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**Надежда Новосельская. ПОЭЗИЯ ЛИНЫ КОСТЕНКО КАК ФАКТОР НАЦИОНАЛЬНОГО ВОСПИТАНИЯ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ (НА МАТЕРИАЛАХ УЧЕБНИКОВ ПО ЧТЕНИЮ ДЛЯ НАЧАЛЬНОЙ ШКОЛЫ).** В статье освещено содержание произведений Лины Костенко в учебниках по чтению для учеников вторых-четвертых классов, которые раскрывают проблему национального воспитания детей младшего школьного возраста. Акцентировано внимание на стихах, которые формируют чувство гордости за свою родину, любви к украинскому краю, заботы о сохранении красоты родной земли; развивают чувство ответственности за природу как национальное богатство. Определены особенности и задачи национального воспитания на современном этапе. Обращено внимание на основные мотивы стихотворений поэтессы: ощущение единства человека с окружающим миром; уважение к родной природе, интерес к ее познанию; сохранение целостности, чистоты и гармонии окружающей среды; чувственность человеческой души; эпическое переживания истории родного края. Определено, что поэзия Лины Васильевны, существующая вне времени, дает ответы на главные философские вопросы, определяет шкалу национальных ценностей. Установлено, что под влиянием различных по своему характеру переживаний и размышлений раскрывается очень широкий диапазон творчества Лины Костенко, что составляет прочную основу для национального воспитания младших школьников. Доказано, что поэтесса - это символ украинской нации, способный объединить всю Украину на основе национальных ценностей, гордости за свой край, народ, язык.

**Ключевые слова:** Лина Костенко, поэзия, национальное воспитание, любовь к родному краю, бережное отношение к природе, учебники по чтению, младший школьник.

**Nadia Novoselska. LINA KOSTENKO'S POEMS AS A FACTOR OF NATIONAL EDUCATION OF THE JUNIOR STUDENTS (BASED ON MATERIALS FOR ELEMENTARY SCHOOL READERS).** In the article, the content of Lina Kostenko's poetry in the readers for the second-fourth graders which reveals the problem of the national education of children of primary school age was represented. The attention was paid at the verses that form a sense of pride for their country, love for the Ukrainian land, caring for the preservation of the beauty of their native land, and develop a sense of responsibility for nature as national wealth. The features and objectives of the current national education were determined. Attention is drawn to the main motives of poetess's verses, namely, the human sense of unity with the environment; respect for the nature of the motherland, interest in getting it to know, preservation of the integrity, purity and harmony of the environment, sensitivity of the human soul, epic excitement for local history. It is found out that Lina Kostenko's poetry exists beyond a particular period of time as it answers the main philosophical questions, determines the scale of national values. It is considered that under the influence of various kinds of experiences and reflections, an extremely wide range of Lina Kostenko's creativity is revealed, and it is a solid foundation for the national education of junior students. It is proved that the poetess is a symbol of the Ukrainian nation, which is able to unite is is proved that the poetess is a symbol of the Ukrainian nation, which is able to unite the whole Ukraine on the basis of national values and pride in their country, people, and language.

**Keywords:** Lina Kostenko, poetry, national education, love for their native land, respect for nature, reader, junior student.

Стаття надійшла до редколегії 31.05.2017 р.

UDC 378.011.31-057.87:51

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## **ASPECTS OF MATHEMATICAL PREPARATION OF FUTURE PRIMARY SCHOOL TEACHER**

*Based on the analysis of scientific-methodical literature and work experience at university the article deals with the actual problem of preparing primary school teacher in teaching Mathematics. The reasons of insufficient mathematical teacher preparation of this direction were highlighted and the way of future improvement this process was described.*

*The author emphasized the priority provisions of methodological-mathematical preparation of students for development creative abilities of primary school children and concretized in detail their semantic nature. Conclusions were made regarding the relevance of mentioned aspect and it was outlined the prospects for further study.*

**Keywords:** *mathematical preparation, elementary school teacher, students, principles.*

**Formulation of scientific problem and its significance.** In modern conditions when European integration has become a strategic priority for educational policy in Ukraine among the future specialists is formed the need of improving their professional competencies, including mathematical. Mathematical preparation of primary school teacher is an integral and essential part of his professional activity.

**Analysis of recent researches of this problem.** Aspects of mathematical preparation of primary school teachers occupy a place in the works of M. V. Bogdanovich, T.V. Garachuk, M. I. Ivantsiv, L. Y. Chocik, L. P. Cochin, M. M. Levshin, Y.P. Kodlyuk. The researchers are united in the position concerning the improvement of mathematical preparation of primary school teacher.

**The purpose** of this article is to summarize theoretical concepts and to highlight conditions for future improvement the preparation of primary school teacher in teaching Mathematics.

**Presentation of the main material and justification of the study.** Modern society requires specialists who are able to make non-standard decisions in difficult situations and think creatively. The main goal in the study of Mathematics is the development of the creative personality. Therefore, a specially organized and didactically focused on the features of primary school children, the mathematical preparation of primary school teacher aimed at developing creative personality of the pupil and requires great attention. The above can be realized only under condition of purposeful and systematic work on formation of students' readiness to implement such activities. The basis for this must be a deep knowledge of scientific bases of Mathematics in primary school, a humanitarian and applied orientation of mathematical course, the integration with natural science and humanitarian studies, a sufficient methodological support. The following important concepts of methodological-mathematical preparation of students to develop creative abilities of primary school children are highlighted:

- the fundamental psychological-pedagogical preparation of students of the Pedagogical Institute (the Faculty of Education) to the understanding the essence of the concept of “creative personality of primary school pupil”;

- the mathematical preparation of students which is well thought-out and didactically focused on features of primary school pupil;

- the mathematical preparation as the basis of formation of readiness of the future primary school teacher to implement the development of creative abilities of pupils using mathematical approaches;

- the implementation of the principle humanitarization;

- the mainstay is motivation ,interests, activity, independence and perspective of pupil.

It is necessary to concretize each of the abovementioned statements.

The principle of fundamental preparation of students of pedagogical qualifications is determined by the necessity to note by the teacher psychological-pedagogical features, age specificity of primary school pupils and also by the need to improve scientific in teaching Mathematics at primary school. Justifying the theory of developmental education, D. B. Elkonin said: “If we want that primary education began developmental first of all we should take care of scientific content; that is the pupils have learned the system of scientific concepts and methods how to get them.” [1. p. 258]

In this context consideration of S. O. Skvortsova is reasonable. She identifies the subject or the special teacher competence in the field of teaching Mathematics in primary school what implies the structural system of pedagogical and psychological knowledge and the willingness of their practical application; the readiness to act and to solve problematic situations effectively; the structural system of scientific knowledge concerning special professional disciplines and the willingness of their practical application; the system of knowledge connected with teaching methodology. [2. p.152]

We know that it is a primary school teacher lays the foundation of mathematical knowledge although he is not a mathematician. However, in the future all mathematical culture of secondary school pupils will develop on this foundation. From pedagogical point of view it also considered the importance of knowledge of the subject. Primary school teacher should be able to explain the complex in simple, interesting, exciting way and at the same time to awake the joy and the desire to learn something new.

Chosik L. Y. in his publications points out that: "it should be included more productive tasks that create a problematic situations to create an atmosphere of interest in mastering knowledge ,to form cognitive interests and needs that is, to provide motivational component." [3. p.133]

Undoubtedly, a graduate of the Pedagogical Institute must receive the necessary preparation for the successful development, teaching and education primary school pupils.

The current educational direction which is connected with the development of creative thinking of individual requires a specific orientation of subjects that belong to mathematical cycle.

Mathematical preparation of students of the Pedagogical Institute must fulfill the following tasks:

- to reveal the essence of mathematical knowledge, the subject and methods of Mathematics, its role in studying the phenomena of the world;
- to provide the consistency of mathematical knowledge between the primary and secondary levels of education;
- to form the skills of educational and research activities in future Mathematics teacher;
- to bridge the gap between the content of university and school Mathematics;
- to illustrate the reflection of mathematical concepts and methods in the Mathematics of primary school;
- to set an intra-subject and an interdisciplinary connections in Mathematics.

It is clear that knowledge of Mathematics is necessary for everyone. Therefore, it is appropriate to allocate external and conditionality of studying Mathematics at high level.

External conditionality explained by the fact that Mathematics is present in any field of science, technology, art, etc. Mathematics is a tool that accurately and precisely describes the phenomenon inherent natural, technical, social, humanities that is why every person should know Mathematics.

Internal conditionality explained by the process of mastering the mathematical truths that contribute to the formation thought operations, the assimilation of modes of reasoning and the ability to use them, the development of thinking.

The practice shows that in the minds of primary school teachers exists the gap between the knowledge of Mathematics that they studied at university and Mathematics that they teach pupils in primary school. Therefore, the cognitive activity should be organized in such way that students could see the connection of certain courses with Mathematics in primary school. It is important to focus on a specific mathematical material that has a value for primary schools.

The mathematical preparation of primary school teachers is certainly not limited only by studying of Mathematics and methods of teaching in primary school.

Students study the History and the Methodology of scientific research in Mathematics, Geometry and etc. There is a special course to strengthen mathematical preparation "The values and their study in extracurricular activities in primary school."

The practice proves that the first chapters of mathematics are connected with the mathematics of primary school, so future teachers better understand the professional significance of the subject; the interest in studies increases. Finally, it is the development of creative activity of students.

We believe that deep mastering of mathematical material be the students contributes to a better orientation in the mathematical content of primary school, the ability to control multiple meanings, to search the correct way in the given task, to evaluate the correctness and orientation to the goal, the reasoning of primary school children, to know the mechanisms of the creative process.

Based on the analysis of scientific- methodological literature and practice we formulated concepts that are important to ensuring the implementation of creative thinking primary school children in the study of mathematics, they are:

- the definition of the substantive content of the course mathematical disciplines according to the purpose of primary education;
- the mastery of key mathematical ideas and methods as the basis for confident handling them in professional activities;
- the establishment of parallels between mathematical disciplines at the university and themes in mathematics at primary school;
- compulsory study of Geometry as the creative potential of primary school children;
- ensuring the role of mathematics as an effective means of personal development.

The essential point is to prepare students to take advantage of mathematics to develop the creativity of pupils.

Personal student's experience, the mastery of general methods that have lines with mental operations, the ability to generate different approaches to the subject and to change its position and views on the subject, the desire of self-development all these factors influence the effectiveness of mathematical preparation for the development of creative abilities of pupils.

The conscious study of Mathematics (what aims to form mathematical conception among pupils) in primary school will help:

- to get an adequate understanding of mathematical phenomena and process;
- to exclude an extra work to master the material;
- to prepare for the further education in secondary school, where is the higher theoretical level.

In addition, the mathematical preparation of future specialist bases on the well-known didactic principles: scientific character, coherence, clearness and solidity of knowledge. All these principles are grounded in classical and contemporary, in foreign and domestic Pedagogy (Y. Komensky, K. Ushynsky, V. Sukhomlinsky, V. Bondar, O. Savchenko, I. Malafiyik, M. Fitsula, P. Gusak and etc.).

Mastering Mathematics as well as other disciplines it is important for teachers to remember that "the finish goal of pedagogical influence is complex. One the one hand it helps the student to acquire knowledge and methods, to expand the limits of operational capabilities. And on the other hand, it aims to achieve a higher level of independence, the initiative and the ability to creative thinking, to consider the work in positive way, to have the passion and the interest for work." [4.p.75]

What we discover must become the means of orientation in everyday situations.

**Conclusions and suggestions.** The above-mentioned makes it possible to summarize that mathematical preparation of primary school teacher is an important component of his professional and methodical readiness.

The qualified preparation provides fluency in mathematical material by students, the ability to see both "pros" and "cons", to choose the appropriate materials in order to ensure creative development of younger students.

The prospects for future study we see in extracurricular aspect of Mathematics that focuses on the development of the creative potential of primary school pupils.

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*Ольхова Н. В., Ольхова А. О. АСПЕКТИ МАТЕМАТИЧНОЇ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ. На основі аналізу науково-методичної літератури та досвіду роботи у ВНЗ у статті висвітлено актуальну проблему підготовки вчителя початкової школи до викладання*

математики. Виділено причини недостатньої математичної підготовки педагога означеного напрямку, накреслено шляхи подальшого вдосконалення цього процесу.

Автор виокремлює пріоритетні положення методико-математичної підготовки студентів до розвитку творчих здібностей молодших школярів, детально конкретизовано їх змістову сутність. Зроблено висновки стосовно актуальності заявленого аспекту, окреслено перспективи подальшого вивчення.

**Ключові слова:** математична підготовка, вчитель початкової школи, студенти, принципи.

**Ольховая Н. В., Ольховая А. О. АСПЕКТЫ МАТЕМАТИЧЕСКОЙ ПОДГОТОВКИ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНОЙ ШКОЛЫ.** На основании анализа научно-методической литературы и опыта работы в университете в статье освещена актуальная проблема подготовки учителя начальной школы к преподаванию математики. Выделены причины недостаточной математической подготовки педагога указанного направления, намечены пути дальнейшего совершенствования этого процесса.

Автор выделяет приоритетные положения методико-математической подготовки студентов к развитию творческих способностей младших школьников, подробно конкретизированы их содержательную сущность. Сделаны выводы относительно актуальности заявленного аспекта, намечены перспективы дальнейшего изучения.

**Ключевые слова:** математическая подготовка, учитель начальной школы, студенты, принципы.

УДК 37.02+378+147:371.13

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## **ПСИХОДИДАКТИЧНІ ПРОБЛЕМИ ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ ПЕДАГОГА У КОНТЕКСТІ ЗАСТОСУВАННЯ СУЧАСНИХ КРЕАТИВНИХ ТЕХНОЛОГІЙ НАВЧАННЯ**

У статті на основі аналізу наукових джерел та емпіричного матеріалу виокремлено та схарактеризовано психодидактичні проблеми та шляхи їх усунення щодо інноваційної діяльності педагога у контексті застосування сучасних креативних технологій навчання. Доведено, що вирішення вказаних проблем залежить від усвідомлення педагогом необхідності дидактичної підготовки та психологічної готовності до такого виду діяльності.

**Ключові слова:** психодидактичні проблеми, інноваційна діяльність педагога, сучасні креативні технології навчання.

**Постановка проблеми.** Нинішню освіту, про який би її рівень не йшлося, неможливо уявити без інновацій: в усіх законодавчих або ж нормативних освітніх документах (Закон України «Про вищу освіту», «Національна стратегія розвитку освіти в Україні на період до 2021 р.» та ін.) обов'язково вказується про необхідність упровадження інновацій у навчанні. Причому, у кожного освітнього покоління своя педагогічна інновація (лат. *innovatio* – зміна, оновлення [5, с. 306]). Фактично, йдеться про своєрідну «педагогічну моду» (франц. *mode*, лат. *modus* – міра, правило, міркувати [5, с. 460]), як про «зміну мислення», «оновлення правил»: то на початку 90-х рр. минулого століття захопилися етнічними проблемами, то комп'ютеризацією, то інтеракцією. Потреби ринку, досягнення науково-технічного прогресу, соціально-історичні зміни – три основні чинники, що змінюють наш соціум і обов'язково диктують нам напрям зміни педагогічного мислення.

Сучасний період – педагогічної моди на технології навчання як інноваційну діяльність педагога креативного характеру (К. Баханов, І. Дичківська, С. Кашлев, О. Коберник, Л. Крившенко, І. Нікішина, Г. Селевко, О. Пометун та ін.). При цьому креативність – «(лат. *creation* – творення) – творчий дух, творчий потенціал індивіда, його творчі здібності, що виявляються не тільки в оригінальних продуктах діяльності, а й у мисленні, почуттях і спілкуванні з ін. людьми» [1, с. 432].

Вчені характеризують різні технології навчання, розробляють класифікацію та моделі