

ANNOTATION

ACTUAL PROBLEMS OF EDUCATIONAL PROCESS IN THE CONTEXT OF DEVELOPMENT OF UKRAINE

Atamaniuk A., Gedelevych E. „**Modern methods of teaching computer science**”

The development of informational space and the improvement of technique and technologies become rapid in modern society. All these facts cause the necessity of improvement in other spheres of the development of society including introduction of innovations in education. Integration of modern educational and informational technologies becomes an important condition for the improvement of the process of education.

The improvement of methods of teaching computer science is one of the actual problems of making innovations in education as computer science is the discipline, which constantly develops and renews. Every year the needs of modern society change, the standards and criteria of evaluation of quality grow. The newest technologies of teaching appear according to it.

The driving force of innovative activity is pedagogue as a creative personality, as the subjective factor is crucial during searching, developing, implementation and dissemination of new ideas. The main condition of existence of creative teacher, who has wide possibilities and unlimited field for activity is an innovational potential of pedagogue, i. e. the totality of socio-cultural and creative characteristics of the personality of pedagogue, who shows the readiness to improve pedagogical activity and has the creative ability to generate new ideas.

The problem of improving the forms of organization of the process of studying, finding answers to the questions „How to teach, how to create conditions for the development and self-realization of personality in the process of studying” and „How to increase the effectiveness of educational process, how to achieve the high intellectual development of students, to provide their mastery of skills of self-development of personality, being in frames of class work” becomes more acute. To a large extent, it can be achieved with the help of using modern innovational technologies.

So, it is necessary for the teacher of Computer Science to constantly improve and study new methods and technologies in teaching Computer Science, as informational technologies, technique and their software change.

Keywords: „Computer Science”, „innovational activity of a pedagogue”, „educational process”, „personality”, „democratization of educational process”, „individualization of educational process”, „cooperative process”, „intensification of educational process”.

Vasylenko O. „**The main aspects of writing and publishing articles in domestic journals indexed in Scopus and Web of Science databases**”.

The article substantiates the necessity of qualitative writing and registration of the articles in the journals indexed in the scientific databases Scopus and Web of Science. The author of the article characterizes such basic scientometric indicators as „scientometric database”, „index of citation”, „Hirsch index (h-index)”, „impact-factor”.

Scientometric database is an abstract, bibliographic catalog with tools for monitoring scientific works. The citation index is a measure of the significance of the scientific work of a scientist or a research team. The Hirsch index is a quantitative characteristic of a scientist, based on the number of his publications and the number of citations of these publications. Impact factor is a formal numerical indicator of the informational significance of a scientific journal, which shows how many times an average article cited in the journal is cited within two years after the release.

The author of the article notes that the Web of Science or Web of Knowledge database is a search engine for Thomson Reuters, which combines abstract databases of publications in scientific journals and patents, including databases that take into account the citation of publications

The Scopus database is the world's largest comprehensive abstract database with the ability to track the scientific quotations of publications.

The author of the article described the main requirements for writing, drawing up and submitting articles in journals indexed in the scientific databases Scopus and Web of Science.

The author of the article concludes that the considered requirements will allow the authors to avoid typical mistakes in the publication of their research materials and correctly present them in the best domestic scientific publications.

Keywords: „scientometric database”, „scientific article”, „writing and drawing up a scientific article”.

Kostenko N. „Teaching communicative competence through the four skills: a focus on intercultural competence”

The article examines the process of teaching communicative competence through the four skills. The author pays attention to the fact that the last decades have witnessed vast changes in our understanding of how languages are learnt, and subsequently taught. Empirical results from linguistics, psycholinguistics, cognitive psychology and sociolinguistics have better established the complex nature of language learning: it has become evident that linguistic, psychological and sociocultural factors play a key role in this process. Furthermore, these results have also shown that communication is a pivotal point in language learning and that the degree of success achieved in this process depends much on how meaning is negotiated in communication. This concept of language learning explains the emergence of Communicative Approaches to L2 teaching over the last decades, whose pedagogical goal is to develop learners' communicative competence, i.e., the ability to use the linguistic system in an effective and appropriate way. However, the implementation of a communicative methodology is not an easy task. In fact, it represents a challenge to language practitioners since it requires an understanding of the complex and integrated nature of the theoretical concept communicative competence. The most accepted instructional framework in second or foreign language (L2) programs is Communicative Language Teaching, whose main goal is to increase learners' communicative competence. This theoretical term means being able to use the linguistic system effectively and appropriately in the target language and culture. However, the implementation of a communicative methodology is not an easy task since it requires an understanding of the integrated nature of the theoretical concept of communicative competence. Therefore, it is the main goal of this paper to help language teachers better understand such a theoretical concept for improving their classroom practices. In so doing, the author provides an explanation of the theoretical concept of communicative competence. Then, a current framework of communicative competence, which aims at highlighting the function of the four macro-skills to build discourse competence for communicative purposes and reflects our conceptualization of language teaching is briefly discussed. So, on the basis of this framework, and taking the intercultural component as the point of departure, a variety of activities in the four language skills are presented for teaching learners intercultural communicative competence.

Keywords: „communicative competence”, „teaching communicative competence”, „the four skills”, „intercultural competence”.

Krupa V. „Higher education development trends in Ukraine at the present stage”

The article defines the essence and content of the development of higher education in Ukraine and the readiness of future graduates to work in various industries. The goals, objectives and trends of higher education in Ukraine at the present stage are specified. The main components of higher education are considered. The main features of the approach to the training of specialists in higher education.

But the main factor that affects the management processes in educational institutions is the education system, which reflects all the phenomena occurring in the state and abroad. The category „trend” is a form of manifestation of laws that do not have a different reality at all, but are reflected in an approximate form, in a trend. Trend is a generalizing concept that embodies significant constant contradictions, conditions, factors, etc., which have a systematic manifestation and have a significant impact on the quality of the functioning of the system as a whole and its structural components. Trends inherent in modern education in Ukraine can be determined only by analyzing the processes taking place in the state as a complex socio-economic system, as well as in unity with the development of the international educational sphere. Trends in the development of the education system affect all subsystems, including management, which in turn affects its laws. Considering the determining factors in the development of management of General secondary education can be systematized as follows: economic, social, political, market, technological, international. State educational standards also play a significant role in the education system. They determine the content of educational programs implemented in educational institutions, regulate their activities, outline the General parameters of the education system as a whole. Management is an activity aimed at developing solutions, organization of control, regulation of the object of management in accordance with the purpose, analysis and summarizing on the basis of reliable information. Management of higher education institutions should be carried out in accordance with the principles of management, such as: state, scientific, planning, democratization, humanization, commitment, competence, optimization, initiative and activity, objectivity in the evaluation of the employees of the educational institution of their duties, the principle of combining collegiality with personal responsibility. The refore, the heads of educational institutions should be guided in a variety of modern management ideas, to study and successfully apply the achievements of science and promising teaching experience, to organize creative activities

Keywords: „specialist”, „education”, „student”, „competence”, „competencies”, „professional qualities”.

Kyrnjak L. „The concept of development of ecological education in Ukraine”

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. 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”.

Mazurkevich O. „Cultural aspects in education and interruption constitute „culture” and „education”

The article is devoted to a review of the various interpretations of the cultural approach that exist in modern literature, and to the analysis of the concept of culture in the context of this approach and determining the place of the cultural aspect in modern educational practice. It is noted that the foundations of the cultural approach are consistent with the initial definition of the concept of culture. It points to the close relationship that exists between the cultural aspect in education.

The concept of culturological foundations of the integrity of the content of education is based on the identity of the educational and cultural systems reflected in the model of the humanitarian cultural and educational system. The integrity of the content of education is considered in the unity of the following aspects: the cultural essence of the content of education, the culturologically personal approach to the design content of education. This provides grounds for considering categories – „education”, „man” and „culture” as a subsystem of a single humanitarian cultural and educational system that can serve as a methodological model for the development of culturological educational approaches, concepts, paradigms. According to V. Kremen, the isolation of the subsystem „man” as a separate system element is a fundamental and significant point underlining the fact that in the general, holistic, humanitarian, cultural and educational system, a person acts as a subject in relation to culture and to education.

Culture is the inner spiritual content of civilization, whereas civilization is only the material side of culture. In the content of education, culture is reflected in the spiritual values, achievements of philosophy, works of art, and civilization is characterized by the level of technological, economic, socio-political development of society.

Keywords: „culture”, „culturological aspect”, „education”.

Shved V., Omelchenko O. „To the question about scientometric parameterization in Ukraine”

The article is devoted to the consideration of key scientometric platforms that have become widely used in Ukraine. The practice of using such platforms as: Web of Science, Scopus, Google Scholar, Russian Index Citation Index, Index Copernicus is analyzed.

The key parametric tools that use the above-mentioned platforms for determining the proposed science-and-metric indicators are considered: Hirsch Index, Impact Factor, Index Copernicus, Russian Science Citation Index etc. Attention is paid to the possibilities of using the Hirsch Index to rank scientific publications in terms of significance and value. The key disadvantages of the Hirsch Index are revealed. On the basis of these shortcomings, a number of innovations are considered to correct the situation and harmonize the practice of using the Hirsch Index, as well as to assess the quality of scientific work.

The practice of adjusting the impact factor for assessing the quality of scientific publications is being studied, as well as the key disadvantages inherent in this parametric tool.

Particular attention is paid to the critical analysis of the practice of using Google Scholar parameterization tools. The key disadvantages and advantages of this scientometric platform are determined.

The content and methodology of the functioning of the Russian Scientific Citation Index and the Index Copernicus Platform are analyzed. It is possible to fix besides the recognized science-mathematical platforms of the Russian Science Citation Index instrument and justifies the incorrect use of the Index Copernicus platform for unambiguous assessment of the quality of scientific work.

The importance of using scientific parametrization for the systematization of scientific knowledge and the inadmissibility of the use of scientometric platforms for evaluating the success of scientific activity is determined.

Keywords: „scientometric platforms”; „Hirsch Index”; „Impact Factor”; „scientific parametrization”; „Russian Scientific Citation Index”; „Index Copernicus”; „Google Scholar”.

Sheremet A. „Theoretical aspects of using the interactive technologies in the educational process of higher education establishments”

The article substantiates the use of interactive technologies in teaching students of higher education establishments. The author of the article states that interactive learning is a form of cognitive activity that has a specific purpose - to create comfortable conditions and a friendly learning atmosphere in order for each student to feel successful and intelligent. Also, the author of the article finds that interactive technology is an organization of the educational process in which each participant takes an active part in the collective process of learning cognition.

Four groups of interactive learning technologies are considered in the article: pair training, frontal learning, learning in the game, learning in the discussion. Cooperative (group) educational activity is a form (model) for organizing the training of students in small groups united by a common educational purpose. The front-line technologies of interactive learning include those that involve the simultaneous joint work of the entire team. The technologies of learning in the game include simulations, role plays. Participants in the educational process, according to the game model, are in other conditions than in traditional education. Learning technology in the discussion is an important tool for cognitive activity of students in the learning process, as the discussion is a broad public discussion of the controversial issue. The discussion contributes to the development of critical thinking, allows you to determine your own position, develops your own personal development skills, and deepens knowledge of the problem.

The author of the article concludes that interactive technologies play an important role in modern education. Their advantage is that students learn all levels of cognition, the number of students who consciously master the educational material increases in groups. Students occupy an active position in learning, their interest in obtaining knowledge grows. Significantly increases the personal role of the teacher - he acts as a leader, organizer.

Keywords: „interactive technology”, „interactive learning”, „students”, „higher education establishments”.

MODERN PROBLEMS OF TRAINING SPECIALISTS AND FORMATION OF PROFESSIONAL COMPETENCE

Hordiichuk O. „Future teacher and non-formal inclusive practice: values, process and result”

The author directs the need for the training of future teachers in the institution of higher education, ready and capable of inclusive education of students, through the formation of leading values in them in the process of involving in informal inclusive practice: volunteer, charitable and project activities.

As a methodological basis, the researcher singles out: philosophical and pedagogical anthropology; philosophical and pedagogical existentialism; philosophical and pedagogical phenomenology; philosophical and pedagogical hermeneutics; philosophical and pedagogical synergy. In the author's opinion, these philosophical and pedagogical directions carry a powerful charge of the humanistic outlook and are aimed at finding man of spiritual values and meanings.

Guided by the methodology, and on the basis of theoretical analysis, the author presents his own interpretation of the terms „professional training of the future teacher of elementary school to inclusive education of students” and „informal inclusive practice”.

Also, it breaks the conceptual idea, content, experience and result of the implementation of the social project in Ukraine „Future Teacher. A child with special educational needs. Parents: points of contact”, in order to increase the level of professional training of future primary school teachers to inclusive education of children with special educational needs.

Presents and describes the role of author forms of organization of informal inclusive practice: design studies, thematic meetings, master classes.

The research is accompanied by the following methods: search-bibliographic – for systematization of the philosophical source base; system analysis to specify the content of pedagogical definitions in accordance with the subject of the study; an analysis of the status of the professional training of a future primary school teacher to inclusive education of students by engaging in informal inclusive practice; the study of dictionaries, encyclopedias, Internet resources.

Conclusions: It was found that informal inclusive practice is an indicator of the readiness of the future teacher to work with a child with special needs and their parents; It is traced that there is a positive dynamics of raising the level of motivation for the knowledge of a child with special educational needs and establishing contact with their parents in students participating in the identified areas of activity, which indicates an increase in their ability to inclusive education of students, whereas in the control group these changes are less significant; It has

been established that attracting students to volunteer, charitable and project activities creates opportunities for the professional-personal formation of a competent specialist to inclusive education of students.

Actual for further scientific research is the development of a program of informal inclusive practice with the aim of modernizing the formal education of the future teacher of elementary school to inclusive education of students.

Keywords: „professional training of the future teacher of elementary school to inclusive education of students”, „non-formal education”, „non-formal inclusive practice”.

Dobrovitska O. „Theoretical foundations of professional preparation of social workers to the work in inclusive environment”

The article deals with theoretical approaches of professional preparation of social workers for the work in inclusive environment. The studying of significant experience, which is accumulated in the theory and practice of higher education can become the foundation for the formation of qualified specialist and improve special training of future social workers. After all, the actual task of the system of social education is preparation of competitive social worker with powerful arsenal of skills and abilities, with the possession of deep knowledge in the professional sphere, with the ability to build a new type of interaction with different categories of population.

Considering the fact, that preparation of specialists in Ukraine takes place relatively recently, modern scientists more often turn to studying foreign experience, which is one of the most important instruments of development and implementation of new ideas, of prevention mistakes in preparation of social workers in our country, to introduce into the educational process the basic concepts, which have passed the test of time: the combination of theory and practice, close interdisciplinary integration.

Due to the accepted in Ukraine course of implementation of inclusion, peal practice demonstrates, that insufficient attention is paid to the formation of professional orientations of future specialists to work with children and youth with invalidity in frames of professional education of social workers. That's why the important component in professional preparation is the formation of „inclusive competency” which will allow, in addition to the basic level of knowledge, to form the understanding of the essence of „nature of inclusion”, to get knowledge about psychological patterns and signs of personal development of people with invalidity.

Keywords: „professional preparation”, „suture social worker”, „inclusive environment”, „people with invalidity”.

Kischuk V. „Theoretical and practical principles of stimulation of future pharmacists to self-development”

The article focuses on the characterization of the essence of self-development as a psychological and pedagogical definition. The content and approaches of scientists to the interpretation of the content of self-development of students in the educational process of higher education institutions are analyzed. Self-development is considered as multicomponent personal activity of students in the process of professional training, which involves the independent management of their own cognitive activity, aimed at self-improvement, self-education and self-knowledge. Self-development involves qualitative, purposeful and conscious actions in the context of the personal and professional development of a future specialist. Without a conscious self-development, students will not be able to achieve personal and professional success. Self-development is based on the need for change, implemented on the basis of self-improvement and depends on the practical activities of each individual.

In the course of the research, it is determined that self-upbringing, self-education, self-improvement are conscious forms of self-development, and the main types of self-development include: personal, creative, professional, creative and professional. On the basis of the analysis of scientific research, four main functions of self-development are singled out. The first function is self-knowledge, the second is self-regulation, the third is self-realization, and the fourth is self-education.

It was found out that the main features of self-development include activity-spiritual nature; personal motivation and inner orientation; reconciliation of creative and everyday principles; close connection of continuity and discretion; the individual stage of autonomy and independence of each person. Future pharmacists have to master self-knowledge, self-education, self-regulation, self-control, and self-mediation as the main factors which contribute to self-development during training.

As our pedagogical experience shows during the study of special disciplines („Pharmacognosy”, „Medical botany”, „Phytotherapy”), teachers must systematically and purposefully stimulate future pharmacists to self-development. The article outlines practical ways of improving the self-development of future pharmacists based on the development of methodological support from special disciplines.

Keywords: „self-development”, „forms”, „functions”, „features”, „factors”, „future pharmacists”, „methodical support”, „special educational disciplines”.

Moskaliuk O. „The specifics of developing professional readiness of future social workers to work with special needs individuals”

In this article, the author analyses certain aspects of developing readiness of future social workers to work with special needs individuals, defines the specific life activities of disabled persons and the most common

areas and strategies of work with such clients, and discusses the multidisciplinary approach to solving the problem issues of such clients.

It is noted that assistance to special needs individuals plays a vital role in social work practice. These people need specific attention and the most optimal conditions that could help mitigate the effect of their disabilities. They need caring and kind attitude from society and, most importantly, the qualified professional assistance.

It is emphasized that the professional activity of social workers related to special needs individuals is aimed at legal support for the social work with disabled persons (laws and other legal acts of Ukraine). Cooperation and understanding, transparency and confidentiality, timely social aid and support, priority of social rehabilitation and different types of targeted aid, as well as acknowledgement of client's personal value and the importance of the client's problems are especially crucial in working with special needs individuals. Social workers should know about typical and untypical development of special needs individuals, strategies, technologies, training methods and techniques, socialization and integration of such persons in society.

The author notes that professional readiness of a social worker to work with special needs individuals belongs to complex personal formations and depends on internal and external factors.

Keywords: „professional readiness”, „social work”, „clients”, „special needs individuals”, „social workers”, „professional activity”.

Ovod Y. „Theoretical fundamentals of training future specialists of social sphere for work in institutions of inclusive education”

In the article the author describes the features of the functioning of institutions of inclusive education and the specifics of the training of future specialists in the social sphere to work in institutions of this type, outlines the conditions for ensuring effective inclusive education of children with special needs, emphasizes the ambiguity of approaches to the solution of the problem of inclusive education, certain difficulties in attracting children with disabilities development into a general educational environment.

Inclusive education (inclusion – inclusion (English) – inclusion) is a process of creating an educational space that reflects the needs and capabilities of children, regardless of its psychological and physical development.

Unlike other systems, it is flexible and cares for the individual learning of children with special needs in general education schools. The training is based on an individual curriculum. This process is deeper than the inclusion process.

The principles of inclusive education are based on the principle of equality and educational institutions must take into account the different needs of their students by matching the methods and pace of the learning process.

An important part of the organization of work with the employees of educational institutions is the process of formation of the general goal, views on providing equal access to quality education for all children.

The experience of many countries of the world shows that the method of educational integration of children with special problems is the affirmation of the principles of equal rights in the possibility of education. International documents emphasize that the integration of children and young people with special educational needs is best within the framework of inclusive schools, which should accept all children regardless of their physical, intellectual, social, emotional, linguistic or other characteristics.

Keywords: „inclusive education”, „vocational training”, „children with developmental disabilities”, „children with special needs”.

Rogachko-Ostrovskaya M. „Implementation of the informational and installation stage of an experimental methodology for preparing future educators for the development of creative speech of children of pre-school age”

The purpose of the article is to highlight the implementation of the informational and regulatory phase of the experimental methodology for preparing future educators for the development of creative speech of pre-school children.

The article states that under the creative speech A. Bogush understands „the creative potential of the child, her creative abilities and abilities, which are manifested in the original, individually created products of speech activity (stories, lectures, fairy tales, verses and rhymes, creative games, etc.) which child uses in various activities and in communicating with others”.

In the article, the implementation of the information-setting stage of the experimental method of preparing future educators for the development of creative speech of pre-school children is positioned. It is noted that at the information-setting stage the pedagogical condition „Activation of the positive guidance of future educators on the development of creative speech of children of pre-school age” was implemented. The means of realization of the specified pedagogical condition are substantiated.

It was noted that implementation of the model of preparation of future educators for the development of creative speech of children of preschool age lasted for two years (3-4 courses) and was carried out within the framework of an elective course „Creative speech of children of preschool age” and independent creative and speech activity of future educators.

The article emphasizes that the purpose and objectives of the elective course were: preparing future educators for the development of creative speech of pre-school children. It should be noted that lecture classes on the elective course were aimed at ensuring that students not only received the necessary knowledge, but also had the opportunity to think, ask questions, express their own thoughts on issues raised at lectures.

Keywords: „stage”, „means”, „broadcasting”, „pre-school age”, „forms”, „elective course”.

Chervonenko K. „**Criteria, indicators and levels of future social workers' readiness to the organization of volunteer activities of students' youth**”

The article is devoted to the problem of definition of future social workers' professional training's effectiveness, in particular to their readiness for the organization of students' youth volunteer activities. The essence of this phenomenon is disclosed, its constituent and informative characteristics in scientific literature are analysed. It is defined, that a participation of a young person in volunteer activities contributes to the formation of responsibility, social activity, readiness to provide support and help, ability to organize joint activity; it gives a possibility to study and provide self-realization through helping an individual person as well as a society in general, to participate freely in different social projects, actions and programs, i.e. to act as full-fledged citizens with an active social position in the modern Ukrainian society.

The readiness of future social workers to the organization of students' youth volunteer activities is analysed as a stable integrative form of a personality, which defines itself in a permanent desire to take part in volunteer activities, special knowledge, abilities and competences to plan these activities, organize, manage, realize, evaluate and predict them together with representatives of students' youth and consists of a set of such interrelated components as value-motivational, cognitive, operational and a person-reflexive one.

Scientific approaches to the criteria and indicators of readiness' formation development are analyzed. Criteria of future social workers' readiness to the organization of volunteer activities of students' youth (motivational, cognitive, operational and personal-reflective) are disclosed. Each criterion is characterized by its own indicators and levels of its formation – high, medium and low, that will characterize the level of defined indicators' development.

Keywords: „criterion”, „indicator”, „level of formation”, „social workers”, „professional training”, „volunteer activities”.

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

Kachalova T., Chernenko T. „**The initiation of european's inclusive values and principles into educational environment in high educational establishments**”

The aim of the article is in the actualization of Europe's inclusive values and principles in the educational environment of high educational establishment. It was looked through the questions of preparing a teaching staff to the work in the inclusive establishments, including high educational establishments. Nowadays there is a tendency of active involving people with special educational needs to the social life. There is a law's right to the education of people with special educational needs, which gives them an opportunity to get the education in the educational establishments. The inclusive form of education allows students with SEN to study in high educational establishments with other students and makes good conditions of education. It was mentioned, that making good conditions for successful social integration and the inclusion of people with special needs –is one of the most important and the most actual task for all Europe's countries, and of course Ukraine.

The question of including in the educational inclusive environment students, who are in prison in penal institution or who are free from a place of deprivation of liberty is bringing an action.

It was depicted problems of including the inclusive education in high educational establishments of Ukraine, preparing teachers to the work with students with special educational needs, of an insufficient level of inclusive competence teaching staff.

It was proved the addiction of effective children's education with special educational needs in conditions of inclusion from a qualified preparing pedagogical staff. Solving the problem of professional preparing inclusive teachers we see in making educational-scientific Centers of developing the inclusive education in high educational establishments. The project was shown on looking at „ESC DIE”(Educational-scientific Center of developing inclusive education in conditions of ZVO), which started at Mykola Gogol Nizhyn state university. In the article tasks of the project and a realization of main directions of work „ESC DIE” were depicted.

Keywords: „inclusive”, „inclusive education”, „high educational establishments”, „european's inclusive values”, „children with special educational needs”.

Koliada N., Taran A. „**Peculiarities of Creation of Inclusive Educational Environment in Higher Education Institutions**”

In the article authors consider the issue of creating an inclusive educational environment in higher education institutions; substantiated and refined definitions inclusive education, inclusive education, inclusive educational environment; psychological and pedagogical analysis of the literature on a given problem; distance learning is described, all its advantages and disadvantages are outlined; The main areas of increasing the accessibility of higher education for people with special educational needs are outlined.

This is especially true today, when issues of the organization of inclusive education in educational institutions of different equal levels are considered. Creating equal opportunities for all citizens without exception – regardless of their social status, health, age or other indicators – is one of the main tasks for a society that seeks to develop in a democratic direction.

Inclusive education is the achievement of a civilized democratic education system designed to eradicate the humiliating borders that arise in relation to people with special needs. Inclusive education is a system of educational services guaranteed by the state based on the principles of non-discrimination, taking into account human diversity, effective involvement and inclusion in the educational process of all its participants (in accordance with the Law of Ukraine „On Education” (05.09.2017).

Acquiring high-grade higher education by students with special educational needs becomes of paramount importance, since the acquisition of professional skills in higher education institutions makes it possible to realize their abilities and to adapt in society.

The inclusive educational process involves the integration of children with special educational needs into typical teaching collectives, which emphasizes the value of each for society. The organization of the inclusive educational platform from kindergarten to studying in higher education institutions enables children with special educational needs not to be locked in themselves, not to be afraid of the world and not to complex about their differentness.

Thus, in order to integrate students with disabilities into the educational environment, it is necessary to provide a free architectural, educational and communication space in which they can move safely, study and communicate.

Keywords: „inclusive education”, „inclusive education”, „inclusive educational environment”, „people with special educational needs”, „distance learning”.

Levitska L. „**Development of inclusive competence in a higher education establishment**”

In the scientific article the author studies the peculiarities of the development of inclusive competence of teachers in a higher education institution.

The widespread introduction of the idea of integration and inclusion in general education institutions largely depends on the formation of inclusive competence of teachers and teachers. I. Khafizulina considers inclusive competence as a component of the teacher's professional competence as an integrative personality formation, which determines: a) the ability of teachers to carry out professional functions in the process of inclusive education, taking into account the various educational needs of the student youth; b) provision of training opportunities for people with health problems in general educational institutions; c) creating conditions for their development and self-disclosure.

A theoretical analysis of contemporary views on the development of inclusive competence in a higher education institution is carried out.

As criteria for the formation of inclusive competencies of teachers and professors: motivational, cognitive, operational and reflexive components. The motivational component involves the formation of motives that are adequate to the purpose and objectives of inclusive education; cognitive - the existence of a system of knowledge and experience necessary for the implementation of inclusive education; operational – the presence of the learned methods and experience of solving specific professional problems in the process of inclusive education; reflexive - the presence of the teacher's ability to reflect in cognitive and professional activities in the context of inclusive education.

Methodical recommendations for the formation of inclusive competence of teachers of higher education institution are given.

Keywords: „competence”, „inclusive competence”, „teacher of institution of higher education”.

Martsinovska I. „**Stress and traumatic stress in children and adolescents with the peculiarities of psychophysical exacerbation**”

The growing tendency of crisis phenomena in sociopolitical and economic processes has a specific effect on the mental health of adults and children. Traumatic stress caused by these factors has serious consequences for children and adolescents with peculiarities of psychophysical development. Those events substantially violate the basic sense of the child's personal safety and may lead to the development of pain conditions in the form of traumatic and post-traumatic stress and other neurotic and psychiatric disorders.

A theoretical analysis of literary sources about the understanding of the manifestations of post-traumatic stress (PTSD) in children and adolescents with peculiarities of psychophysical development of different nosologies was made. The problem of distinguishing PTSD from other neurotic diseases, which was based on stress and traumatic stress, was raised.

The theoretical analysis of mental trauma as a social process, which determines the appearance of mental disorders in children and adolescents who had experience in the area of hostilities, was conducted.

The influence of mental trauma on mental health and well-being of children was proved. An interdependence between age and trends in overcoming mental trauma was established. It was stated that the loss of life safety determines violations in the adaptation of children and their further traumatization outside the area of military action.

The problem of the formation of post-traumatic stress and the specifics of its differentiation with other neurotic manifestations in children and adolescents with specific psychophysical development are highlighted.

The difficulties of functioning of children with peculiarities of psychophysical development and mental disorders in the conditions of unstructured aggression and its consequences for the mental health and well-being of children and adolescents are revealed and described.

Keywords: „stress”, „post-traumatic stress disorder”, „children”, „adolescents”, „neurosis-like state”, „mild mental retardation”, „intellectual disorders”, „sensory disorders”, „disorders of the motor sphere”.

Myhailenko O. „**Social aspects of inclusive education of children with disabilities**”

Today, for society and the education system as a whole, the problem of creating an active practice of socialization of children with disabilities is particularly acute by integrating them into the socio-cultural space.

The question of the inclusion in the educational space of people with disabilities has a special significance, as the academic environment has already developed a certain attitude towards this problem. At present, not only the substantiation of the importance of inclusive education is actualized, but the need for a dialogue of science and practice in the field of problems and prospects, opportunities and barriers to inclusion.

The modern-day system of special education, on the one hand, is an element of social protection for such children and provides them with the opportunity of simultaneous treatment and training. On the other hand, special education, segregation of children with disabilities into specialized schools, boarding schools contributes to the restoration of a well-established social structure in which people with limited health opportunities continue to occupy marginal status positions.

Researchers believe that in recent years there has been some tendency to solve the problems of integration of children with disabilities only within the framework of special education. At the same time, teachers of mass schools are more likely to stay away from this problem. There is a significant contradiction when even the children who are ready to integrate children with developmental problems can accept the school. Children's rejection often occurs as a result of the moral deformation of pedagogical principles, but more often because of the complete lack of readiness of teachers of mass schools to work with children who have special needs.

Stability and prosperity of a society to a greater extent depends not only on the education of its members, but also on the social experience accumulated by the individual, the possibilities of its social adaptation and development.

In our time, there are two main models of pedagogical integration: internal and external integration. The following types of integration are distinguished by the degree of inclusion in the society: full, combined, partial, temporal integration.

Integration is a process of bringing the needs of children with disabilities into line with the education system that remains unchanged. To a greater extent, this is a one-way process aimed at forming reference educational needs, or rehabilitation of the lost; it is „bringing in” the capabilities of such a child to the requirements of modern-day educational standards.

Instead, inclusion involves the development and application of specific solutions that can allow everyone to participate equally in academic and social life. Inclusion is the process of real insertion in an active social life and equally necessary for all members of society. Inclusive approaches provide an opportunity for more effective socialization.

A variety of educational environments for inclusion in a lot of ways depends on the relationships between teachers, parents, other students and the local community. Ideally, effective inclusion should be in school as well as in society as a whole.

Keywords: „integration”, „inclusiveness”, „children with disabilities”, „inclusive education”, „correctional and educational services”, „educational environment”.

Ostrovska N., Borovenska I. „**Inclusive competence of students as a factor in the development of the inclusive educational space of higher education institution**”

In the article, the authors of the article discuss the issue of formation of inclusive competence of students as a factor of development of inclusive educational space of the institution of higher education; the essence of the concepts of the inclusive educational space of the institution of higher education, the inclusive competence of the

student and the technology of formation of inclusive competence of the student are revealed; the criteria for the formation of inclusive competence of a student of a higher education institution are determined

Modern development of society is characterized by the rapid development of inclusiveness in all spheres of life, educational institutions have not been an exception, which is why the state sets specific requirements for the introduction of inclusive education in educational practice, including in higher education institutions.

Inclusive education is an integral part of the policy of each European country, which is a sign of the level of development of society. This is, first and foremost, an indicator of the protection of human rights, the formation of community respect for the diversity and uniqueness of all those who study, taking into account the diversity of special educational needs and individual capabilities that, in their own queue, provides higher education quality. But the issue of readiness for teachers and healthy students to receive „special” students in their collective is very urgent, that is, the question arises of the formation of inclusive competence. And if in general education institutions this issue is regulated by the work of the inclusive-resource centers, which carry out the support of teachers, then in institutions of higher education, it still remains open.

Inclusive competence of students is an integrative personality formation that determines the ability of students to effectively provide their own educational needs and needs of group members, including students with special educational needs, to realize the potential for full development and self-development for further integration into society.

The criteria for forming the inclusive competence of students in a higher education institution are defined by us: cognitive, emotional and motivational, communicative and behavioral and social integration.

The social-pedagogical technology of formation of inclusive competence of students in a higher education institution is a set of consistent and coordinated operations and procedures used to achieve the goal and solving the problems of forming the inclusive competence of students, aimed at developing and improving the cognitive-emotional, communicative- behavioral and social integration components of inclusive competence, as well as formation of a personal position of student youth in the creation of another inclusive medium institution of higher education in which the students and prevent manifestations of intolerant attitude towards people with special needs.

Keywords: „inclusion”, „inclusive higher education”, „inclusive educational space of the institution of higher education”, „inclusive competence of the student”, „technology of formation of inclusive competence of the student”.

Platonova O. „Features of development of children with impairment of vision”

Children with limited functional capabilities are different in their perception of the world around them than their healthy equals in age. Throughout the period of development, the child has a sense of inferiority. Due to the physical immaturity of the child, his/her uncertainty and self-sufficiency, he/she develops a sense of imperfection, which manifests itself throughout his/her life. This sensation causes constant child anxiety, desire for activity, physical and mental improvement. According to A. Adler’s views, the physical defect of the body forms a complex inferiority that blocks the formation of a personality. This statement concerns children with visual impairment.

Blind children can not directly perceive visual and spatial signs of objects and phenomena of circumambient reality, which negatively affects the formation of their motility and physical sphere, makes it difficult their orientation in space, seriously degrades sensory experience, impedes the development of visual thinking. The development of the cognitive activity of blind children occurs according to the laws of the formation of the psyche of healthy children, but the disadvantages of the vision change its dynamics and make some features.

In children with reduced vision, visual perception has all known properties: objectivity, selectivity, comprehension, generalization, constancy. The manifestation and development of these properties depends on the level of mental development of the child as a whole. This category of children have limited selectivity of visual perception, which is caused by a relatively narrow circle of interests, smaller, in comparison with the norm, emotional influence of the external world, which leads to difficulties in comprehension. But these complications can not change the nature of the process of appearance of visual images, and although they can not be equal (by degree of completeness, integrity, objects and phenomena) to the forms of visual perception of healthy children, finally they correctly represent objects in aggregate and in relation to their properties and qualities. The speed of visual perception of objects and their image in the visually impaired, as well as on healthy children, are influenced by factors such as: size, complexity of the object, level of illumination, level of child’s fatigue. Auditory senses play a compensatory role in the activity of a child with visual disturbance. So, a blind child learns to use the sound signs of objects of the surrounding reality.

Thus, carrying out of systematic compensatory work gives the opportunity to teach all children with impaired vision ways of knowing the objects of the world around; it helps them transfer the acquired knowledge, skills and abilities to other life situations; it develops memory, thinking, language, attentiveness, observation; greatly enhances the level of mastery of visual sense, which makes it possible in the course of further educational activities to reflect objectively the world around.

Keywords: „child development”, „blind children”, „children with reduced vision”, „remedial work”, „visual perception”, „compensatory abilities”.

Sadova I. „Inclusive education in Ukraine: current state and perspectives prospects”

The tendencies of the development of the inclusive education in Ukraine have been revealed in the article. Various studies in the field of the inclusion are examined, covering normative-legal, psychological and pedagogical, substantive, social-psychological directions. Contemporary trends in the education of children with special needs in Ukraine and the advanced international experience have been taken into account.

On the basis of the accomplished historical and pedagogical research the positive potential of the inclusive education has been determined and its perspective value for the development of the Ukrainian pedagogical theory and practice has been substantiated.

The important condition for the systematic reform of the education system for people with special needs is the integrated solution of tasks related to the normative-legal, organizational, personnel, scientific and educational-methodological provision of the education of such children and young people.

Among the priorities of the development of the education of people with special needs in Ukraine is the definition of the main directions, in particular: creating the conditions for the implementation of the state policy on the provision of people with special needs of constitutional rights and all rights declared in the international documents in the field of education and the social protection ratified by our state; modernizing the system of education for people with special needs by introducing innovative technologies to ensure the maximum possible personal development of such students, according to their individual needs and abilities; the qualitative reorganization of the professional training and retraining of the pedagogical staff, increasing of the professionalism of teachers, the substantiation of the selection criteria for pedagogical staff to ensure a new status and a professional level of personnel in the field of education, their personal responsibility for knowledge and the competence of students.

Keywords: „inclusive education”, „integration”, „people with special educational needs”, „international and Ukrainian legislation on inclusion”.

Skil'ska M. „Legal and pedagogical aspects of the formation of domestic inclusive education”.

Excursion into the source of inclusions allows you to track progressive changes in the legal framework for integrating young people with disabilities into society. Historically, individuals with special educational needs have long been deprived of opportunities to receive high-quality education alongside their peers with normal development, they were denied access to a general education curriculum and taught in specialist institutions.

Times changed, state structures changed, law changed. In the centuries-old native practice of education: folk pedagogy, ideas of nationality and humanism, charity, equality of children with different opportunities for educational needs, the transition from compassion or removal to respect and attention was carried out. Legislation drastically transforms educational space into accessible for all, healthy and those who have health problems, offering wide opportunities for quality education at all levels for people with special needs.

The system of education in Ukraine is considered as the basis of national and spiritual revival of society, the main task of which is to educate and educate the next generations of citizens, including people with disabilities who are able to protect and increase the values of national culture and civil society, to develop and to strengthen an independent, social and legal state – a component of the European and world community. The tendency of today is the desire for social adaptation of people with disabilities. The modern stage of innovation development of society is marked by the formation of a new view on education and the place of man in society. Education acquires characteristics of universality, accessibility, equality. Ukrainian society has reached such a level of social development, when it cannot afford to lose any young person.

Ukrainian education has already entered the evolutionary stage in the implementation of inclusive practice, and, together with other countries, faced the challenges of the period of modernization of the industry.

Keywords: „inclusive practice”, „integration of young people with special educational problems in the society”, „inclusive educational space”.

Tatianchukova I. „The concept of solving the problem of socialization of children with psychophysical disorders in the conditions of inclusion”

The article is devoted to the problem of socialization of students with psychophysical disorders in the conditions of an inclusive educational institution. It is proved that today the substantiation of the directions of securing socialization and the introduction of inclusion is two important scientific and practical tasks that are reflected in the new Concept of Special Education.

It is determined that socialization is a necessary condition for human development, the formation of personal qualities in it in the process of assimilation of social experience and active reproduction of public relations. It involves passing a child in a special (inclusive) institution of certain stages: adaptation, individualization, integration, early labor training.

The conceptual provisions concerning provision of socialization of students with psychophysical violations at its basic stages are determined. Based on the concept of continuous education in the conditions of inclusion, certain provisions are taken, namely: socialization is a prerequisite for the transformation of social experience into the personal, personal growth of the younger generation, its preparation for independent life in society. The com-

pleteness of socialization in an inclusive institution is provided by a scientifically substantiated system of adequate pedagogical influences on the child at each stage of socialization by means of content, methodology and organizational forms determined according to the subject, purpose and expected results at all stages of socialization in general in order to form the personality of the child.

The essence of the process of socialization is substantiated theoretically, general conditions for optimizing the socialization of students in the inclusive educational environment are outlined.

It is proved that the provision of socialization of students with psychophysical disorders in the conditions of an inclusive educational institution is possible on the basis of the use of a specially developed system of correctional and educational work, which involves the special construction of all parts of the pedagogical process aimed at the development of the personality, the acquisition of social qualities.

The directions of further development in studying issues of socialization of graduates with psychophysical disorders after the end of their inclusive educational institution are revealed.

Keywords: „concept”, „inclusive educational environment”, „children with psychophysical disorders”, „stages of socialization”.

Todosiyenko N. „**Features of forming aesthetic admission in more schools with special needs by articles**”

The article is aimed at understanding the problem that exists in the system of inclusive education and is related to the artistic development of children. The work of teachers, psychologists, psychiatrists, in which objects of research are children with special educational needs are considered.

In our research, we cover the actual problems of aesthetic education of a young person with special educational needs existing in the system of inclusive education, the prospects of artistic development of such children, the search for new approaches to education and upbringing and their introduction into the educational process of a modern school, maximum use of creative potential. pupils in elementary school, the formation and development of students aesthetic perception of reality, aesthetic attitude to the environment, nature, art, and applying the principle of correlation of different types of art. Using the complex of arts at the lessons of the arts cycle and extra-curricular educational work in the institution of secondary education, as well as the method proposed by us, the analysis of the results of experimental data allows us to make the following assumption that the development of aesthetic senses, tastes, artistic skills of a junior pupil with special educational needs, abilities in the arts must be an integral part of the elementary school curriculum.

To achieve the goal, the selection, development and testing of a set of methods for activating aesthetic perception in children of elementary school age with special educational needs, the pedagogical potential of using artistic activity in the context of the formation of a child's creative personality, a culture of aesthetic perception of younger students, and mastering the skills of artistic creativity were selected.

In the control experiment, 134 people took part, including 80 third-graders in Vinnytsia and 54 students of the Haysin district of the Vinnytsia region. The results showed some changes and positive dynamics. The results of the experiment showed an increase in the level of aesthetic perception of children with mental retardation, the formation of artistic and aesthetic evaluation, the inclusion of children of elementary school age in artistic activity after a control experiment, but without special stimulation, this process proceeds rather slowly. At the same time, we have recorded an increase in the level of aesthetic perception associated with the development of emotional and sensory sphere and creative potential, which is due to the application of the proposed method of activating the aesthetic perception of children of junior school age by means of a complex of arts. It also determines the positive changes in the tendencies of humanization and aesthetization of the educational process.

Keywords: „inclusive education”, „children with mental retardation”, „artistic development of aesthetic perception”, „mental and spiritual emotional activity”, „aesthetic education, artistic activity”, „creative potential”, „integrated artistic and pedagogical technologies”.

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

Vargata O. „**Psychological and pedagogical conditions of formation of the creative potential of psychologist**”

In the article the research analyses the essence and the correlation of the fundamental concepts of the investigation: creativity, potential, personality, creative potential, creative potential of personality, creative potential of psychologist, structural components, structural components of the creative potential of psychologist, psychological and pedagogical conditions of the creative potential of psychologist.

In the article the authors consider the formation of creative potential of the psychologist in high school. It is one of the most actual problems in modern psychology and pedagogical. The article focuses at the problem of creative potential of the future psychologist 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 in high school. It was justified and refined definitions of creativity, creative abilities, creative thinking, creative potential, innovation, innovative technologies. Creativity potential as a scientific category author considered it from philosophical, psychological and pedagogical positions.

The article deals with psychological and pedagogical conditions of formation of the creative potential of psychologist. This article analyzed to the psychological- pedagogical modern forms, active methods and innovative technology of work with creative students. The basic principles of training talented students. Sanctified structural components and structural components of the creative potential of psychologist. Considers the psychological and pedagogical conditions of the creative potential of psychologist.

Keywords: „creativity”, „potential”, „personality”, „creative potential”, „creative potential of personality”, „creative potential of psychologist”, „structural components”, „structural components of the creative potential of psychologist”, „psychological and pedagogical conditions of the creative potential of psychologist”.

Goliardyk N., Dyka L. „Socio-psychological requirements for modern management activities and education manager’s leadership qualities”

The article highlights the role of the social-psychological properties of the education manager in increasing the efficiency of his/her managerial activity; outlined the functions of the education manager and the basic requirements for it.

The role of the personnel manager is, first of all, in ensuring a high level of organization of the team. In today's competitive environment, when each primary labor collective performs only certain types of work in their aggregate, this role becomes more and more important. That is why the education manager is an educated pedagogue with a high moral culture, an innovator who is capable to introduce new technologies into the educational process. All these functions must be laid and developed in the education manager's professional competence.

It is revealed that the formation and improvement of leadership skills of the head is an extremely important aspect in pedagogical activity. The manager with leadership skills is capable to ensure rapid adaptation of the organization to diverse changes for the purpose of effective personnel management.

It is defined that leadership qualities are determined not only by the tendency of the individual to the managerial activity but also by the typological features of the leader's temperament, such special features as ability to fix their attention and to manage their own behavior based on the processes of self-regulation and self-control. Incipience a head as a leader depends on the presence of his own certain qualities.

Key words: „leader”, „leadership qualities”, „manager”, „pedagogical activity”, „management activity”.

Hrabchak O. „Features of social and psychological work with women suffering from postnatal depression”

The media, manufacturers of diapers and baby food actively exploit their products as an image of a happy, happy life of a healthy young mother who can not rejoice with her baby. They and the authors of specialized literature have worked together to create a myth about an unbelievably happy woman. However, the needs and problems of the pregnant women themselves are automatically offset.

The state of a woman in 3-7 days after childbirth can be described as „maternal sadness”. Basically, this condition is determined by a sharp change in the hormonal background, namely, a decrease in the level of estrogen and an increase in prolactin. Baby Blues is a natural process of postpartum recovery, a period of adaptation of the body of the woman to motherhood. At this time, a woman may feel unpredictable mood swings, desire to cry, anxiety, or groundless euphoria, helplessness and confusion. Sadness lasting more than ten days often indicates the onset of postpartum depression.

The term "postpartum depression" refers to depressive states that occur after childbirth. It may appear after the birth of a child and not only the first, but even after abortion or artificial abortion. This depression is different in complexity and severity of the course. In most cases, postpartum depression is seen as a factor that negatively affects the development of the child and even affects her mental state in the future. The study of the effects of depression on the child revealed numerous disorders in children whose mothers suffered from postpartum depression.

There are the following types of postpartum depression:

- neurotic postpartum depression;
- depression with delusional experiences;
- depression with psychosomatic symptoms.

Among the methods of treatment distinguish:

- psychotherapy;
- short-term dynamic treatment;
- pharmacotherapy (antidepressant and antipsychotic).

Psychological care for women with postpartum depression is predominantly composed of two stages. The first stage of the work is to reduce the symptoms of depression as soon as possible.

The second stage of work is connected with the cognitive component of a depressed state.

Keywords: „postpartum depression”, „postnatal depression”, „perinatal psychology”, „mental health”.

Hryntsiv M. „On Assistance to Families of Internally Displaced Persons in Ukraine”

The current problem of providing assistance to families of internally displaced persons in Ukraine is highlighted. Different scientific approaches are analyzed which show the state of the problem for today and take into consideration the main stages of providing assistance to internally displaced persons. Particular attention is paid to the actions of specialists (psychologists, social workers, volunteers) in work with a family. The results of the empirical study of adaptation and the identification of factors that can hinder the problems encountered by children from internally displaced persons and their parents are presented. This study was conducted by questionnaires and interviews of two groups of respondents – internally displaced pupils and their parents. The results of the study show that none of the respondents (neither parents nor children) did not notice the feeling of aggression from others. However, it should be noted that the answers of parents in general are more critical, inclined to certain negativism. Children, quite the reverse, have more positive perception of the new school environment and adaptation problems.

Despite the fact that, on the background of many problems that occur today in schools, the positive atmosphere of the acceptance of these children and the lack of stigmatization in schools is a significant result of the done work and the background at which social adaptation of internally displaced persons will take place.

In further research is possible development of tracking the dynamics of solving the problems outlined in this article, as well as further analysis of tracking purely practical aspects of providing help to the victims.

Key words: „internally displaced persons”, „migrant children”, „stages of assistance”, „actions of specialists”.

Korablova O. „Modern aspects of formation of the system of ukrainian legislature and educational and informational space connected with the prevention of mobbing at school”

The aim of the article is the analysis of changes in legislature, informational and educational space in the context of prevention of mobbing in small groups of schoolchildren.

The problem of reformation of modern legislature and educational and informative space connected with the prevention of mobbing are revealed in this article. The analysis of the activity of objects of prevention of the researched phenomenon and their active thematic targeted projects and programs is done.

The changes that have taken place in the prevention of mobbing can be divided into two groups: legislative and informational and educational ones.

The Law of Ukraine dated 18.12.2019 № 2657-VIII „About changes in some legislative acts of Ukraine as for counteraction bullying (harassment)” came into force in January, 19, 2019.

According to this Law, bullying entails the imposition of the fine from fifty to one hundred tax- free minimal incomes (from 850 to 1700 UAH) or public works for a period from twenty to forty hours; committed by a group of people (mobbing) or repeatedly during a year after imposing an administrative penalty results in a fine from one to two hundred non- taxable minimums of incomes of citizens (to 3400 UAH) or public works for a period from forty to sixty hours; committed by minor and juvenile personalities from fourteen to sixteen years old entails the imposition of a fine on parents or people who replace them from fifty to one hundred tax-free minimums of incomes of citizens or public works for a period from twenty to forty hours. Non- notification by the head educational institution to the authorized departments of the National Police of Ukraine about the cases of bullying (harassment) of a participant of educational process entails the imposition of a fine from fifty to one hundred of tax- free minimums of incomes of citizens or correctional works for a period to one month with deductions in a sum of up to twenty percents of earnings.

The changes which took place during last three years catalyzed the increasing of the level of consciousness of socium as for the significance of this problem partially provided specialists of socio-pedagogical specialties by knowledge and psycho-pedagogical tools for work, formed the legislative base, which still needs revision, but in general didn't solve the problem, as it requires integrated approach with taking into consideration the activation of local work of class guardians, pedagogues, forming of school atmosphere of preventing mobbing.

Keywords: „prophylaxis of mobbing”, „small group of schoolchildren”.

Kuleshova O., Mikheieva L. „Psychological factors of prevention of the abnormal vocabulary use in adolescence”

The authors of the article state that in the adolescence, the problem of using abnormal vocabulary and its timely prevention becomes more acute, since adolescence is characterized by qualitative changes associated with puberty and entering the adulthood.

For the successful prevention of the use of abnormal vocabulary, especially in adolescence, it is necessary to determine, what provokes teenagers to use it, what determines and enshrines it in the communicative behavior of the adolescent. The search for the cause of usage an abnormal vocabulary by teenagers will make it possible to determine the tactics of preventive measures implementation.

As a result of the analysis of nowadays research, the authors of the article made a conclusion. that the use of abnormal vocabulary among younger teens primarily involves their need for self-expression, positioning

themselves as adults, independent and self-confident people, which allows them to display verbal aggression using „forbidden” words and expressions.

The use of abnormal vocabulary by adolescents is due to an aggravation of the contradiction between the need for self-expression of the individual, and the lack of sufficient experience in constructive verbal expression in adolescence. The solution of this contradiction must be ensured by the system of activity of the teacher, the psychologist, with the involvement of parents, taking into account the psychological characteristics of adolescents, by organizing the social development situation, teaching them a constructive verbal self-expression.

The authors of the article note that the content of psychological and pedagogical prevention should be aimed at increasing the level of social-psychological adaptation, self-criticism, social intelligence, while reducing the manifestations of involuntary non-normative emotional response, irritation, negativism, independence; at the organization of an individually-oriented interaction between adults (parents, teachers, psychologist) and a teenager, to form ways of constructive expression.

Keywords: „abnormal vocabulary”, „prevention”, „preventive program”, „adolescence”.

Ponomariova V. „**Communicative bases of social pedagogical activity with labor migrants’ children**”

The article deals with the communicative aspect of social-pedagogical activity with labor migrants’ children. It refers to two interrelated aspects of the process of effective communication: on the one hand, a social teacher or other specialist who works with child’s needs has to establish contact and a friendly relationship with the child, and on the other hand, he should teach the child the basics of successful communication.

The author defines the basic requirements that a specialist in working with labor migrants’ children should adhere to in order to ensure the effectiveness of communication. There are examples of communicative barriers (psychological ones arising from the transfer of adequate information) that social teacher may face, and there are suggested ways to overcome them.

The article reveals the concept of „communicative competence” – the ability to establish and maintain the necessary contacts with others, a certain set of knowledge and skills that provide effective communication, foresee the ability to change the depth and scope of communication, understand and be clear for the partner in the communication process. In the process of communication, the social teacher talks to the child and, at the same time, listens to it, so the author defines his duties as the speaker and as the listener.

Attention is also drawn to the need for the formation of communicative skills of labor migrants’ children by involving them in participation in training sessions. In particular, it is appropriate to have a socio-psychological training, aimed primarily at the development of personality, assistance in overcoming psychological problems, the formation of effective communication skills, mastering the skills of business and informal communication, forming self-confidence and reducing anxiety, sustainable motivation to self-development.

Keywords: „labor migration, labor migrants’ children”, „communicative barriers”, „communicative competence”, „social-psychological training”.

Sikorska L. „**Peculiarities of self-regulation of life-sustaining activity in older persons**”

This paper features the peculiarities of self-regulation of life-sustaining activity in elderly people. Throughout a lifetime, a person has the right to a quality life, he or she can learn to rejoice and enjoy life, regardless of circumstances. It is important to comprehend the value of one’s life and to protect the health from one’s youth, since the person him/herself, in most cases, is his/her own master. Certainly, nobody can live forever, but every psychologically healthy person is able to maximally prolong his/her life with a good well-being and state of health. Older people are especially vulnerable to various changes that can lead to their poor health and emotional instability, and reduce their social activity. That is why the topical issue of self-regulation of life-sustaining activity in the elderly, which is the basis of their comprehensive well-being, balance, resilience, physical and mental health as well as longevity, is a matter of research.

The category of self-regulation is considered in various psychological disciplines and scientific schools. Self-regulation of personality behaviour has been argued by researchers from different standpoints, such as: the property of regulation (M. Boryshevskiy), the ability to mobilize activity (V. Kalin, V. Selivanov), the way of organization and self-determination of life time codes (L. Antsyferova, B. Zeigarnik, A. Kornilov), the ability to manage objective environmental requirements (A. Bandura), and to make arbitrary decisions (I. Bekh).

The factors that determine a prosperous version of aging include social factors: the presence of social support, participation in joint activities, possibility to communicate with friends and relatives, unity in choosing goals with other family members, as well as individual and personality traits: the acceptance of old age and reflexive elaboration of aging strategies, the degree of integration of an individual, the ability to control one’s life, as well as sthenic emotional state.

68 persons (34 elderly and 34 young persons) participated in an empirical study. The comparison of results using Student’s t-test has demonstrated statistically significant differences in the groups of the elderly and young persons between the „self-sufficiency” style of self-regulation and the overall level of self-regulation. The „self-sufficiency” style of self-regulation is more pronounced in the elderly, though the overall level of self-regulation is less pronounced. This suggests that young people are more inclined to the unity of purposeful ac-

tions that are manifested in making arbitrary decisions, selecting, evaluating the means of implementing the conceived, introspection of actions, determining the standpoints concerning certain events, situations and the value attitude of an individual to him/herself. Accordingly, it is more difficult for the elderly to master skills and habits of constructive behaviour. However, elderly people are more likely to make arbitrary decisions, independently prioritize socially significant values, set goals that are adequate to their own abilities, master the means of their achievement, select tolerant (in relation to others) ways of self-affirmation. The findings of the research have showed that elderly persons, to a greater extent than young ones, have more developed regulatory autonomy, self-sufficiency and independence in organising their activity, the ability to independently plan activities and behaviour, organise work aimed at achieving the set goal, monitor the progress of its implementation, analyse and evaluate both intermediate and final results of their activities. The obtained results give an opportunity to plan ways and methods of providing social and psychological assistance to the elderly when „entering into old age” and further adaptation.

Keywords: „self-regulation”, „style of self-regulation”, „self-sufficiency”, „life-sustaining activity”, „elderly age, social activity”.

Stepanenko V. „**Parameters of the adaptation potential gifted pupils in the context of the deviant behaviour prevention**”

The article defines the nature and parameters of the adaptation potential of gifted pupils in the context of deviant behaviour prevention. The adaptation potential as the integral adaptation phenomenon has common, main features. These are such features as a set of individual psychological characteristics that determine the effectiveness of adaptation. The properties of a complex system. The not only available manifestations of adaptation possibilities, but also latent properties that may manifest themselves when changes in the content, intensity, direction of the influence of adapt genic factors. The limits of adaptive personality capabilities and resistance to factors of influence, the preconditions for a certain range of appropriate adaptation reactions. The connection with age-psychological peculiarities. While the personal activity of the person considered as a condition that regulates the extent of realization of potential opportunities.

The adaptive potential of gifted pupils has a number of features that are due to both objective and subjective reasons. On the one hand, it is a non-adaptive gifted personality, on the other – the negative attitude of society to it.

It is noted that when identifying the components of the adaptation potential of gifted pupils, the authors in most cases pay attention to physiological, personal, social, psychological, pedagogical, individual-age characteristics. Special attention of scientists focused on such parameters as the process of gifted pupil interaction with the environment, relationships with peers, in school, family, taking into account individual age characteristics.

Building systemic actions to establish, maintain and enhance the adaptive potential of a gifted pupil's personality as a measure of preventing maladaptation of gifted pupils and deviant manifestations in their behaviour constitutes the prospect of further research.

Keywords: „gifted pupil”, „adaptation potential”, „maladjustment”, „deviant behaviour”, „prevention”.

Yakimenko A. „**Actual problems of transformation of legal relations arising during the conduct of economic activity**”

In the article the author reveals the actual problems of the transformation of legal relations that arise during the conduct of economic activity, indicates a number of unresolved issues, in connection with which it is necessary to clarify the conceptual apparatus in order to clarify the features of such legal relationships, as well as proposals for improving the legal and regulatory provision of this an important area of research.

Keywords: „legal relations”, „economic activity”, „integration”, „harmonization”, „normative-legal act”, „international legal standards”.