; self-affirmation, communication.

MODERN PROBLEMS OF TRAINING SPECIALISTS AND FORMATION OF PROFESSIONAL COMPETENCE

I. Kvasnitsa „Selfemployment as a professional improvement of a trainer-teacher”

On this day, in the context of global changes in the system of vocational education and dynamic intellectual, cultural and spiritual development of a democratic Ukrainian society, which builds a system of continuous education, the transition from a knowledge paradigm to a competence model of education is carried out, which is oriented, first of all, to the formation of a need and the ability to self-education throughout life.

The main objective of the modernization of vocational education is to prepare a skilled worker of the appropriate level and profile, competitive in the labor market, competent, responsible, socially and professionally mobile and ready for constant professional growth.

In the article the review of scientific and special sources of one of the significant problems of modern educational practice is presented – perfection of professionalism of the trainer-teacher on the basis of continuous selfeducation. The statistical data in scientific literary sources for the last years are analyzed. Particular attention is paid to topical issues of self-education, its role in the system of professional selfimprovement of the trainer-teacher.

Taking into account the actual and potential significance of the implementation of the personnel directions of the state policy in the field of physical education, as well as the significant interconnection between the competitiveness of specialists and the competitiveness of sports and sports organizations, it can be argued that the improvement of the system of training specialists in physical education and sports from the task of development of the sphere of physical culture goes into The range of tasks of the pedagogical direction - providing it with high-quality labor resources.

The obtained results allow to assert that in the modern educational process the trainer-teacher should be able to use his personal and professional potential, to build an individual system of holistic pedagogical activity. An indicator of the effectiveness of its pedagogical self-education is, first and foremost, the quality of the organized educational process and the professional-qualification growth of the trainer-teacher.

Prospects for further research. Further research on the problem of self-education of trainers-teachers in Ukraine is desirable to devote to the development of the system of self-education activities in this category of specialists.

Keywords: professional activity, professional development, selfeducation.

V. Krupa „The peculiarities of physical therapy and ergotherapy in psycho-pedagogical science and practice of training future specialists in physical therapy and ergotherapy”

The article considers components of physical therapy, occupational therapy, and analysis to improve training of experts in physical therapy, the technology of formation of professional competence. The technology and the basic principles of designing of educational process, directed on improvement of professional competence of future specialists in physical therapy, occupational therapy, and discusses the value of physical culture, which are considered as one of perspective directions of modernization of physical education in higher education institutions.

Important part of preparing students to future professional activity is the formation of her social activity in harmony with the physical development based on the priority of health and recognition of the values of physical culture. Introducing young people to the values of physical culture is considered as one of perspective directions of modernization of physical education in higher education institutions.

The complexity of the solution long-term objectives, especially the socio-economic life led to changes in the specificity and the content of the labour activity of the person. Work activity is becoming more associated with high intensity of information processes, and this requires high-level intellectual effort. In this regard, there are problems of intellectual, emotional and physical readiness of the individual to the tasks that are constantly changing. At the same time actualizarea also the problem of rationality of motor actions, i.e. the person may have a high level of development of motor abilities (strength, endurance, speed, agility) and does not have sufficient intelligence to reasonably and rationally to dispose of them without unnecessary energy consumption. On the other hand, a high level of intellectual ability the low level of physical fitness also does not guarantee success in the modern workplace activities

The components of pedagogical technology of formation of professional competency of future specialists of physical rehabilitation are described in this article. The components of model of pedagogical

technology and main principles of projecting of studying material, directed on the formation of professional competency are reviewed.

Keywords: professional competency, specialist of physical rehabilitation, pedagogical technology, model, didactical principles, forecasting in system.

O. Lisovets „**Conditions for creating a favorable educational environment for the formation of social and legal competence of future social workers**”

The effectiveness of the process of forming the social and legal competence of future social workers by the organization of a special educational environment within the framework of the university curriculum for the training of future social workers is ensured. In article the conditions for creating a favorable educational environment for the formation of social and legal competence of future social workers are covered. The theoretical analysis of the educational environment of a higher educational institution as a pedagogical phenomenon and its specificity in the conditions of formation of social and legal competence of future social workers is presented. The main components of this environment (organizational and pedagogical support; spatial-substantive organization; social interaction) are characterized.

Organizational and pedagogical support includes conceptual approaches and pedagogical conditions to model the social-legal competence of future social workers.

The spatial-substantive organization includes the material and technical infrastructure, the fund of teaching and methodological support, etc.

Social interaction determines the nature of the relationship between the participants in the educational process in the system that we model.

Educational environment of the system of formation of social and legal competence of future social workers is a means of multifactorial determination of the formation of the student's personality, the main factor of his productive activity and active manifestations of social and legal competence of the future specialist.

Keywords: educational environment, social and legal competence, material and technical infrastructure, interaction of participants in the educational process.

T. Lohvynenko „**Modern technologies of training specialists of the social sphere: foreign experience**”

In the article the experience of Scandinavian countries (Denmark, Norway, Sweden) in preparing of future social workers and social pedagogues for the professional activities is under analyses. The peculiarities of the organization of the educational process, the selection of content, forms and methods of teaching are exposed.

The subject of the study is a set of questions devoted to how to teach and learn, in what forms and methods to gain competence at a certain level of qualification, have an important ability to generate different types of competences, solve unusual professional situations effectively.

It is emphasized that the modern technology of educational activity confirmed the tendency to take into account qualitative indicators of educational activity of students. The role of methodological knowledge, autonomy, analyticity and critical thinking of future specialists has been intensified. The importance of the ability to find information of the theoretical and practical nature, to analyze it, to choose effective means of solving various practical problems is growing. Individualization of training is strengthened, group and individual work, creative activity of students are intensified.

An interesting experience of the development of Denmark international cooperation at Odense School of Social Work, an intercultural program of bachelor education at the Copenhagen College of Social Work are analyzed. It is noted as an innovative and productive practice of organization of teaching and research activity of masters, which takes place during the implementation of the European Master's program „Social work with families and children”, have been carried out by the university consortium of 4 countries (including Norway and Sweden) and a university consortium of 6 countries including Denmark.

It has been noted that the process of innovation in the technology of educational process were more actualized in connection with the European Union's implementation of the “Europe 2020” strategy and the introduction of new generation educational programs under the titles: Erasmus + and Horizon 2020, which began in operation from January 2014. The main goal is to focus on modernizing education, improving the quality of professional training and working with the youth.

It is concluded that the modern technologies of training specialists in the social sphere of the researched Scandinavian countries meet the needs of the time, scientific concepts, the combination of traditional social sphere forms and methods of teaching with innovations that facilitate the preparation of creative, competent specialists in accordance with the requirements of the information society and social work in the conditions of „welfare states”.

Keywords: social work, competence, social sphere, competent specialist, form, method, education, technology.

O. Martynchuk „Conception of training future specialists in the field of special education to professional activities in the inclusive educational environment”

The article deals with the concept of training future specialists in the field of special education for professional activities in the inclusive educational space, the development and implementation of which are stipulated by social orders of a society for a teacher capable of providing quality support for children with special educational needs, their parents and teachers in inclusive educational institutions.

The content of the concept is disclosed in accordance with the following components: meaningful fragments of objective reality in their historical development; agreed terms that became key in developing the concept; revealed the most significant contradiction, the solution of which is aimed at the concept; the general idea of the concept; general terms of the concept; methodological principles of the concept; ways of solving set tasks within the framework of the concept implementation.

The concept of training a special teacher for inclusive education of children with special educational needs, presented in the article, was created in order to respond to the challenges that today faced by Ukrainian higher education institutions that are training specialists in the specialty 016 Special Education. In particular, attention has been paid to the fact that the implementation of inclusive education makes it possible to find new ideas and approaches to the professional training of higher education graduates from the above-mentioned specialty in the context of the transition from medical to socio-inclusive model in education; as well as the fact that the modern system of higher education carries out the training of specialists in special education for nosologies and such a system was fully justified in the provision of educational services for children with psychophysical disorders in the conditions of special educational institutions in which children of a certain nosology were studying.

The article outlines that the realities of today require a specialist in special education who is capable of providing psychological and pedagogical support to various categories of children most often found in the general educational space: children with learning difficulties, speech impairments, minor sensory impairments, disorders of the autistic spectrum. Therefore, it is noted that the general idea of the concept of special education specialists training for inclusive education of children with special educational needs is to develop methodological and technological approaches to the preparation of a special teacher of an inclusive institution of education – a new professional qualification in national educational system.

Keywords: special teacher, inclusive education, inclusive educational environment, children with special educational needs, readiness of special educator for inclusive education

S. Titarenko’s „Formation of readiness for the professional activity in the conditions of inclusive education in specialists of „preschool education» students”

The article analyzes researches on the problem of forming the readiness of future educators for their professional activities in the context of inclusive education.

The urgency in the study of the problem of forming the readiness of future educators for professional activities in the context of inclusive education is conditioned by social society’s orders for the teachers’ training, in particular, the teachers of pre-school establishments who will have the necessary knowledges, skills, professional and personal qualities which are important for such work.

It is stated that in the conditions of inclusive education, first and foremost, the teacher himself must have knowledge about the peculiarities of a child’s development with psychophysical disorders, which will reveal a desire to study in a general educational institution. The knowledge of the teacher, his willingness to help a child with limited learning opportunities and his desire to identify her abilities helps to make the process of inclusive education more successful and effective.

A number of tasks are set out, aimed at future educators preparing for professional activity in the context of inclusive education. The peculiarities of forming the readiness of future educators for professional activity in the conditions of inclusive education in the Hlukhiv National Pedagogical University named after Alexander Dovzhenko are revealed.

It is noted that the acquired knowledge and skills provide opportunities for future teachers to monitor the psychophysical and social children’s development, to take into account the individual characteristics of each child in the development of an individual development program, education and upbringing in order to correct the processes of development and socialization of the child, which as a result of various factors these processes are damaged; to effectively co-operate with families educating children with special educational needs.

The analysis of the problem in the preparation of future teachers for work with children with special needs in the general educational space showed the need for future scientific researches with the aim of studying and clarifying the peculiarities of the teachers’ training for the effective support of these children in educational institutions, the formation of professional teachers’ competence in the field of the development, education and upbringing of children with peculiarities in the psychophysical development. The effectiveness of children’s joint education and upbringing with disorders in psychophysical development and healthy peers depends on the special training of future educators. The formation of teachers with adequate attitude to persons with violations of psychophysical development and their families becomes of great importance;

relevant professional qualities of personality (such as: love for children regardless of their health, tolerance, humanism, empathy, etc.).

Keywords: inclusive education, children with special needs, future pre-school educators, professional activity.

O. Yurchuk „**The modelling of the process of the future pre-school teachers' training for the implementation of the motion mode in the preschool educational establishment**”

The model of the future pre-school teachers' training for the implementation of the motion mode in the preschool educational establishment is presented in the article. There is a logical scheme in the proposed model which contains such methodological principles of pedagogical modelling, as subordination to the purpose; hierarchical interdependence, consistency of components; reality of execution; concreteness; predictability; feedback on the state of the achieved result; informational sufficiency. The application of modelling allows to reveal essential signs and qualities of the investigated phenomenon, to isolate and arrange the components of the process of its formation into a structured, interdependent, interconnected unity.

The basis of the model is described and presented through the aim and factors of the formation of the training of future preschool teachers, principles of this process, pedagogical conditions, system of forms, methods of training, innovative technologies, criteria and levels of formation of a future specialist in preschool education, his competitiveness. The model is designed and presented graphically.

The functions of professional training for work with children of preschool age for the efficient functioning of the model are defined: axiological, epistemological, prognostic, instrumental, reflexive, creative. The model reflects the peculiarities of the pedagogical process' structure aimed at the professional growth of future preschool teachers and involves three stages of students' training: vocational-orientation, educational-practical, activity-creative which are united by coordination contacts and contain priority methods of activity and forms of organization.

Keywords: the model of training, motion mode, future preschool teachers.

ACTUAL PROBLEMS OF EDUCATION AND UPBRINGING OF IN THE INCLUSIVE EDUCATIONAL SPACE

N. Ashitok „**Humanization of education in the Post-modern era**”

The article analyzes problems of the modern education associated with the transition from modern to postmodern methodology. This article deals with the analysis of postmodern features in concepts of philosophy and pedagogy. The article analyzes the state of education in social postmodernity through the prism of post-modern philosophy. The article developments ideas of lead representatives of postmodernism in study of education are analyzed.

This article aims to analyze the arguments given by F. Nietzsche, M. Heidegger M. Foucault, J. Derrida, G. Deleuze; J.-F. Lyotard, J. Bodiřar in the context of the discussion of the meaning of the concept of humanism and the conditions of its solvency. The prerequisite for abandoning the term is the criticism of humanism undertaken in phenomenology.

The article deals with the philosophical foundation of the Enlightenment and postmodernism. Underlying this approach is the idea of continuity in the development of philosophical ideas, particularly ideas of the Enlightenment, formed the real basis for further social development. In an era of enlightenment the main, with the main goal was to make the community as much as possible a progressive, modern, and the period of post-modernism the desire to create conditions for self-realization, for the full expression of his personality.

In the article is researched attributes of humanism and the characteristic of features of its historical development. In this article it is shown that philosophical ideas depend on the general world outlook context of an era, setting the certain humanistic project realized through education and training.

It is noted that the formation of industrial society completely changes a world outlook and social context of education: education begins to be considered not as a formation of the harmonious personality, but as a way of the adaptation of the person to social environment and professional activity.

The goal of modern education is the education of a person as a free, tolerant, independent, critically thinking and spiritually-moral personality.

Keywords: education, paradigm, humanism, postmodernism. Methodology.

O. Boryak „**Features of educational innovations in the process of pre-school preparation of student youth in the inclusive educational environment**”

The theoretical and methodological diagnostics foundations, formation and correction of mentally retarded children speech activity of primary school age were investigated and experimentally proved for the first time. The scientific fundamentals speech foundations disorders caused to mental retardation (MR) are presented: causality, the cognitive specificity component of speech activity during mental retardation, mechanisms of speech disorders in mentally retarded children (MRC).

The functional system of language and speech, its structural components in the disorders development, caused to mental retardation, were investigated. The theoretical substantiation of systemic speech underdevelopment, caused by MR, was shown and qualitative characteristics of its severity were identified.

Characterization of the speech activity of the MRC of the primary school age was generalized as a result of a multifaceted analysis of pedagogical, psychological literary sources.

The diagnosis of speech activity MRC is presented in the study. The organizational and pedagogical conditions for the formation and correction of speech activity were allocated in special educational institutions for children with MRC. The structure and organization of the diagnostic stage of the study was proved:

Experimental method of investigating speech activity MRC of primary school age (the psycholinguistic aspect).

Experimental technique for diagnosing speech activity of mentally retarded children of primary school age (logopedic aspect).

The criteria of substantiation for the development of speech activity and differential diagnosis of speech disorders of mentally retarded children of primary school age were proved.

The obtained results of the state of the phonological subsystem formation at the impressive level showed different characteristics in each of the examined groups of mentally retarded children in accordance with the state of the formation of their sonic speech at the expressive level. It was found a clear relationship between the state of the sound-producing side of speech and the mastery of grammatical categories. Thus, lingual-pathological generalized symptoms of speech impairment in children with mental retardation have been revealed. Based on these lingo-pathological generalized symptoms, disorders speech perception at an impressive level in children with mental retardation reveals corresponding syndromes.

The experiment results showed significant differences from the normal state the basic indicators formation of the provision of the programming subsystem and the interpretation of speech acts (kinesthetic perception, kinesthetic praxis, auditory perception and auditory gnosis). The using of adapted neuropsychological techniques provided new data on spatial, kinesthetic, dynamic gnosis and praxis in mentally retarded children of primary school age.

It has been experimentally proved that children with mental retardation are very disorder not only by the operational-dynamic, but also by the communicative-verbal level of the regulatory subsystem.

As a result, the generalized symptoms of the semiotic subsystem (at expressive and impressive levels), identified at the final stage of research, subsystems of programming and regulation in children with mental retardation in most cases have the appropriate syndromes.

The research results confirmed our assumptions that, in spite of certain scientific developments in the context of the problem under study, its insufficient development both in the theoretical and in the practical direction remains topical. This confirms the need of research work on the problem and correction of speech activity formation of mentally retarded children of primary school age.

Keywords: integrated system diagnostics, development and correction of speech activity, the system underdevelopment of the speech of mentally retarded children of primary school age

O. Dobrivitska „**Peculiarities of preparing future social workers for tolerant interaction in inclusive conditions**”

On the basis of the realized analysis of the literature and the current state of scientific and practical development of the problem in the article three groups of peculiarities of the preparation of future social workers for tolerant interaction, which can be traced in the context of the inclusive environment, are theoretically grounded. First, it is the peculiarities defined by the process of educating tolerance in the future of a social worker as a necessary condition for interaction with people with special needs. Secondly, the peculiarities caused by the specifics of the training of future social workers in the context of an inclusive educational environment. Thirdly, it is a peculiarity based on the formation of a future specialist as a professional of his activity, the formation of professional competence in the future of a social worker for work in an inclusive environment.

Higher education institutions should not only direct young people to seek and learn, solve problems and continue the learning process, but also make a generation that learns in an open world to accept universal values and experiences. It is necessary to teach students openly to look at the world, to form the ability to perceive the new, tolerance to someone else's thought, the ability to adapt to rapidly changing conditions. In preparation, future social workers need to help learn to understand other people, learn about their problems, show tolerance, identify ways to help themselves and interact in everyday situations, without harming or suppressing the rights of others.

The training of future social workers in an inclusive environment involves the mutual influence of students with special needs on healthy students, which in turn promotes the disappearance of social barriers and segregation, teaches tolerant interaction and work together, creates a sense of responsibility for comrades in need of help, empathy, compassion. And in the future, starting with their immediate responsibilities at the workplace, a social worker will already have some experience in communicating and staying in an inclusive environment.

The speciality of social work, which consists of a system of values and the motivation of its activity, is of great importance for successful professionalization. It determines the professional suitability for practical social work.

The basis for the professional activity of a social worker is competence and professionalism. The training of future social workers in the inclusive environment creates special requirements for professional and personal training, which, besides the basic level of knowledge, must have an understanding and understanding of the essence of inclusive education, have knowledge of the psychological patterns and characteristics of the personal development of people with special needs. The style of behavior, the professional competence of a specialist in social work is due to a combination of his professional skills, comprehensive preparedness, erudition, deep special knowledge in his field.

Keywords: tolerant interaction, inclusive educational environment, people with special needs, vocational training of social workers.

L. Kravchuk „**Features of the activity of the motor analyzer in the development of the cognitive sphere and the peculiarities of the correctional-pedagogical process with cerebral palsy**”

The peculiarities of corrective and pedagogical supply of educational and bringing up processes of preparation of children with invalidness especially with problems with carriage are described in this article. The educational activity of students with CCP has corrective and renewing character and is directed on overcoming of difficulties in physical development and learning activity.

Keywords: educational and learning activity, corrective and pedagogical supply, physical development

A. Kyluk „**Robotic appliances „Lokomat” and „G-EO” in rehabilitation of children with spastic forms of Cerebral Palsy**”

The article represents the problem of physical rehabilitation of children with specific forms of cerebral palsy. Theoretical reasons for the necessity and essence of physical rehabilitation for diseases of nervous system, specifically for spastic forms of CCP.

CCP is a summarizing term for the group of diseases, that manifest first of all, through movement disorders, body position and balance disorders. All the patients with CCP have difficulties in the control over their movements and muscles coordination. Clinical manifestations can vary from minor symptoms to seriously expressed disorders. The seriousness of disease is connected with character, extant and localization of brain structure injuries.

The issue of rehabilitation of CCP patients accounts for a deep need to ease the lives of children, to help them achieve better results in rehabilitation and obtain maximum compensatory abilities in order to improve their future life, adaptation to environment and enhancement of self-service level. The innovation of the project is the application of modern methods in complex rehabilitation, specifically robotic appliances of locomotor action “Lokomat” and „G-EO” for CP children with spastic diplegia.

As one of the evaluation methods, this research program was developed, according to which the survey was conducted; Gross Motor Function Classification; Ashworth testing. The application of improved rehabilitation program allowed to form the motion stereotypes, which gave the opportunity to perform new motion actions. Good and steady results have been achieved in spasticity overcoming, lying and turning functions; also immense changes have been observed in the development of crawling and movements on the knees, significant improvements were observed in standing function. The results of conducted survey showed that robotic systems „G-EO” and „Lokomat” in early rehabilitation of CP children allow to expand the rehabilitation methods, accelerate the recovery process, master and improve the standing and walking skills; amplify postural and dynamic stability of patients in vertical position and biofeedback; form correct walking stereotype and step rhythms.

Crucial is the fact that training with „G-EO” and „Lokomat” appliances evoke powerful positive psycho-emotional outburst, motivation to self-reliant walking and also influences the recovery results and improvement of personal rehabilitation potential. The research proves the expediency and efficiency of robotic appliances in complex children’s rehabilitation, that helps them hem to achieve the best results in rehabilitation, walking skills development and improvement, disposal of muscle spastics, joint contracture and feet deformation.

Keywords: Children Cerebral Palsy; spastic; robotic appliance; motion stereotypes, biofeedback; rehabilitation potential.

L. Likhitskaya „**Peculiarities of introducing inclusive education in primary school**”

At the present stage of development of democratic and humane society in Ukraine the attention to the quality and accessibility of education for children with special educational needs is increased. Every child, regardless of health status, physical or intellectual disability, has a right to education, the quality of which does not differ from the quality of education healthy children. In fact, an elementary school begins to form a number of competencies, those are, a system of abilities, provides the person the opportunity to carry out vital functions in all its forms (knowledge, activities, communication, relationships). This system of values forms a life position that allows to define and conduct their lives consciously and creatively, to develop own personality, to achieve

a successful, fulfilling life. In addition, it concerns children with special educational problems. This should be provided by inclusive education and training.

The introduction of the inclusion leads to a revision and improvement of existing programs of future primary school teachers' training to work in conditions of inclusive education, which, in our opinion, is very important today. After all, the system of higher education requires the constant renewal of theoretical and methodological foundations.

The article describes the main regulatory and legal acts regulating the process of inclusion in the educational space of Ukraine. The theoretical analysis of key concepts in inclusive education is given. The article talks about major problems in terms of shortage of staff and not enough modern and effective preparation of future teachers to work in conditions of inclusive education. The role and importance of primary school teachers as a key link in the implementation of inclusive education is analyzed.

The article provides an overview of main problems of inclusive education implementation and defines the modern requirements to professional training of future teachers in this area.

The author considers that for increasing efficiency of future teachers' awareness it's not enough to pass only the course „Fundamentals of Inclusive Education”, although we should recognized their role in the implementation of inclusive education as the key one. There is the question of finding the additional forms of teachers' training organization to improve their competence in the field of expertise and inclusive approach.

Keywords: competence, inclusion, inclusive education, inclusive teaching, integration, children with special educational needs.

I. Omelianenko „Didactic implementation of schoolchildren physical education in heterogenic groups with inclusive education conditions”

Different positions of scientists concerning organization of physical education in inclusive classes are considered in this article. Certain number of specialists who refer to the problem of physical education in the context of inclusive education raise their doubts about the effective resolution of the problems of physical education of children with disabilities and their healthy peers on the common physical education lessons and believe that different pupil opportunities are an insurmountable obstacle to the their physical improvement. Most authors believe that the didactic filling of physical education of pupils with disabilities should be determined by the adapted educational program regarding to the inclusive conditions. Regarding to proposed recommendations, they offer to use recreational facilities, correction and pedagogical direction, implementation of which will take place in homogeneous groups. Such approaches will cancel benefits of inclusive education, since only the group activities of healthy children and their friends with limited educational abilities are the basis of social adaptation, self-confidence development, accelerated development of ineligible pupils. There are some of advantages for healthy children: it trains tolerance, empathy, willingness to help the neighbor. Physical education of students in inclusive education is better to organize in heterochromatic groups. Including pupils with disabilities to the physical education of healthy children contributes to the effective solution of the tasks of inclusive education by means of physical exercises. The lack of adapted physical education programs for inclusive education isn't a problem for the creative teacher during providing didactic physical education for schoolchildren in inclusive education. So, for the organization of equal group game activity, it is advisable to use the following methodical techniques: the introduction of special (additional) rules, the definition of special functions, the alternative setting of tasks, the division of the playing field into zones, confrontation, interaction, identification, handicap, inventory adaptation, posting.

Keywords: inclusive education, children with disabilities, physical education, heterogeneous groups, methodical receptions.

N. Ostrovska, V. Bodnarchuk „Prophylaxis of complex of handicap in students with invalidity in conditions of institution of higher education”

The processes of integration in European community keenly set a question of tolerant attitude to people with invalidity, which have difficulties in the process of socialization and it often accompanied by handicapism. Nowadays the society is divided into two main categories according to the criterion invalid-healthy, it is especially felt if to speak about students' youth as the system of higher educational institutions only begins to create inclusive educational environment and the majority of students and teachers are not ready to interact with students with invalidity as with equal.

The peculiarities of manifestation of complex of handicap in students with invalidity are analyzed by the authors in this article. It is determined, that complex of handicap is psychological complex, i.e., individual, inner perception of himself (herself) as a person with invalidity. It is researched, that this complex is expressed in inadequate self-esteem, high level of anxiety, non-acceptance himself (herself), in different fears and social maladaptation in students with invalidity.

Socio-pedagogical technology of prophylaxis of complex of handicap in students with invalidity is characterized in this article, and it is shown that it is a set of consistent and coordinated operations and procedures which are used to achieve the aims and to solve tasks connected with the prophylaxis of complex of handicap in students with invalidity, which are directed on the improving of their adaptive abilities, on the formation of positive attitude to themselves, on the eliminating of the level of anxiety, and also on the formation

of tolerant attitude to groupmates with invalidity in students' environment, in conditions of higher educational institution as a condition of prevention of emergence of handicap complex.

The conclusion is done in the article, that socio-pedagogical activity of institution of higher education connected with the prophylaxis of handicap complex in students with invalidity can be more effective and more productive, if the process of this activity is based on the socio-pedagogical technology, developed by the authors and if this technology is used in organizational and methodical context. Final result of technology, developed socio-pedagogical technology is the high level of institution of higher education; the presence of communicative skills, abilities and skills of group interaction, the high level of positive conscience, self-acceptance, adequate level of anxiety and adaptive abilities, presence of adequate self-esteem and attitude towards their own illness in students with invalidity.

Keywords: handicap, handicapism, complex of handicap, student with invalidity, institution of higher education, inclusive educational space.

E. Shapoval, A. Shapoval „**Scientific substantiation of effective ways of correction of existing motor-coordination disorders in hard-of-hearing schoolchildren by means of mini-football**”

The article presents the theoretical and methodological foundations of the correction of the motor sphere for children with hearing impairment using the mini-football, the problem of the optimal movement of children with hearing impairment in the conditions of the school's training and training, the conditions for social integration in the environment of hearing peers are determined.

A study of the investigated problem allows us to state that the lag in the dynamics of the formation of the motor sphere is largely determined by the deafness and insufficient development of speech, which results in limited information obtaining, which allows to regulate the motor activity and to manage it in the proper volume.

In the study, the methodology of mini-football was adapted to correct motor disorders, and the pedagogical conditions for its implementation were determined and justified.

The specificity of the adaptive methodology of this contingent of schoolchildren was determined by developing criteria of influence, which are based on the use of specially developed tools, methods and forms of application of technical techniques for mini-football. The pedagogical conditions of corrective physical culture and health activity in mini-footballs were the following: the use of special training methods aimed at ensuring consistency of movements, orientation in space, differentiation of effort, space, time, relaxation, quick response to changing conditions, balance, rhythm of movements; rational alternation of physical loads in the process of development of basic physical qualities by using the means of mini-football; the use of effective transmission of various verbal information by additional methods of proximity, the improvement of the verbal support of corrective physical culture and health-improving sessions by mini football, the enrichment of the vocabulary of hearing-impaired students with additional methods of co-operation with the aim of applying the acquired knowledge to future independent activity.

The choice of the game in mini-football was due to its positive influence on the development of vital qualities, especially the basic properties of attention (intensity, firmness, switching), and also by the fact that vision, musculo-articular sensitivity and tactile sensations are the main analyzers involved. The use of exercises from mini-football makes it possible to maximize the functions of these analyzers for more effective participation in the compensation of the qualities lost due to disruption of the hearing aid. The application of the adapted methodology allowed to intensify the process of mastering physical exercises, to shorten the periods of correction of the motor sphere. The analysis of the final results of the experiment confirmed the effectiveness of the adapted methodology, as evidenced by higher rates in all types of testing of children with hearing impairment during a second examination.

Keywords: children of junior school age, mini-football, hearing impaired, motor abilities

V. Tymkova „**Inclusive educational environment in higher school of Ukraine**”

The article presents the problem of formation of an inclusive educational environment in the system of higher education in Ukraine that affects the education continuity, opportunities creation for self-realization of people with special educational needs. The ways of effective solution of the raised problem are singled out, as the scientific interest in creating an inclusive educational environment in higher educational establishments is steadily increasing.

The inclusive educational environment in Ukraine's higher education system is a key factor in the intensive reform of the traditional higher education system. It enables to make the access to quality education for people with special educational needs easier. Inclusive education is not an alternative to special education, but it greatly enhances its potential.

The urgency of the topic is conditioned by contradictions between the provisions of legislative acts on ensuring equal access to quality higher education for all citizens and the ineffectiveness of mechanisms for their implementation, between the tendency of educational policy to humanization of the society and rejection by the society of the values of a person with special needs.

An extra-curricular educational activities play an important role in education and training young people with special needs. Solving the tasks of creating favorable socio-cultural and socio-pedagogical conditions for

social integration of children and youth with special needs is one of the most important aspects of social and pedagogical science and practice.

At the present stage of social development changes have taken place in the attitude of the public to people with special needs; the problem of favorable conditions creation for education and integration into the society of people with psychophysical disorders is becoming urgent. Thus the problems of socialization, social rehabilitation and integration into the society of children and young people with special needs are highly important for the social and pedagogical science and practice.

The expected results of creation the inclusive educational environment in the system of higher education of Ukraine will allow to improve the state system of protection the rights and interests of children and young people with disabilities and their integration into the society; to ensure accessibility to higher education, to provide development of an effective and friendly educational environment aimed at the development of an individual, his/her talents, mental and physical abilities. Realizing the significance of the issue raised requires consolidated efforts from the higher educational establishment, parents, public organizations and the state in the whole.

Keywords: inclusive educational environment, persons with special needs, higher education, equal access, educational policy.

ACTUAL QUESTIONS OF SOCIAL WORK AND SOCIAL-PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF FORMATION OF PERSONALITY

Y. Brindikov „Art therapy in the rehabilitation of servicemen the combatants”

It is presented in the article various scientific approaches to the definition of art therapy such as an innovative educational and rehabilitation technology. A complex of methods for treatment and adaptation of a person in society. Forms of psychotherapy with the help of visual and plastic arts. Author understands art therapy as an innovative technology that involves the therapeutic and corrective influence of art on man and manifests itself in the reconstruction of a traumatic situation through creative activity.

It is analyzed the functional potential of the art therapy in the process of military rehabilitation of servicemen the combatants. Diagnostic function of the art therapy involves receiving information using projective or free drawing about the psycho-emotional state of the combatants. Psychotherapeutic function focuses on creating a comfortable atmosphere at the art therapy classes. Corrective function directed on the correction of destructive emotional states of servicemen the combatants. The developmental function of art therapy enables to develop the emotional-volitional sphere of the personality and increase self-esteem.

It is characterized the variants of group art therapy according to the degree of group interaction and structuring. Individual art-therapeutic counseling as one of the variants of psychological counseling. The means of visual and projective-symbolic communication are used in such counseling. It is established that group art therapy can be conducted in the form of a group art therapy training, an interactive closed or semi-open thematic group or an open studio. Family art therapy is characterized by the use of visual means that help diagnose and correct family relationships unlike family counseling and family therapy.

It is substantiated the conditions of conducting art-therapeutic classes, among which the main determined psychological safety of participants; refusal to evaluate the results of creative activity, confidentiality; partnership in the relations of participants and art therapist; freedom of choice of graphic materials; non-direct approach to arthropods.

It is presented the structure of the group art therapeutic class for the combatants, which involves five stages: „Setting up”, „Actuality of sensations”, „Individual visual activity”, „Activation of group communication”, „Reflexive analysis”.

Keywords: art therapy, rehabilitation, servicemen the combatants, forms of art therapy.

V. Vandoliak „Results of empirical research of individual-typological features of adolescents”

The article presents the results of empirical research of individual-typological characteristics of adolescents.

The personality of each person is endowed only with her inherent combination of psychological features and features that form its individuality, which is the originality of a person, its distinction from other people. Individuality manifests in the features of temperament, character, habits, prevailing interests, in the qualities of cognitive processes (perception, memory, thinking, imagination), in abilities, in the individual style of activity, etc. The teenage period is sensitive to the development of needs, orientation of the individual, the design of ideals. The basic needs of adolescence are the need for self-expression, the need to be able to do something, the need to mean something for others, the need for equal communication with adults, and the enhancement of sexual identification. The teenage period is a period of intense self-evaluation, a rapid development of self-consciousness as the ability to direct consciousness to their own mental processes, including the complex world of their experiences, the need to know oneself as a person. On the brink of junior school age and adolescents there is a crisis of self-esteem, as well as an increase in dissatisfaction with

oneself. It is during this period of mental development of the personality formed the ability to assess themselves not only because of the requirements of reputable adults, but also through their own requirements.

The results of the study revealed a two-way positive correlation between voluntary self-regulation and mental faculties. Taking into account the interpretation of the values of the scale estimates of the level of voluntary self-regulation, the result $r = 0.685$ at $p < 0.01$, suggests that the presence of a high level of volitional self-regulation in humans is a favorable condition for improving its mental abilities. The same can be said about the direct relationship between components such as persistence and self-control ($r = 0.671$): the higher the insistence of the individual, the higher is the level of self-control. Such an interplay to a certain extent determines the educational success of adolescents and has a significant reflection in the process of mastering them with the necessary knowledge and skills.

The obtained results convincingly testify to the necessity to increase the general level of mental abilities of volitional qualities in the studied adolescents through the training program of psychological correction and the development of individual-typological features of adolescents with an impact on the educational process. Direct relationships between volitional self-regulation and mental abilities, as well as persistence and self-control, have been identified. Prospects for further exploration are associated with the development of a training program for psycho-correction and the development of individual-typological features of adolescents.

Keywords: adolescence age, individual-typological features of the personality in adolescence, accentuation of character, mental faculties, volitional self-regulation.

O. Vasylenko „Features of psychological and pedagogical accompaniment of adolescents resettled from the zone of military operations”

The article is devoted to the consideration of the problem of psychological and pedagogical support for adolescents resettled from the zone of military action. The author of the article analyzed the research of scientists dealing with issues of provision of social psychological and pedagogical assistance to families and children displaced from the zone of military conflict. It was investigated the concept of „crisis of adolescence”, which is characterized by an internal reflection of the world of personality, which manifests itself in various forms of her experience. The teenage crisis is accompanied by some irritation, deepening in oneself and a great deal of experience with its own appearance.

The article deals with three types of adolescent development are considered. The first type of development is the „teenage crisis” when a child experiences his age as a „second birth”. The second type of development is distinguished by stable and gradual growth, when the child smoothly joins the „adult activity”. The third type of development is a more active self-education, which is deliberately directed by the individual himself, overcoming the efforts of freedom, his own disadvantages, including anxiety, crisis manifestations, as well as a clearer awareness of his personality.

The author of the article notes that the traumatic experiences that arise in adolescents resettled from the zone of military operations may become traumatic syndrome, in which the individual is burdened with unresolved conflicts, sadness, death, anxiety, guilt, anger and suspicion for all the types of assistance offered.

The author of the article developed and substantiated the directions of the implementation of psychological and pedagogical support for adolescents resettled from the combat zone. These areas include: diagnostic, corrective, developmental and advisory work with adolescents, their parents and teachers.

Keywords: teenagers, teenage crisis, zone of combat actions, psychological and pedagogical support.

V. B. Hrytsiv „Psychological and pedagogical peculiarities of the formation of professional and ethical competence of future specialists in banking”

The article deals with the problems of forming the professional competence of future banking professionals in the process of professional training in a psychological and pedagogical aspect. A brief analysis of pedagogical theory and practice with the aim of clarifying the concept of „professional and ethical competence of future specialists in banking” has been presented.

The solution of the above mentioned problem in the pedagogical aspect should be focused on the consideration of the content of goals, principles and methods of higher education, as well as essence and role of professional competence in the system of professional training.

Therefore, modern pedagogical science should pay attention to the need of modernization of vocational training, balancing its technocratic component with a reorientation of spiritual and universal values for the effective training of future specialists. The competence approach is the most appropriate in this case.

The study of this problem in the psychological aspect is the formation of a new economic thinking, rational behaviour of a new specialist in banking. It also consists in the relevance of the process of formation of professional competence and the desire to analyze the results of their work with coworkers and interaction with clients.

Thus, having analyzed pedagogical and psychological theory and practice, we can conclude that the professional and ethical competence of banking professionals is a complex individual psychological derivation that combines theoretical knowledge of professional ethics and the professional practical skills of a banking

worker that provides his or her choice of conscious ethical behavior in accordance with professional and ethical standards.

Keywords: professional and ethical competence, future specialist of banking, professional training.

O. Korablova „**Prophylaxis of mobbing in school environment in the context of activity of UNICEF in Ukraine**”

The analysis of activity of UNICEF connected with the prophylaxis of mobbing in school environment in Ukraine is done in this article. Complex activity of UNICEF is directed on the prophylaxis of mobbing in Ukraine and it includes the diagnostics of prevalence of the phenomenon, causes and consequences of the mobbing; on the using of informational campaigns, oriented on the actualization of the problem, mentioned above in the socium; on the spreading of video-instructions for parents which help to recognize the signs of mobbing and the algorithm of helping a child, who became the victim of it; on the edition of methodical literature on the prevention of violence in secondary schools; on the development of informational sites which include information about the prophylaxis of mobbing and its overcoming; on the implementation of the researching and educational projects connected with the prophylaxis of mobbing.

The results of the survey of UNICEF connected with the problem of mobbing are considered. The analysis of the preventive role of the web-site www.stopbullying.com.ua, where schoolchildren and their parents can find information about mobbing, its consequences and possible activities to overcome this problem is done.

The structure of researching and educational project „Stop school terror!” is described and the role of it in the prophylaxis and countering mobbing is determined.

The directions of expansion of activity of public organizations and institutions in the prophylaxis of mobbing in school environment are proposed.

Keywords: prophylaxis of mobbing, UNICEF, researching and educational project.

N. Loevska „**Psychological peculiarities of servicemen – participants of the antiterrorist operation with post-traumatic stress disorder (results of empirical research)**”

The article presents the results of empirical research of psychological peculiarities of servicemen – participants of the antiterrorist operation with post-traumatic stress disorder.

In the conditions of modern Ukrainian realities, it is obvious that the problem of providing psychological assistance to the military who participated in the antiterrorist operation is extremely relevant to the socio-psychological problem of the present. The need for solving the problems of rehabilitation of the antiterrorist operation participants is one of the most important issues, which is being paid much attention in the mass media and which is placed on the agenda of meetings of government committees and public organizations.

Fighting the consequences of the war in eastern Ukraine for psychologists will continue long after its completion. Therefore, an important and urgent task is psychological rehabilitation and social and psychological adaptation of servicemen to peaceful living conditions. Returning to the conditions of peaceful life for troops – the antiterrorist operation participants is traumatic. Those patterns of behavior and thinking that have been mastered in the war are not changing rapidly, despite the awareness of their inactivity outside the military and military environment. The problems of those who return are complicated by the fact that civilians do not express an interest in listening to the front stories, and instead of their initial curiosity, the care of everyday life comes quickly.

The reason for the emergence of a stressful situation, namely, their complex action, is the presence of certain events in the life of the researcher: injury or illness, dismissal from work, reorganization at work, change in financial position, change in professional orientation, change of place of work, change of position, increase of official responsibility, beginning or end of study at an institution, changing living conditions, refusing some kind of individual habits, changing stereotypes of behavior, changing conditions or hours of work, changing the place of residence, changing the place of study, changing habits, obligations for leisure or holidays, changes in social activity, changes in individual sleep habits, sleep disturbances, changes in the number of family members living together, changes in the nature and frequency of meetings with other family members, change eating habits (amount of food consumed, diet, lack of appetite, etc.).

The results of empirical research of psychological peculiarities of soldiers – participants of the antiterrorist operation with PTSD showed that the identified indicators ascertain the real danger on the origin of psychosomatic diseases, as investigated troops with high stress load close to nervous exhaustion phase. Prospects for further research are related to the development of a training program for the prevention of post-traumatic stress disorder and the formation of stress-resistant personnel, aimed at the development, improvement and optimization of the systems of mental regulation of body functions and behavior of military personnel – participants of the antiterrorist operation, as well as the development of psycho-diagnostic, psychological and pedagogical and psycho-hygienic recommendations regarding psychological training and practical skills in forming stress resistance.

Keywords: posttraumatic stress disorder, stress, depression, anxiety, health.

A. Pasichnyk „The results of an empirical study of the influence of parental relations on the formation of the personality of the younger student”

In the article features of types of interpersonal relations between spouses are shown, results of empirical research of influence of parental attitudes on formation of the person of the younger schoolboy are presented.

The family is the natural environment of the child's primary socialization, a source of its material and emotional support, a means of preserving and transmitting cultural values from generation to generation. From the first days of the birth of a child to the world, the family is called upon to prepare her for life and practical activity, at home to ensure a reasonable organization of her life, to help assimilate the positive experience of older generations, to acquire their own experience of behavior and activities.

Today, the family is experiencing serious difficulties, which is largely due to crisis phenomena inherent in the Ukrainian society as a whole, which have a negative impact on the family atmosphere, reduce the effectiveness of the educational function of the family, introduce far-fetched pedagogically justified changes in its content, lead to that family education is the object of criticism from the state, which requires increased responsibility of parents for the upbringing of children.

The attitude of parents to the child is of particular importance during the age-old developmental crises, in particular, during the junior school age. An important characteristic of education is the presence of a style inherent in the parents, a certain nature of interaction with the child.

The younger school age is a special period in the socialization of the child, which is determined by her new social status of the schoolboy. Correct education of children in primary school is very important, because it is here that puts the mental qualities on the basis of which the character is formed in adolescence and adolescence. Admission to a school causes some difficulties in the child's life, so that support, assistance and adequate parenting attitude to the child are important in this period.

The results of empirical research have shown that in families who are satisfied with their own marriage, an altruistic and friendly type of interpersonal relations prevails. Children in such families have an average and low level of reactive anxiety and a level of severity of negative qualities, norms are the indicators of aggression. Children grow up kind and sympathetic, congruent in their contacts with others. In families who are not satisfied with their own marriage, interpersonal relationships prevail in the following types of interaction: subordinate, authoritarian, selfish. Children in such families have increased reactivity, insecurity and externality. They are uncertain in themselves and in their power, supplemented by the thoughts of others, humble.

Keywords: empirical research, research of junior schoolchildren, influence of parental relations, influence on the formation of personality.

V. Ponomariova „Implementation of social and pedagogical support for labor migrants' children in the interaction of social services and general educational institutions”

The article reveals the relevance of the implementation of social and pedagogical support for children whose parents are labor migrants. It analyzes the problems of this category of children as representatives of "risk groups".

There is presented the development of the system of interaction between social services and general educational institutions in the implementation of social and pedagogical support for labor migrants' children.

The description of each of the elements of this system is given.

The aim of the system was to find the best ways, methods and forms of interaction between social services and general educational institutions in order to provide the most effective social and pedagogical support for labor migrants' children.

The structure of the system's objects includes: labor migrants' children, their families and the closest social environment.

The subjects of the system were: on the one hand, social services (Centers for Social Services for the Family, Children and Youth, and the Services for Children), and, on the other hand, general educational institutions in which such children are studying.

The content of the system consisted in the implementation of social and pedagogical support for labor migrants' children by specialists of social services and educational institutions. Such support was aimed at solving various problems, providing assistance in difficult life situations, promoting adaptation and socialization, achieving a harmonious psychological condition and establishing a relationship with the social environment.

The effectiveness of social and pedagogical support was provided by the right choice of the forms and methods of interaction between social services and general educational institutions (partnership, cooperation, mutual assistance), forms and methods of social and pedagogical support for labor migrants' children (individual: conversations and counseling; group exercises: games and use of arts); forms and methods of work with families and the closest social environment of labor migrants' children (conversations, counseling, involvement in parents' meetings, meetings with specialists, social and pedagogical patronage).

Apart from the theoretical aspects, the article also describes the process of implementation of the developed system into practical activity, discloses the essence of each stage of this process with the indication of concrete measures for the implementation of social and pedagogical support for labor migrants' children.

Keywords: labor migration, labor migrants' children, social and pedagogical support, system, interaction.

V. Stepanenko „Potential risk factors development of gifted pupils”

The article analysed potential risk factors development of gifted pupils within the three spheres: personal, cognitive and social. It is determined that the main source of development of the child is their own requirements for themselves, the nearest environment, including family, peers, and secondary school. The emergence of problems gifted pupils in these areas leads to the risk of their maladaptation and the emergence of various manifestations of behavioural deviations.

The deviant behavior of gifted pupils is illuminated in the following planes: the peculiarities of individual psychic processes; socially determined qualities of personality and character traits; low general culture, negative attitude to moral norms and rules, surrounding people; Bad Habits.

The maladaptation of the child is manifested not only in behavior but also in its internal state (self-care, apathy, lack of interest in communication) and in learning (low educational motivation, demonstrative or anxiety, ignoring the tasks of the teacher, lack of simple knowledge on certain subjects in combination with successes from others).

The main reasons of failure in the study and problems in the behavior of gifted children are revealed: influence of socio-economic and national-cultural conditions; physical limitations of gifted children; difficulties in mastering basic skills; school problems in children with high creative potential; perfectionism; unevenness in the psychological and social development of gifted children.

The situation of the alienation of a gifted child from a group of peers considered. It can lead to the fact that it begins to look for another niche for communication. Taking into account also problems with self-regulation, due to the lack of necessity to force themselves to do something through force, children of this category are inclined to enter into various kinds of unfavorable social contacts.

Keywords: gifted pupil, risk factor, family, peers, secondary school, maladaptation, deviant behaviour.

K. Yeroshenko, T. Semigina „Action research in social work: researcher's roles”

The paper reviews the action research strategy in social work. In particular, two action research types are discussed in the paper: appreciative action research and community-based participatory action research, for these two types were used in authors' research process of building network of community advisers in Ukraine. Reasons why it is important to use this research strategy in social work researches are also shown in the study. Nonetheless the main question discussed is about roles of the researcher in action research, and role conflicts are also exposed in this study.

Possible problems with the roles of the researcher arise from the role duality in such studies. Sometimes roles can contradict each other in action research and influence on the study results. For example, researcher should integrate the role of instigator of the participants, and the listener role. He/she should search for a balance between at least these two roles. On the one hand, the researcher has to share the power with participants, for they are experts within the action research strategy. Taking this role, he/she has to be quiet and only reflect participants' thoughts, ideas or actions. On the other hand, he/she has to facilitate the research process, but in what cases the researcher has to change these roles, and how participants will perceive it – those questions are discussed in the study.

The reflections of one of the authors about her role conflicts in action research are provided. Also her feelings about these conflicts and different ways how to avoid such conflicts are described. In particular, it is highly important to build the atmosphere of trust among the participants, to involve as much stakeholders into the research process as it is possible, and to make collective decisions, to be realistic about the changes that can be made by the means of the research process.

The findings of the study can be used for planning an action research or by those who are already involved into such type of researches.

Keywords: action research, researcher's roles, social work, community advisers, role conflict.

A. Zablotskyi „A modern view on adoption of orphans as an alternative form of state care”

The article deals with the importance of adoption as one of important form of placement of orphans and kids without parents' care.

It is proved that at this stage of development of society this form of state care gets a lot of attention from the state, non-governmental and religious organizations, which confirms its social significance. The approaches of scientists and practitioners to the definition of concept „adoption” are analyzed. Legislative acts and regulatory documents regulating relations between state and family and protect interests of orphan children are considered. Figures of Ministry of Social Policy, which characterize the quantitative status of adopted children, are singled out. The factors that influence the best provision of all needs and interests of an adopted child are indicated.

Keywords: orphans, adoption, family, alternative forms of state care.