INNOVATIVE VECTOR OF EDUCATION DEVELOPMENT IN THE ERA OF GLOBAL CHALLENGES

MONOGRAPH

EUROPEAN INSTITUTE OF FURTHER EDUCATION

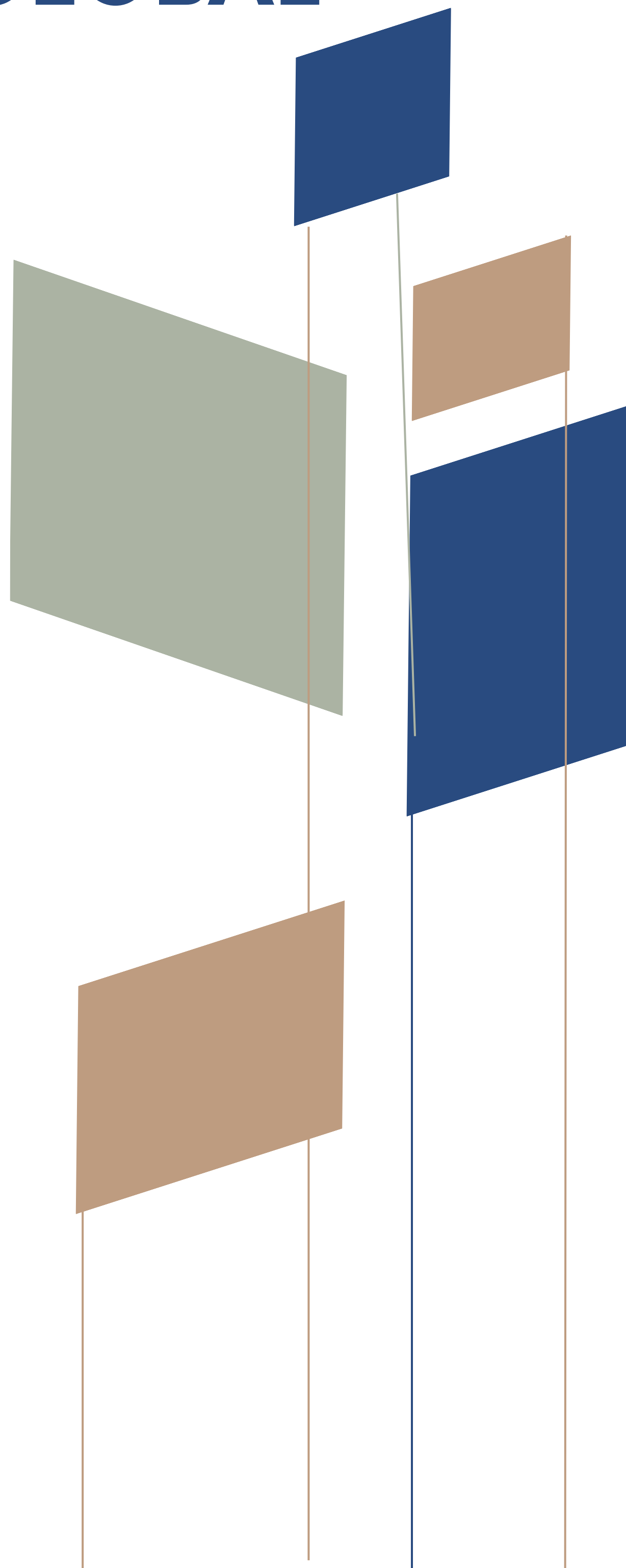**H. S. SKOVORODA KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY**

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The monograph defines the methodological, theoretical and practical foundations for the development of education in the modern era of global challenges. Pedagogical theory and practice as a tool for the transition of mankind to digital civilization are anasized. The theoretical basis of training the future teacher to work in a modern school is characterized.

The monographic study is intended for scientists, teachers of higher and secondary schools, future teachers, as well as anyone who is interested in the problems of modern education.

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CONTENTS

PREFACE

In the modern globalized world, the importance of higher education is constantly increasing as the most important factor in the formation of a new quality of the economy, culture, science, technology, and as a result, the life of society as a whole. In the era of global challenges, there is an urgent need to define an innovative vector of education development, which will allow to successfully solve the complex tasks set before it. In the presented monograph, leading Ukrainian scientists offer their vision of ways to further reformation of the education system in the country.

The first section of the monograph is devoted to the disclosure of the methodological and theoretical foundations of some of the current problems of higher education identified by the authors. Thus, in the context of the deployment of military operations in Ukraine, the issue of organizing the work of social workers with representatives of vulnerable categories of the population is of particular importance. In light of this, the scientific work reveals the theoretical and experimental foundations of the formation of individual and psychological readiness of future social workers to work with vulnerable categories of the population in institutions of higher education, substantiates the author's system of formation of this readiness, analyzes the results of its implementation and practice.

The article of the monograph, in which the problem of updating domestic higher education based on the implementation of the contextualization strategy, is of significant scientific value. In particular, the contextualization of higher education was analyzed in the format of three concepts: methodological, theoretical, and technological.

In the conditions of intensive development of modern society, when the key slogan is "lifelong education", the problem of training future specialists to carry out research activities, which is an important means of improving the quality of professional training in higher education, is of particular importance. Therefore, an urgent question for the research is to find out the specifics of the research activity by the students of the first (bachelor's) and second (master's) levels, which was reflected in the presented monograph. The author's method of organizing students' research activities as the basis of their professional self-development is also characterized.

The second section of the monograph characterizes individual trends in higher education. Thus, the history, theory and practice of distance education in foreign universities are highlighted, based on the generalization of the given material, directions for the implementation of valuable work of foreign specialists in the national higher education

institution are identified, and recommendations are formulated for the further development of distance education in Ukrainian universities.

One of the promising ways to solve the problems of higher education in the era of informatization and digitalization is the introduction of blended learning, which is one of the effective ways to improve the professional training of future specialists. In light of this, the section presents an analysis of the theory and practice of organizing blended education of philology students at universities. In particular, the modern requirements for the training of specialists of the specified profile are revealed, the specifics of the implementation of blended education of students of philological specialties in higher education, which is aimed primarily at the formation of competencies defined in regulatory documents, are clarified.

According to the key provisions of the state policy of Ukraine in the field of higher education, an important task of higher education institutions is to attract foreigners to study, because the number of foreign students is a significant indicator of the recognition of the institution's competitiveness on the world stage. Therefore, the research paper aimed at solving the problem of improving the information competence of foreign students in the educational environment of a domestic university will be useful for educators. In particular, this paper defines the principles of building an educational environment that ensures the successful formation of information competence of foreign medical students.

The priority task of modern pedagogy is to provide professional training of motivated, competent, creative teachers who possess innovative educational technologies and carry out continuous professional self-improvement. In the third section of the presented monograph, certain problems of this kind of training are highlighted.

Thus, the research paper presents the results of the analysis of the problem of formation of foreign language competence of future teachers of foreign languages by means of informal education. In particular, the technological model of formation of foreign language competence of future teachers of foreign languages is substantiated, its structure and content are characterized in detail. The significance of the obtained results lies in the fact that they can be used to optimize the professional training of future foreign language teachers.

For specialists in the field of pedagogy, the material of the monograph is valuable, in which the scientific developments of scientists on the problem of the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training are disclosed. In particular, the authors characterized the model developed by scientists for the implementation of pedagogical conditions for the

formation of self-regulatory competence of future teachers of foreign languages in the learning process, professional training consisting of methodical, substantive, procedural and diagnostic blocks. The conducted research proved that the creation of the specified pedagogical conditions contributes to the purposeful development of creativity of future primary school teachers in the process of professional training.

The study of the raised problem was reflected in the next article of the monograph devoted to the disclosure of the issue of the formation of self-regulation of future teachers of foreign languages in the process of their bilingual training. In particular, the essence of self-regulation of future foreign language teachers and the pedagogical conditions of its formation in the process of their bilingual training are revealed, as well as the main ways, means and effective methods of their implementation in the educational process are defined.

A prominent place in the monograph is occupied by an article that characterizes the problem of developing the creativity of a future primary school teacher, formulates theoretical provisions on the ways and conditions of successful implementation of this process. Close to the above-mentioned studies and no less urgent problem, which was reflected in the monograph, is the problem of teacher preparation for the creative development of students. In particular, the content of the work substantiates the didactic system aimed at preparing future teachers for the creative development of students. This system includes the following interrelated components: motivational, cognitive-creative, operational-active and reflective. When determining the content of this system, the educational and qualification characteristics of future teachers were taken into account, as well as the specifics of training future teachers for the specified type of activity.

The book is intended for scientists, teachers of higher and secondary schools, future teachers, as well as anyone who is interested in the problems of modern education.

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CHAPTER 1
THEORETICAL AND METHODOLOGICAL PROBLEMS OF HIGHER EDUCATION

1.1. FORMATION OF INDIVIDUAL AND PSYCHOLOGICAL WILLINGNESS OF FUTURE SOCIAL WORKERS TO WORK WITH VULNERABLE CATEGORIES OF THE POPULATION

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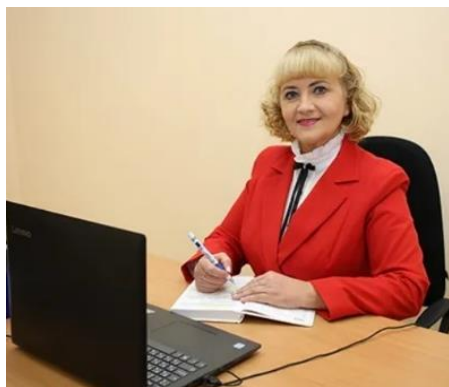
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Abstract. *The article reveals the problem of formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population within the field of knowledge "Social work". The main research question of the article is the disclosure of the theoretical and experimental foundations of the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population in a higher education institution. As a research methodology, a set of methods of scientific knowledge have been used: theoretical methods – interdisciplinary analysis, synthesis, generalization, forecasting, projecting, planning; empirical methods – questionnaires, testing, observation, generalization, expert assessment, monitoring, pedagogical experiment; mathematical statistics methods. In the course of the study, it has been established that the individual and psychological willingness of future social workers to work with vulnerable categories is a unique, inimitable combination of psychophysiological and psychological qualities of the individual, which determines the individual lifestyle and allows effective professional activity; the structure of individual and psychological willingness of future social workers to work with vulnerable categories includes two components: psychophysiological (abstraction, criticality, flexibility, and creative thinking; emotional stability; strong-willed determination) and psychological (tolerance, communicativeness, reflexivity and other personality qualities). The effectiveness of the content and technologies of formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population in the process of training specialists in the specialty "Social work", which can be used in*

institutions of higher education, has been developed and experimentally proven. Directions for future research have also been planned – development of the content and technologies of professional training, professional development, informal education of social workers regarding work with specific vulnerable categories of the population.

Introduction. Russia's cruel war against Ukraine, which began in 2014 and has been going on for nine years, has caused the emergence of a large number of vulnerable categories of the population, which in the normative and scientific space are defined as that part of society that is most susceptible to the influence of negative factors and is unable independently provide themselves with decent living conditions. Recently, new ones have been added to the previously defined categories of vulnerable population (persons with disabilities, the elderly, the poor, etc.) – internally displaced persons, persons from temporarily occupied territory, military personnel – participants in hostilities, persons with disabilities as a result of the war, who have a high degree of disability the risk of getting into difficult life circumstances. In this regard, the problem of professional training of specialists to work with vulnerable categories of the population has become relevant.

According to the subject field of professional activity, the closest to solving the complex problems of vulnerable categories of the population are specialists in social work, whose professional training is carried out in Ukraine in the specialty 231 Social work.

The features of the functioning of higher education institutions in the conditions of Russia's war against Ukraine are presented in the scientific works of O. Karaman, V. Kurylo, V. Luhovyi, S. Savchenko and others.

The issue of training social workers in institutions of higher education, determining the essence and structure of a future social worker's willingness for professional activity is considered in the works of S. Arkhypova, O. Bezpalko, R. Vainola, L. Vinnikova, O. Halan, I. Zvierieva, A. Kapska, O. Karpenko, L. Mishchyk, V. Polishchuk, L. Romanovska, H. Slozanska, M. Chaikovskyi, and others.

Disclosure of social work as a type of professional activity with different categories of the population is presented in the works of I. Zvierieva, O. Karaman, S. Omelchenko, L. Petryshyn, A. Ryzhanova, S. Savchenko, T. Semyhina, V. Stepanenko, I. Trubavina, Yu. Chernetska, Ya. Yurkiv, and others; and in the works of foreign scientists: P. Day, A. Elmer, A. Tasse.

Scientific research on the disclosure of the essence and classifications of vulnerable categories of the population is presented in the works of Z. Bauman, F. Borodkina, R. Zhylenko, N. Ilchenko, O. Kalachykova, K. Kalinina, O. Karaman, Z. Kyianytsia, H. Leonidova, O. Makarova, O. Maltseva, I. Matviienko, Zh. Petrochko, Ya. Yurkiv, O. Rasskazova, V. Khmelko, I. Khrapko, O. Shabunova and others.

The aim of the scientific research is to reveal the theoretical and experimental foundations of the formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population in a higher education institution.

A complex of scientific research methods has been used as a *methodology* for achieving the aim: *theoretical* method- an interdisciplinary analysis of scientific literature (philosophical, sociological, legal, psychological, pedagogical) to clarify the state of development of the problem; analysis, synthesis, generalization – to

substantiate theoretical propositions and formulate conclusions; forecasting, projecting, planning – for the development and characterization of the content and technologies of forming the individual and psychological readiness of future social workers to work with vulnerable categories of the population in a higher education institution; *empirical* method-questionnaires, testing, conversation, observation, generalization, expert assessment, monitoring to find out the levels of formation of individual and psychological readiness of future social workers to work with vulnerable categories of the population in a higher education institution at various stages of research; a pedagogical experiment (declarative, formative, control stages) to check the effectiveness of the content and technologies of forming the individual and psychological readiness of future social workers to work with vulnerable categories of the population in a higher education institution; method of *mathematical statistics* for processing the results of the experiment.

Research results. Achieving the aim has provided the solving or two research tasks: 1) revealing the theoretical foundations of the individual and psychological willingness of future social workers to work with vulnerable categories of the population; 2) description of the experiment on the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population in a higher education institution.

The solution to **the first task** of scientific research – the disclosure of the theoretical foundations of the individual and psychological willingness of future social workers to work with vulnerable categories of the population – was based on the study of the theoretical and

methodological foundations of the professional training of future social workers to work with vulnerable categories of the population, which made it possible to define the basic concepts of the study: professional training of future social workers, vulnerable categories of the population, professional training of future social workers to work with vulnerable categories of the population, individual and psychological readiness of future social workers to work with vulnerable categories of the population. Pursuant to the definitive analysis of a number of homogeneous concepts "training", "professional training", "professional training of future social teachers and social workers", "readiness for professional activity", presented in scientific works on social work, social pedagogy, pedagogy, psychology (of M. Vasylieva, I. Zvierieva, A. Kapska, O. Karpenko, V. Kostina, L. Mishcyk, V. Rybalko, Ya. Yurkiv and others), **professional training of future social workers** has been defined as a purposeful process and the result of forming the willingness of future specialists for professional activity, aimed at mastering a set of value orientations, scientific and theoretical knowledge, practical abilities and skills, individual and personal qualities necessary for the successful performance of professional tasks in the field of social works; **willingness for professional activity of future social workers** – as an integrative personal education, psychological state and expected result of professional training, which combines motivational-value, scientific-theoretical, operational-practical, individual-psychological components and allows to successfully perform professional tasks in the field of social work (Kalaur, 2019; Karpenko, 2007; Kostina, 2019; Yurkiv, 2021).

Therefore, the formation of individual and psychological willingness of future social workers to perform professional functions, in particular, in working with vulnerable categories of the population, is one of the tasks of professional training in a higher education institution.

Revealing the concept of **vulnerable categories of the population** as an object of social work (D. Buiadzhy, O. Karaman, H. Kucher, O. Maltseva, Zh. Petrochko, O. Rasskazova, T. Semyhina, L. Stozhok, I. Khrapko, Ya. Yurkiv and others.), it has been established that vulnerable categories of the population are that part of the human community of a particular society, which during this period of time or on a permanent basis has the highest risk of falling into difficult life circumstances due to the influence of adverse external and/or internal factors and needs help, support and protection from of the state, state and non-state bodies, institutions and organizations, as they are unable to provide themselves with the necessary conditions for existence without outside help (Buiadzhy et al., 2008; Karaman et al., 2019; Kucher, 2002; Stozhok, 2010).

In the scientific literature (T. Alieksieienko, Yu. Bondarenko, R. Vainola, I. Vashchenko, L. Zavatska, N. Zaveryko, O. Vlasyuk, K. Denysenko, I. Datsyuk, B. Ivanenko, O. Karaman, V. Lytvynenko, O. Maltseva, I. Mathurin, K. Mishchenko, Yu. Polishchuk, T. Semyhina, I. Trubavina, Ya. Yurkiv, and others) the factors of the appearance of vulnerable categories of the population are defined, which include external (social, economic, natural, political, military, environmental, etc.) and internal (material condition, psychophysiological disabilities, age, lifestyle, etc.).

Based on the study and generalization of various classifications of vulnerable categories of the population, we identified three groups of the specified part of society:

1) categories of persons who have limited resources for life and social competitiveness, but are not in a state of social maladjustment: single-parent and large families, children and youth, the elderly, people with special needs, with partial working capacity (III groups of disabilities); internally displaced persons, persons from the temporarily occupied territory, military personnel - participants in hostilities, refugees, displaced persons, etc.;

2) persons who are in a state of maladaptation due to difficult life circumstances, but have not lost the possibility of recovery under certain conditions of the ability to live independently: persons with functional limitations or who have suffered severe injuries; persons who found themselves in a state of social maladjustment as a result of committing crimes; victims of human trafficking, exploitation, violence, etc.; victims of natural, man-made and social disasters; homeless, homeless; children left without adult care;

3) persons with temporary or irreversible loss of opportunities for independent living, who need outside help in meeting their needs: persons affected by serious diseases; people with functional limitations (I group of disabilities); elderly people who need constant external assistance, etc. (Buiadzhy, 2008; Karaman, 2019; Maltseva, 2021).

Taking into account the current threats and challenges, in particular the terrible consequences of Russia's war against Ukraine, future social workers, working in communities, should pay special attention to the following issues:

– social adaptation and integration of internally displaced families and children (under the conditions of the current political and economic situation in Ukraine, a new vulnerable category has appeared, which, unfortunately, is characterized by such negative phenomena as poverty, broken social ties, lack of housing, work, psychological injuries);

– social assistance to persons who have experienced trauma or loss, in particular as a result of a natural disaster or war (the active phase of the war is currently ongoing in the country, which leads to an increase in the number of persons who suffer injuries or losses. As a result of a traumatic experience, a person experiences conditions that cause instability and uncontrollable life situations, etc. Special support is needed for combatants, their families, as well as families whose relatives were injured or became disabled);

– promotion of socialization and reintegration of pupils and graduates of residential institutions into the community (each year, about 4.5 thousand inmates of residential institutions reach adulthood and start an independent life. On the way to independence, they face a number of problems caused as a result of the imperfect system of residential education (in particular, formed consumer position and the difficulty of adapting to new conditions), as well as the lack of housing, social services, and support);

– social work with families that have members addicted to psychoactive substances (this kind of work is one of the most difficult. Unfortunately, modern society is characterized by increased alcoholism and drug addiction among young women, the tendency for using

psychoactive substances in the teenage subculture, the expansion spectrum of used psychoactive substances);

– social support for people who have HIV/AIDS (according to the State Institution Ukrainian Center for Control of Socially Dangerous Diseases of the Ministry of Health of Ukraine, in 2015, more than 264,000 cases of HIV infection were recorded in Ukraine, in particular, more than 75,000 AIDS patients were registered: 3,036 are children with a confirmed diagnosis of HIV infection. In this regard, it is important to raise the level of awareness of specialists and parents about HIV infection in general, the peculiarities of its course, the mechanism of action of antiretroviral therapy and the consequences of patients refusing treatment; to more actively implement at the community level the experience gained within the Global Fund projects);

– prevention of violence and abuse of children (the peculiarity of the Ukrainian situation is that until recently the problem of violence against children has been hidden. Children can become victims of violence at home, at school, on the street. It is now recognized that any kind of abuse/violence harms the child's health or poses a danger to its development and life. At the same time, family violence itself is the most significant negative factor, as it affects the growth of social orphanhood, neglect, homelessness and crime among minors);

– social work with families that have persons with disabilities (physical and mental disorders) (typical for such families are financial and material difficulties, as well as problems related to: constant mental and nervous overload, misunderstanding on the part of social surroundings, a feeling of abandonment, loneliness; treatment, implementation of medical and pedagogical correction and compensation

for violations; obtaining technical means and special equipment, meeting the needs for periodic health control, qualified consultations, rehabilitation, education. Currently, the provision of the necessary timely support is actualized such families, ensuring the availability of all services at the community level);

– prevention of rejection of young children and placement in residential institutions (extremely important for the formation of a healthy, integral personality is the presence of an adult next to the child, from an early age, to whom a stable attachment is formed. The absence of such a constant and close emotional sensory contact has a negative effect on how the child will develop relationships with the closest environment in the future, whether he will trust others, cope with difficulties. It has been proven that children deprived of parental care lag behind their peers who have a family in development, even before the end of the first year of life);

– social support for families with members in conflict with the law (in Ukraine, there are more than 6,000 convicted of crimes. Social support for such persons consists in changing their life values, forming the skills of prosocial behavior, adapting to the conditions of society, creating a favorable supportive environment, etc.) (Karaman, 2019).

Depending on the analysis of theoretical generalizations of the previous material, the key concept of the study has been determined. **The professional training of future social workers to work with vulnerable categories of the population** is a purposeful process and the result of forming the willingness of future specialists for professional activity in a combination of value orientations, scientific and theoretical knowledge, operational and practical abilities and skills, individual and

personal qualities necessary for the performance of professional tasks related to the prevention, minimization or overcoming of difficult life circumstances for the successful socialization and integration into society of this part of society.

The given definition confirms the thesis that the formation of individual and personal qualities as a component of the professional willingness of future social workers to work with vulnerable categories of the population is one of the leading tasks of professional training of social work specialists in a higher education institution.

Determining the essence and characteristics of the individual and psychological willingness of future social workers to work with vulnerable categories of the population became the next task of our research.

In our opinion, **individual and psychological willingness** involves a combination of individual (psychophysiological, determined by nature) and psychological (formed in the process of spontaneous and purposeful socialization of socialization) qualities of future social workers, which will allow them to consciously approach professional activities, understand and choose the most productive directions for themselves work, as well as evaluate the adequacy of their actions and forms of behavior in situations that are significant for them, which is carried out by assessing their own willingness for professional activity.

Thus, I. Zaziun emphasized that an individual's capacity for productive self-expression was determined by his reflection, especially in the implementation of the function of problematization, self-objectification, identification of personal meanings, construction of the image of the "I-concept", and he emphasized the need to set and solve

management tasks reflection, and therefore to develop a methodology for such management (Ziaziun, 1994).

The development of self-awareness is carried out with the help of reflection as a process of self-knowledge by the subject of internal properties and states. In contrast to consciousness, this is not only self-knowledge, orientation in one's own personality, but also a certain attitude towards oneself, which is manifested in self-esteem.

So, the main characteristics of the individual and psychological willingness of the future social worker are a set of his individual psychophysiological (determined by nature) and psychological (formed) qualities that allow him to successfully solve professional tasks, namely: the ability to reflect, manage volitional and emotional spheres, technologies for overcoming professional destruction, flexibility and criticality of thinking, psychological stability, as well as personality development in all its spheres (value-motivational, cognitive, emotional-volitional, interpersonal, creative), etc. (Yurkiv, 2021).

Based on the above**, the individual and psychological willingness** of future social workers to work with vulnerable categories has been defined as a unique, inimitable combination of psychophysiological and psychological qualities of an individual, which determines an individual lifestyle and allows effective professional activity.

Accordingly, **the structure of the individual and psychological willingness** of future social workers to work with vulnerable categories of the population has been defined as a dynamic combination of **two components**: psychophysiological (abstract, critical, flexible and creative thinking; emotional stability; strong-willed determination) and

psychological (tolerance, communicativeness, reflexivity and others personality qualities).

The theoretical foundations of the problem of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population, substantiated above, have become the basis for conducting experimental work on the formation of the studied phenomenon in students of the specialty 231 Social work in a higher education institution. Therefore, the description of the experiment on the formation of individual and psychological readiness of future social workers to work with vulnerable categories of the population in a higher education institution has become **the second task** of scientific research.

Research and experimental work on the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population in institutions of higher education was carried out within three stages - *ascertainment* (determination of the current, initial, level of formation of individual and psychological readiness), *formative (*formation of planned parameters individual and psychological readiness), *control* (measurement of the level of formation of individual and psychological willingness after a formative experiment).

Determining the levels of formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population took place at the ascertainment and control stages of the experiment based on the use of a diagnostic toolkit that included *standardized tests and methods* (Methodology "Questionnaire of Empathic Tendencies" (A. Mehrabian, N. Epstein),

"Methodology diagnosis of self-assessment of motivation for approval" (D. Marlowe, D. Crown), Methodology for identifying "Communicative and organizational tendencies" (COT2), Methodology "Value orientations" (M. Rokeach), Methodology for determining personal qualities of a future teacher (F. Fiedler), Methodology "Locus of control scale" (J. Rotter), etc.; as well as the "Questionnaire for determining the level of individual and psychological willingness of future social workers to work with vulnerable categories of the population" *specially developed for those seeking education*.

Four institutions of higher education were chosen as the experimental base of the study, the students of which were divided into 2 groups: 210 – experimental group (EG) (State Institution Taras Shevchenko National University of Luhansk (Starobilsk, Lubny), State Higher Educational Institution "Donbas State Pedagogical University" (Slovyansk, Dnipro) and 208 – control group (CG) (Kharkiv Humanitarian and Pedagogical Academy of the Kharkiv Regional Council, Khmelnitsky representative institution of higher education "Open International University of Human Development" Ukraine, Taras Shevchenko National University "Chernihiv Colehium". Future specialists of the specialty 231 Social work were involved in the experiment.

Research and experimental work on the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population took place during 2019-2022.

Based on the definition of the concept and structure of individual psychological willingness, **a criterion base** was developed to determine the level of its formation at various stages of experimental work in the

process of professional training of future social workers: criteria, indicators and levels (Table 1).

Table 1: Criteria, indicators and levels of formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population

Criteria	Indicators	Levels
1. Psycho-physiological	-Abstractness, criticality, flexibility and creativity of thinking; -Emotional stability; -Strong-willed determination	*high level:* formation at a high level of professionally important psychophysiological qualities: abstractness, criticality, flexibility and creativity of thinking; stable emotional stability, strong-willed determination; - *medium level*: sufficient formation of professionally important psychophysiological qualities: abstractness, criticality, flexibility and creativity of thinking; stable emotional stability, strong-willed determination; *low level*: insufficient formation of professionally important psychophysiological qualities: abstractness,

		criticality, flexibility and creativity of thinking; stable emotional stability, strong-willed determination.
2. Psycho-logical	- Tolerance; -Communicativeness; - Reflexivity	- *high level:* formation at a high level of professionally important personal qualities: tolerance, communicativeness, reflexivity; - *medium level – sufficient formation of professionally important personal qualities: tolerance, communicativeness, reflexivity*; - *low level: insufficient formation of professionally important personal qualities: tolerance, communicativeness, reflexivity.*

The level of formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population according to the **psychophysiological criterion**, the indicator **"Abstractness, criticality, flexibility and creativity of thinking"** was determined using:

‒ *diagnostic methods of creative thinking by E. Torrance* which is a set of pictures consisting of elements (lines), using which the participant must finish the picture to some meaningful image. The test is designed to diagnose non-verbal (visual) creative thinking and non-verbal creativity as "the ability to generate a new, original product under conditions of minimal verbalization";

‒ *methods of assessment of creative abilities by V. Mede and K. Piorkovsky.* The subject is given three words in a combination previously unknown to him, his task is to write as many meaningful phrases as possible so that each of them includes all these words. This test examines creative imagination, the speed of thought processes and the breadth of vocabulary activity and is designed to diagnose verbal creativity;

‒ *"Critical Thinking" Test by L. Starkey, adapted by O. Lutsenko,* which provides for five levels of critical thinking skill development: very high, high, medium, low, and very low. The test is verbal, consists of 27 statements / questions, each with 4 options for choosing the correct answer; there is only one correct answer for each task; the test is single-factor, as a result of processing, one general indicator of critical thinking is calculated, which can vary from 0 to 27 points;

‒ *the test " Diagnosis of creative potential and creativity ",* which diagnoses curiosity, self-confidence, stability, visual and auditory memory, desire for independence, the ability to abstract and concentrate. The methodology for determining the level of creative potential and creativity contains 18 questions.

The level of individual and psychological willingness of future social workers to work with vulnerable categories of the population based on the indicators **"Emotional stability" and "Willpower"** was determined using the *"Locus of Control Scale"* (J. Rotter), which is designed to study the type of localization of subjective control personality, the nature of accepting responsibility for what is happening. Subjective control is the nature of accepting responsibility of the individual for the events taking place. There are two types of localization of subjective control of the personality: external and internal locus of control. External locus of control means attributing events (achievements, failures, positive and negative results of one's activities) to external circumstances and other people. In contrast, the internal locus of control means a person's recognition of the dependence of his achievements on his personal qualities.

The level of formation of individual psychological willingness according to the indicator of the **psychological criterion "Tolerance"** has been determined using the *"Empathic Tendencies Questionnaire" by A. Mehrabian and N. Epstein.*

The methodology is intended for the diagnosis of empathy as a personal trait. Empathy (as sympathy and compassion) is a mechanism of perception and understanding by people when communicating. Empathy involves emotional, direct reactions to the behaviour of other people, sympathy for them, benevolent consideration of their conditions. Empathy helps identify (identify) oneself with another person, imagine oneself in their place and, on this basis, provide effective help when needed. The questionnaire consists of 33 items, with which the

respondent expresses his agreement or disagreement. One total point is calculated according to the scale.

The **"communicativeness"** of the future social worker was measured using *the "Communicative and organizational tendencies" method (COT2),* which is designed to determine communicative and organizational tendencies (the ability to clearly and quickly establish business and social contacts with people, the desire to expand them, participation in group activities, the ability to influence people, the desire to take the initiative).The questionnaire includes 40 questions, 20 of which are designed to study communicative tendencies, and 20 characterize organizational ones. The questionnaire part of the "COT-2" method offers the applicant questions, the answers to which can only be positive or negative, i.e. "yes" or "no". The respondent's answers are based on self-analysis of the experience of his behaviour in this or that situation. The level of development of communicative and organizational tendencies is characterized by means of evaluations on a scale as follows: 1 – very low, 2 – below average, 3 – average, 4 – high, 5 – very high.

The level of formation of **"Reflexivity"** of future social workers is determined using the *"Methodology of self-assessment of motivation for approval"* by D. Marlow and D. Crown. One of the manifestations of a person's sociality is the subjective significance for him of the opinions and assessments of other people. One of the strongest motivations for activity is the desire to earn praise and approval. In contrast to achievement motivation, the level of approval motivation – the desire to earn the approval of significant others is much less determined by success in business and achievements. Such a tendency means that the

respondent is oriented to external rather than internal stimuli, has a tendency to conform to someone's expectations, a tendency to follow many formal norms. Internally, such people are usually not independent, conformist, dependent on other people, anxious and tend to restrain their aggressive tendencies. The methodology contains 20 statements to which the respondent must answer "YES" or "NO".

Also, to diagnose the level of formation of reflexivity and other necessary personality qualities of the future social worker, *the Methods of determining the personal qualities of the future teacher* (by F. Fiedler) have been used, which makes it possible to identify a number of individual and psychological qualities in students of education, including: diligence, initiative, neatness, professional literacy, organization, energy, responsibility, ability to work, benevolence, cheerfulness, breadth of outlook, expressiveness and the presence of a **reflective position**. On the questionnaire, future social workers are offered a self-assessment scale of seventeen personal characteristics. The answers to each of the points are evaluated from left to right from 1 to 15 points. The more to the left the answer mark was placed, the lower the score and the more positive the self-esteem of the student of education. With the help of this methodology, we were able to determine the personal qualities of future social teachers and social workers.

Generalized data on the level of formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population according to psychophysiological and psychological criteria in a combination of six indicators (2 and 3 displayed together) at the ascertainment stage of the experimental study are given in Tables 2, 3.

Table 2: Levels of formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population (ascertainment stage, %) (*Note:* L – low; A – average; H – high)

Indicators / Levels (%)	CG			EG		
	L	A	H	L	A	H
1. Abstractness, criticality, flexibility and creativity of thinking;	50,4	36,1	13,5	51,2	37,3	11,5
2. Emotional stability and Strong-willed determination;	52,8	36,4	10,8	52,4	38,4	9,2
3. Tolerance	52,7	36,1	11,2	50,7	38,7	10,6
4. Communicativeness	53,3	35,2	11,5	51,1	37,4	11,5
5. Reflexivity	51,8	37,2	11	51,1	38,7	10,2
Total	**52,2**	**36,2**	**11,6**	**51,3**	**38,1**	**10,6**

Table 3: Comparison of the levels of formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population of the control and experimental groups using the Fisher's criteria φ^*

Groups	"There is an effect", %	"There is no effect", %
CG	47,8	52,2
EG	48,7	51,3

Received $\varphi^*{}_{\text{емп}}=0{,}141$, $\varphi^*_{\text{кр}} = \begin{cases} 1{,}64, \; p \le 0{,}05 \\ 2{,}31, \; p \le 0{,}01 \end{cases}$, $\varphi^*_{\text{емп}} < \phi^*_{\text{кр}}$, therefore, the level of formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the

population in the experimental group (EG) is not higher than in the control group (CG).

The diagnostic work carried out at the ascertaining stage of the experiment made it possible not only to determine *the low level of formation* of the individual and psychological willingness of future social workers to work with vulnerable categories of the population, but also to outline the specific content and technologies of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population in conditions of university education.

The formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population in the conditions of university education was carried out at the formative stage of the experiment based on the development and implementation of relevant **content and technologies.**

Conceptual approaches to the content of higher education (V. Andrushchenko, N. Volkova, O. Gluzman, I. Ziaziun, M. Fitsula, M. Leshchenko and others) were used as the basis for the construction of the **content** of the formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population etc.). In pedagogical sources, the content of education had been considered as a pedagogically adapted system of knowledge, abilities and skills, experience of creative activity and emotional and valuable attitude to the world, the assimilation of which ensures personality development. The content of education is always determined by the requirements and needs of society, takes into account the

prospects for the development of science, technology, technology and culture.

Therefore, the content of education is a clearly defined system of knowledge, abilities and skills that a person acquires in a certain educational institution (Yurkiv et al., 2001).

In accordance with the defined concept and structure, the content of the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population has been determined:

– formation of a system of knowledge, abilities and skills of possessing psychophysiological qualities: abstractness, criticality, flexibility and creativity of thinking, emotional stability, strong-willed determination, etc.;

– formation of a system of knowledge, abilities and skills of possessing psychological qualities: tolerance, communicativeness, reflexivity, etc.

At this stage, **personally oriented technologies and self-development technologies** (trainings, games, exercises, educational classes, individual, independent work) have been chosen as the leading means of implementing the training content.

The *formative* stage of the implementation of the content and technologies for the formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population took place in the 1st, 2nd, 3rd, 4th year of training for higher education applicants in the specialty 231 Social work on the basis of State Institution Taras Shevchenko National University of Luhansk(Starobilsk, Lubny), State Higher Educational Institution

"Donbas State Pedagogical University" (Slovyansk, Dnipro), which were defined as experimental (210 people).

Training of specialists in specialty 231 Social work of the control group (208 people) on the basis of Kharkiv Humanitarian and Pedagogical Academy of the Kharkiv Regional Council, Khmelnitsky representative institution of higher education "Open International University of Human Development" Ukraine, Tara's Shevchenko National University "Chernihiv Colehium" took place according to the traditional education system, without experimental intervention.

The individual and psychological willingness of future social workers to work with vulnerable categories of the population (criticality, flexibility and creativity of thinking, emotional stability, strong-willed determination, tolerance, communicativeness, reflexivity) were formed during the entire process of professional training and during the implementation of special programs (Lysechko, 2021, p. 5–18) on the basis of multidisciplinary centers, services, institutions of the internal and external environment of higher education institutions, in particular:

Program for stabilization of psycho-emotional state, peaceful resolution of conflicts and formation of mediation skills

Aim: formation of mediation skills in pedagogical (scientific-pedagogical) workers, education seekers (pupils, students), population.

Task:

− to acquaint training participants with the basic principles of peacebuilding;

− to develop skills for resolving conflicts peacefully;

− master a non-violent model of behavior;

– to form an understanding of the importance of the joint participation of (scientific and pedagogical) education workers, education seekers (pupils, students) and the population in resolving conflicts peacefully;

– to acquaint training participants with the values and principles of mediation as a conflict resolution tool based on taking into account the interests of the parties to the conflict;

– practice the skills of conducting the mediation procedure;

– practice the skills of carrying out restorative practices.

Topics: 1. Awareness of peace and safe environment. My role in building peace. 2. Conflicts in human life. Ways to prevent conflict situations. 3. Mediation as a tool for conflict resolution. Communication skills of the mediator. 4. Practice of mediation. Restorative practices.

Professional burnout prevention program (supervision)

Aim: to strengthen the potential of specialists, to acquire new competencies, to support specialists in helping professions and teachers.

Task:

– to make the participants understand that with the help of a mentor supervisor it is possible to think about one's own practice and independently direct one's efforts to improve it;

– reveal the essence of the concept of "supervision" and its components;

– master the skills of conducting supervision.

Topics: 1. Theoretical foundations of psycho-pedagogical supervision. 2. Structure of supervision. 3. Educational supervision. 4. Practicing supervision skills. 5. Stabilization of psycho-emotional state after supervision.

Program "Leadership School" (Lysechko, 2021, p. 113–138)

Aim: to strengthen the potential of young leaders, to provide practical skills for the formation of leadership qualities.

Task:

– familiarization of the participants with the concepts of "leader" and "leadership", the main styles of leadership behavior;

– improve leadership skills and planning skills;

– promoting the development of skills to properly use one's own potential;

– improve motivation and self-confidence.

Topics: Minilecture 1. *"Leadership School"* program. Mini-lecture 2. *"Theoretical foundations of public speaking"* Stabilization of psycho-emotional state after supervision.

Program "Design thinking and human-centered design" (Lysechko, 2021, p. 157–202)

Aim: training participants to master the theoretical and technological principles of design thinking as a universal super-professional quality of a modern specialist for a successful professional career in the conditions of a changing world; formation of skills in using the tools of design-thinking technology and design culture to create and promote new products on the labor market.

Task:

– to introduce teachers and students to the essence and mechanisms of human thought activity;

– reveal the specific features of design thinking as one of the types of thinking;

– introduce the technology of design thinking, its structure;

– to form skills and abilities to apply tools (forms, methods, methods, means) of design thinking to create a new product and promote it in the labor market.

Topics: 1. Human-centered design. 2. Design thinking: technology. 3. Design thinking: for teachers and students.

The program "Formation of critical thinking of the individual" (Lysechko, 2021, p. 237–296)

Aim: to form primary knowledge, abilities and skills of critical thinking in the applicants.

Task:

– update participants' knowledge of critical thinking;

– to give participants basic ideas about critical thinking;

– to improve knowledge, skills and abilities regarding the use of critical thinking when working with information;

– practically implement the acquired knowledge, skills and abilities in the process of working with information (for example, the Facebook social network, news feeds on the Internet, etc.);

– develop rules for applying critical thinking.

Topics: 1. Critical thinking: what is it for us? 2. Critical thinking and information: how does it work? 3. Applied methods of critical thinking: what are they? 4. Rules for applying critical thinking.

The program "Information security of the individual" (Lysechko, 2021, p. 296–337).

Aim: to strengthen the potential of education seekers through the practical application of critical thinking skills and media literacy for personal information security.

Task:

– update participants' knowledge of critical thinking and media literacy;

– to give the participants basic ideas about personal information security;

– to improve knowledge, skills and abilities regarding the use of critical thinking and media literacy in order to strengthen the information security of the individual;

– practically implement the acquired knowledge, skills and abilities in the process of working with information (for example, the Facebook social network, news feeds on the Internet, etc.);

– to develop rules regarding personal information security.

Topics: 1. We are in the world of information: pros and cons. 2. Effective means of working with information: what do I know about it? 3. Work with information: what is it like? Rules of information security.

Personal-oriented and self-development technologies (training, games, creative tasks, exercises, etc.) have become the leading **technologies** for forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population.

After introducing the content and technologies of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population into the educational process of higher education institutions, their effectiveness was checked at *the control stage of the experiment*.

418 students took part in *the control stage* of the experiment: 210 people from the experimental group and 208 from the control group.

The effectiveness of the developed and implemented content and technologies for the formation of the individual psychological willingness of future social workers to work with vulnerable categories of the population has been achieved by comparing the levels of readiness formation at the ascertainment and control stages of the experiment using the diagnostic methods given above. The results of the control stage of the experiment are shown in the table. 4, 5, fig. 1.

Table 4: Dynamics of levels of formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population according to psychophysiological and psychological criteria (%) (*Note:* L – low; A – average; H – high)

Indicators	Ascertainment Stage						Control Stage					
	CG			EG			CG			EG		
Levels (%)	L	A	H	L	A	H	L	A	H	L	A	H
1. Abstractness, criticality, flexibility and creativity of thinking	50,4	36,1	13,5	51,2	37,3	11,5	34,1	45,3	20,6	12,5	52,7	34,8
2. Emotional stability; Strong-willed determination	52,8	36,4	10,8	52,4	38,4	9,2	35,1	43,5	21,4	11,2	51,8	37
3. Tolerance	52,7	36,1	11,2	50,7	38,7	10,6	36,4	43,3	20,3	11,9	53,5	34,6
4. Communicativeness	53,3	35,2	11,5	51,1	37,4	11,5	34,1	45,1	20,8	13,8	52,6	33,6
5. Reflexivity	51,8	37,2	11	51,1	38,7	10,2	36,3	43,3	20,4	13,1	54,4	32,5
Total	**52,2**	**36,2**	**11,6**	**51,3**	**38,1**	**10,6**	**35,2**	**44,1**	**20,7**	**12,5**	**53,0**	**34,5**

Table 5: Comparison of the levels of formation of individual psychological readiness of the respondents of the control and experimental groups according to psychophysiological and psychological criteria at the end of the experiment using Fisher's criteria φ^*

Groups	"There is an effect", %	"There is no effect", %
CG	64,8	35,2
EG	87,5	12,5

Received $\varphi^*_{e\text{мн}} = 3{,}875$, $\varphi^*_{\text{кр}} = \begin{cases} 1{,}64, \ p \le 0{,}05 \\ 2{,}31, \ p \le 0{,}01 \end{cases}$, $\phi^*_{e\text{мп}} > \varphi^*_{\text{кр}}$, therefore, the level of formation of the individual-psychological component of the professional willingness of the respondents of the experimental group is higher than that of the control group.

Fig. 1. Dynamics of levels of formation of individual and psychological readiness of future social workers to work with vulnerable categories of the population

The analysis of the results of the control section testified to the positive dynamics of the levels of formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population according to criteria and indicators in the experimental group compared to the control group, in which the dynamics turned out to be statistically insignificant.

The results of the control stage of the experiment confirmed the effectiveness of the process of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population based on the development and implementation of relevant content and technologies in the educational process of institutions of higher education in the specialty 231 Social work, which gave grounds for the dissemination of results and experience research in other institutions of higher education of Ukraine.

Conclusions and directions for future research. So, the aim of the research, which was to reveal the theoretical and experimental foundations of the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population in a higher education institution, was achieved. This gave grounds for formulating generalizing **conclusions.**

The study of the process of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population took place by: 1) revealing the theoretical foundations of the individual and psychological willingness of future social workers to work with vulnerable categories of the population; 2) description of the experiment on the formation of individual and psychological willingness of future social workers to
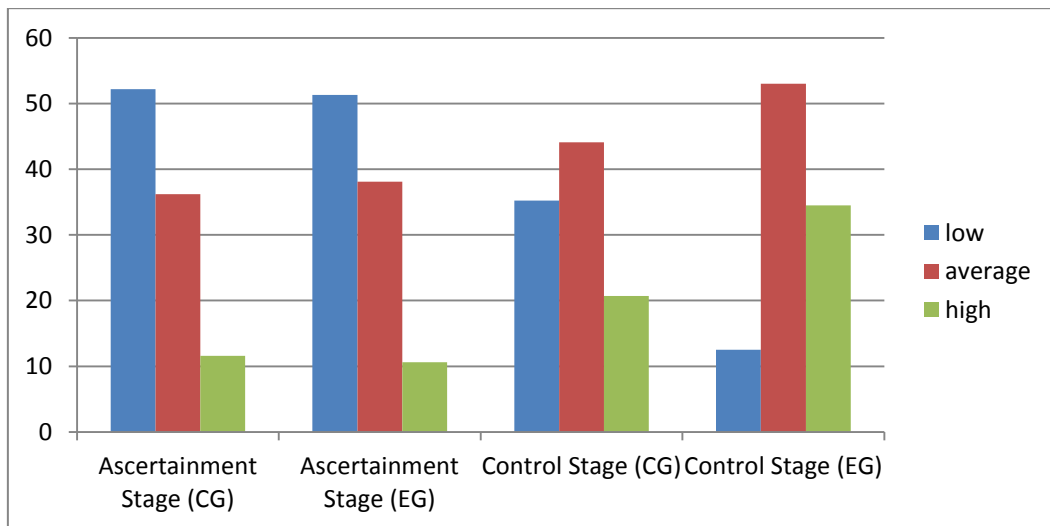
work with vulnerable categories of the population in a higher education institution.

In the course of revealing the theoretical foundations of the individual and psychological willingness of future social workers to work with vulnerable categories of the population, it was established that the **individual and psychological willingness** of future social workers to work with vulnerable categories is a unique, unique combination of physiological, mental and psychological qualities of an individual, which determines individual lifestyle and allows effective professional activity.

The structure of the individual and psychological willingness of future social workers to work with vulnerable categories is a dynamic combination of two components: psychophysiological (abstractness, criticality, flexibility and creativity of thinking; emotional stability; strong-willed determination) and psychological (tolerance, communicativeness, reflexivity and other personality qualities).

The process of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population in a higher education institution is possible if the relevant content and technologies are developed and implemented in the educational process.

Research and experimental work on the formation of individual and psychological willingness of future social workers to work with vulnerable categories of the population was carried out within three stages - ascertaining, formative, control - in the process of training future social workers in higher education institutions of Ukraine.

The confirmatory stage of the experiment made it possible to determine the low level of formation of the individual and psychological

willingness of future social workers to work with vulnerable categories of the population, to outline the specific content and technologies of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population in the conditions of university education.

At the *formative stage of the experiment*, the content and technologies of forming the individual and psychological willingness of future social workers to work with vulnerable categories of the population in the process of training future specialists in the specialty 231 Social work were developed and implemented.

The content of the training provided for the implementation of a number of educational programs (Program for stabilization of psycho-emotional state, peaceful resolution of conflicts and formation of mediation skills, Program for prevention of professional burnout (supervision), Program "Leadership School", Program "Design-thinking and human-centered design", Program "Formation of critical thinking of the individual", the "Personal Information Security" Program") based on the use of personally oriented technologies and self-development technologies (training, games, creative tasks, exercises, etc.).

At the control stage of the experiment, the effectiveness of the developed and implemented content and technologies for the formation of the individual and psychological willingness of future social workers to work with vulnerable categories of the population was confirmed, which gave reason to talk about the feasibility of using the presented theoretical and experimental principles for the formation of the individual and psychological willingness of future social workers to

work with vulnerable categories of the population in higher education institutions specializing in "Social Work".

We see the prospect of further research in the development of the content and technologies of professional training, professional development, and informal education of social workers regarding work with specific vulnerable categories of the population.

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1.2. CONTEXTUALIZATION OF HIGHER EDUCATION IN UKRAINE AS ITS CURRENT STRATEGY AND TREND

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Abstract. *The article raises the issue of updating domestic higher education on the basis of the implementation of the contextualization strategy. The eternal and foreign work on the aspectual consideration of the contextualization of education is analyzed. The process of contextualization of higher education is analyzed in the format of three concepts: methodological, theoretical and technological. It is proved that the methodological space of the research is polyparadigmatic and polyapproach integrity of personally oriented, meaningful and reflective paradigms of education, as well as axiological, systemic, subject, contextual, reflexive-contest scientific approaches. The theoretical concept of contextualization of higher education is represented by a number of professional and professionally formative contexts. The technological concept of contextualization of higher education is related to the implementation of the technology of contextual learning.*

Introduction. In today's rapidly changing society, the signs of which have become transgressiveness, stress and trauma, higher education, as one of the basic social institutions, has lost its stable character. It must be transformed in accordance with the objective challenges of today. At the same time, its strategic guidelines, content, technological support, forms of organization of the educational process in higher education institutions, which are aimed at training a competent, competitive, mobile specialist capable of adapting to conditions of social instability, to the reconstruction of the country, are being changed and updated. This format of higher education is declared in the Strategy for the Development of Higher Education in Ukraine for 2022-2032, which is presented in a generalized schematic version in the Strategic Pyramid of Higher Education Development in Ukraine for 2022-2032 (The Strategical pyramid). This document, at the regulatory level, defines efficiency, trust, quality, internationalization, and attractiveness among the strategic goals of higher education. The main expected result of the strategy is the creation of a modern and effective system of higher education that meets the needs of citizens, the economy and society, has a decent reputation and is competitive on the domestic and global markets of educational services. Therefore, it is obvious that the document is aimed at reforming higher education in the direction of meeting the needs of society and the expectations of citizens based on the formation of powerful human capital. Another regulatory document – the draft Law of Ukraine "On Adult Education" (2022) (The Project of Ukraine`s, 2022) contains ideas of continuous professional development, compensatory professional education. At the same time, the educational trends of 2023 are considered to be interdisciplinary, distance education, partnership, interaction, gamification. Such renewal of higher education requires its innovative

restructuring at the strategic and practical levels in the direction of professionalization based on the implementation of the ideas of the contextual scientific approach in the format of contextualization of modern higher education.

Literature review. Various aspects of the contextualization of higher education are studied in the domestic and foreign scientific space. One of the first domestic studies on the problem of contextual learning is the dissertation of I. Marchuk, in which organizational and pedagogical conditions and a conceptual model of the formation of professional qualities of a future sociologist in the process of contextual learning are developed and substantiated, which implies the need for a professional orientation of the content of the disciplines of the humanitarian cycle of education (Marchuk, 2009).

N. Demyanenko raises the problem of the contextuality of the educational space of higher education in the format of considering the essence of the theory of contextual learning as a conceptual basis for the implementation of the competence approach in professional pedagogical education, which involves the creation of psychological-pedagogical, didactic and methodical conditions for mastering professional activities by the subject of higher education (Demyanenko, 2013).

O. Shapran highlights the technological support of contextual learning in the professional training of future teachers, in particular, develops a technological map that enables the formation of a visualized idea of the stages, methods, methods, and means of implementing this educational system (Shapran, 2015).

O. Nalyvaiko explores the phenomenon of contextual training in his studios. The author developed a model for the formation of the professional culture of future family doctors in the process of contextual training at

medical universities and the conditions for its implementation, namely: 1) modeling the subject and social context of the future professional activity of students within the humanitarian educational environment of a medical university; 2) ensuring subject inclusion of the student in educational activities based on the situational-contextual approach; 3) development of the student's clinical thinking in the process of dialogic interaction and problem-based learning (Nalyvaiko, 2016).

Next, we will analyze the foreign work on the contextualization of higher education. American researcher Elaine Johnson in her studio "Contextual teaching and learning" considered the history of the formation of contextual learning in the USA and gave examples of the practical implementation of its ideas in educational institutions of various levels - from kindergarten to university. In the system of contextual learning, E. Johnson differentiated 8 priorities, namely: 1) establishment of semantic connections; 2) performance of meaningful work; 3) self-regulated learning; 4) cooperation in education; 5) critical and creative thinking; 6) personality education; 7) achieving high results; 8) adequate assessment.

In foreign scientific sources, there are studies based on the term contextual education (teaching). Thus, researchers S. Sise, K. Hudson and V. Wiesler define contextual education as a concept of learning, in the format of which the content of educational disciplines is correlated with real world situations, which stimulates students to establish a connection between the acquired knowledge and its practical significance in various contexts life activities: as a family member, citizen, professional (Sears, 2003; Hudson et al., 2007).

R. Burns and P. Erickson highlight contextual teaching and learning as an innovative learning process that helps learners transfer learning content to real life contexts (Berns et al., 2001).

K. Mazzeo provides a more detailed description of contextual education, highlighting it as "a variety of educational strategies designed to more fully connect the learning of fundamental skills of academic or professional content, focusing teaching and learning on specific application in specific contexts of interest to the student" (Baker et al., 2009).

D. Perin proves in his writings that the contextualization of supporting skills includes such features as: interdisciplinary education; use of students' informal knowledge; active, student-centered learning; cooperation of study subjects; authentic assessment and cooperation of teachers to identify examples of real professional situations (Perin, 2011).

Therefore, domestic and foreign scientific discourse is represented by aspect studies of the problem of contextual learning, the content of which is related to the coverage of the training of specialists in various professional fields or the consideration of certain components of contextual learning.

The purpose of the presented research is a holistic analysis of the innovative strategy of contextualization of modern higher education in Ukraine.

Research result. Let's define the initial scientific positions on the interpretation of the basic concepts of research, which are "context", "contextualization", "innovation strategy", "trend". We note that the concept of "strategy" (derived from the Greek word strategia (stratos) – army and ago – lead) is understood by us as a long-term program of actions, which involves setting goals for a certain strategic perspective, rational planning and methods of their implementation; the phenomenon of "educational innovations" is interpreted as the process and result of the creation and implementation of systemic innovations that meet the modern challenges of society and effectively influence the modernization of higher

education and its prospective development (Zhelanova, 2022). Based on the outlined positions, we consider the innovative strategy of higher education to be a long-term program of its renewal in accordance with the requirements of today's fast-moving society. Trend, which comes from the English "trend" (translated as "tendency") – is interpreted by us as the main tendency, the direction of certain changes. In the presented study, the implementation of the strategy of innovative renewal of higher education is connected with its contextualization at the conceptual level and the implementation of contextual learning technology at the practical level.

Let's consider in more detail the phenomenon of "context", which is a semantic component of the basic concepts of the article, namely: "contextualization" and "contextual learning". Its etymology is related to the Latin contextus, which is formed with the help of the prefix "con", denoting the commonality of action, connection, interconnection, and the noun "textus" – translated as "fabric, interweaving". The adjective "contexta" means connected, continuous; the noun "contextus" means "coupling", "connection", "connection" (Zagnitko, 2020). That is, the fundamentality and interdisciplinary nature of the "context" phenomenon is already reflected in its origin.

The concept of "context" came to the thesaurus of modern science from linguistics and psycholinguistics. It is worth noting that the linguistic interpretation of the concept of "context" is related to its consideration as a fragment of the text, as a condition for the coherence of the text, as an intertextual phenomenon, as a source of semantic meaning. That is, linguistics examines the text and, accordingly, the context as a product of the author's activity, but abstracting from his personality.

In psycholinguistics, the concept of "context" was introduced by L. Vygotsky, but the psycholinguistic aspect of the concept of "context"

was purposefully investigated by S. Rubinstein. In modern psycholinguistics, the term "context" is defined as a semantically complete segment of written language (text), which makes it possible to accurately establish the meaning of those individual words and sentences included in it. " (Zagnitko, 2020). Therefore, the context in psycholinguistics is a text that is created by the personality of the speaker, the situation, and also contains extralinguistic factors. So, in psycholinguistics, the concept of context expanded and shifted from the formal side of the text to such extralinguistic factors as: personality and situation.

Philosophical interpretation of the context is broader and related to its consideration as "a set of certain circumstances on which the meaning or meaning of any sign, text, statement, action depends ". (Shynkaruk, 2002). The essential importance of the context in philosophy led to the emergence of whole directions, for example, contextualism, which, according to K. Popper, is one of the main scientific worldviews, based on the idea of determining the meaning of the existence of certain phenomena in the world by the context (Popper, 2005). It is obvious that in philosophy the concept of "context" is separated from text and language and becomes a more general concept that reflects the environment of the object, the situation in which it functions.

Reference to context is less common in psychology than in linguistics, psycholinguistics, and philosophy. However, context in psychology is a much broader concept than in these sciences. In psychological sciences, the concept of "context" is interpreted in accordance with the subject of research. Thus, S. Muddy believes that organizing experience in accordance with one's life goals means increasing the understanding of one's experience in a personal context (Maddi, 1970). The role of context in social psychology was defined by L. Nisdet,

according to whom any situation is structured and gains meaning for a person only depending on its context (Nystedt, 1981). The same is emphasized by R. Harry and considers that the social context is a source of social meaning for human actions (Harre, 1982).

The specified scientific directions of interpretation of the "context" phenomenon accumulate in pedagogy. The pedagogical understanding of the concept of "context" reflects modern conceptual approaches to education. Thus, the cultural approach to education (N. Gontorovska, O. Oliynyk) requires its "immersion" in the context of universal culture. Education in this case is understood as a cultural process, the driving forces of which are personal meanings, dialogue and cooperation of its participants. Within the framework of the sociocultural approach to education (S. Hessen, P. Sorokin, K. Jaspers), the sociocultural context is investigated based on its subject-environmental vision. The implementation of a personal approach to education (I. Beh, I. Zyazyun) involves the study of educational (and more broadly, cognitive) activities in the general context of life activities – the direction of interests, life plans, value orientation, understanding the meaning of education for the development of the creative potential of an individual.

Therefore, the interdisciplinary understanding of the context category is synthesized in its pedagogical interpretation. However, the concept of "context" came to pedagogy relatively recently and has not acquired a certain status and is not defined in pedagogical dictionaries. In previous works, we addressed the pedagogical aspect of the "context" phenomenon and defined it as a meaning-making category, as a system of internal and external conditions of human life and activity, which in a specific situation determines the meaning and significance of this situation both in general and its components are included (Zhelanova, 2013).

So, in the process of analyzing the concept of "context" in various scientific fields, we found out the tendency towards a more extended definition of this phenomenon in psychology and pedagogy. Thus, in linguistics, the context is only a fragment of the text, a condition for the coherence of the text, while in pedagogy, it is already a system of internal and external conditions and factors of human behavior and activity. However, certain provisions from each of these sciences are significant and important for our research. Therefore, based on the linguistic interpretation of the context, it is significant to consider it as a source of meaning, as well as to distinguish the function of selection and actualization of the necessary meaning. According to these provisions, the source of the meaning of education is the context of professional activity, and the specified functions of the context are implemented in the selection of information that reflects the content of the future profession. Regarding psycholinguistics, we focus on the idea that the context can be created both by the subject and the situation. That is, extralingual factors gain weight, namely personality and situation. That is, already within the academic activity of the academic type, the teacher creates the context of the future profession by means of certain educational information. Further, in the quasi-professional activity in classroom conditions, situations of future professional activity, which are already created jointly by the teacher and the student, are modeled. That is, extralingual factors are obvious. Important for us are the provisions of philosophy regarding the localization of the context in space and time as a dynamic phenomenon, as well as its consideration as a "background environment".

The results of the interdisciplinary analysis make it possible to state the variation of the types of context in the indicated branches of scientific knowledge. We will provide their taxonomy according to the aspect of

context research in certain sciences, namely: linguistics and psycholinguistics – linguistic, extra-linguistic, psycholinguistic, cognitive-pragmatic types of context; philosophy – historical, individual semantic context; psychology – social, cultural, socio-cultural, vital, individual-personal; existential, situational, action, psychological; actual and potential, meaning-making context of communication; pedagogy – external (social); internal (subject-professional); context of universal culture, socio-cultural context; external cross-cultural context, internal cross-cultural context; cultural context, situational, personal; the context of the content of education (social, scientific knowledge, educational subject; didactic; personal significance); controlling and informative, professional types of context.

Let's pay attention to the fact that the context category received its pedagogical embodiment in the theory and technology of contextual learning, where the creation of the context of professional activity, that is, the professional context, is of great importance.

So, based on the results of the analysis of the basic concepts of the study, we will define the process of contextualization as a modern innovative strategy and trend of higher education, which foresee its human-centered, innovative, practically oriented character and interdisciplinary format on the basis of modeling the system of professional contexts in the educational process of the institution of higher education. Note that we will analyze the process of contextualization of higher education in the format of three concepts: methodological, theoretical, and technological.

Analysis of the methodological concept of contextualization of higher education involves consideration of its paradigmatic foundations. Since the dominant paradigm in a specific historical period provides a certain sample, a model of perception and understanding of the world, as

well as grounds for choosing methods of its research and transformation. That is why the concept of "paradigm" began to be actively used as a methodological tool for the analysis of various aspects of modern education, and paradigmaticity – as one of the basic characteristics of a person's interaction with the world, with other people, with himself, and also as a property of social systems to create and reproduce itself on the basis of certain samples and models. In his research, L. Khomych proves that the implementation of the paradigmatic approach is the conceptual basis of modern higher education (Khomych, 2009).

In the presented study, we are based on the concept of "paradigm of education", which we understand as a set of theoretical and methodological provisions, ideas and approaches, conceptual models and strategies of education, which are used as a model for solving problems in higher education.

In today's difficult period in the life of our country, the formation of a new educational paradigm is taking place. The idea of a person and his development through education is reflected in the following conceptual provisions: a person is a complex system that needs individual support in the process of higher education; the main mission of education is to provide conditions for self-determination and self-realization of the individual on the basis of reflective and subjective pedagogy; ensuring safety and psychological comfort in conditions of instability of modern society; implementation of lifelong education, integration of formal and informal education; organization of the educational process on a partnership basis; innovative dimension and digitalization of higher education; professional-contextual orientation to the training of a competent, competitive specialist.

Therefore, taking into account the complexity, multi-vector and multi-dimensionality of the modern educational paradigm, we believe that

the methodological basis of the phenomenon under study will be a paradigm that synthesizes the ideas of several educational paradigms. This scientific approach was violated in the studios of O. Vozniuk and O. Dubaseniuk. The scientists proved that the new educational paradigm should be integrative and provide for the unification of theoretical foundations and practical results of scientific and pedagogical paradigms and directions (Voznyuk, 2009).

In pedagogical systemology and methodology, the concept of polyparadigmality is used to define the phenomenon of the coexistence of several paradigms based on a multidimensional vision of education, its openness to new interpretations of personality problems in education on the basis of human-centeredness. According to V. Ognevyuk, it is the situation of polyparadigmality in the educational space that is the most favorable for the development of education, since the hypertrophy of one of the paradigms can negatively affect the subjects of the educational process. Based on the analysis of different paradigms, the scientist defines education in Ukraine as cross-paradigmatic (Ognivyuk, 2005).

So, polyparadigm is a research methodology that is a conceptual synthesis of several existing educational paradigms. Essential features of polyparadigmality are such as: the possibility of coexistence of several paradigms, as well as the choice of any of them; subject interaction of the participants of the educational process within a certain semantic field by means of dialogue and polylogue based on the priority of the chosen paradigm.

We will present the results of the paradigmatic analysis of educational paradigms, the polyparadigmatic synthesis of which forms the conceptual and methodological basis of the process of contextualization of modern higher education. At the same time, certain elements of paradigms

are chosen as the units of analysis, namely: mission, goals, tasks, leading values, content of education, main didactic tools, teacher-student relations, criteria, functions.

Let's consider the essential features of the personally oriented paradigm of education. It is based on such well-known provisions of the humanitarian approach as: the ability of a person to take a certain position in relation to the world; semantic determination of phenomena and objects of education; the opportunity to choose and be responsible for one's life path and actions. That is, the person-oriented paradigm is connected with the reorientation of education on the person.

Its mission is to create conditions for personality development; the goal is the formation of an individual as a subject of life activity.

The main tasks are to promote the student's personal growth, namely: the formation of his value-meaning sphere, reflection, multidimensional consciousness, ability to self-determination; organization of psychological and pedagogical support for the mentioned processes; creating a situation of free choice.

The leading values of the specified education system are the personal dignity of everyone; freedom, creativity and individuality in knowledge and the value of self-development, self-education and self-realization. According to these features of personally oriented education, its content is aimed at individual personality development. It is maximally aware and individually weighty and is built according to the logic of the formation of a personality, its worldview, the development of its semantic structures, consciousness and self-awareness. It is also worth noting the priority of thinking. That is, personally oriented education is a "school of thinking" in which the functions of one's own thinking are operated. Let's emphasize that dialogic forms of education, as well as polylogues, which are built on

the basis of equality and equivalence of teacher and student in the educational process, are predominant in personally oriented education. At the same time, the activity and initiative of students is decisive.

The relationship between the teacher and the student is built on a humane attitude towards the student, trust, support of his individuality, consistent attitude towards the student as a subject of his own development. That is, the relationship between a teacher and a student has an "intersubjective" character and is built on the basis of partnership.

The main criteria for the effectiveness of education are the personal growth of the student, the satisfaction of his educational, spiritual, cultural and life needs. The leading functions of personally oriented education are as follows: 1) creation of conditions for self-development of creative individuality and disclosure of the spiritual potential of the individual; 2) cultivation of various forms of teacher and student creative activity; 3) implementation of the strategy of help, support and respect for the student; 4) creation of conditions for free choice of spheres of involvement in social and cultural values.

Within the framework of the semantic paradigm, education is based on the principle of "meaning-centrism", that is, it is meaning-oriented. Its main mission is to provide conditions for the implementation of mechanisms of professional and personal meaning-making; the goal is the formation of professionally significant personal meanings of the future specialist.

Tasks of the semantic paradigm of education: implementation of the value-semantic context of education; the formation of a meaningful attitude towards the future profession, a meaningful attitude; actualization of the student's personal meaningful experience; formation of the ability to express one's value-meaning position; development of semantic potential.

The leading values of the mentioned paradigm are the individual, his free choice of life and professional path based on certain semantic guidelines. It is obvious that the priorities of the semantic paradigm of education are related to the professional and personal meaning-making of the future specialist.

The core of the content of education in the semantic paradigm is the implementation of integrated courses based on a transdisciplinary approach aimed at the implementation of the educational meaning-making context, i.e. the semantic "saturation" of the educational process takes place. At the same time, the content of education begins to be perceived as a personal value that has a personal meaning.

In the meaning paradigm of education, the leading ones are meaning-oriented methods and forms of teaching with a dialogic orientation, which initiate the meaning-making of future specialists in the educational process. These are meaning-actualizing dialogue, interpersonal dialogue, and polylogue. So, it is dialogic meaningful communications that contribute to the enrichment of personal meanings through their interaction with the cultural content and personal meanings of the dialogue participants.

Teacher-student relationships are built on the basis of "meaningful interaction" between teacher and student, "synchronization" of their meaning fields, "value-meaning equality" of all subjects of the educational process, which allows everyone to make their choice according to their own meaningful life orientations. In the semantic paradigm, the teacher performs the role of "facilitator" of meaning actualization. The main criteria for the effectiveness of education are the value-meaningful attitude to the future profession, the content of personal meanings, meaningful life design. The functions of meaning-oriented education are as follows: 1) implementation of the meaning context of education, that is, the creation of

conditions for the formation of the value-meaning sphere of the future specialist's personality; 2) semantic "saturation" of the learning content; 3) clarification of the meaning-making potential of educational disciplines; 4) cultivation of meaning-oriented forms of education related to meaningful communication, as well as techniques of meaning-making of the personality of the future specialist.

So, it is indisputable that the personally oriented and meaningful paradigms of education have a lot in common. They are interconnected and mutually determined and are aimed at the development of the value-meaning sphere of the individual as a "subject" of his own life. A review of these paradigms allows us to come to the conclusion that it is within the framework of leading activities of students in contextual learning that the transition to the personal-meaning paradigm of education takes place.

The reflexive paradigm of education was proposed in the 90s of the XX century. Harvard University professor M. Lipman. He considered the focus of education on scientific research to be its leading thesis. He saw the goal of reflexive education as "teaching young people to be smart so that in the future they become smart citizens, smart partners, smart parents" (Lipman, 1991). That is, the scientist emphasized the development of the skills of intelligent thinking and behavior, and not the accumulation of knowledge.

Our scientific understanding of the reflexive paradigm is related to its consideration as a synthesis of positive concepts of the personally oriented and meaningful paradigms of education. That is, the scientist emphasized the development of the skills of intelligent thinking and behavior, and not the accumulation of knowledge. Our scientific understanding of the reflexive paradigm is related to its consideration as a synthesis of positive concepts of the personally oriented and meaningful

paradigms of education. The tasks of the reflexive paradigm of education are the orientation of professional self-awareness in the direction of analysis, evaluation and correction of pedagogical concepts, one's own activity, its perception by others, value-meaning awareness of the future profession (methodological reflection); formation of well-founded, reasoned, logically correct thinking skills (intellectual reflection); knowledge about the role structure, positional organization of collective interaction with students (cooperative reflection); ideas about the inner world of another person and the reasons for his actions (communicative reflection); formation of the image of one's own "I", as well as the ability to analyze one's actions (personal reflection).

The values and priorities of the reflective paradigm are related to self-knowledge and self-awareness of the individual. Its strong postulate is that knowledge can be full-fledged only on the condition that its assimilation includes semantic structures, consciousness and self-awareness.

We emphasize that the content of reflective education is aimed at creating a reflective environment, within which reflective competence is formed as an important professional quality of the future specialist, namely: a valuable attitude to reflection, knowledge about personal and interpersonal cognition, as well as the skills of reflective analysis, design, modeling , individual personality development.

In the reflective paradigm of education, the leading methods and forms of education are mainly based on one's own reflective experience, on joint reflective experience with the obligatory division of responsibility, as well as on the "dialogue of reflections" between the teacher and the student. These are such methods and forms of learning as: analysis of one's activity, as well as the actions of other people in accordance with certain

programs; recording the events of one's professional life; reflective listening; reflexively oriented video materials; simulation games; analysis of pedagogical situations and solving professional and pedagogical problems.

The relationship between the teacher and the student is built on the basis of the equality of the positions of the subjects of the educational process, namely their intersubjective interaction, cooperation and co-creation, which provide for the availability of the teacher's experience for students and the openness of the students' experience for others. At the same time, the teacher's position is open to admitting a mistake.

The criteria of reflectively oriented education are: problematic and critical thinking, openness to dialogue, respect for other opinions, empathy, flexibility in solving problems, tolerance and variability in communication, personal involvement in reflective activity.

The functions of the reflective paradigm are as follows: 1) reflective orientation of education, that is, the creation of a certain educational environment regarding the formation of the reflective sphere of the future specialist's personality; 2) clarification of the reflective potential of educational disciplines; "reflexive saturation" of the learning content; 3) the introduction into the educational process of reflexive technologies related to the formation of pedagogical reflection, as well as reflexively determined personality constructs of the future specialist.

So, the reflective paradigm of education is essentially close to the personally oriented and meaningful paradigms of education. These paradigms of education combine the presence of two parity subjects and their conscious interaction. We believe that the unification and rethinking of these paradigms with the dominance of the reflective paradigm of education is possible precisely within the framework of the implementation

of the contextualization strategy, since the leading source of the content of contextual learning is the future professional activity, and its leading unit is a problem situation that stimulates the student's thinking process, which regulated by reflexive and anticipatory mechanisms.

A well-known postulate of pedagogical methodology is the position that certain paradigms interpret education depending on the approaches on which they are based. Within the framework of the contextualization of higher education, the ideas of such approaches as:

- a systemic approach, the attributive features of which are integrity, structure, the relationship between the system and the environment, and hierarchy, is the key to understanding higher education, as well as contextual learning in general, and certain of its components as a system with features of systemicity;

- axiological approach, which is a methodological strategy aimed at forming the value-meaning sphere of future specialists, which contains universal and educational (professional) values, as well as related constructs that determine their attitude to the world, to their activities, to himself as a person and a professional;

- subject approach, which is related to consideration of the personality of the future specialist as a subject of professional activity, as well as positioning him as an active subject of the educational process in a modern university;

- the competence approach, which involves the orientation of education to the development of the personality as a result of the formation of such personal qualities in it as competence by means of solving professional and social tasks in education;

- a contextual approach aimed at subordinating the content and logic of studying educational material to the interests of future professional

activity, as a result of which learning acquires a contextual character, contributing to the strengthening of cognitive interest and cognitive activity of students.

Investigating the specifics of the implementation of the contextual approach in modern higher education, we substantiated and developed a reflexive-contextual approach, which is a synthesis of the reflexive paradigm of education and the ideas of contextual learning and is related to the orientation of the professional training of students of higher education on the formation of professional competence, as well as the constructs determined by it in the process of consistent modeling of the subject and social content of professional activity.

The specified approach is based on the principles of contextuality, meaningful and reflective orientation of learning, consistent modeling in the educational activities of students of holistic content, forms and conditions of future professional activity, and also provides for the stimulation of internal efforts of the individual, namely: his self-development, desire for personal and professional growth.

The leading concept of the mentioned approach is the concept of "contextual reflection" as a synthesis of reflective thinking, reflective activity and reflective consciousness aimed at self-analysis, self-awareness, rethinking of oneself, one's own and joint activities, as well as looking at oneself "through the eyes of others" in accordance with the subject and social the context of future professional activity in all its multifaceted aspects (Zhelanova, 2013).

Thus, the methodological space of the research consists of polyparadigmatic and polyapproach integrity of personally oriented, meaningful and reflective paradigms of education, as well as axiological, systemic, subject, contextual, reflexive-contested scientific approaches.

Since these educational paradigms and scientific approaches are consonant with modern innovative higher education.

The determined methodological positions are the starting point for the analysis of the theoretical concept and are specified by a number of theoretical propositions that form the theoretical concept of the study.

Contextual training of the future specialist in the system of higher education is a pedagogical system in which the subject and social context of the future professional activity is modeled on the basis of the ideas of polyparadigmality, polyapplicability.

The professional context is the integration of the internal professional and personal context, which is a set of motivational, meaningful, reflective, subject contexts and the external social context, which contains praxeological, actual and potential contexts, as well as the communicative context, which are adequate for professional activity. Let's consider them in more detail.

The motivational context is a set of motives for choosing a profession, satisfaction with it, persistent interest in professional activity, attitude to productive pedagogical communication, high emotional and volitional tone, which determine the professional motivation of a specialist.

Semantic context – the semantic significance of professional activity for an individual, a selective focus on its values, a tendency to engage in this type of activity, which determine a stable meaningful attitude to the profession.

Reflective context – self-awareness as an individual and as a professional, a critical attitude towards oneself, in particular towards one's professional difficulties, an adequate perception of the student's personality and feedback to him, which are related to the reflexive activity of the primary school teacher.

The subject context is a set of proactive and active attitudes towards professional activity, the desire for optimal implementation by the teacher of his mental and personal resources for solving professional and life tasks, which are manifested in the desire for self-determination, self-determination, self-regulation, self-actualization and self-improvement in professional activity , as well as the attitude towards the younger schoolboy as a "subject" of the pedagogical process, which determine the professional subjectivity of the primary school teacher.

The praxeological context is a set of gnostic, design-constructive, organizational, and communicative components of pedagogical activity, which are related to the solution of pedagogical tasks of different complexity and subject content. At the same time, the actual context reflects the process of solving tactical and operational pedagogical tasks in a real situation, the potential context - the process of solving strategic tasks in possible and predicted situations.

Communicative context – a system of relations and certain models of teacher communication in subsystems "teacher – student"; "teacher – students"; "teacher – student – student".

The professional context of the future specialist is a set of significant contexts of professional orientation, which is represented by motivational-stimulating, reflective-formative, meaning-making, subject-formative, and communicative-formative contexts. We present their definitions.

The motivational and stimulating context is a system of conditions and factors of contextual learning that contributes to the formation of professional motivation of future specialists in the process of transforming cognitive motives into professional ones.

The reflexive-formative context is a system of multi-directional educational tasks that affects the formation of reflective competence of

future specialists as an independent personal construct, and also contributes to the realization of the deterministic functions of reflection as a professionally significant quality.

The meaning-making context is a system of directed translation of meaning, which initiates the meaning-making of future specialists, and also directs its dynamics along a certain vector in the educational process.

The subject-formative context consists in the organization of conditions for the student's subject participation in the educational process with the aim of forming his professional subjectivity.

The communicative and formative context involves the creation of conditions for the formation of professional communication skills, which are related to the adequate perception and understanding of the subjects of the educational process of each other, the basis of which is communicative and cooperative reflection.

Therefore, the theoretical concept of contextualization of higher education is represented by a number of professional and professionally formative contexts.

The technological concept of contextualization of higher education is related to the implementation of the technology of contextual learning. We will give an example of its implementation in the process of professional training of a future primary school teacher.

We will build the logic of the representation of the author's technology according to its structure, which contains a conceptual basis, content and procedural parts.

Implementation of the technological approach is a priority direction of modern higher education, as it is related to "learning through activity", provides instrumental support of the educational process and guaranteed achievement of educational goals. The concept of technology comes from

gr. techne – art, skill, skill and logos – a word, the concept of learning, that is, learning about the ability, skill to do something. For the first time, the concept of "pedagogical technology" appeared in the second half of the 20th century. in connection with the attempt to technologize the pedagogical process with the help of technical means, with the implementation of programmed learning, with the search for an answer to the question – "how not to just teach", but "how to teach effectively".

In our research, we base ourselves on the concept of "pedagogical technology" and understand the pedagogical technology of contextual learning as a system of functioning of all its components, as well as an algorithmized sequence of certain actions aimed at reproducing in the process of professional training the subject and social contexts of professional activity with the aim of forming reflective constructs future primary school teachers.

We believe that contextual learning meets all the criteria of technological feasibility. As you know, these are conceptual, systematic, controllable, algorithmic, reproducible, effective, and diagnostic.

The conceptual basis of the mentioned technology was considered by us above. Its systematicity consists in the adaptability, interconnection, interdependence and integrity of its components, namely conceptual, substantive and procedural, each of which is a subsystem of a holistic technology of contextual learning. The controllability of technology involves the possibility of goal setting, planning, design, step-by-step diagnostics, variation of methods and forms in order to increase the effectiveness of contextual learning results and their correction. The reproducibility of contextual learning technology lies in the possibility of its use in the form of repetition or reproduction in other educational institutions, by other teachers with other students. Algorithmization is

associated with the possibility of step-by-step, logically consistent implementation of both the technology itself and the joint activity of the teacher and students. The effectiveness of the technology is associated with the guaranteed achievement of the goal. Its diagnosticity presupposes the use of diagnostic methods in the process of technology implementation.

In our opinion, the technology of contextual education of future primary school teachers is universal. That is, it is a meta-technology, as it is related to the trend of implementing practice-oriented education systems in the context of the modern process of modernization of higher education in Ukraine; it is a macro-technology covering the process of professional training of future primary school teachers in higher education institutions and is based on modeling the subject and social context of professional activity; it is a mesotechnology aimed at forming a set of reflective structures of the future specialist; it is a microtechnology, the unit of which is the analysis of certain pedagogical situations and the solution of professional and pedagogical problems.

So, we proved that the essence of the technological approach is the organization of the process of professional training of a future specialist based on the implementation of a certain pedagogical (educational) technology, in our case – the technology of contextual learning.

The performed analytical work on the mentioned approaches made it possible to substantiate the leading principles of the technology of contextual education of future primary school teachers. At the same time, we distinguish two blocks of principles, namely: strategic ones, which are characteristic of the conceptual and result-target dominants of contextual learning technology, and tactical ones, which reflect their practical implementation. Let's formulate these principles.

1. Strategic principles of contextual learning technology for future primary school teachers:

- the principle of polyparadigmality and polyapplicability, which is the methodological guideline of the technology presented by us;

- the principle of contextualization of professional training - provides for the unity of knowledge, abilities and skills and their application taking into account the social and subject features of the professional context;

- the principle of reflexive determination – related to the determinative function of reflection as a meta-quality regarding the parameters of activity, personal qualities, as well as their formation (in our case, these are the motivational, meaningful, subjective sphere of the personality);

- the principle of semantic orientation - consists in the cultivation of meaning-oriented forms of education aimed at "semantic saturation" of the content of education with the aim of forming the value-semantic sphere of the future specialist;

- principle of subject orientation – related to the positioning of the student as an active subject of the educational process, as well as the formation of his professional subjectivity;

- the principle of environmental orientation – involves the professional training of a future specialist through a specially created environment;

- the principle of interdisciplinarity – consists in the wide use of scientific information regardless of its disciplinary affiliation;

- the principle of taking into account the transformational possibilities of personal constructs – involves the transformation of certain personality qualities from one state to another.

2. Tactical principles of contextual learning technology for future primary school teachers:

- the principle of modeling the content, forms and methods of the professional activity of a primary school teacher – consists in correlating certain educational information with professional situations and using them as a means of implementing practical actions and actions of students;

- the principle of prioritization of forms of organization of context-type training – provides for the cultivation of the specified forms of training, the basis of which is the modeling of the subject and social context, which reproduce the content of future professional activity and contribute to the general and professional development of the personality of the future specialist;

- the principle of task-situational saturation – consists in building educational knowledge as a system of pedagogical situations and tasks;

- the principle of psychological-pedagogical provision of personal inclusion of the student in the educational activity – consists in prioritizing learning as an activity of students in the educational process, which involves their activity and initiative in the facilitating role of the teacher;

- the principle of dialogization and polylogization of education – involves the construction of a contextual learning process based on the equality and equivalence of the teacher and students, which are implemented in dialogic and polylogical forms of education.

The content-procedural component of contextual learning technology is based on the understanding of the content of higher education as a system of knowledge, abilities and skills synthesized in a certain experience, the internalization of which leads to the formation of professional and personal qualities adequate for future professional activity.

At the same time, the question of clarifying the determinants of the content of education is important for us.

An important determinant of determining the content of the technology of contextual learning of future primary school teachers is its purpose. The resulting goal of the technology of contextual learning is the formation of reflective constructs of future teachers of primary classes, which is based on contextual reflection and is represented by an independent reflective construct, such in our case is reflective competence and reflexive-determined constructs, which are the motivational, meaningful sphere of the individual and his professional subjectivity. The procedural goal of contextual learning technology is related to the modeling of various types of professional context of future primary school teachers. Essential dynamic determinants of the content of contextual learning technology are such processes as: transformation of cognitive motives into professional ones; reflexiogenesis meaning; subjectogenesis.

Thus, the content of the technology of contextual learning contains structural components and dynamic processes and constitutes a holistic experience of the professional activity of a primary school teacher, the internalization of which occurs in the process of transformation of motives, as well as reflexiogenesis, smyslogenesis, subjectogenesis, which leads to the formation of a set of reflective constructs of future teachers elementary grades.

Transformation of cognitive motives into professional ones. Within the framework of contextual learning, mutual transformations of cognitive and professional motives occur as a result of the fact that it is in this educational system that opportunities for the appearance of "by-products" of actual educational, quasi-professional and educational-professional activities are created. That is, there is a transfer of the subject of knowledge

as the main goal and motive of the student's educational activity to the subject of professional activity, which is presented in a model form. This item is a "by-product".

It is worth paying attention that the process of transformation of motives is connected with the general logic of building a motivational process, which is a staged phenomenon and is represented by the processes of awareness of the motive, acceptance of the motive, implementation of the motive, fixation of the motive, actualization of the motive.

As for the following dynamic processes, let's pay attention to the fact that the morphology of the concepts of reflexiogenesis; meaning generation; subjectogenesis has a common root "genesis" (from the Greek "genesis", which in translation means origin, birth, emergence).

We will find out the essence of the process of reflexiogenesis of future primary school teachers. As we have already noted, the phenomenon of reflection is fundamental in the technology of contextual learning and is related to its target orientations. In the format of implementing the ideas of the reflexive-contextual scientific approach, we justify the concept of contextual reflection, which synthesizes leading types of pedagogical reflection and is the basis of reflective competence, and introduces the concept of "reflexiogenesis" into the theory and technology of contextual learning.

We consider it appropriate to single out certain directions of reflexiogenesis that correspond to the leading components of reflective competence. Thus, the motivational aspects of the mentioned phenomenon will be transformed as follows: motives, needs for reflective activity, reflective attitude, value attitude to contextual reflection. The development of the cognitive and operational components of reflection, respectively, is associated with a change in knowledge and skills from those that reflect a

personal, intellectual type of reflection to knowledge and skills related to cooperative and communicative reflection. That is, the reflection directed "at oneself" is expanded by the reflection directed "at others". However, if we use the types of reflection according to its orientation, the intrapsychic is spread by the interpsychic. Finally, based on time, reflection develops from retrospective and situational to prospective, which is associated with anticipatory processes. At the same time, we note that reflexive-anticipatory processes are essential in the system of contextual learning. In general, absorption "into oneself" changes to absorption "into the profession".

Therefore, reflexiogenesis of future primary school teachers is a process of gradual development of the components of reflective competence in the direction of their complication and expansion of the range of implementation of various types of pedagogical reflection, which are synthesized in contextual reflection.

We will find out the essence of the meaning genesis of future primary school teachers in the technology of contextual learning, which imagines primary classes as a series of successive transformations of the components of the meaning sphere, associated with the constant generation and renewal of the meaning sphere.

Meaning genesis of future primary school teachers is carried out in several directions, namely: transformation of situational meaning structures (personal meaning, meaning attitude, meaning-making motives) into stable ones (meaning constructs, meaning dispositions, personal values); "meaning saturation" from the minimum to the maximum state on the basis; hierarchy of meanings; change of dynamic meaning processes in sequence: meaning creation, meaning awareness, meaning construction.

Subjectogenesis of future primary school teachers, which we understand as the process of successive transformation of the components of the professional subjectivity of the future specialist, which are the subject's professional position, pedagogical activity, subject experience, ability to reflect, anticipation.

Subject professional position is transformed in the direction of orientation "on the process"; coordination of personal values with professional values and priority of professional values; assimilation of social norms and standards; proactive and responsible attitude of the student to education.

Pedagogical activity changes from unconscious to conscious, from situational to supra-situational, non-adapted integrative activity.

Subjective experience develops along the lines of: value experience, operational experience, reflection experience, habitual activation experience, cooperation experience.

Anticipation is transformed from the ability to predict and predict the results of one's activity to the ability to predict and predict the actions of others, as well as to the ability to predict the consequences of interaction with students.

In addition, we note that subjectogenesis is related to the leading forms of professional self-realization, namely: the process of self-discovery, self-realization, and self-actualization.

The deployment of the dynamic processes considered above is correlated with certain stages of the technology developed by us, which, according to the theory of contextual learning, coincide with educational activities of the academic type, quasi-professional activities, as well as educational and professional activities of students.

So, taking into account this position, we will consider in more detail the essence of the stages of the technology of contextual education of future primary school teachers.

➢ The I stage – adaptive-technological (academic-type educational activity, semiotic educational model, first course of study at a higher education institution).

Motivational sphere. The first stage of the motivational process is related to the emergence and awareness of motivation. which is based on reflexive processes and takes place in educational activities of the academic type, the basis of which is the transmission and assimilation of information. Professional motives are a "by-product" at this stage of motivation formation and contain motives for understanding the purpose of a profession in society, professional interests, and professional expectations.

Reflective competence. It should be noted that the initial stage of the formation of pedagogical reflection is rather related to the formation of reflection not as a professional quality, but as a basic personal education, which is realized in the student's appeal to himself, with the formation of motivation for reflective activity, as well as knowledge about the essence of the phenomenon of reflection itself and skills corresponding to personal and intellectual reflection. At the same time, situational and retrospective reflection prevails; by orientation – intrapsychic. That is, the specified absorption "into oneself" is only a basis for the formation of reflective competence.

Semantic sphere. At this stage, situational meaning structures prevail (meaning-making motives, personal meanings, meaning attitudes), that is, professional meanings are still situational and manifest within the limits of a specific situation. Semantic dynamics is related to the process of meaning making.

Professional subjectivity. Results orientation prevails, social norms and benchmarks are assimilated regardless of professional activity, i.e. unconsciously. The dominant behavior is prevention and adaptation. Activity is situational and unconscious. Minimal subjective experience is represented by valuable experience. The sensorimotor type of anticipation is also leading. Therefore, the initial stage of the formation of the professional subjectivity of future primary school teachers will rather be related to the formation of subjectivity not as a professional quality, but as a basic personal construct.

➢ The II stage – simulation-technological (quasi-professional activity, simulation educational model, second and third year of study at higher education institutions).

Motivational sphere. According to the general scheme of the motivational process, quasi-professional activity coincides with the stages of acceptance and implementation of the motive. The incentive function of motivation is complemented by meaning-making, regulatory, and dosage functions. Within the limits of quasi-professional activity, the student's subject of knowledge is shifted to the subject of his professional activity, which is presented in a model form in quasi-professional activity. At the same time, professional motives become more widespread and flexible.

Reflective competence. In the format of this stage, the formation of pedagogical reflection takes place already as a professional and personal quality of the teacher, that is, absorption "into the profession" takes place. The motivation for reflective activity becomes more conscious and stable, that is, the motives acquire the status of a fixed attitude. Cognitive and operational aspects of reflective competence are related to formation systems of knowledge and skills necessary in the field of interpersonal cognition, since communicative reflection is predominant. Interpsychic and

prognostic reflection begin to form. That is, reflexive orientation to oneself in the past changes the vector of orientation to others and oneself in the future. Personal and intellectual reflection also continues to develop and spread.

Semantic sphere. Within this stage, there is a transition from direct-emotional semantic perception to verbalization of meanings, raising them to the reflexive-analytical and cognitive-evaluative level. The dynamic process of meaning creation is spread by the process of meaning awareness, namely, the meaningfulness of knowledge, the understanding of one's place in the profession, the ability to make one's meaningful choice appears, but so far in certain situations. At this stage, disclosure, understanding of the meaning takes place.

Professional subjectivity. We describe this stage of formation of the specified quality as the stage of primary professional subjectivity. Gradually, the orientation "on the result" is replaced by the orientation "on the process", social norms and standards are assimilated as one's own, but only pseudo-awareness occurs. Activity becomes conscious, supra-situational activity develops that goes beyond the limits of a certain situation.

Subjective experience is already associated with the implementation of operational experience as well as collaborative experience. Anticipation spreads through the perceptual level and the level of representations (secondary images). During this period, the process of professional self-realization as a form of subject self-realization begins.

➢ III stage – professional and technological (educational and professional activity, social educational model, fourth course of study at the higher education institution).

Motivational sphere. Within this stage, the motive is fixed, as well as the incentive is actualized in the general system of the motivational process. Professional motives are spread by motives of professional communication, the prestige of the profession in society, social cooperation and interpersonal communication in the profession; motives of personality manifestation in the profession (development, individualization and self-realization). Motives are already meaningful, conscious and independent.

Therefore, the dynamics of the process of emergence and deployment of motives in the system of contextual learning has a rather wide range and goes from "direct motivation" to stable motivational trends.

Reflective competence. In the process of educational and professional activity, reflective competence is formed as a holistic, integrated professional and personal quality of the future primary school teacher. The motivational component of the mentioned construct is characterized by a stable value attitude towards reflective activity. Cognitive and operational aspects of reflective competence of this stage are related to the formation of knowledge and skills that reflect higher types of pedagogical reflection, namely: cooperative, communicative, as well as interpsychic, perspective, which are synthesized in contextual reflection. At this stage, the determinative functions of reflective competence are already fully realized, which determine the development of the motivational, meaningful, subject sphere of future primary school teachers.

Semantic sphere. Within this stage, previous unstable situational (semantic attitude) are replaced by stable (semantic disposition, semantic construct) semantic structures associated with stable semantic the attitude of the individual to the future professional activity, the ability to make a meaningful choice, but not in a certain situation, but within the limits of professional activity in all its diversity. That is, the process of meaning

construction takes place, which is a priority dynamic meaning process at this stage and which reflects the student's new understanding of the future profession and himself in it.

Therefore, the dynamics of the meaning sphere of future primary school teachers goes from meaning creation, meaning saturation, actualization of meanings in certain situations to actualization of meanings in the format of professional activity.

Professional subjectivity. Finally, we define this stage as subject-professional. It is preferable to focus on the means of educational and professional activities. Social norms and standards are actively analyzed and either accepted or not accepted, that is, the subject determines his position in relation to them, their true awareness occurs. All components of subject experience are realized: valuable experience, experience of reflection, operational experience, experience of cooperation. Activity has a super-situational, super-adaptive, integrated character. At this stage, higher types of reflection prevail (as a component of professional subjectivity), namely: subject-functional, methodological, cognitive, affective, behavioral, interpsychic, perspective. There is a complication of both cognitive and regulatory aspects of anticipation. The language-thinking level, that is, the level of mainly intellectual operations, is associated with the complication of the integration of mental processes and the emergence of new forms of prediction. The student is already aimed at self-realization and self-actualization in the future profession, but situational self-actualization is still real.

Therefore, the formation of a student's subjectivity is a continuous and dynamic process that determines the level of his selective-active, initiative-responsible, situational and constructive-transformative attitude towards himself and professional activity.

It is worth paying attention to the fact that the separation of the specified stages of the contextual learning technology is quite conditional, since they logically go one into the other, supposedly overlapping and supplementing the previous stage with the next one.

Summarizing the consideration of the content-processual component of the technology developed by us, we insist that the determinants of the content of the mentioned phenomenon are the purpose of contextual learning, as well as certain dynamic processes. According to this position, the content of contextual learning technology constitutes a holistic experience of the professional activity of a primary school teacher, the internalization of which occurs in the process of transformation of motives, as well as reflexiogenesis, meaning genesis, subjectogenesis, which leads to the formation of a set of reflective constructs of future primary school teachers.

The procedural part of the technology of contextual learning is represented by the processes of transformation of cognitive motives into professional ones, as well as reflexogenesis; meaning generation; subjectogenesis, unfolding within the academic activity of the academic type, quasi-professional activity, as well as the educational and professional activity of students in accordance with certain stages of the technology of contextual education of future primary school teachers.

Conclusions directions for further research. Thus, the presented study highlighted the essence of contextualization of higher education as its innovative strategy and trend, which is a certain program of its renewal in accordance with the requirements of modern fast-moving society. An interdisciplinary analysis of the "context" phenomenon showed that it originated in linguistics and psycholinguistics, but received a more detailed and broad interpretation in psychology and pedagogy. A comprehensive

analysis of the process of contextualization of higher education was carried out in the format of three concepts: methodological, theoretical and technological. It has been proven that the methodological space of the research consists of polyparadigmatic and polyapproach integrity of personally oriented, meaningful and reflective paradigms of education, as well as axiological, systemic, subject, and contextual scientific approaches. The research substantiates and develops a reflexive-contextual scientific approach, which is a promising direction of professional training of future primary school teachers, which reflects the main trends of the modern process of modernization of professional training in higher education, which are related to the contextual, reflective, competence orientation of education, as well as the intensive spread of practice-oriented learning systems in the modern educational space. The theoretical concept of contextualization of higher education is represented by a number of professional and professionally formative contexts. The technological concept of contextualization of higher education is related to the implementation of contextual learning technology, which contains a conceptual and content-processual component. The leading stages of contextual learning technology are adaptive-technological, simulation-technological, and professional-technological. It is logical that the considered conceptual and substantive and procedural aspects of the outlined technology require certain tools for their implementation. Therefore, the problem of developing the instrumental component of contextual learning technology will be the subject of long-term scientific research.

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1.3. SCIENTIFIC RESEARCH ACTIVITIES OF FUTURE BACHELOR AND MASTER OF PHILOLOGY AS A FOUNDATION FOR PROFESSIONAL SELF-DEVELOPMENT

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Abstract. *The research was carried out in the context of such a scientific field as higher school pedagogy, namely the organization of research activities of future bachelors and masters of philology, which is the subject of the article. The main research question is the specifics of the deployment of research activities at the first (bachelor) and second (master) levels, the methods of its organization as a basis for the professional self-development of future philologists. We used such scientific methods as analysis, systematization and summarization of scientific sources, development and verification of individual tasks, empirical studies. The research activity under the conditions of its systematic organization, the implementation of individual research tasks can be formed at a high level and act as a basis for the professional self-development of future philologists. The answers and obtained results are important for increasing the competitiveness of specialists and professionals in the field of philology. The directions of future research are the development of project methodology, problem-based learning and*

contextual learning in the professional training of humanitarian professionals.

Introduction. One of the most important problems of the professional training of future philologists is the formation of their ability to organize and perform independent research activities, since it is the possession of search skills, critical thinking, and methodological culture that allows a modern specialist and professional to perform their functions at a high level, to constantly expand their knowledge, to master new competencies, to be competitive.

Scientific and research activity allows to lay the foundation for future perspective self-development as a professional researcher, focused on mastering innovations, implementing digital technologies in one's own activities, creatively using the potential of artificial intelligence, generating non-standard approaches to solving modern problems.

This problem is related to important scientific tasks, such as increasing the effectiveness of the professional training of philologists of the first (bachelor) and second (master) levels of higher education, the formation of their research competence, the ability to solve complex problems in the context of uncertain conditions, development and implementation creative ideas.

Various aspects of the outlined problem were considered in such directions as, for example:

− coverage of the theoretical basis of the professional training of philologists (Bogush, 2013; Bondarenko, 2021);

- disclosure of technologies for the implementation of scientific and research activities (Marinashvili, 2015; Artemenko, 2017; Kniazian et al., 2023);

- studying the foreign experience of organizing students' research activities (Hryhorovych et al., 2023);

− development of methods to form the future specialists' self-development competence (Kniazian et al., 2019), etc.

However, the issue of revealing the theoretical foundations, methodological tools of scientific research activity in the integral system of professional training of future philologists, the formation of their ability to self-development requires more thorough coverage.

The goal is to reveal the essence of scientific research activity of philologists, the features of its deployment at the first (bachelor) and second (master) levels, methods of its organization as a basis for the professional self-development of future philologists.

Presentation of main material. First of all, it should be noted that the ability for self-development is an important prerequisite for the continuous formation of a personality, actualization and embodiment of its best abilities, ensuring internal progress in professional activity.

Self-development of the future specialist is a process of self-change of qualitative characteristics and properties of the individual, namely worldview, character, abilities, experience. Self-development involves the formation of the inner world of a student of higher education, the manifestation of the best talents and abilities in social and professional spaces.

These processes unfold on the basis of humanistic values, the desire to harmonize the expression of personality in various spheres, the realization of one's own best professional qualities. Effective professional self-development brings the individual a sense of satisfaction from the achieved results, which inspires him to act, realize his ideas, and express himself.

However, in order for self-development to take place effectively, students of higher education must have knowledge of self-study techniques, methods of information analysis and its use in the profession.

In our opinion, it is also important to master the skills of diagnosing the level of one's development, methods of assessing the dynamics of the manifestation of character qualities, needs, motives of professional activity, communication, the ability to team cooperation, etc. The obtained results allow you to quickly react and adjust your own activity, behavior and communication.

In order to achieve high results of professional self-development, scientific research, which is carried out by students of higher education, acquires great importance. It should be emphasized that scientific and research activities contribute to the professional self-development of future philologists.

Scientific-research activity is a cognitive-creative activity that reflects a system of research actions aimed at obtaining objectively new knowledge, contributes to the formation of analytical and critical thinking of an individual, his methodological culture, important for the implementation of a scientific search for qualities (purposefulness, organization, independence, responsibility, discipline, initiative, diligence), the ability to systematically reflect on the acquired results.

It is this activity that allows higher education seekers to proactively acquire scientific knowledge and expand their professional erudition. In addition, there is a generalization of the material obtained during the classes, its systematization and gradual expansion is observed, in addition, intellectual and cognitive motivation is formed in the students.

It is worth accenting that the research activities of future philologists can unfold in such three leading areas of knowledge as linguistics,

literature and linguodidactics (methodology of teaching a foreign language and foreign literature). The free choice of higher education seekers in one or another field depends on their needs and goals; according to the chosen direction of scientific research, the specificity of the content of each of its components will be determined.

In order to highlight the potential of scientific and research activity in the self-development of the personality of a philologist as a specialist and professional, we will reveal its structural components: motivational, cognitive, procedural.

It should be noted that the motivational component of scientific research activity should be represented by cognitive interests, aspirations, as well as beliefs in the importance of this activity for achieving high competitiveness.

It makes sense to present the system of cognitive interests of the specified activity in such basic blocks as content and procedural interests.

The first block includes interest in scientific linguistic, literary and linguistic didactic information, educational and methodological material, research methods and innovative achievements in the field of psychology, psycholinguistics, digital technologies, artificial intelligence (which can be used by students to organize scientific research).

In the second block, it is appropriate to include interest in purely procedural aspects of research, such as the desire to process new information about achievements in linguistics, literary studies, methods of teaching languages and literatures, analysis of scientific literature; familiarization with the latest theories and concepts, interest in conducting an empirical experiment (observation, questionnaires, conversations, interviews, etc.), desire to generate and implement interesting ideas and approaches to solving modern problems in the specified areas.

The beliefs of higher education seekers are centered on increasing their own professional effectiveness and competitiveness; future philologists are convinced of the need for a constant scientific search for new approaches to the innovation of language and literature teaching, finding better means of using theoretical knowledge in the field of philology in practical activities.

The cognitive component reflects scientific knowledge of linguistics, theory and history of literature, language didactics. It is legitimate, in our opinion, to classify scientific information according to such segments as

− conceptual (methodology of defined areas, historical aspects of their development and formation, theoretical basis),

− applied (specific methods, techniques and means of implementing this theoretical knowledge in professional activities, as well as methods of teaching this material in educational institutions).

Instead, the procedural component reflects groups of research actions, for example, the first group (development of the scientific research apparatus):

− the formation of a research plan;

− awareness of various aspects of the problem in the theory and practice of philological science and language didactics;

− formulation of the problem, justification of its relevance;

− distinguishing between main and secondary problems;

− formulation of the object, subject, goal;

− determining the sequence of research tasks.

This complex also includes such activities as creating a project, plan-prospectus of scientific research, choosing and combining methods, creating a combination of known methods that is unique in the context of a certain research, arguing for their effectiveness. In the context of this

group, research activities are aimed at generating original approaches to solving problems, interesting ideas and hypotheses; these are the basic positions around which the research activities of education seekers, theoretical analysis, argumentation of their own approaches and their approbation in practice are organized.

The second group of research actions makes sense to include those related to the study of theoretical information, namely, work with bibliography, archival documents, development of one's own catalog of scientific sources; normative, instructional and methodical materials and written results of educational and cognitive work of education seekers are also investigated (tests, works, essays, presentations, etc.). The leading research activities in this group are also the selection of scientific information, its notation, annotation, compilation of summaries, selection of quotes from famous scientists on the researched problem, conducting conversations and interviews with experts in the fields of philology and methods of teaching languages and literatures.

The third group of research activities should be represented by those that involve the collection of empirical data; in the field of philology, they will be the selection and systematization of certain linguistic (literary) phenomena and phenomena in artistic works, periodicals, scientific publications, audio recordings of speeches, performances, etc. In terms of the organization of research in the field of language didactics, the ascertainment stage of experimental work, namely observations, interviews, questionnaires, testing, expert evaluation, self-evaluation, etc., is of fundamental importance.

After that, the acquired information is processed: selection and multi-faceted analysis of material, decomposition and comparison of elements of reality, combination, classification, systematization of received data,

grouping of observations, new synthesis of elements, mathematical and statistical verification of research results.

It is appropriate to present the fourth group as the development of a model of the studied phenomenon; it can be, for example, schemes of development of the meaning of lexical units, phonemes, grammatical forms, stylistic means, etc.

In language didactics, the priority is the development of a model for the formation of certain competence, readiness, personality quality of the student of higher education in classes on foreign language and foreign literature, or the formation of methodological techniques for teaching language material and the formation of skills in speech activity. Students are also required to determine the principles and conditions of implementation of the model of the researched phenomenon developed by them.

The fifth group should include the ability to argue one's own creative vision for solving the stated problem, to prove the feasibility of one's position, to choose arguments, quotes, and facts.

The sixth group of research activities is reflected by such of them as generalization of empirical data, characterization of previously unknown quality, correlation of obtained experimental results with theory; generalization of research results; formulation of conclusions; assessment of compliance of the obtained results with the purpose of the study.

The seventh group is represented by the actions of formulating a forecast of the development of the studied phenomenon, determining the prospects of the next scientific search in the field of philology and language didactics.

The eighth group makes sense to include the activities of the presentation of the results of a scientific search: writing a text with an

exhaustive argumentation of the author's concept of solving a defined problem. A scientific text should be presented correctly, clearly, expressively.

The ninth group of research actions is represented by reflective ones, namely, the analysis of the effectiveness of the conducted scientific research, the completeness of the implementation of the goal and tasks, the identification and correction of shortcomings, and the generalization of experience.

So, the structural components of research (motivational, cognitive, procedural) reflect the conceptual and applied aspects of philological knowledge, the interest of students of higher education in various problems of linguistics, literature and language didactics, the desire to innovate professional activities, the development and implementation of interesting work; the ability to process modern scientific information, systematizing it, generalizing it, generating one's own approaches to solving certain problems, arguing one's position, correctly drafting a scientific text.

In this context, it is worth noting that scientific research activity in the dimensions of all its components contributes to the mastering by students of higher education of the general and special competencies provided for by the standards of higher education in the specialty 035 ”Philology” for the first (bachelor) and second (master) levels (Standart vyshchoi osvity za spetsialnistiu 035 "Filolohiia" dlia pershoho (bakalavrskoho) rivnia vyshchoi osvity; Standart vyshchoi osvity za spetsialnistiu 035 "Filolohiia" dlia druhoho (mahisterskoho) rivnia vyshchoi osvity).

Various types of scientific research activities contribute to the systematic mastery of the competences declared in the standards and the achievement of program learning outcomes. First of all, let us emphasize

that the coursework in foreign literature in the second year and in linguistics or language didactics in the third year (each of which has 3 credits) at the stage of professional training of bachelors of philology involves the analysis of specific material from the research problem, its classification, generalization and development of one's own approach to solving the problem. This is an important stage in providing a starting basis for a bachelor of philology for self-development of personally and professionally important knowledge, skills, qualities, as well as experience in research work.

In our opinion, coursework contributes to the formation according to the standard of

− integral competence (the ability to solve complex specialized tasks and practical problems in the field of philology (linguistics, literary studies, folkloristics, translation) in the process of professional activity or training, which involves the application of theories and methods of philological science and is characterized by the complexity and uncertainty of conditions);

− general competence 06 (ability to search, process and analyze information from various sources);

− general competence 07 (ability to identify, pose and solve problems);

− general competence 13 (ability to conduct research at an appropriate level).

In addition, research activity at the stage of preparing a coursework on foreign literature ensures the assimilation of special competence 05, namely the ability to use systematic knowledge in professional activity about the main periods of the development of the studied literature, from ancient times to the 21st century, the evolution of directions, genres and

styles, prominent representatives and artistic phenomena, as well as knowledge about the development trends of the world literary process and Ukrainian literature.

The formation of the competences outlined above allows you to achieve the study results according to the program, first of all:

− learning outcomes 07 (understand the main problems of philology and approaches to their solution using appropriate methods and innovative techniques);

− learning outcomes 13 (analyze and interpret works of Ukrainian and foreign fiction and oral folk creativity, determine their specificity and place in the literary process);

− learning outcomes 19 (have the skills to participate in scientific and/or applied research in the field of philology) (Standart vyshchoi osvity za spetsialnistiu 035 ”Filolohiia“ dlia pershoho (bakalavrskoho) rivnia vyshchoi osvity, p. 9).

Along with this, course work on linguistics or language didactics, in addition to the above-mentioned general competence 06, general competence 07, general competence 13, contributes to the actualization of general competence 12, namely the skills of using information and communication technologies. With regard to general competence 12, it should be emphasized that research activities in the field of language didactics play a special role in mastering this competence by students of higher education at the first (bachelor) level, since any modern research on the methodology of teaching a foreign language and foreign literature involves the use of digital technologies, platforms and services on the Internet to increase the efficiency of students' assimilation of foreign language knowledge and communication skills.

In addition, during the coursework in linguistics, special competence 01 (awareness of the structure of philological science and its theoretical foundations) is formed.

Regarding the program results, it should be noted here that the achievement of learning outcomes 02 (effectively work with information: select the necessary information from various sources, in particular from specialized literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it), learning outcomes 07 and learning outcomes 19.

On the other hand, a qualifying master's thesis is a more complex and extensive study, precisely this type of scientific research, the purpose of which is to obtain objectively significant knowledge. This is an important component of training a professional, the final link in a complete system of theoretical and practical training for a higher education student. It involves conducting research on a certain scientific problem, aimed at expanding, consolidating, systematizing and generalizing the knowledge acquired by students of higher education during their studies, mastering the methods of scientific research, their application in solving scientific and practical tasks, mastering the principles of critical thinking, methods of representing the results of one's own research. Qualifying master's work is carried out throughout the entire period of study at the master's degree and is aimed at ensuring objective control of the degree of formation of research skills, theoretical and practical knowledge of higher education applicants, the level of their professional erudition, manifestations of a creative, innovative approach to solving the research problem, achieving the goal and developing completing the assigned tasks. It is the qualification work that determines the orientations of the prospective self-development of the future master of philology as a researcher.

The tasks of carrying out research activities in the format of a qualifying master's thesis are to form in second-level higher education applicants' theoretical knowledge about scientific research methods, the ability to design and implement it, generate and implement innovative ideas, design a scientific text and present the acquired results to the community.

In the process of completing the qualification work (6 credits), students of the second (master) level of higher education are observed to develop

integral competence (the ability to solve complex tasks and problems in the field of linguistics, literary studies, folkloristics, translation in the process of professional activity or training, which involves carrying out research and/or implementation of innovations and is characterized by the uncertainty of conditions and requirements),

− general competence 01 (ability to communicate in the state language both orally and in writing),

− general competence 03 (ability to search, process and analyze information from various sources),

− general competence 04 (ability to identify, put and solve problems,

− general competence 06 (ability to communicate in a foreign language),

− general competence 09 (ability to adapt and act in a new situation),

− general competence 11 (ability to conduct research at an appropriate level).

In addition, the qualifying master's work significantly affects the formation of many special competencies important for professional self-development, primarily special competence 03 (ability to critically interpret historical heritage and the latest achievements of philological science),

special competence 05 (awareness of the methodological, organizational and legal basis necessary for research and/or innovative developments in the field of philology, presentation of their results to the professional community and protection of intellectual property on research results and innovations) (Standart vyshchoi osvity za spetsialnistiu 035 "Filolohiia" dlia druhoho (mahisterskoho) rivnia vyshchoi osvity, p. 8-9).

The development of competences declared in accordance with the standard allows for the achievement of important program learning outcomes, such as 03 (apply modern methods and technologies, in particular information, for the successful and effective implementation of professional activities and ensuring the quality of research in a specific philological field), learning outcomes 04 (evaluate and critically analyze socially, personally and professionally significant problems and propose ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting), learning outcomes 11 (carry out a scientific analysis of language, speech and literary material, interpret and structure it taking into account appropriate methodological principles, formulate generalizations based on independently processed data), learning outcomes 12 (observe the rules of academic integrity), learning outcomes 15 (choose optimal research approaches and methods for the analysis of specific linguistic or literary material), learning outcomes 16 (use specialized conceptual knowledge from the chosen philological field for solving complex tasks and problems, which requires updating and integrating knowledge, often in conditions of incomplete/insufficient information and conflicting requirements), learning outcomes 17 (planning, organize, implement and present research and/or innovative developments in a specific philological field) (Standart vyshchoi osvity za spetsialnistiu 035 "Filolohiia" dlia druhoho (mahisterskoho) rivnia vyshchoi osvity, p. 9).

In order for research activity to have a purposeful impact on the professional self-development of future philologists, it is pedagogically expedient to organize its systematic formation.

At the stage of training future bachelors of philology, it makes sense to implement research tasks that allow mastering the skills of analyzing scientific concepts, categories, positions, comparing them and identifying what has not been covered in detail in science.

For example, such an effective task is the development by a student of higher education of his own dictionary of linguistic, literary or language didactic terms; this task purposefully orients students to the study of an array of scientific information in order to choose the most accurate definitions of those concepts that should be revealed.

In addition, the task of analyzing categories and phenomena (which involves highlighting the essence of the category by students, revealing its attributive characteristics, identifying the specifics of its use in scientific circulation) allows to significantly expand the system of theoretical knowledge of students of the studied problem.

Tasks aimed at expressing their own comments on the opinions of famous scientists have a significant impact on the professional self-development of philology bachelors, in particular, students must reveal the essence of a certain idea, outline the changes it implies, as well as the prospects for realizing the scientist's idea.

Of great importance for the preparation of future bachelors of philology for scientific research is the research task of developing a theoretical construct of one or another concept. This directs students to search, systematize, generalize material about a certain theoretical concept, highlight concepts, requirements and approaches to solving a problem in its context. Therefore, students highlight the main provisions of the concept,

organize all acquired information into such blocks as bibliographic, theoretical, and applied, determine the prospects of its study in philological science.

Students were interested in the research task of writing an expert report of a prognostic nature, in particular, the students had to analyze the problem in a retrospective, characterize the state of coverage of the problem in modern scientific sources, identify the scientists who covered this problem most fully, characterize the methodological foundations of the study of this problem and applied achievements, compare the positions of teachers of the past with the views of modern scientists on solving research tasks, determine the prospects for further scientific research.

We were also offered a task that required students to form a combination of methods (future bachelors selected such scientific methods that provided the most effective way of conducting research). This task was performed according to the following sequence of actions:

− to analyze the purpose of scientific research;

− to formulate a program of their actions;

− to create such a combination of scientific methods that most fully contributes to the realization of research tasks;

− to predict the likely effectiveness of the selected methods.

The strategy of creative precedents was also implemented, which provided for future bachelors of philology to perform research tasks of increased complexity at the initial stage of education. The content of these tasks was professionally oriented, they are aimed at achieving an objectively significant research result.

The strategy of creative precedents had functions such as

− giving students the opportunity to feel themselves in the role of a researcher already at the initial stage of professional training in a higher education institution;

− independent search, analysis, classification, generalization of theoretical information, highlighting ways of its application in practical activities;

− actualization of students' interest in the profession of philologist;

− identification of one's own shortcomings in creative activity, which the student should work on.

It was expedient to implement the above-mentioned research tasks also in a foreign language in classes on "First foreign language" and "Second foreign language" (Osvitno-profesiina prohrama "Romanski movy ta literatury (pereklad vkliuchno), persha − frantsuzka" druhoho (mahisterskoho) rivnia vyshchoi osvity). This possibility arises precisely because the educational component "Foreign language" can use any scientific material for educational purposes under the conditions of its didacticization (adaptation according to the level of training of the academic group). Such an approach made it possible not only to master research actions, to expand the scientific knowledge of the students of education, but also to form a wide individual lexical fund in them, to assimilate syntactic constructions, and this, in turn, served as a reliable basis for the self-development of lexical and grammatical competences, systematic self-study in the field theoretical and applied linguistics.

A prospective search strategy was also used, which aimed to conduct a long-term study on a certain problem of linguistics or the methodology of teaching a foreign language and foreign literature during the students' study of a certain theoretical course. The teacher proposed a problem, the research of which was expanded in accordance with the mastering of the

educational material by future specialists, which provided an opportunity to highlight this problem from different points of view (history of the problem research, methodological principles, functional characteristics of key concepts, prospects for using the acquired knowledge in practice).

In order to ensure the readiness of students of higher education for teaching activities, we proposed a research task for an analytical essay (analysis of the facts of the biography or the requirements of famous teachers for professional teacher training, the influence of their life as a role model on the modern generation of teachers, on the personality of the student, his system values, ideals and beliefs).

In particular, students had to do the following:

− analyze the facts of the teacher's biography;

− to determine what requirement they make in the professional training of teachers of foreign languages and foreign literature;

− describe the impact they have on your self-development as a teacher.

Equally important was the task of researching the life path of outstanding teachers, analyzing their most striking actions, determining the impact of their activities and life on the student's personality, and designing the student's professional self-development on this basis. The algorithm for this task was as follows:

− name the significance of the proposed fact from the teacher's life in the professional self-development of teachers of foreign languages and foreign literature;

− analyze the impact of this act on one's own perception of the teacher's profession;

− on the basis of the acquired knowledge, formulate a program of professional self-development for a certain period.

In addition, one of the organizational forms of scientific and research activity in institutions of higher education are student scientific circles and problem groups. Thus, on the basis of the Faculty of Romano-Germanic Philology of the Odesa I. I. Mechnikov National University, a problem group "Methodology of French language teaching in educational institutions" was organized, the leading goal of which was to involve students of higher education in studying the problems of French language learning in the Odesa region, the development of innovative methods of increasing the efficiency of the formation of the skills of pupils and students in all types of speech activities using the best domestic and foreign developments in the field of foreign language teaching methods.

The tasks of the problem group were

the formation and actualization of higher education students' ability to be critical and self-critical;

− to identify, pose and solve problems;

− to search, analyze information from various sources;

− to think abstractly;

− to generate new ideas;

− to work in a team and autonomously;

− to use digital technologies in the process of scientific research;

− to communicate with practicing teachers of foreign languages in order to increase the level of empirical and theoretical research;

− to develop, using digital technologies, new effective methods of teaching foreign language material and developing the skills of pupils or students in various types of speech activity;

− to present the results to specialists and non-specialists with an explanation of all the initial positions.

The program of the scientific activity of the problem group included consideration of current problems of modern methods of teaching foreign languages, stages of conducting experimental work, design of research tasks and conclusions, requirements for writing theses for the collection of materials of international and domestic scientific and practical conferences. In addition, the domestic and foreign experience of developing and implementing effective methods of teaching the French language, the formation of linguistic, sociocultural and communicative competences in the context of interactive, project-based learning (including distance mode) was analyzed.

Moving on to the analysis of the potential of the qualifying master's thesis as a prerequisite for the activation of the professional self-development of future masters of philology, let us emphasize that as a result of its completion, the student of higher education has *know:*

− historical assets of philological science;

− the latest achievements in the field of philology and language didactics;

− methodological, organizational and legal background necessary for research in the field of philology, methods of teaching a foreign language or foreign literature;

− norms of Ukrainian and foreign languages;

− requirements for academic integrity;

be able:

− to carry out scientific research using appropriate methods;

− to analyze, compare, systematize, summarize theoretical material and experimental data;

− to develop an author's approach to solving current problems of foreign philology;

104

− to generate and put into practice innovative ideas to increase the effectiveness of teaching a foreign language or foreign literature;

− to prepare a scientific text in accordance with modern requirements;

− to present the results of scientific research to the professional community.

In order for the internalization and externalization of theoretical knowledge and research skills of students of the second (master) level of higher education to take place more dynamically, we developed a working program of the educational component "Qualifying master's thesis", represented by three content modules (module 1 "Definition of the conceptual basis scientific research activities"; module 2 "Organization of experimental research"; module 3 "Forming the results of scientific research and preparing for public speaking"). Topics and independent research tasks were developed for each content module, the gradual implementation of which contributed to the complete completion of the research in the format of a qualifying paper (table 1).

Table 1: Modules and topics, number of hours

Modules and topics	Number of hours			
	Total	Including		
		lectures	practical classes	independent work
1	2	3	4	5
Module 1. Definition of the conceptual basis scientific research activities				
Topic 1. Definition of the scientific research apparatus	6	-	-	6
Topic 2. Accumulation and processing of theoretical material on the researched problem	40	-	-	40
Together according to module 1	46	-	-	46
Module 2. Organization of experimental research				
Topic 3. Data collection	40	-	-	40

Topic 4. Writing the practical part of the work	40	-	-	40
Topic 5. Generalization of experimental data	10	-	-	10
Together according to module 2	90	-	-	90
Module 3. Forming the results of scientific research and preparing for public defense				
Topic 6. Designing the work	30	-	-	30
Topic 7. Checking for plagiarism	2	-	-	2
Topic 8. Preparation for public speaking	12	-	-	12
Together according to module 3	44	-	-	44
Total	180	-	-	180

We emphasize that the topics of seminar, practical and laboratory classes were not provided for in the work program of the discipline.

Independent work on each topic involved the following research tasks, namely to:

● develop a scientific research apparatus:

− analyze the relevance of the problem;

− define the object, subject;

− formulate the goal, task of the research;

− analyze the methods of scientific research in the field of linguistics / foreign literature / methods of teaching a foreign language or foreign literature, choose those that correspond to the purpose and tasks of the research;

− develop a research plan;

● read, select, process theoretical material on the researched problem:

− draw up your own catalog of scientific works;

− analyze scientific and theoretical sources from various aspects of the problem under investigation;

− select the necessary information, summarize it, make annotations of scientific works, summaries, select quotations;

− research the normative, instructional and methodological, educational documentation of a certain institution of higher education (in the case of scientific research on the methodology of teaching a foreign language or foreign literature);

− write the theoretical part of the research;

− adjust it, make the necessary changes;

● conduct an experimental study:

− research works of art / periodicals / scientific works / dictionary articles, etc. / audio recordings of phonetic phenomena;

− select actual language material.

− conduct observations, conversations, interviews, questionnaires, testing, expert evaluation, ascertainment stage of experimental work;

● write the practical part of the work:

− process the acquired information, namely to carry out the selection and analysis of material, comparison, classification, systematization of the received data, grouping of observations;

− reveal the regularities of the studied linguistic phenomenon in the system of a separate language;

− reveal the regularities of the studied literary phenomenon;

− carry out a comparative analysis of the development and functioning of the linguistic phenomenon based on different languages;

− reveal the specifics of the studied linguistic phenomenon through the prism of various sciences (phonetics, grammar, lexicology, stylistics, etc.);

– reveal the specifics of the studied literary phenomenon;

– develop the stages of a formative experiment (on the methodology of teaching a foreign language or foreign literature) on the approbation of pedagogical technology / pedagogical conditions and the corresponding methodological tools for increasing the effectiveness of the formation of language knowledge and speaking skills, teaching foreign literature in institutions of higher education;

– conduct a control stage of experimental work;

– check and correct research;

– carry out a qualitative and quantitative analysis of the obtained results;

● carry out synthesis, generalization of experimental data:

– summarize the obtained results;

– characterize a new, previously unknown quality;

– assess the degree of compliance of the obtained results with the purpose of the research;

– identify promising areas of research;

● issue a job:

– categorize the text by sections and subsections;

– prepare a scientific text with a full justification of the author's concept and the obtained materials in accordance with modern requirements;

– formulate conclusions for each section, general conclusions.

– visualize the research results in the form of tables, figures;

– prepare a research summary in a foreign language.

– carry out measures to check qualification work for academic plagiarism; file an appeal if necessary;

− prepare a scientific report on the results of the conducted research, PowerPoint presentation, visual material (drawings, diagrams, booklets, etc.).

The teaching methods were individual research tasks, the forms of control and evaluation methods were the reports of higher education applicants about the progress of the research at individual consultations with the academic supervisor; preliminary defense of the qualification work.

We have developed *evaluation criteria for individual research tasks* and determined evaluations for various scales: according to the scale of institutions of higher education, according to the national scale, according to *ECTS* scale:

1) the scale of institutions of higher education – 90-100 points,

to the national scale – rating "excellent",

ECTS scale – "A":

the student of higher education completed the task correctly and completely, showing independence and a creative approach;

2) the scale of institutions of higher education – 85-89 points,

to the national scale – rating "good",

ECTS scale – "B":

the student of higher education completed the task sufficiently correctly and completely, made one insignificant mistake, showing independence and a creative approach in almost all situations;

3) the scale of institutions of higher education – 75-84 points,

to the national scale – rating "good",

ECTS scale – "C":

the student of higher education made two insignificant mistakes, observing sufficient completeness, in many situations showing independence and a creative approach;

4) the scale of institutions of higher education – 70-74 points,

to the national scale – rating "satisfactory",

ECTS scale – "D":

the student of higher education made two significant mistakes, the task was completed insufficiently, in some situations showing independence and a creative approach;

5) the scale of institutions of higher education – 60-69 points,

to the national scale – rating "satisfactory",

ECTS scale – "E":

the student of higher education made three or more significant mistakes, the task was incomplete, only from time to time showing independence and a creative approach;

6) the scale of institutions of higher education – 35-59 points,

to the national scale – rating "unsatisfactory with the possibility of reassembly",

ECTS scale – "FX":

the student of higher education demonstrated only some elements of the task, independence and creative approach are not revealed;

7) the scale of institutions of higher education – 0-34 points,

to the national scale – rating "dissatisfied with mandatory re-study of the discipline",

ECTS scale – "F":

the student of higher education did not complete the task.

In addition, ***the scale for evaluating the results of the qualifying master's thesis*** was specified:

1) the scale of institutions of higher education – 90-100 points,

to the national scale – rating "excellent",

ECTS scale – "A":

the student of higher education completely, thoroughly and independently solved all research tasks, achieved the goal, argued all scientific positions, showed innovation and creativity;

2) the scale of institutions of higher education – 85-89 points,

to the national scale – rating "good",

ECTS scale – "B":

the student of higher education fully and independently solved all research tasks, achieved the goal, argued all scientific positions, and discovered certain creative ideas;

3) the scale of institutions of higher education – 75-84 points,

to the national scale – rating "good",

ECTS scale – "C":

the student of higher education to a certain extent and independently solved all research tasks, achieved the goal, argued the majority of scientific positions;

4) the scale of institutions of higher education – 70-74 points,

to the national scale – rating "satisfactory",

ECTS scale – "D":

the student of higher education to a certain extent and independently solved all research tasks, achieved the goal, argued a certain number of scientific positions;

5) the scale of institutions of higher education – 60-69 points,

to the national scale – rating "satisfactory",

ECTS scale – "E":

the student of higher education to a certain extent and independently solved most of the research tasks, achieved the goal, partially argued a certain number of scientific positions;

6) the scale of institutions of higher education – 35-59 points,

to the national scale – rating "unsatisfactory with the possibility of reassembly",

ECTS scale – "FX":

the student of higher education to a certain extent solved part of the research tasks, partly achieved the goal, partly argued a certain number of scientific positions;

7) the scale of institutions of higher education – 0-34 points,

to the national scale – rating "dissatisfied with mandatory re-study of the discipline",

ECTS scale – "F":

the student of higher education did not solve all research tasks, did not achieve the goal, did not argue all scientific positions, did not show innovation and creativity.

The system of scientific and research activities presented above was implemented in Izmail State University of Humanities and Odesa I. I. Mechnikov National University in 2018-2023.

In order to identify the degree of its effectiveness, three stages of the experiment were conducted: ascertaining, formative (during which the above-mentioned research tasks were applied), control.

At the ascertaining stage of the experimental work, questionnaires and testing were conducted to identify the level of formation of the motivational, cognitive, and procedural components of the scientific research activity of future philologists. Second-year students of the Faculty of Romano-Germanic Philology of Odesa I. I. Mechnikov National

University and the Faculty of Ukrainian and Foreign Philology of Izmail State University of Humanities were invited to this stage. Evaluation of the level of formation of the components was carried out by three experts (scientific supervisor, curator, teacher of the graduation department).

In accordance with the characterized structure of each component of scientific and research activity, indicators for assessing the level of their formation were determined:

− *motivational component*: expressed interest in scientific research activities and convictions in the need for constant scientific research: regularly; in most cases; from time to time; rarely;

− *cognitive component*: conceptual and applied segments of research activity:

− knowledge is always characterized by correctness and systematicity;

− knowledge is mainly characterized by correctness and systematicity;

− knowledge rarely has signs of correctness and systematicity;

− only certain knowledge is available;

− *procedural component*:

a student of higher education performs research activities

− correct and complete in all situations;

− mostly correct and complete;

− correct and complete in some situations;

− has only individual actions.

The presented criteria and indicators made it possible to generalize the characteristics of each level of formation of scientific and research activities of higher education applicants:

‒ high level (90-100): regular expression of interest in research activity and conviction in the need for constant scientific research; knowledge of conceptual and applied segments is always characterized by correctness and systematicity; research actions in all situations are performed correctly and completely by the student;

‒ sufficient level (75-89): in most cases, interest in research activity and conviction in the necessity of this work are revealed; conceptual and applied segments of theoretical knowledge are mainly characterized by correctness and systematicity; the student of higher education performs research activities mostly correctly and completely;

‒ medium level (60-74): from time to time interest in research activity and conviction in its necessity are revealed; knowledge of conceptual and applied segments rarely has signs of correctness and systematicity; research actions are performed correctly and completely only in some situations;

‒ low level (0-59): interest in research activity and conviction in the need for constant scientific research are very rarely revealed; only separate knowledge of conceptual and applied segments is available; the student possesses only individual research activities.

Therefore, according to the results of the ascertainment experiment, a homogeneous experimental group (which concentrated 102 students) and a control group (with 100 students) were formed from the indicated institutions of higher education. We found that the vast majority of higher education graduates have an average and sufficient level of formation of scientific and research activities.

The obtained results are convincing that almost every fifth student has a high level of formation of the motivational component of research activity (20% in the experimental group, 19% in the control group). Almost

a third of the respondents demonstrated a sufficient level: 31% in the experimental group and 29% in the control group.

On the other hand, half of the students showed an medium level of formation of this component: 49% of students from the experimental group and 52% from the control group.

The results for the cognitive component are somewhat lower, for example, a high level was found in 17% of the respondents of the experimental group and 18% of the control group. 30% of students in the experimental group showed a sufficient level, in the control group − 28% (table 2).

Table 2: Levels of formation of the components of scientific research activity of students at the ascertaining stage of experimental work

Levels of formation of the components of scientific research activity	Experimental group	Control group
	Number of higher education graduates (in %)	
1	2	3
Motivational component		
High	20	19
Sufficient	31	29
Medium	49	52
Low	0	0
Cognitive component		
High	17	18
Sufficient	30	28
Medium	53	54
Low	0	0
Procedural component		
High	15	17
Sufficient	34	33
Medium	51	55
Low	0	0

The medium level was demonstrated by 53% of the experimental group and 54% of the control group.

The number of students with a high level of formation of the procedural component was also smaller: there were 15% of them in the experimental group, 17% in the control group.

A third of the students showed a sufficient level, for example, 34% of students from the experimental group, 33% from the control group. Every second respondent had an medium level (51% in the experimental group, 50% in the control group). There were no students with a low level of formation of components.

In order to improve the efficiency of mastering the components of scientific and research activity, the above-represented research tasks were implemented in the experimental group. They contributed to the activation of students' cognitive motivation, the desire to develop themselves professionally, and gradually and systematically formed theoretical knowledge and research activities.

This approach made it possible to acquaint the students of the experimental group with the latest achievements in the field of linguistics, literary studies, methods of teaching a foreign language and foreign literature. The students of the experimental group were especially interested in the work of the problem group on methods, for example, even those students of higher education who devoted themselves to research in the field of linguistics joined the work of the section on methods of teaching foreign languages at student scientific and practical conferences. Theses were published by the students in the collections of international conferences, which significantly motivated them to the next scientific search.

So, after the formative experiment, the students were involved in the control stage of the experimental work, the results of which are presented in Table 6. We emphasize that the number of those who demonstrated a

high level of formation of the motivational component (87%) increased significantly in the experimental group. In the control group, the number of students with this level also increased, but the dynamics were somewhat lower (60%) (table 3). A sufficient level was shown by 13% in the experimental group and 40% in the control group.

Table 3: Levels of formation of the components of scientific research activity of students at the control stage of experimental work

Levels of formation of the components of scientific research activity	Experimental group	Control group
	Number of higher education graduates (in %)	
1	2	3
Motivational component		
High	87	60
Sufficient	13	40
Medium	0	0
Low	0	0
Cognitive component		
High	85	62
Sufficient	15	38
Medium	0	0
Low	0	0
Procedural component		
High	84	58
Sufficient	16	42
Medium	0	0
Low	0	0

A sufficient level was shown by 13% in the experimental group and 40% in the control group. The cognitive component was formed at a high level in 85% of respondents in the experimental group and in 62% in the control group, at a sufficient level in 15% and 38%, respectively. A high level of formation of the procedural component was demonstrated by 84%

of respondents from the experimental group and 58% from the control group, on the other hand, a sufficient level was found in 16% and 42%, respectively. Low and medium levels were not detected in any student.

The empirical research confirmed the effectiveness of the author's approach to the formation of components of scientific research activity of higher education applicants as a basis for the activation of professional self-development of future bachelors and masters of philology.

Conclusions. Therefore, research activity is a cognitive-creative activity that reflects the system of research activities, is oriented towards obtaining objective knowledge, and contributes to the development of personality in its many forms.

The structural components of research are motivational, cognitive, and procedural. The motivational component is represented by cognitive interests, aspirations, beliefs in the importance of this activity for achieving high competitiveness. The cognitive component reflects the conceptual and applied segments of scientific research. The procedural component concentrates such research activities as the development of a scientific research apparatus, the study of theoretical information, the collection of empirical data, the development of a model of the phenomenon under study, the argumentation of one's own creative vision, the generalization of empirical data, the formulation of a forecast for the development of the phenomenon under study, the design of the results of scientific research, the analysis of effectiveness conducted research. It is advisable to increase the effectiveness of research activities as a basis for the professional self-development of future philologists, to ensure the formation of all its components using research tasks, such as the development by a student of higher education of his own dictionary of linguistic, literary or didactic terms, analysis of categories and phenomena, expression of his own

comments and opinions famous scientists, development of a theoretical construct of one or another concept, writing an expert report of a prognostic nature, etc.

The organization of a problem group for the study of current problems of philology and language didactics is important for the professional self-development of students of education by means of scientific research. It makes sense to use the irreplaceable potential of preparing a qualifying master's thesis as a prerequisite for activating the professional self-development of future masters of philology. The conducted empirical experiment confirmed the effectiveness of these methods. The prospects of the research are to highlight the project methodology, problem-based learning and contextual learning of future professionals in the humanitarian field.

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CHAPTER 2
PEDAGOGICAL THEORY AND PRACTICE AS A TOOL FOR THE TRANSITION OF MANKIND TO DIGITAL CIVILIZATION

2.1. DISTANCE LEARNING IN FOREIGN UNIVERSITIES: HISTORY, THEORY, PRACTICE

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Abstract. *The article is devoted to the problem of remote education of students in foreign universities. The historical and theoretical aspects of the implementation of this process are highlighted. The practice of distance learning students abroad is generalized. The prospects of its implementation in modern conditions are revealed. Recommendations for the further development of distance learning in Ukrainian universities have been formulated. Further directions of future scientific research in the specified direction have been determined.*

Introduction. In recent years, the process of modernization of the higher education system in Ukraine has been taking place in very difficult

conditions: at first, in the conditions of the spread of the Covid-19 pandemic, and in the last 1.5 years, in general, against the background of the deployment of active military operations in the country. In such a situation, the role of distance education of students is significantly increasing, which opens up new perspectives for the development of the national higher education institution. In this regard, it should be recalled that in the developed countries of the world, valuable theoretical and practical works on the outlined problem have been accumulated, which are of great interest to national educators. That is why the study and generalization of the mentioned additions is an urgent need today, because it allows creative use of these additions in modern national pedagogical theory and practice.

Literature review. In the scientific literature, certain issues related to the raised problem are revealed, in particular the following: the genesis of distance learning abroad (V. Anderson, T. Christensen, Y. D. Cruz, H. Kentnor, K. Shelton, G. Saltsman, etc.); peculiarities of the modern development of the theory and practice of distance learning in higher education in different countries (M. Burns, C. Cavanaugh, N. Cepal, I. Delik, E. Luzik, etc.); prospects for further development of distance education (A. Lebid, O. Medvid, A. Ślósarz, O. Tsilmak, etc.). At the same time, it was found that there is an urgent need to carry out a comprehensive analysis of the history, theory and practice of distance learning in foreign universities, which creates prerequisites for the creative application of the developed works of Western specialists to increase the effectiveness of distance learning of national achievements of university education.

Research methodology. During the scientific search, a complex of general scientific research methods (analysis, synthesis, comparison, generalization, systematization) was used, which made it possible to reveal

123

the degree of research into the problem of the implementation of distance learning in foreign universities, to identify the main factors that ensure changes in the development of the specified phenomenon, to determine modern trends in the development of the theory and practice of distance learning of students, to formulate recommendations for the creative application of the works of foreign specialists on the outlined issue in Ukraine.

Research results. As found out on the basis of the study of scientific literature, the history of distance learning began at the beginning of the 18th century. So, the earliest mention of it dates back to March 20, 1728, when Caleb Phillips in Boston placed an advertisement in a newspaper about shorthand lessons for all interested parties, and the author promised that these lessons would be as perfect as those classes held face-to-face (Philips, 1728). Although some authors, for example Verduin and Clark (Verduin et al., 1991), doubted that these classes can be fully considered a type of distance learning, most researchers consider the experience of Caleb Phillips to be a kind of reference point in the history of the formation of this model of education, which was called "before correspondence study" (Dean, 2001; Lindeman,1989).

The next milestone in the development of distance education was the year 1840, when the postage stamp was invented, because it enabled the addressee to receive correspondence for free. In the same year, Isaac Pitman and Baty (England) began to teach shorthand using postal items. So, he sent out postcards to his students, who had to stenograph excerpts from the Bible and then send them to the teacher for verification. This year marked the beginning of the next stage in the development of distance learning – the so-called "correspondence study" (Verduin et al., 1991).

In 1843, a society for free training in shorthand was created, where anyone could study by correspondence. In 1856, a teacher of French language at the University of Berlin C. Toussaint and a member of the Berlin Society of Modern Languages G. Langenscheidt founded the Institute of Foreign Languages in Berlin, which is based on the correspondence form of teaching foreign languages. For this, special author's study sheets were created, which served as the first printed study guide for teaching adult learners of a foreign language remotely (Kentnor, 2015).

The first European distance learning degree program was founded in 1858 at the University of London. It was a format of university part-time study in the modern sense, because students could receive a diploma of higher education, and not just additional knowledge, as in the case of correspondence studies. According to the specified format, students from poor families who could not pay for education in an offline format obtained higher education at the university. That is why Charles Dickens called such education the "People's University" (Pregowska et al., 2021).

In 1873, Anna Eliot Ticknor in Boston founded the Society to Encourage Studies at Home, where women could receive higher education by correspondence. In 1874, Illinois Wesleyan University professor Isaac Pittman proposed a distance education program by postal correspondence. An important event was also the fact that in 1891 the International Correspondence Schools (ICS) grew from the Colliery Engineer School of Mines (Niaz et al., 2021, p. 138).

In 1874, Lewis Miller and John Heyl Vincent started The Chautauqua Movement, which was aimed at spreading education among adults, first in the format of summer school, and then through teaching them basic sciences, as well as holding theatrical and other cultural events.

Later, within the framework of this movement, assemblies and seminars devoted to educational problems were held, as well as four-year correspondence reading programs were implemented, after completion of which the participants received appropriate certificates.

In 1878, John Heyl Vincent opened the Chautauqua Literary, Scientific Circle, and also organized the first adult education program and correspondence school in the country. It should also be noted that Chautauqua University, established in 1883, taught additional and correspondence courses. By analogy with the named university, the rector of the University of Chicago William Harper Rainey also organized the teaching of correspondence courses. In particular, at that time, 3,000 students who studied 350 different courses (Kentnor, 2015) studied at this university in a distance mode. This university became the first American university to introduce distance learning.

In 1892, Pennsylvania State University and the University of Wisconsin at Madison also introduced correspondence programs. It is believed that the term "distance learning" itself was first used in 1892 in the catalog of correspondence courses of the University of Wisconsin (Roopnarinesingh et al., 2020).

In 1894, the first distance learning college, Wolsey Hall Oxford, was established in the United Kingdom and is still operating today (Pregowska et al., 2021). In particular, the famous South African statesman and politician Nelson Mandela, who studied here while in prison, became a graduate of this college.

The prerequisite for identifying a new stage in the history of distance learning was the invention at the end of the 19th century radio receiver. In the field of education, radio began to be used in the 20s of the 20th century, which marked the beginning of the next stage in the history of this model

of education – the stage of "one-way communication", when the participants of the educational process were able to listen to the lectures of their teachers. At that time, educational broadcasting covered school speech, basic education for adults, and also provided an educational function for the population, especially those residents who lived far from libraries.

In 1906, a new educational unit of distance learning was created – the University of Wisconsin-Extension. In particular, in the 1911 report on the success of engineering students at the University of Wisconsin, it is stated that among the engineering graduates, the highest level of professional preparation was demonstrated by the graduates of the correspondence department (Schultz et al., 2008, p. 23).

In 1919, University of Wisconsin professors created an amateur wireless station, which became the first federally licensed radio station in the United States. Its educational programs were very popular among Americans. By the end of the 1920s, 176 institutions of higher education had broadcasting licenses (Kentnor, 2015).

As it turned out, in 1924 the British Broadcasting Corporation (BBC) organized the first educational broadcast in Britain, which maintained its popularity until the end of the 70s of the XX century. In 1966, the Hessian Broadcasting Corporation and the University of Frankfurt with support from the German Institute for Distance Education at the University of Tübingen organized the first educational broadcast in Germany. Some of these broadcasts turned into academic broadcasts, which in turn contributed to a significant number of students receiving higher education diplomas and listeners receiving corresponding certificates.

The further development of means of communication led to the transition of distance education to a new stage of its development – the so-

called "television, two-way audio&video" stage. Despite the fairly wide availability of television for students, the first experimental use of television broadcasting for educational purposes took place at the University of Iowa only in the period between in 1932 and 1937 (Koenig et al., 1967)

Significant changes in the use of television in correspondence education were observed in the 1960s, when in the USA 53 television stations were united with the National Educational Television Network (NET), which made it possible to exchange educational materials between participants in the educational process from different universities. In particular, scientists, teachers and engineers from the following American Universities became founders and participants of educational television: the University of Iowa, Iowa State University, Kansas State University, the University of Michigan, and American University. The created TV channel offered various credit and non-credit educational courses, developed by UW System campuses (Schultz et al., 2008).

In the 1960s, the Midwest Program on Airborne Television Instruction (MPATI) was also opened, where educational programs were broadcast from an air field near PurdueUniversity. More than 400,000 people who studied at schools and universities located in the state of Indiana and five surrounding states were involved in this program. In 1968, the Educational Television Network was established at Stanford University. It provided instructions for part-time engineering students (Pregowska et al., 2021; Tracey et al., 2021).

The invention of compact cassettes by the Philips company in 1963 also had a significant impact on the development of distance learning at universities, causing a real revolution in the storage of sound data. In 1979, the Sony company created a portable cassette player that was convenient to

use for language learning, listening and repeating educational courses, which greatly expanded the possibilities of students in carrying out correspondence studies. In the 1990s, the production of videocassettes began, which allowed students to use them as visual aids, and this ensured an increase in the effectiveness of the distance learning process (Pregowska et al., 2021; Cryer et al., 2010).

An important event in the history of distance learning was the establishment of the world's first public distance education university in 1969 in Great Britain. It was named the Open University and later became a prototype for the creation of a number of similar open universities in many countries. It should be noted, that the opening of the specified university had a significant impact on the further development of distance learning in the world, as this institution implemented a comprehensive approach to the implementation of the specified process based on the complex use of various technical means and high-quality educational literature created specifically for the implementation of distance education. It is important to note that education at the Open University in Great Britain was available to applicants from different countries and with different financial means, that is, it can be said that this institution turned into a kind of transnational educational structure, which in practice implemented the principle of equality of people in obtaining quality university education in remote format (Pregowska et al., 2021).

The International Center for Distance Learning was established at the British Open University, which now contains the most complete fund of scientific, methodical and didactic literature on the implementation of distance learning on an international scale and ensures the dissemination of information about distance education throughout the world.. As part of the Open University's Institute of Educational Technology, this center

maintains a publicly accessible database of higher education institutions around the world that offer distance learning and the online degree programs and courses offered by some of these institutions, as well as a library collection , which includes annotations and references to the literature on various aspects of distance learning of students. Noting the need to select high-quality educational materials and define a well-thought-out structure of the distance learning process itself, Nick Farnes, an employee of the said center, at the same time emphasizes that the effectiveness of this process is largely determined by the human factor, primarily by the provision of effective pedagogical support to students by teachers (Farnes, 1998).

A fundamentally different point of view was expressed by Michael Simonson, Sharon Smaldino, Michael Albright, SusanZvacek, who believe that distance learning taking into account time and place can be organized in 4 different ways: same-time, same-place (ST-SP); different-time, same place (DT-SP); same-time, different place (ST-DP); different-time, different-place (DT-DP) (Simons Selwyn on et al., 2003). We believe that we can hardly fully agree with the above point of view, because the presence of interaction participants in one place contradicts the main feature of distance learning – the teacher and students must be separated either in space or in time. However, it should be noted that in modern universities, a mixed model of student education is widely used, which involves alternating face-to-face and part-time (primarily electronic) forms of its implementation.

Khitam Altawalbeh, Ahmad Al-Ajlouni in their work provide the definition of the mentioned concept. The American Association for Distance Learning, according to which distance learning is understood as "the process of acquiring knowledge and skills through a variety of media

for the transfer of education and information, including all types of technology and various forms of education level for distance learning" (Altawalbeh et al., 2022.). Aras Bozkurt and Ramesh Chander Sharma also specify that during distance learning, the teacher may not meet with students at all during live broadcasts, but contact them in chat if necessary (Bozkurt et al., 2020).

Margaret D. Roblier defined distance learning as the process of students acquiring knowledge and skills through mediated information and instruction. Once again, the author notes that the definitions of the essence of distance learning proposed in the scientific literature are not final, they are dynamically developing. In general, today's definitions of this concept usually select two main aspects: the teacher and students are separated geographically and/or by time; the used mass media (including electronic, printed resources, voice communications and their combinations) help to overcome the existing gap (Roblyer, 2004).

As established, the development of the theory of distance education since the end of the 1970s took place from the standpoint of the following approaches: theories of autonomy and independence, theory of industrialization, theories of interaction and communication. The first of them was based on the idea of perceiving the student as an autonomous and independent subject, who acts as the central figure of the distance learning system.

In particular, Charles Wedemeyer and Michael Graham became the founders of the American model of distance learning from the standpoint of theories of autonomy and independence. For example, Charles Wedemeyer defended the idea of the need to ensure the independence of a student of university education, and therefore preferred the term "independent study" to the term "distance education" in his writings. Advocating for the radical

reconstruction of higher education, the author created a system of distance learning for university students based on such ideas:

- the system works in any place where there is at least one student, and it does not depend on the location of the teacher;

- the primary responsibility for the learning process and its results lies with the students themselves;

- teachers are released from custodial-type duties, which allows them to pay more attention to the performance of truly educational tasks;

- students are offered a wide range of different educational courses, as well as formats and technologies of their study;

- it is intended to comprehensively apply all means and methods of training that have shown their effectiveness in practice;

- various educational environments are optimally combined, which contributes to the effective study by students of each academic discipline in general and its individual sections in particular;

- teachers systematically develop new and modify old training courses that are consistent with the existing educational environment and correspond to the developed educational program and the demands of society;

- the possibilities of adapting the educational process in the distance format to the individual characteristics and requests of each student are preserved and constantly expanded;

- a simple system for evaluating the educational achievements of future specialists is offered without being tied to a specific place of their location, without predetermined teaching methods, speed or sequence of passing the educational material;

- every subject of education gets to start or stop learning at his own will at any time, and also to carry out this process at his own pace (Wedemeyer, 1981).

As Charles Wedemeyer argued, it is possible to overcome the existing "space-time barriers" of distance learning by separating the processes of teaching (teacher activity) and learning (student activity) from each other. In this case, learning acquires the characteristics of independence, which is manifested in the following characteristics:

- teachers and students are separated in space and may be separated in time;

- teaching and learning takes place either in writing or by using other means of learning;

- the implementation of active educational activities by students, and the educational process is personality-oriented and is carried out in a convenient mode for them;

- learners independently determine the pace of their educational activity, starting, interrupting or even stopping it at any moment at their own will (Wedemeyer, 1981; Simonson et al., 1999).

Charles Wedemeyer's views on the definition of the following general components of any educational situation also came in handy: the teacher, students as subjects of learning, the communication educational system (the mode of implementation of the educational process), the content of education (what future specialists need to learn and what to teach them). An important key to the success of distance learning, the specialist considered the reorganization of all the named components (first of all, the relationship between all participants of the educational process as a key factor in increasing the effectiveness of this process), and as a result,

giving students greater freedom in their own educational activities (Wedemeyer, 1981).

As Michael Graham Moore emphasized, the concept of distance learning reflects not only the fact of physical or temporal distance between teachers and students, but also the need to develop a separate pedagogical concept for the implementation of this learning in practice, which requires the selection of appropriate teaching methods and the special organization of the educational process (Moore, 1991, p. 1-6). The scientist claimed that the characteristic features and at the same time the main variables of distance learning are the following: structure, dialogue and autonomy of students. Thus, the structure reflects the result of designing the course, the organization of the educational process with the use of certain teaching aids. Studying the structure as a variable that characterizes the distance learning process makes it possible to determine the degree of compliance of the educational program with the individual needs of the student, as well as to reveal to what extent the general educational goals, learning strategies and methods of evaluating its results correspond to or can be adapted to individual goals, strategies and methods of evaluating the educational achievements of the students themselves (Moore, 1983, p. 157).

Michael Graham Moore argued that dialogue is a two-way communication in the process of learning in real time or a guided learning conversation that is implemented between the participants of the specified process. The nature of the dialogue between the participants of the interaction in the process of implementing the relevant educational program, being the second variable characteristic of distance learning, reflects the degree of mutual understanding and coordination of actions of the teacher and students. According to the author, this parameter is largely determined by the specifics and content of the educational discipline

studied by students, the author's teaching method of the teacher, personal qualities of all participants in the educational process, as well as environmental factors, the most important of which is the means of communication (Moore 1983, p. 157).

As defined by Michael GrahamMoore, the third variable of distance learning is the autonomy of the student as his personal characteristic, which ensures directed actions of the future specialist and his manifestation of responsibility for the results of his own educational activity, determines the degree of personal participation of a person in determining the goals, methods of organization, means and control of the results of his own education, as well as implementation of these components in practice. According to Michael Graham Moore, the greater the transactional distance between the participants of the educational process, the more the student should be responsible for the results of his educational activities (Moore, 1990, p. 13).

The development of the theory of distance learning was also largely influenced by the theory of industrialization. The founders of this educational theory were Otto Peters, John Anderson, Randy Garrison and Desmond Keegan, who applied industrial theories in the field of distance learning. These scientists advocated the opinion that today two models of education should exist in parallel – traditional and distance, and it is the second of them that makes it possible to provide mass education, that is, receiving a wide range of educational services for people who want to get an education without leaving their main place of work. As the authors clarified, mega-universities are designed specifically for a mass audience, and research universities, as a rule, provide higher education for representatives of privileged segments of the population, distance learning

is presented in them in a much smaller volume (Anderson et al., 1995; Saba, 2003).

Supporters of the theory of industrialization also note that distance learning is originally devoid of a communicative environment. Therefore, there is a need to ensure the natural integration of teaching and learning processes by creating an appropriate information and communication environment based on the use of appropriate computer technologies (Garrison, 2000; Keegan, 1993; Anderson et al., 1988; Anderson et al., 1995; Saba, 2003).

In particular, Otto Peters defined distance learning as an industrialized form of teaching and learning, which ensures the formation of students' knowledge, skills and attitudes and is rationalized through the division of labor between participants in the educational process, compliance with basic organizational principles, as well as the use of technical media, primarily for the purpose of reproducing high-quality educational materials, making it possible to simultaneously teach a large number of students regardless of their place of residence (Peters, 1971; Peters, 1973). Comparing the distance learning process and the industrialized production process, the specified scientist singled out the following common features in them:

1) rationalization (in the process of distance learning, participants demonstrate ways of thinking, attitudes and procedures that have become widespread in industry in the wake of increased rationalization of production processes);

2) division of labor (in distance learning, the division of labor is carried out, because the tasks of transmitting information, conducting consultations, implementing evaluation procedures and recording the

results of the students' educational activities are usually performed by different employees);

3) mechanization (modern distance learning cannot be carried out without appropriate technical means of communication and electronic devices for processing the received data);

4) assemblyline (in existing distance education programs, educational materials are not the product of an individual person, they are usually developed, printed, posted, distributed and evaluated by a team of specialists);

5) mass production (industrialization made possible the mass production of distance learning courses with a simultaneous increase in their quality);

6) preparatory work (the development of distance learning courses is preceded by a preparatory stage, during which highly qualified experts in various fields of knowledge are involved in the work);

7) planning (distance learning requires detailed planning, in particular, determining the number and content of correspondence link units, ensuring their coordination with each other and systematic presentation of educational material);

8) organization (regular holding of general educational events, which allows students to receive the necessary educational materials at a clearly defined time, and it is envisaged to provide students with operational pedagogical support from teachers);

9) scientific control methods (universities often hire qualified specialists who, based on the application of scientific analysis methods, make expert evaluations of educational courses);

10) formalization (similar to the production process, in distance education all types of activities must be clearly defined and formalized with an indication of the city, time and methods of their implementation);

11) standardization (in distance education, the format of sending units of educational correspondence, official documentation for written communication between the student and the teacher, appropriate organizational support and educational content of the distance education process is standardized);

12) change of function (within the framework of distance learning, teachers consistently perform various important functions, acting in different roles: the author of the training course, marker maker, lecturer, consultant, etc.);

13) objectification (in distance learning, most of its functions are objectified, because they are determined by the distance format of this process, in particular, the use of technical educational tools);

14) concentration and centralization (distance learning shows a trend similar to the existing trend in the industry – the creation of large concerns with a concentration of significant capital, centralized administration and a monopolized market) (Peters, 2013).

As found out based on the study of scientific literature, some scientists (John A. Baath, John S. Daniel, Charles Holmberg, Michael Graham Moore, Kevin C. Smith, David Stewart) developed the theory of distance learning based on the theory of interaction and communication.

So, Michael Graham Moore used the term "transactional distance" in his work. By this term, the researcher understood the psychological or communicative space that separates the teacher and students in the process of educational interaction between them, and the specified transaction is carried out in a structured educational situation that was previously planned

and then implemented. Michael Graham Moore also identified three fundamental features of distance learning:

1)   during the implementation of this process, teaching (actions, behavior of the teacher) is usually separated from teaching (action, behavior of students);

2)   face-to-face training is usually a part of the general training system, which includes various formats for the implementation of this process (for example, educational programs implemented in contact mode);

3)   electronic and other educational tools (for example, audio or video tapes) are used by all participants in the educational process (Moore, 1997).

The Swedish scientist Borje Holmberg also studied the development of distance learning from the standpoint of theories of autonomy and independence. The key idea of his concept was the idea of guided didactic conversation. During its implementation within the framework of distance learning, the author proposed to be guided by the following postulates:

- considerable attention should be paid to the development of not only business, but also personal relations between the teacher and students, which has a positive effect on the development of the students' motivation and increasing their satisfaction with the pedagogical relationship;

- an important prerequisite for students to feel a positive attitude towards learning is the preparation for them of high-quality educational material for self-education, as well as the implementation of pedagogically competent two-way communication at a distance;

- the intellectual satisfaction of the students of education, the development of their educational motivation is an important factor in ensuring the success of the educational process, the effectiveness of the

used teaching methods, and as a result, the prompt achievement of the set pedagogical goals;

- a favorable psychological atmosphere created in the educational process, a friendly speaking style and the very situation of a friendly conversation ensure the formation of positive interpersonal relations between all participants of this process;

- the message (information) broadcast in conversational form is sufficiently easily perceived, understood and remembered by students;

- the conversation format can be successfully provided by available means and methods of distance learning, created for this process by the educational environment;

- organized learning in a distance format requires competent planning and management of students' educational activities, which is carried out either by the teachers of the educational institution, or by the students themselves (Holmberg, 1983).

According to Borje Holmberg, guided educational conversation can be implemented in real time (the presentation of educational material as an imaginary conversation or the implementation of a real dialogue between a teacher and a student) or in the process of simulated communication (presentation of educational material, offering exercises for self-control, questions for repetition with exemplary answers and quizzes, etc.). Summarizing his reasoning, the author defines distance learning as a friendly conversation between the teacher and students based on qualitatively developed and created educational content for independent work, which stimulates the development of motivation in students to study the proposed academic disciplines (Holmberg, 1995).

Borje Holmberg also clarified that the effectiveness of guided didactic conversation is ensured by compliance with the following requirements:

- easy accessibility of the presentation;

- intelligibility of speech content, presentation of educational texts in a form close to the colloquial style of language, which ensures ease of their perception; moderate amount of information provided;

- the clarity of the teacher's wording of advice and suggestions regarding students' implementation of educational activities, with a fixation of their attention on what exactly they should do, and what, on the contrary, they should avoid (not allow) in their work;

- encouraging the participants of the educational process to exchange opinions, evaluative judgments, which will allow choosing the best solutions to the problem and rejecting ineffective options for its solution;

- emotional content of educational communication, which activates students' cognitive interest in the academic discipline and its main problems;

- formation by each teacher of his "branded" teaching style, wide inclusion of personal and possessive pronouns in the language;

- demarcation of changes of themes using verbal and non-verbal means of communication or even changing the teacher (Holmberg, 1983).

As Farhad (Fred) Saba rightly points out, the presence of a communicative environment created with the help of modern computer tools does not automatically ensure active interaction between the participants of the learning process. Overcoming the existing space-time barrier between them is possible only if constructive dialogue is carried out. And this means that the effectiveness of distance learning is ensured

not only by two-way communication between the teacher and the student, but also by the creation of a specialized educational environment that meets the special requirements of its participants, who are separated from each other. The development of such an environment is ensured not only by the competent use of modern information and communication technologies, but also by pedagogically appropriate organization of the learning process in general (Saba, 2003, p. 13).

As stated in foreign scientific opinion, the invention of the Internet in the 90s of the 20th century led to the beginning of a new stage in the development of distance education, which continues to this day, the stage of "interactive computer system". Implementation of distance learning based on the use of Internet technologies allowed to significantly increase the effectiveness of professional training of future specialists in universities and provide fundamentally new perspectives in its organization. Therefore, universities in different countries of the world began to widely apply the process of studying students online. In modern scientific literature, scientists associate the definition of the term "distance learning" with new computer technologies. This fact was reflected in the works of many scientists.

Thuswise, Gary Greenberg defines distance learning as a planned experience of teaching and learning processes based on the wide application of a wide range of various educational technologies for pedagogical interaction and training certification (Greenberg, 1998, p. 36). Desmond Keegan argues that distance learning is a special technology that involves the separation of the teacher and students in time and frees the latter from the need to come to a fixed place and at a clearly defined time to meet with a specific teacher for the implementation of learning (Keegan, 1996). According to Pamela B. Teaster and Rosemary Blieszner, the

essence of distance learning is the use of different learning methods, but its main feature is that the participants of the interaction are separated in space, and often in time (Teaster et al., 1999, p. 741).

Mark Honeyman and Greg Miller interpret the concept of distance learning as a process in which various learning methods and technologies are used to achieve the goals, often on an individual basis, and the participants are not physically present in the same classroom, and therefore cannot work within the limits of a traditional educational environment of the university. According to these scientists, distance learning can also be interpreted as the process of creating educational materials and providing access to the educational process in a remote mode, when the source of information and students are separated by time, distance, or both of these factors (Honeyman et al., 1993, p. 68).

According to the conclusions of Webster Jane and Hackley Peter, distance learning is a process that provides students with access to education, freeing them from the limitations of location and time of work, and also involves the active implementation of Internet technology, in particular communication, information and computing (Webster et al., 1997, p. 1284). Expressing similar ideas, Marco Casarotti, Luca Filipponi, Luca Pieti, Riccardo Sartori also note that communication barriers that arise in the communication of participants in the educational process due to being in different spatial dimensions are destroyed in distance learning through the use of appropriate electronic technological resources (Casarotti et al., 2002, p. 37).

Greville Rumble defined distance learning as a special educational model that involves the physical separation of students from the teacher and from the educational institution, which ensures that they receive higher education. Such training can be carried out both individually and in a

group. According to the contract concluded between the university and the students, applicants receive the necessary study materials, methodical instructions for the implementation of their own educational activities and general pedagogical support during their implementation from the teachers in a timely manner, and must also pass certain exams with the receipt of appropriate grades (Rumble, 1989). Charlotte Creed and Bernadette Robinson understand distance learning as a process in which a significant part is taught by a teacher who is distant in space from learners and can interact with them in an asynchronous mode (Perraton et al., 2001, p. 11).

Michael M. Moore and Alan Tait define distance learning as an approach to the implementation of the educational process, when there are no restrictions on determining the place and time of its implementation, and students are provided with flexible opportunities to conduct educational activities thanks to the active use of information technologies based on the Internet (Patru et al., 2002). In another work by Michael G. Moore and Greg Kearsley (1996) interpret distance learning as learning that takes place in a different place from the location of the teacher, and therefore requires a special methodology of course design, special teaching techniques and communication using the pedagogical capabilities of computer technology, as well as conducting special organizational - administrative measures (Patru et al., 2002; Kearsley, 1996).

As noted by scientists (Martin J. Tomasik, Stéphanie Tomasik, Urs Moser), distance learning requires:

- organization of appropriate logistics (availability of computer equipment, creation of the required software environment, definition of communication channels);

- development of the necessary educational and methodological support;

- determination of the organizational structure and persons responsible for the implementation of Internet technologies;

- carrying out, if necessary, preliminary training of teachers and students for the implementation of the educational process in distance mode;

- planning, organization and implementation of the online learning process;

- adaptation of the corresponding document flow system to the distance learning format;

- stimulating the development of students' educational motivation, providing them with pedagogical support from the university management (Tomasik, Berger, Moser, 2018).

In the study, the conclusions of scientists (Desmond Keegan, Robin Mansell, Uta Wehn, etc.) about the following main differences between distance learning and traditional learning are also useful:

- unlike traditional education, where communication between the teacher and students takes place face-to-face in the classroom, in distance education, the participants of the educational process are almost always separated in space;

- the educational institution is more important in the planning, preparation and implementation of educational materials, as well as in providing pedagogical support to students in their mastering of these materials in distance learning, than during the implementation of self-education programs, implementation of individual training or even face-to-face training;

- the use of technical means of communication suitable for remote communication between the teacher and students (printed text, audio and video materials, computer communication), as well as relevant educational

materials necessary for students to master the content of the educational course;

- the presence of feedback in distance learning, which makes it possible to develop and improve the educational dialogue between the participants of the educational process and which is implemented with the help of the use of methodical and didactic materials specially prepared at the university, including the texts of control tasks and examination papers, the results of which become the basis for sending applicants further instructions regarding their educational activities);

- the absence of a stable group of students during the entire period of distance learning, i.e. the actual predominance of an individual form of education, which alternates with the implementation of personal contacts between the teacher and students either in the process of direct online communication, or with the help of indirect communication through the use of telephone, radio and television or electronic means of communication (Knowledge societies: Information technology for sustainable development, 1998; Keegan, 1996).

It should be noted that there has been a debate among scientists for a long time about whether distance or traditional forms of education are more effective. Proponents of each of these formats express their arguments to strengthen their own scientific position.

As is known, traditional education takes place in the classroom, where all participants in the educational process are physically present. Among the advantages of this training model, experts note the following:

- the possibility of providing instant feedback in this process between all its participants;

- the specified form of education is well known to students and teachers, which simplifies the implementation of pedagogical interaction;

- presence of students with sufficiently high academic motivation due to the teacher's direct pedagogical influence on them;

- the cultivation of social community in the classroom, where the teacher and students are well acquainted with each other, the realization of social motives of participants in the educational process in the process of educational communication (Salim, 2019; Raouna, 2022; Keenaghan et al., 2014).

The advantages of traditional education also include the fact that students learn to work within clearly defined time limits, and these skills are important for future professional activities, where, as a rule, there is a deadline for completing professional tasks. In addition, there are types of educational (for example, laboratory classes) and quasi-professional activities that are difficult to simulate in the conditions of online learning. It is obvious that in many professional fields, employers prefer graduates who have practical work experience in the chosen field or at least real experience of quasi-professional activity. Also, in the educational process in a traditional classroom, it is easier for teachers to assess the strengths and weaknesses of each student of higher education and provide prompt pedagogical support in his work.

It is also important to note that during interaction in a real audience, interpersonal communication skills and communicative qualities, the ability to work in a team, which are necessary for successful professional and personal self-realization of an individual, are more effectively formed in future specialists. In addition, there are many other opportunities on campus to participate in its social life, in particular, in civic activities or recreational activities that affect the professional and personal development of the future specialist (Raouna, 2022; Keenaghan et al., 2014).

In turn, the main disadvantages of the traditional training model are as follows:

- "professor-centeredness", that is, the main subject of the educational process is the teacher who organizes the educational activities of students;

- presence of significant time and space restrictions;

- the high cost of traditional university education, which limits the possibility of obtaining it for representatives of the poor population or people who cannot leave their workplace or have small children;

- the specified learning model is not suitable for introverted students (Mirzakhani et al., 2010; Keenaghan et al., 2014).

In turn, among the main advantages of distance learning (especially in the realities of post-pandemic society), scientists (Alice Fox, Daniel Brain, etc.) single out the following:

- the possibility of studying at any time and in any place (a student can independently decide where and how much time to devote to studying this or that educational material during the semester, complete educational tasks at his own pace, build an individual study schedule for himself, which gives be able to coordinate it with other types of activities; a convenient learning mode for people with limited physical abilities);

- the opportunity to regularly improve professional qualifications, study at several courses or at several universities;

- constant access to recorded video lectures, necessary educational and methodical materials, which allows the student to return to the study of the most difficult questions several times, to re-read correspondence with the teacher if necessary;

- material affordability of education (lower payment for education, savings in total expenses, in particular, savings on travel to the university, accommodation, obtaining a visa and international passport, etc.);

- the opportunity to study for a larger number of students;

- greater convenience for teachers who can work in different places (at the university, at home, even on a business trip or at a foreign conference);

- provision of an individual approach to the organization of the educational process in a relaxed environment, high mobility in the implementation of this process;

- intermediate certification of students of distance courses takes place in the form of on-line testing, which excludes the possibility of subjective evaluation;

- provides students with the formation of self-education skills and technical skills, the accumulation of continuous education experience, the development of self-discipline and responsibility for the process and results of their studies (Fox, 2020; Brain, 2020).

Experts consider the following to be the main disadvantages of distance learning:

- lack of proper supervision by the teacher of careless students, immediate feedback to them;

- minimal social interaction, lack of direct interpersonal relations between all participants of the educational process;

- students should show developed academic motivation and willpower;

- the need for participants in the educational process to have appropriate computer skills;

- students lack the possibility of immediate practical application of the acquired knowledge with further discussion with the teacher of the difficulties and questions that have arisen, their clarification using specific examples;

- students are not always sufficiently technically equipped, i.e. they do not always have a personal computer with appropriate application programs and constant access to the Internet;

- there is a problem of user identification (Fox, 2020; Brain Daniel (2020).

For a better understanding of the essence and didactic possibilities of distance learning, it is also advisable to compare this concept with the concept of "virtual learning". In particular, in the scientific literature, online learning and distance learning are distinguished from each other:

- according to the location of the participants in the educational process (during e-learning, students can be together with the teacher in the classroom and learn based on the use of digital educational tools; during distance learning, students and teachers are separated in space, the teacher organizes the educational activities of the students with the help of appropriate educational technologies and checks its results);

- by access to interaction (online learning involves regular personal interaction of the participants of the educational process at a set time on certain days; distance learning does not involve direct communication between teachers and students, during the implementation of this process mainly asynchronous educational technologies are used, in particular messaging programs, video calls , bulletin boards, learning management system (LMS) of the university);

- according to the learning strategy (online learning is used in combination with other methods of offline learning, i.e. it provides

additional opportunities for students to obtain an education; distance learning is carried out exclusively at a distance);

- from an economic aspect (implementation of distance education does not require the construction of new premises of universities and generally significant material costs, virtual education has many limitations, primarily regarding the availability of software and technological support);

- according to the didactic aspect (in virtual training, all its participants must have the necessary skills to work with modern information and communication and digital technologies; in distance training other means of training can be used) (Stauffer, 2020; Pretorius, 2023).

So, modern distance learning is a process where its participants interact with each other at a distance almost all the time, performing educational tasks primarily (but not always) with the help of various information, communication and digital technologies. Scientists understand the sub-concept of "virtual education" as a process where the formation of students' knowledge and skills takes place based on the use of a computer or a certain gadget in the "here and now" mode.

As you know, in modern universities, distance learning is carried out mainly on the basis of the use of various computer technologies. In this regard, scientists (Juliana Scheiderer, Collin Coue, etc.) emphasize that distance learning can take place in synchronous or asynchronous modes. Thuswise, synchronous distance learning assumes that the teacher and students are in different places, but interact with each other on clearly defined days and times. It is obvious that only those students who have the opportunity to communicate with the teacher according to the class schedule can get an education in this mode of education. Synchronous

distance learning can be done, for example, through the use of group chats, webinars, video conferences, phone calls, etc.

In turn, in the process of asynchronous distance learning, the teacher and students are also at a distance, but the teaching and learning processes take place at different times. Therefore, all participants of pedagogical interaction work at a time convenient for them. To implement asynchronous distance learning in universities, such computer technologies as e-mail, audio and video recordings, e-courses, watching video demonstrations or presentations, reading and completing written assignments by students at their own pace, online forums, conducting independent research, creation of projects, etc. Students who have a complex schedule of the main work often prefer asynchronous distance learning. This mode of learning is also convenient for well-motivated students who know how to effectively organize their independent work (Scheiderer, 2022; Coue, 2022; Hannay, 2010).

It is important to note that at the beginning of the history of distance education, the interaction between teachers and students took place mainly in an asynchronous mode. With the advent of the Internet, the importance of synchronous distance learning has increased significantly. In turn, the asynchronous exchange of learning materials has moved to digital settings and communication channels (Virtič et al., 2021).

As noted in the scientific literature, in general, the leading advantages of distance learning using electronic means are as follows:

- personal orientation of the educational process, which activates the educational motivation of students;

- high flexibility of learning in temporal and spatial aspects, absence of the need for physical presence of participants in the educational process in the classroom;

- the availability of education for broad segments of the population;

- unlimited access of education seekers to acquiring knowledge; potential availability to a global audience;

- the possibility of saving and archiving knowledge, its reuse and distribution;

- high quality of course presentation thanks to the use of multimedia tools;

- the possibility of using various educational technologies in the e-Leaning format;

- the relevance of the submitted educational material and the efficiency of its submission to education seekers;

- confidentiality of information about education seekers and their educational achievements;

- continuity of the educational process of training classes;

- operational access to electronic libraries and other electronic educational resources;

- the continuity of the educational process, the transfer of emphasis to the independent work of students, their primary responsibility for the results of their own educational activities (Mirzakhani et al., 2010).

In connection with the implementation of distance learning of university students, mainly in the electronic mode, the role of virtual universities has significantly increased. In particular, this fact is emphasized in the document "Open and distance learning: trends, policy and strategy considerations" developed by the UN project group (Patru et al., 2002). As established, the concept of "virtual university" was introduced into scientific circulation around 1995. The concept of "virtual universities" was introduced into scientific circulation. In general, this concept means an organization that provides design, development and

implementation of training courses and educational programs in a flexible online environment, that is, with the help of the Internet and other web technologies

As specified by Gerald C. Van Dusen, in general the "virtual university" should be considered as "a metaphor for the electronic teaching, learning, and research environment created by the convergence of several relatively new technologies including, but not restricted to, the Internet, World Wide Web, computer-mediated communication, video conferencing, multimedia, groupware, video-on-demand, desktop publishing, intelligent tutoring systems, and virtual reality" (Van Dusen, 1997).

It should be noted that the specialists in their works singled out two large groups of the mentioned universities. So, the first of them is created by the so-called "industrial" virtual universities, which provide rapid retraining and upgrading of personnel in a certain narrow specialization. Students of such universities are taught several specialized courses, upon the results of their studies, graduates receive a certificate for a specific specialty or study program. Such universities include, for example, the following: MicrosoftUniversity (https://www.microsoft.com/nl-nl/microsoftuniversity); Oracle OLA (https://www.oracle.com/database/technologies/olap.html), etc.

The second group of virtual universities consists of the so-called "academic" universities, which provide full-scale training of students in the relevant educational specialty and obtaining a regular university diploma. The characteristic features of a modern academic virtual university are as follows:

1) concentrates high-quality teaching and software and technical resources;

2)   ensures that those who wish receive formal and informal education in accordance with the urgent needs of the labor market;

3)   increases the potential of distance learning;

4)   translates the distance learning system into a new digital form.

5)   provides an opportunity for training to people who, due to various reasons, cannot receive higher education in the face-to-face format;

6)   makes it possible to increase the number of students;

7)   destroys the boundaries between different cultures and nations, enables people to cooperate at a distance;

8)   does not require the construction of university buildings;

9)   allows to increase a person's educational opportunities and at the same time to reduce his material expenses for obtaining an education;

10)   creates prerequisites for training adults without breaking away from work;

11)   applies and improves the existing infrastructure of Internet technologies;

12)   export educational programs for virtual learning to other countries (Jadeja, 2016; Bates, 2001).

The scientific literature also emphasizes that the virtual university category includes its models: consortium; a traditional university in which e-learning is implemented according to separate educational programs; distance learning institutions, which mainly teach electronic courses; purely virtual universities, where education is provided only in electronic form (Jadeja, 2016; D'Antoni, 2010).

Thuswise, the consortium unites various universities that jointly develop online educational courses and provide access to the repository for their students, and within the consortium, the educational courses completed by students can be re-enrolled. An example of a consortium is

The Virtual University for Small States of The Common wealth (VUSSC) (http://www.vussc.info), whose members developed the Transnational Qualification Framework (TQF) for the registration of developed accredited training courses. Among the international consortia is the Open Education Resource Universities (OERu) consortium (https://oeru.org), which includes universities from different countries of the world. The purpose of this consortium is to provide access to online courses for students of the universities that are part of it. All offered online courses are free.

It should be noted that in recent years, in addition to international educational associations, consortia of national universities have also become widespread, which develop and distribute online educational courses on a common online platform, to which representatives of all partner universities have access. These universities also bear the bulk of the costs of creating, maintaining and managing the said online platform. Thus, one of the most well-known such consortia is the American Consortium of Universities (ACU) (https://americanuniversities.org), which promotes exchanges and the conclusion of agreements on connections and admission of foreign students to various master's and bachelor's programs in institutions – members We can also mention the EduOpen consortium (https://learn.eduopen.org), which includes 10 Italian universities. This association brings innovation to the educational process through the creation of the Italian MOOCs ecosystem, with high-quality online courses created and taught in Italian and English. The specified consortium provides both formal and non-formal education for those who wish.

Let's clarify that Massive open on-line course (MOOC) is one of the forms of distance learning, which involves mass interactive participation using electronic learning technologies through open access via the Internet.

Depending on the target group, MOOCs can be integrated into the educational process of universities or taught as specialized online courses for professional training or continuing education.

The second model of a virtual university, i.e., a traditional university, where students are offered e-learning in separate educational programs or mixed learning of certain disciplines, is the most common around the world today. Thanks to e-learning, these universities are able to attract not only domestic, but also foreign applicants for education. However, the importance of the third and fourth of the above-mentioned models of virtual universities is also very popular today among applicants from different countries (Richards, 2015).

It is important to note that the beginning of the Covid-19 pandemic caused the transition of all universities to the remote mode of work, and this, in turn, stimulated the active development of the theory and practice of distance learning. As noted in the scientific literature, at the beginning of the global pandemic, the following main problems were identified in implementation of distance education: insufficient preparation of university teachers to implement this process and weak motivation to expand their own arsenal of acquired technologies for the implementation of distance education; the lack of an information and digital environment necessary for its implementation, in which the participants of the pedagogical interaction should work; unlimited technological resources (Trust&Whalen, 2020; Marek et al., 2021; Betz-Hamilton, 2021).

The following ways have proven to be effective in eliminating the identified shortcomings and ensuring that teachers accumulate effective work experience in a remote format: use an LMS that is easy to navigate for both teachers and students; to ensure effective planning and adaptability of educational work; to provide effective pedagogical support to the student

in the educational process online; recognize and take into account that the teacher's experience with distance learning can vary from positive to negative; to systematically increase the level of competence of teachers in the field of distance learning, to master the skills of working with various LMS (Moodle, Blackboard, Google Classroom, etc.), remote and online services, etc.; direct pedagogical activities to achieve educational goals and ensure the quality of distance learning of students (Beardsley et al., 2021; Marek et al., 2021; Adov et al., 2021).

Conclusions and directions for future research. Analysis of the scientific literature proves that even after the end of the Covid-19 pandemic, the role of distance learning in universities is only growing.

According to experts, the leading trends in education in 2023 are as follows:

- virtual reality, which is a completely imaginary space, an artificial, fully simulated environment, as well as augmented reality, which involves overlaying digital information on objects of the real world;

- mobilelearning, which requires the use of various mobile devices to access educational content and resources;

- personalized learn experience, which enables students to take primary responsibility for the process and results of their educational activities;

- microlearning, which involves providing educational content to students in small, easy-to-understand portions (interactive modules, short videos, etc.);

- continuous learning journeys, which necessitates the implementation of continuous education throughout life, the long-term accumulation of learning experience, which is maximally adapted to the

individual needs, goals and interests of the subject of learning, which are regularly reviewed and adjusted.

It should be noted that in the conditions of the escalation of military operations on the territory of Ukraine, distance learning in many regions is becoming the only possible format for students. In such a situation, in order to ensure the preservation and further development of university and generally higher education in the country, it is necessary to carefully study the promising developments of foreign experts on the implementation of distance learning on the basis of universities, optimally combine effective technologies for its implementation with traditional methods and forms of education, creatively use world educational experience. The research highlights the following prospects for the creative application of the work of foreign experts on the outlined problem: stimulating the active development of the national theory and practice of distance learning of university students based on taking into account current educational requests from society and the national specifics of education; systematic updating of software-technical and didactic-methodical support for distance learning, creation of an optimal information and digital educational environment for online interaction of all its participants; encouraging teaching staff to master professional competence in the field of distance education, offering teachers various models of professional development in this field; provision of operational individual support to students in the process of their distance learning, active implementation of virtual and augmented reality, mobile learning, personalized learn experience, microlearning and continuous technologies in this process.

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2.2. THEORY AND PRACTICE OF ORGANIZING BLENDED LEARNING OF PHILOLOGISTS STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

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Abstract. *One of the promising ways to solve the problems of higher education in the era of informatization and digitalization is to introduce blended learning, which allows to combine online and offline formats of its realization. In the study for solving the set tasks for realization of the set goal,the following complex of general scientific (theoretical, empirical) methods of research was used, in particular: analysis, synthesis, comparison, classification and generalization, descriptive-analytical. The modern requirements to the training of students of philological profile in higher school have been revealed. The specificity of realization of blended training of students-philologists in institutions of higher educational is characterized. It is proved that the blended training of philologists students should be directed first of all to forming the defined competencies in the normative documents on the basis of observance of the general requirements to realization of higher education, taking into account the specificity of philological knowledge, providing mastering by all*

participants of the educational process ability to work online. It is determined that the directions of future scientific research are the development of a road map for the creation of digital educational content in the process of preparing philologists.

Introduction. The rapid and dynamic process of informatization and digitalization of all spheres of life of modern society makes it necessary to radically modernize higher education on the basis of active use of innovative computer technologies. One of the promising ways to solve this problem is to introduce blended education, which allows to combine online and offline formats of its realization, and as a result – to significantly increase the efficiency of educational process, to give students a personal orientation. At the same time, the problem of organization of blended training in preparation of future philologists is especially acute, which is caused first of all by the specificity of philological knowledge and the growth of its role in the spiritual development of modern Ukrainian society.

Research methodology. The purpose of the research is to reveal the requirements to the training of students of philological profile in higher school and to characterize the specifics of realization of blended training of students-philologists in higher educational institutions.

The following complex of general scientific methods of research were used for realization of the set goal: theoretical (synthesis analysis, comparison, comparison, comparison, classification and generalization of scientific and pedagogical sources, descriptive-analytical, modeling and synthesis of received data, classification); empirical and descriptive-analytical method.

The theoretical aspect of the research is a system of scientific ideas about realization of effective training of a philologist in conditions of informatization and digitalization, theoretical provisions, initial

understanding, which is the basis of studying of the problem we have solved.

The practical aspect of the organization of blended training consists in choosing the optimal model of blended training and determining factors that should be taken into account by teachers when planning a new training course.

Literature review. The analysis of scientific and pedagogical literature shows that the problem of preparing future philologists is topical. In scientific works of domestic scientists (M. Bayda, G. Degtyaryova, T. Kramarenko, N. Kutsyna, S. Protska, O. Semenog, N. Sorokina, G. Shilina etc.) The results of theoretical-methodological and methodical principles of teaching of philology students are presented.

Of course, the theoretical aspects of distance and blended learning in educational institutions (V. Vashchenko, R. Shank, Y. Smirnova-Tribulska, O. Shusharina, N. Tverezovska, etc.); description of scientific-methodical approaches and strategies of introduction of blended education in higher school (T. Dybska, K. Lisetsky, M. Lvov, N. Morse, N. Rashevska, A. Stryuk, G. Tkachuk, etc.); questions of use of active and interactive methods of teaching in institutions of higher education, including in the format of online (K. Binitska, L. Borisova, T. Boronenko, I. Dichkivska, V. Fedotova, V. Yevtushevskiy, M. Mokhova, A. Ststyuk, L. Stefan, N. Tkachova, etc.); revealing the specifics of the use of cloud-based educational services as a means of improving the quality of education (N. Zhitenova, O. Korotun, G. Kravtsov, S. Litvinova, V. Proskin, M. Shishkina, etc.); characteristics of the peculiarities of e-learning implementation (V. Bykov, K. Bugaychuk, V. Oliynyk, I. Rudinsky, B. Shunevych, etc.); outline of ways and prospects of further education (O. Burov, R. Gurevich, M. Kademia, V. Kuharenko, S. Semerikov,

L. Shevchenko, O. Spirin, Y. Trius, M. Zhaldak, etc.).

During the scientific search of scientific works of domestic scientists, devoted to the coverage of issues of blended education in educational institutions, became a valuable cluster and the basis of the problem we have identified. However, it is found that the problem was not investigated in the given report.

Research results. Modernization of the higher philological education system involves constant updating of its content and active introduction of innovative approaches to the organization of educational process. Special attention in the context of modern educational realities was devoted to the revision of the contents of the order of the Ministry and Science of Ukraine "on Approval of the Regulation on Distance Learning" (Order of the Ministry of Education of Ukraine, 2020). In particular, in the mentioned order it is noted that realization of distance learning can take place in two ways: As a separate form of training and as a component of the process of training, which is realized in different forms. And this means that the given order is related not only to distance, but also to blended education.

At the same time, the provisions of this order on the system of technical support of distance learning, which should include:

- appropriate hardware (personal computers, network equipment, uninterrupted power supplies, servers, video conferencing equipment, etc.), which provide a technical basis for the development and realization of necessary educational web resources, management of educational process and, in particular, chosen types of educational interaction between all participants of this process in synchronous and asynchronous modes;

- information and communication support of the process of training of applicants with a sufficiently high bandwidth of channels, which allows

to give all participants of educational institution round-the-clock access to appropriate web resources and web-services for realization of activity in synchronous and asynchronous modes;

- software (licensed or built on open-source software products) for general and special purposes for all participants in the educational process, including individuals with special needs (Order of the Ministry of Education of Ukraine, 2020).

The development of information, which was changed by digitalization, the demands of modern society and state, a number of adopted normative and legal documents, in particular the Strategy of Sustainable Development "Ukraine-2020" (ed. 2015); Law on innovative activities (ed. 2012), "Regulations on the National Electronic Platform" (ed. 2019), "Regulations on Electronic textbooks" (ed. 2019), "Concept of Digital competence Development and Approval of the Action Plan on its implementation" (ed. 2021), "Digital Adjent – Ukraine 2020" (2016) encourage the introduction of ICT resources and digital technologies. Such innovations include taking into account and expanding resource opportunities in the context of the organization of blended training of the top philological education graduates, in particular, ability to psychologically and methodically carry out professional activity aimed at development of the language personality traits.

Note that the Standards of higher education in specialty 035 "Philology" were approved on June 20 (2019) for the first (bachelor) and second (master) levels of higher education. On the basis of the analysis of these normative documents the following important points are defined: The modern philologist should possess solid positive attitudes and motives, professional knowledge, pedagogical skills as well as professionally significant qualities, a number of specific traits connected with peculiarities

of philological knowledge. In particular, a philologist must master the modeling skills of educational and self-learning activities in accordance with modern requirements of science and practice taking into account personal, procedural, psychological and pedagogical aspects.

In the context of the problem of research, the leading trend of higher education can determine the strengthening of the attention to the training of the new generation, who are able to work in conditions of blended training, aspire to professional self-development, self-realization, creative search and are ready to solve non-standard tasks, to make scientifically grounded decisions, freely to orient in the information and digital society.

Thorough elaboration of the Standards of higher education 035 "Philology" for the first (baccalaureate) and the second (master) degrees allows to define in the generalized form the goal of training: training of philologists who are able to solve practical problems and tasks in the field of philology, successfully communicate in different languages, conduct researches and carry out innovations connected with analysis, creation (in particular translation) and estimation of written and oral texts of different genres and styles. It is also important to note that the above-mentioned standards of higher education contain a list of the graduates qualifications (integral, general, special (professional), which define the specifics of training of the applicants on specialty 035 "Philology" (2019). Therefore, the priority task of the professional preparation of the future philologist is the preparation of a competent specialist, who has basic and professional knowledge and skills in subject disciplines.

The results of the training defined in the Standards of higher education 035 "Philology" reflect the normative content of training of philologists separately for the first (bachelor) and second (master) levels of higher education.

Therefore, the blended training of philologists students is directed first of all on formation of the above-mentioned competencies on the basis of observance of general requirements to realization of higher education, taking into account specificity of philological knowledge, and also providing of mastering by all participants of educational process of the ability to work in the mode of online.

It is important to note that important requirements to a philologist, which significantly affect the organization of his blended studies are such as:

- availability of fundamental and linguistic knowledge;

- ukrainian and foreign languages (according to specialty);

- thorough knowledge of methods of teaching ukrainian (foreign) language and literature in institutions of general secondary education, application of traditional and innovative methods of teaching;

- ability to use ICT for effective information search and its application (Sobchenko, 2021).

On the basis of the analysis of scientific literature it is also clear that for the future philologist to work successfully, it is necessary to learn to establish and maintain contacts with other people and to understand them well, to understand in personal features of each person, and to learn knowledge in the relevant fields of production, science, art.

As it is clear, A. Semyenog has singled out the most important competencies for specialist philologist: linguistics, language, literature, folklore, information, culture studies, etc. (Semyenog, 2015, p. 28).

M. Baida focused on the fact that philologists are permanent participants of the culture dialog and permanent repeaters of a particular country's culture. Therefore, in the process of training of the future specialists of the specified profile it is necessary to ensure formation of

such competencies in them first of all: subject, social-psychological, linguistic (language,linguistic), communicative, methodological, socio-cultural and research competence of the future specialist (Baida, 2016, p. 41).

The considerations of S. Protska are important in the context of the scientific search conducted by her, she studied the problem of theoretical substantiation and development of scientific-methodical computer-oriented support of the process of formation of professional competence of future philologists. According to the scientist, the effectiveness of the educational activity of philologists students is largely determined by their activity in the teaching of information and communicative technologies (Protska, 2019, p. 46). Other scientists (O. Glushak, N. Mazur, V. Prokshkin) in their joint work drew attention to the necessity of organization of scientific-research work of students-humanitarians by means of cloud-oriented technologies and substantiates ways of increase of its efficiency (Proshkin, et al., 2018, p. 190-195).

A. Semenog stresses that the process of training of the future dictionary should be provided with the appropriate content, forms, methods of organization of this process and should be oriented on formation of high spiritual culture personality with high level of professional competence (Semenoh, 2005, p. 9].

It should be noted that theoretical and methodical preparation of a philologist involves mastering by them basic and educational-professional components of knowledge, skills, as well as system of world-view knowledge. Scientific and research preparation of the applicants of higher philological education provides them with necessary ideas and professional skills as a philologist, as well as methods of teaching philological

176

disciplines, in particular knowledge about the purpose, tasks, principles, content, methods, means, technologies of training.

We will point out that students of philological profile at the level of bachelor have the following professional competencies:

- understanding of structure and theoretical bases of philological science;

- the ability to use language properly in oral and written form;

- knowledge of the theory and history of language in professional activity;

- ability to operate freely with special terminology for solving professional tasks;

- the ability to collect, analyze, generalize, systematize and interpret language, literary, folklore facts, translation of texts, etc. (Standard of higher education of Ukraine first (bachelor) level, 2010).

It is also worth noting that the Standard of higher education on specialty 035 "Philology" for the second (master's degree) level of higher education also defines special (professional, subject) competencies, which are required by the applicants, including the following:

- ability to orient well in the main linguistic directions;

- ability to understand literature as a political system;

- ability to carry out scientific analysis and structuring of language and literary material, etc. (Standard of higher education of Ukraine second (master's) level, 2019).

We will emphasize that one of the categories of success of the future philologist is communicative. The intensification of research on the problem of communication is often associated with the increase of the role of the spiritual-moral concept in the professional activity of the philologist. This concept is genetically based in professional activity, which is

177

impossible without communication. Hence the special role of communicative and personal approach in the activities of the philologist. In a world where powerful revolutions are gaining communication in online networks, social networks, which leads to formation of "cell thinking" in young people and suppression of emotional intelligence of a person, one should be able to concentrate, to determine the model of communicative behavior (Sobchenko, 2021).

It is also important to note that high-quality higher philological education should ensure formation of linguistic competence in philologists (Sobchenko et al., 2021). Under this competence O. Semenog understands "a complex of linguistic knowledge about language as a social phenomenon and constantly developing system, connection of language with thinking, culture and public development of the people, ability to operate linguistic knowledge in professional-pedagogical and scientific-research activity, ability to language reflection" (Semenog, 2005, p. 33).

As the study suggests, students generally attach great importance to language knowledge in future professional activities. However, it is established that they underestimate the importance of learning skills and skills of speech interpersonal communication in professional activity. In particular, one of the reasons for the weak mastering of language skills by young people is the low level of formality in philologists in the ability to build relationships through dialog. Note that the key position in defining the basic requirements for the training of future specialists of the philological profile is the necessity of realization of such normative principles of the organization of dialog between its participants:

- disclosure of own internal world to communication partners;
- psychological attitude toward the interlocutor;
- demonstration of trust and sincerity of feelings and states.

It should be noted that the increase in the level of requirements to quality of work has caused renewal of practically all professions. In this row there is also a profession of philologist, which, despite the huge scientific and scientific-pedagogical heritage, has not been sufficiently investigated till now from the point of view of how in educational culture included new values, new knowledge, dynamics of content, structure, status of profession. However, philology is one of the most important aspects of the history of human civilization and, in particular, of the Ukrainian people, because it is connected with its language. In addition, the history of the mentioned science reflects the history of the intelligentsia – the social layer, which, despite its relative innumeracy, has always played a significant role in the formation of a highly moral personality and a worthy representative of its nation (Symonenko, 2006).

Thus, the developed materials on the subject of the research allowed to determine that the process of realization of higher philological education is directed on formation of professional knowledge and skills, individual abilities, qualities, initiatives necessary for effective performance of future professional activity in accordance with modern requirements of society. Higher philological education is closely connected with humane values of the person and society and provides for mastering by students of a complex of general and own professional competencies, providing adaptation of the subject in the chosen profession and its successful realization.

As it is stated in the scientific literature, in the process of studying philologists students the leading place should take the methods of problem lay-out (eutical, partially search, research). We believe that the use of the above methods is also a caution against the "general lag of culture", and at the same time an important precondition for the choice of optimal methods, forms, means of teaching students of philological profile.

In the conditions of informatization and digitalization modern information-multimedia provision of the process of teaching of philologists and, in particular, creation of educational-methodical complexes for organization of independent educational activity of the applicants, where appropriate educational tasks are offered, and also a list of recommended literature for independent reading, references to the relevant sites, hrestomathes, vocabulary etc. is presented. It should be noted that among the necessary multimedia and computer-based support of the students' learning process specialists first of all distinguish: Educational and control programs; training programs; modeling programs; simulation (game) programs; operating programs; information programs (Sobchenko, 2021; Sobchenko et al., 2022; Mokrohuz, 2009).

It should be noted that this list is far from complete, since practically every day new technical and, in particular, computer possibilities, which the teacher can serve to achieve the set didactic goals. As a result of the constant complication of computer functions in the field of educational support today begin to involve programs of user interface, programs for tracking of the trajectory and history of training of a specific student to build his individual strategy of training. In this case, the computer can act as a teacher's consultant during the diagnosis of the level of student learning achievements, assessment of the quality of selected didactic material, selection of the optimal methods of organization of the process of teaching etc.

Note that the modern applicant is practically "immersed" in a rich information environment. At the same time it influences the person not only traditional second-signal ways, but also directly on receptors, ie the first-signal methods. Accordingly, the mass media are provided with more accessible and visual information that penetrates through all possible

channels at all levels of personal consciousness, often regardless of their own will, and therefore often the information is more effective. This allows to assert that professional (in fact informational) activity of the teacher, which is based in most cases on verbal means of training, does not correspond to complex information system of the applicant.Therefore, it is possible to sum up that the modern educational environment does not correspond to the principle of adequacy of the educational environment to the information environment of modern society.

We would like to emphasize that the high-tech information environment in which the participants of the educational process are present has a tendency to "release" a person from responsibility for what is happening, to transfer human behavior to the level of machine programs. Getting used to relying on unlimited possibilities of the programd technique, the person is less likely to take the positions that require it to make independent decisions, and therefore the indicator gradually loses the ability to set goals and achieve them. All the less young people resort to reflection of conscience, less feel responsibility for their own life and development of society. In this situation, it is the philologists who rely on a particularly important mission to change the situation in society for the better.

As defined in the study, the growing volume of information circulating in modern society, the rapid change in the way experts work in different spheres of human life actualize the ability of each person to continuous learning. Therefore, the acute problem for education is not "teach something", but to form in person, first of all, the character of teaching. On this basis it is possible to assert that in modern institutions of higher education in the conditions of global informatization and digitalization it is necessary not only and not so much to improve the

quality of technological training of philologists students to work with informational and communicative means of teaching, but first of all to significantly change the methodology of philological education, to make some changes in the organization of work of teachers (Yuriichuk, 2016, p. 80).

Note that the above-mentioned requirements to the process of teaching students and, in particular, students-philologists in higher school were taken into account when defining the specifics of the implementation of blended training of philologists students in higher education institutions.

As it is determined, the specificity of the mentioned type of training of philologists students is caused by various factors. Thus, during the implementation of this process it is important to take into account psychological-physiological, social and individual peculiarities of students.

In the process of scientific search it is determined that the student age (18-22 years) is a sensory period for the formation of the intellectual system of a person, the development of its higher mental functions. In particular, according to the conclusions of scientists for this age period, the smallest values of latent period of reactions on simple, combined and verbal signals, optimum of absolute and various actions of analysts, the greatest plasticity of psychomotor neoformations and new skills are characteristic. In comparison with other age periods, it is in the student age that the persons in it are marked by the highest speed of operative memory, switching of attention, decision of verbal-logical tasks etc. Therefore, scientists stress that the applicants of higher education have a peak of development of the type of higher nervous activity, physical strength and high endurance. Thus, in the time of the student man is characterized by the achievement of peak results of his own mental development, optimisms of his own intellectual and physical forces.

As noted in the scientific literature, for successful mastering of humanitarian professions, which include the sphere of philology, the applicant in the higher school should possess a bright verbal type of intelligence. The future philologist should also demonstrate a wide range of cognitive interests, erudition, skillfully speak the language, have a rich vocabulary and know how to use it correctly, demonstrate a high degree of abstract thinking. In this regard, the peculiarities of student age are a positive factor for successful teaching of philology students.

At the same time, it should be noted that in times of youth the ability of a person to the conscious regulation of behavior is not fully developed. Therefore, students may have an unmotivated risk, inability to predict the consequences of their actions, demonstrate not always worthy motives of behavior. At the same time "I-real" and "I-ideal" are still in a certain dispute, which often breeds uncertainty of young people in themselves and can even be accompanied by external developments of aggression, feeling of misunderstanding on the part of others. For E. Erikson, this is the basis for the conclusion of the crisis of identity (Erikson, 1979).

In view of the subject of the study it is also worth noting that the significant features of personality in the student's age are: ability to study independently, control and assess themselves, to possess individual methods of realization of cognitive activity, ability to correctly distribute working time of self-training (Sobchenko, 2021).

Education in modern higher school requires students to show a qualitatively different system of relations of responsible dependence, where the necessity of independent regulation of their behavior is at the forefront, the existence of those levels of freedom in the organization of independent classes and life, which until recently were inaccessible.

It is also advisable to note that in the student's age the professional orientation of the individual, in particular, the professionalism of its mental processes and conditions, is growing the corresponding experience of emotional maturity.

In the process of blended training of students of philological specialties it is important to take into account the specificity of the most philological knowledge. In particular, according to the conclusions of scientists (V. Syerikov, N. Tkachova, T. Shcheblykina, etc.), since philological disciplines are related to the cycle of humanitarian, it is advisable to take into account the following characteristic features of training of these disciplines:

- importance of understanding the essence of humanitarian and, in particular, philological knowledge, its importance in the modern world, peculiarities of conducting the process of knowledge in the presented sphere;

- within the framework of humanitarian research, a person is a subject and at the same time a subject;

- the study of humanitarian educational disciplines is aimed at formation of certain knowledge and ways of activity of the applicants, and the main thing – to gain experience of socially significant emotional and valuable attitudes, and these attitudes are the result not only of educational activity, but also of accumulated life experience, own valuable orientations and preferences of the subject of study;

- the possibility of the specified disciplines to form critical and reflex thinking, spiritual world, subjective assessments of specific events, actions, phenomena in the process of studying these disciplines, emotional and valuable sphere, and formation of emotional and valuable attitude of the person demands from it to solve certain conflicts, in reflection, as a

result of this, there is actualization of the already formed in the person of the wear or their partial replacement;

- the study of a humanitarian object by a person provides for its regular co-location with its own life;

- there is a difficulty in clearly modeling the desired result of the study of humanitarian and, in particular, philological disciplines by students, because it is largely subjective;

- the object of the humanitarian research and knowledge about it are innerably connected, as the process of knowledge is carried out as a process of cooperation and co-creation of the person with the author of the chosen work;

- the process of humanitarian knowledge is not included in a number of logical constructions, because understanding the object as a whole is an important prerequisite for its understanding;

- the teaching of disciplines of the given cycle ensures the formation and enrichment of the individual picture of the world of each student and to a large extent influences its formation as a person;

- ensuring the collective discussion of the humanitarian object in the area of real life activity of students activates the pedagogical influence on the development of their consciousness, formation of valuable attitude to the object in the recipients due to accumulation of their own life experience;

- philological disciplines have considerable potential for mastering of the experience of creative activity by philological students (Scheblykina, 2016; Vovk, 2013).

As noted in the study, the peculiarities of the process of studying philologists students are analyzed also in scientific works of I. Grytsenko, L. Koval, O. Maliyhina, I. Sokolova, who considered theoretical and

practical aspects of formation of general cultural competence of students of philological specialities. The author's position of these scientists is that the specificity of the blended training of students of philological disciplines in higher education institutions is stipulated by:

- requirements to the organization of training with the use of computer technologies in higher education institutions;

- peculiarities of the content of philological disciplines and expressive signs of their teaching, belonging to the cycle of humanitarian disciplines, corresponding peculiarities of the use of blended teaching;

- peculiarities of training of higher education applicants, their interest in information and communication technologies (Malykhin et al., 2015; Koval, 2013).

To a large extent, similar ideas were expressed by N. Soroko, who studied the development of information and communication competence of specialists of philological specialty in the conditions of computer-oriented environment (Soroko, 2012, p. 96).

In the adventure also became scientific intelligence research O. Semenog, who stressed the presence of specific features of the process of teaching future philologists. In particular, the process of their education this author considered as purposeful activity, representing unity of content, structures, aims of education and upbringing, a combination of special psychological and moral qualities of personality, specific knowledge, skills, philological abilities, the acquisition of which gives an opportunity to form positive motivation of students to professional activity, promotes their adoption of the necessary volume of general cultural, psychological and special knowledge, allows to carry out research and educational work (Semenog, 2005, p. 52).

In the study of the problem of blended training of students of philological profile in the institution of higher education in a fit also became conclusions O. Vovk, who has revealed the following peculiarities of the process of teaching future philologists: the necessity of realization of individual approach in teaching, use of specific ways of mastering by the student philological disciplines, attention to formation of his as a language personality, development of her intellect, expansion of her mental space (Vovk, 2013, p. 6-7).

It should be noted that the future specialist should take into account that he is not only a subject who knows other people, but also a subject that is subject to their own knowledge. In light of this, the philologist must not only recognize signs that indicate the peculiarities of behavior, mental conditions, the possibilities of other applicants, but also adjust their communicative behavior according to changing situations in the language environment. On how a philologist perceives, interprets the appearance, behavior of other partners of interaction, assesses their possibilities, in many respects depends on the nature of relations with them and, undoubtedly, the results which participants will achieve in joint activity.

Noting the leading role of communication "as a bright indicator of the ability to communicate, understand and objectively assess one another", it is clear that pedagogical communication has the status of an identity of each individual. However, it is not only important to study the language that communication is an important source of information about the personal peculiarities of the applicants. Given the fact that the applicants have not yet formed enough communicative experience during the teaching of the teacher's language, it is necessary to create appropriate conditions for them to better understand it.

It is also important to note that the interpersonal language communication between the teacher and the applicant must be carried out at practical and seminar sessions in the institution of higher education online and offline for modeling the language and child specific status of the philologist, for creating the appropriate emotional state and mutual relations between participants of interpersonal communication, favorable communicative psychological state, formation of valuable attitude of the applicants to the subject of communication.

At the same time it is necessary to emphasize that in a number of publications, which highlight the issues of forming skills and skills of communication of future philologists, it is noted that interpersonal language communication should be brought only to the creation of an atmosphere of favorable communication, in accordance with the rules of pedagogical ethics and communication techniques. Therefore, it is proposed to train the specialist with stereotypical language expression and to organize the necessary training in the use of these language stereotypes. Certainly, such work is necessary, but it cannot limit the process of preparation of the future philologist to interpersonal communication.

As the analysis of scientific orders of some scientists (O. Vovk, O. Semenog, etc.), they follow the idea that the development of the language activity included in the process of interpersonal language communication is not a simple mastering of language actions, which can be carried out by the applicant, but a gradual improvement of the way in interpersonal communication (Vovk, 2013; Semenog, 2005). This fact largely determines the specificity of the blended training of philologists.

As it is established, the practical value of mastering by the student-philologist of methods of communication is that significant is not only mastering elementary norms of ethical culture of behavior, but also

professional mastering of skills of communication and corresponding language skills, mastering of norms of language behavior. That is why it is crucial for teachers to organize the training activities of the applicants to ensure their readiness to conduct language interpersonal and intercultural communication, and therefore to be competitive in the labor market, which is the main resource of realization of the competent approach.

In the conditions of integration of the national higher education into the European and world educational space it is important to take into account the world tendencies in development of philological science and organization of the process of teaching of philologists. In particular, today the international community of philologists pays great attention to the improvement of the quality of human potential, deepening of the orientation of philological education on studying a person as the highest value, ensuring formation of spirituality and value attitude to each person as an active subject of communication, knowledge and creativity.

In this regard, the conclusions of experts (O. Malikin, V. Rusanivsky, M. Rusnak, O. Semenog, etc.), which to solve this difficult task recommend to actively introduce innovative educational technologies into the process of teaching students of philological profile. After all, the development of modern information technologies, telecommunication networks, which have actively entered the life of the society, considerably expands the market of information products. At the same time, the trends of re-structuring of people's valuable orientations are becoming more and more evident. The reality shows that the rich flows of information have a significant impact on the environment and environment of human habitation, make serious thinking about information processes that influence the formation of young people's outlook.

The increase in the rate of growth and updating of information in different spheres of people's life did not immediately arise and gradually gained its strength. If in XIX century. The main task of science was to expand the range of knowledge, then in XX century. The first task was to explain and understand the learned experience of the actual material. During this transition period, the level of culture, intellectual technologies and personal qualities of the person became the basis for moving forward, which required new approaches and priorities in solving problems in the sphere of information provision of education.

It should be noted that in the field of view of modern information-based educational space there are not only questions of technologies, but also the regularities of occurrence and functioning of different types of information, which are present in some or other arrays of scientific knowledge, which testifies to a variety of information processes in society. Practice has repeatedly shown that shortcomings and mistakes in this sphere can cause social life of society distortions, which threaten to destructive effects, which can lead to dramatic consequences.

It should be noted that regular monitoring of the level of humanization of society and its information sphere is necessary. Consciousness not only has to determine existence, but also to outstrip it, preventing terrible threats to the survival of human civilization. The educational sphere, which is aimed at the future of society, undoubtedly, should be based on this idea.

In turn, traditional methods of training from the whole large number of channels of information reception are used mainly by those who operate verbal signals. The specificity of verbal communication is that it creates an additional filter on the way of recognizing the content sense of information because of the limited properties of the process of encoding and decoding a

language. This method of information exchange is the most difficult, because it requires the applicant to be active in using the resources of perception, thinking, memory, etc.

On the basis of the study of scientific literature it is concluded that modern educational technologies are directed on:

- change of approaches to presentation of the content of knowledge (technologies of modeling of the subject and social content of the future professional activity, technologies of consecutive and purposeful identification of problems and their solution);

- accounting of the demands and internal needs of the applicants (technologies of critical thinking formation, reflexia development, dialog technologies, technologies of self-organization);

- change of methods of activity in study (technologies of organization of object activity, technologies of problem solving, technologies of organization of research, technologies of problem solving);

- formation of conditions of development (technologies of designing of educational environments);

- formation of relations (technologies of organization of communities, technologies of informal communications);

- development of cultural demands and propensy of the applicants (technologies of cultural exchanges, technologies of organization of educational travel);

- development of creative potential of the person (technologies of organization of scientific and creative competitions, trainings, etc.) (Semenog, 2005; Sorokina, 2016).

The above-mentioned peculiarities of realization of higher education should be taken into account during realization of blended training of students-philologists. At the same time J. Hoffmann, president of

191

InSync Training, LLC (consulting that develops and implements blended education) emphasizes a significant change in its organization as a teacher, who should become a "virtual professional" (Hofmann, 2014). The specialist also notes that the involvement of applicants in group educational activities within the framework of implementation of blended training has the following significant advantages:

- possibility of maximum interest of the applicants (to offer students to express their thoughts on the presented educational content and to provide fragments of the content);

- change the voice of the teacher during chat, online poll;

- absence of students who in their educational activities are behind the rest of the participants of the educational process (control that during the online meeting all participants took an active part in the educational session);

- satisfaction of students' requests due to changing educational environment (Hofmann, 2014).

From the perspective of the new role of the teacher J. Hofmann offers him the following valuable advice on organizing the team work of the competitors:

- manage communication with them;

- to provide students with clear instructions on their future actions;

- to show respect to individual points of view on the problem of all participants of the educational process;

- clearly answer the questions of students in the chat;

- know how to act in emergency situations;

- make sure that the training materials are available to all team members;

- create an atmosphere of trust;

- discuss the experience (Hofmann, 2014).

It is expedient to specify that observance of these rules will facilitate the feeling of comfort of participants of pedagogical interaction and within the framework of realization of the traditional model of training.

On the basis of the work of scientific works the following strengths of online training were revealed:

- free access to communication with teachers;
- possibility of choosing a system of education;
- free pace of study;
- being able to receive education at the same time in several institutions of higher education;
- possibility of feedback;
- demonstration of the results of their work through participation in competitions and competitions;
- overcoming psychological problems connected with communication;
- flexibility (freedom of choice of time for course study);
- parallel (it is possible to combine training and professional activity);
- asynchronous learning (possibility to study the course regardless of time);
- mass (non-critical parameter of number of applicants);
- information accessibility (free access of the applicants to information resources);
- interactivity (ability to get a quick answer).

At the same time, the analysis of scientific literature showed the existence of the following main shortcomings of blended education:

- absence of direct contact in interaction between the applicants and the teacher during realization of the remote component of the educational process;

- uneven distribution of educational load due to lack of formation in many applicants of readiness for independent study (Hofmann, 2014).

Thus, the above-mentioned allowed to come to the conclusion that online education as a component of blended education is oriented not on the use of passive technologies and the unilateral influence of the teacher on the process of education. First of all, online training provides for the development of motivation and updating of educational and cognitive activity of the applicants. Secondly, in the process of its realization the teacher uses active methods through creation of interactive educational environment and thus attracts all participants of the educational process to interaction. Thirdly, active interaction of participants of the educational process, presence of a wide range of educational platforms, digital services, means having the possibility of organization of feedback, reflexia, control and verification of results of educational and cognitive activity, formation of certain responsibility of the competitors for results makes it impossible to have one-sided influence of the teacher, and vice versa, the work is based on mutual assistance and understanding between all participants.

In the course of the study of the raised problem, the research deserves interest in the use of blended training of philologists from the perspective of resources in the evaluation of their knowledge (technologies of organization of business games as the form of certification, technology of organization of open creative examinations, etc.). At the same time, undoubtedly the most demanded optimization of knowledge transfer to students by means of information-communicative technologies (technologies of creation of information infrastructure, technologies of use

of information-communicative technologies in the purposes of creation of didactic situations, etc.).

It should be noted that among the newest information and multimedia technologies, which have become accessible over the last decade and with the help of which the tasks of practical block of formation of general cultural and professional competence of students-philologists are successfully realized, the following should be mentioned first of all:

- multimedia systems – a complex of equipment that allows to provide the user with various types of information in dialog mode (text, graphics, video, sound, animation);

- expert systems, automated systems;

- electronic library catalogs, databases;

- local and global (distribution) computing networks;

- e-mail is one of the modes of computer networks functioning, which allows users (teachers, students) to exchange text and graphic messages;

- teleconference system – a technology that allows you to see texts of messages from participants at a distance from each other on the screens of a computer (laptop, netbook, tablet, etc.);

- educational telecommunication project – joint educational, educational, creative or game activity of students, organized on the basis of computer telecommunication and has a common goal, and also coordinated ways of action aimed at achievement of joint result of activity;

- organization and holding of remote classes, consultations, chat sessions, web lessons;

- distance learning courses (Sorokina, 2016, p. 76-77).

It is clear that different types of telecommunication communication cannot be completely replaced by direct communication "teacher-student".

Observations show that there are cases when students feel difficulties in finding relevant educational information, art or scientific literature, are unable to prepare reports independently, are lost in the flow of various information contained in the Internet. Therefore, the conclusion of educational and methodical complexes facilitates the expedient organization of independent activity of students and formation of components of their professional competence. According to O. Malikhina, during the course of the content of independent educational activity of subjects of study it is necessary to take into account the following factors:

- own knowledge (special-subject, intersubject, meta-knowledge, which reflect the structure of knowledge and principles of its construction);

- operational components of self-learning;

- reproductive, algorithmic, productive, creative activities (Malykhin et al., 2015, p. 150).

It should be noted that the autonomy of institutions of higher education and their structural subdivisions (philological faculties) gives great freedom to define and realize the aims of education within the framework of realization of the developed projects and plans of development of higher school. It is also important to introduce in reality the idea of continuity of philological education.

On the basis of the above requirements to realization of higher philological education, and also to clarify the specificity of realization of blended training of philological students, we consider it expedient to specify *the essence of blended training of philological students in establishments of higher education as purposeful interaction of the applicants of higher philological education and teachers, that ensures achievement of the formulated tasks of educational process taking into account the specificity of philological knowledge and which provides*

optimal combination of educational activity of its subjects in online and offline mode.

The practical aspect of the organization of blended training consists, first, in the choice of the appropriate model of blended training, which would satisfy both teachers and students.

For example, the following four most common models of blended study of students are currently distinguished:

1) "rotation model", within the framework of which students mainly work in special computer classrooms. There are the following sub-models: "rotation of stations", "rotation of laboratories", "inverted class", "individual rotation";

2) "flexible model", in which the leading place takes the online training of the applicants;

3) "personally oriented model", in the conditions of realization of which all participants of blended training work online;

4) "a model of the enriched virtual environment", which harmoniously combines the educational activity of the participants in online and offline modes (Sobchenko, 2021).

Since there is no universal model of blended training of students and, in particular, students-philologists, you can use those models that will be most effective for specific educational situations.

Let us give one of algorithms of choice of model of blended study, which was offered in 2003 by the director of Oklahoma University L. Di Fink , since his works have become a kind of reference for teachers during the creation of their own integrated training courses, which are taught within the framework of blended training, and also development of author models of studying by students of these courses.

L. Di Fink stressed that the teacher has an opportunity to independently choose the appropriate method of teaching the course, which must be tested. Any such course includes lectures, discussions, laboratory work, consultations, e-mail communication, which provides feedback between all participants of the educational process (Fink, 2003).

According to the scientist, the creation of a new model of students' education or an integrated object of any educational course contains three main stages:

- initial;

- Intermediate;

- final.

To implement this process, the scientist proposed to use the clear step-by-step instruction developed by him, which the teacher can simplify the desired model of educational process or course.

Valuable work of L. Di Fink is also the fact that he described in detail each proposed stage of the project, on which the teacher should implement the corresponding algorithm of actions, namely:

I. Initial lens stage:

1) identification of important situational factors;

2) formation of the basic goals of training;

3) organization of feedback between the teacher and students and the procedure of presenting their assessments;

4) selection of effective types of educational activity of the applicants;

5) verification of integration of the main components of the training process.

II. Intermediate stage of the object:

6) creation of thematic structure *of the course;*

7) choice of educational strategy;

8) ensuring integration of course structure and training strategy.

III. Final stage of the project:

9) development of a system of assessment of student achievements;

10) provision, analysis, overcoming possible problems and difficulties;

11) preparation of the course program;

12) reflection (assessment of the developed course and teaching) (Fink, 2003 p. 7-34).

We offer examples of work sheets for course building (Table 1, 2):.

Table 1: Working letter № 1 course object

Goal, course objectives	Methods of evaluation of each activity	Actual teaching-training	Useful resources (training facilities)
1			
2			
3			
4			
5			
6			
7			

Table 2: Working letter № 2 to ensure consistency of students' educational activity (sessions per week)

Week	Group	Nature of interaction	Group	Nature of interaction	Group	Nature of interaction
1						
2						
3						
4						
5						
Exam or project						

Note that the use of such a worksheet as a kind of "illustration" of the training course helps to gather enough information and plan this course, to provide connections between all the complex, to think about design and ways of ensuring the integration of this course. The teachers were given instructions and advice on filling. The advantage of such planning is that teachers have an opportunity to see the importance of the course developed, to gather as much information about it as possible, to make decisions on the choice of activities, methods of students' education etc.

It is also worth noting that the document of The Ministry of Education of Ukraine "Recommendations on introduction of blended education in the establishments of professional mobile and higher education" (2021) also stresses that during the choice of effective model of training and planning of new training course teachers should take into account a number of such variables:

- context of a specific situation (number of students, year of study, duration and frequency of studies, form of conducting);
- general context (expectations regarding the course);
- peculiarities of discipline (theoretical, practical);
- taking into account the needs and requests of students;
- analysis of beliefs, views, experience and personal qualities of the teacher.

Conclusions and directions for future research. In the course of the scientific search it is determined that the basic requirements to realization of blended education are determined by the Standard of higher education on specialty 035 "Philology" for the first (bachelors) level of higher education (2019), as well as the Standard of higher education on Specialty 035 "Philology" for the second level of higher education(master`s degree).

It is clarified that in the conditions of integration of the national higher education into the European and world educational space it is important to take into account the world tendencies in development of philological science and organization of the process of teaching of philologists. Therefore, experts recommend to actively introduce innovative educational technologies into the process of teaching students of philological profile. The specifics of the implementation of blended training of students of philological profile in higher education institutions, which is caused by various factors, are determined. Thus, during the implementation of this process it is important to take into account psychological-physiological, social and individual peculiarities of students. It is proved that in the process of blended training of students of philological specialties it is important to take into account the specificity of the most philological knowledge.

The practical aspect of the organization of blended training is determined, which consists in choosing the optimal model of blended training and determining factors that should be taken into account by teachers when planning a new training course.

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2.3. THEORETICAL AND PRACTICAL ISSUES OF INFORMATION COMPETENCE FORMATION IN INTERNATIONAL MEDICAL STUDENTS IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

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Abstract. *The article is aimed at solving the problem of improving the information competence of international students in the educational environment of the university. The purpose of the article is to theoretically analyze the concept of the educational environment and to substantiate the fundamentals of building the relevant educational environment that has an impact on formation of information competence of international medical students. Such theoretical methods were used in the research: specific philosophical, psychological, educational, scientific and methodical literature analysis and the experimental methods were used to provide practical realization of the developed didactic system. In the process of study the structure of the educational environment was disclosed that includes such components: the spatial-semantic component, the content-based and technological component, the organizational and communicative*

component. The content of each component was substantiated in the context of information competence formation in international medical students. Practical implementation of the results obtained is presented. Further research is aimed at input and output data analysis on the impact of the didactic system on the level of information competence formation.

Challenges of the third millennium concerned with the global changes in all spheres of society, tendencies in higher education, the transformation of the approaches for the development of higher education institutions under the conditions of competitiveness, condition the need for creating adequate, high-quality, competitive system of higher education and, in particular, medical higher education. At the same time, the fundamental function of modern education is to build such an educational environment that enables future specialists to construct their own individual educational trajectory, which is necessary for the effective achievement of professional objectives.

Study of the phenomenon "environment" was carried out by researchers in the field of philosophy, psychology, pedagogy and other sciences. In the reference literature it is defined as "a set of natural conditions in which the vital activity of an organism occurs" (Velykyi tlumachnyi slovnyk, 2005); "surrounding, a set of conditions in which the activity of human society takes place", "environmental conditions, environment, set of people who are bound by common conditions", a holistic, integrated factor of development and self-realization of the individual, which determines the model of his behavior, features of activity and communication as a result of active interaction of the individual with the environment (Slovnyk-dovidnyk, 2006).

Taking into account the fact that there are different approaches to the interpretation of the concept "environment" we consider it necessary to

clarify the essence of this phenomenon. So in scientific pedagogy studies environment is defined:

- an environment containing a set of natural, material, social factors that either directly or indirectly affect the individual (Bratko, 2022; Bratko, 2015);

- a set of conditions that surround a person and interact with him as a natural organism (Bohush, 2010);

- the area of activity of the subject; the integral unity of man and his environment (Zaredinova, 2017; Zaredinova, 2020);

- human environment, a set of natural, social and substantive external conditions, factors, circumstances that ensure its formation as a person (Kabatska, 2020).

It is worth noting that close to the concept of "environment", some scientists use the concept of "space", but there are certain differences in the essence of these concepts, such as: space includes a number of environments and acts as a kind of field for their interaction; space in relation to the environment acts as a construct of a higher order; space, unlike the environment, can exist without a person (Dragnev, 2011; Kabatska, 2020; Lobach, 2016); the environment is connected to the space by a certain defined system by the area in which this system functions and develops (Kabatska, 2020; Marchenko, 2020).

The educational environment was of particular interest for our research. Fundamental issues for constructing an educational environment in a higher education institution is of particular relevance.

Analysis of the scientific pedagogical studies shows that scientists interpret the concept of "educational environment" in various ways, which makes it necessary to cover the most common definitions of the definition mentioned.

Thus, V. Serikov defines the educational environment as a combination of certain factors that provide:

- manifestation by a person of an activity and the desire for self-movement (social requirements, norms, status and role expectations);

- availability of certain sources of information, opportunities for its analysis and analysis of accumulated experience by the subjects of study (information, defined academic disciplines and goals of educational activity);

- determining the capabilities and tools to achieve the goals (resources, partners, tools, methods, databases, libraries, teaching staff, mode, set of specializations);

- providing favorable opportunities for communication and all participants in the educational process (teachers and peers, their cultural potential, common tasks and projects, space-time organization of communication, access to world information networks);

- organization and implementation of the relevant pedagogical process (purposeful educational, developmental and educational activities, actualized situations of assimilation by students of various types of experience, as well as the experience of their own personal self-determination) (Zaredinov, 2017).

A. Katashov and O. Qiunyak under educational environment understand:

- functional and spatial association in all subjects of education, between which established close diverse interrelated group bundles;

- model of the sociocultural space where the formation of the personality takes place, creative potential, creative self-expression, social activity, which is aimed at research, creative, practical activities, etc., are realized;

- a center of spiritual and creative communication, where both humanities and relations are established between the participants of the educational process, partnership cooperation, tolerant communication;

- information and organizational spheres with the possibility of widespread use of modern multimedia means of information search, development of distance learning, etc. (Katashov, 2001; Qiunyak, 2019).

L. Ostapenko believes that the educational environment is an integral system of social relations in the field of education and at the same time a peculiar place of intersection of joint activities of all participants in the educational process with the provision of activation of their creative potential (Ostapenko, 2020).

The luminous environment is characterized by:

- multilevel and complex interconnections;

- the volume and quality of educational services;

- intensity of information;

- interaction of different educational systems and a certain culture;

- the ability to meet the educational needs of students;

- ensuring personal development and self-development of participants in the educational process;

- attracting students to independent intellectually creative work [ibid.].

L. Ostapenko also notes that effective and full-fledged development of the personality is possible only because of its activity, which is aimed at a certain definite result.

So, it can be summed up that a considerable number of scientists under the educational environment understand the totality of all educational factors and social environment of a person that directly affect the person in the process of his learning, upbringing and development.

In the process of carrying out scientific research, the scientific works of O. Kabatska also were useful. She singled out the following main approaches of scientists to define the concept of "educational environment":

- as a set (system) of relevant conditions, circumstances, factors;

- as the implementation of a certain model of organization of the educational process;

- as a pedagogical reality;

- as an educational space (Kabatska, 2020).

Based on the consideration of different points of view of scientists O. Kabatskaya under the educational environment understands an integrated set of natural social and subjective external conditions, factors, circumstances that in a certain way affect the course of the educational process and its results, as well as determine the degree of effectiveness of the process of personal formation of each subject of study (Kabatska, 2020).

The scientific views of scientists were also useful on the definition of educational environments and as: multilevel systems in the created conditions, which is provided by certain parameters of the educational process in its content, resources, procedural and effective aspects; a form of communicative interaction (cooperation), creating special types of unity (community) between the subjects of the educational process; system of influences and relevant psychological and pedagogical conditions that create optimal opportunities for the disclosure of interests, the development of the abilities of each individual in accordance with the inherent natural inclinations and requirements of age-related socialization; a set of material factors of the educational process and interpersonal

relations between the subjects of pedagogical interaction (Bratko, 2015; Zhelanova, 208).

In the context of the problem raised, it is also advisable to determine the essence of the phenomenon of the educational environment of the higher educational institution. In this context a view of M. Bratco is of special interest, who understands under this concept ''multi subject and multi object formation, that is purposefully and spontaneously influence on professional and individual development of the future specialist, granting his readiness for professional activity and/or continuation of education, successful fulfillment of social roles and self-realization in the process of life'' (Bratko, 2015). Based on a thorough study of the problem of theoretical and methodological foundations of management of professional training of specialists in the educational environment of the university, the author determined that the environment is designed primarily to provide high-quality professional training of the future specialist and create the basis for the formation of his value orientations and motives of educational and professional activity (Bratko, 2015).

Some scientific studies note that the educational environment of a higher education institution is a factor, a system of influences and conditions that contribute to the formation of students' motivation for self-development, self-education, successful socio-professional adaptation and professional development of future specialists (Lobach, 2016; Ovchinnikova, 2010).

In the framework of the study, it is also worth drawing attention to the research of V. Zhelanova, in which the definition of ''professionally oriented educational environment'' is presented. Thus, the author interprets this concept as ''a multi-level pedagogically organized system of conditions and opportunities that contribute to the effectiveness of the process of

transformation of initial activity into a professional one" (Zhelanova, 2018). As the author considers the professionally-oriented educational environment has such specific traits:

- compliance with the requirements and needs of students regarding the similarity of the future profession;

- contradictions between educational and future professional activities;

- stimulation of students to find their own guidelines in the educational process;

- variability of teaching methods for students;

- widespread use of interactive methods and forms of training future specialists in the professional direction (Zhelanova, 2017).

According to L. Ostapenko, in recent years, the concept of "educational environment of a higher education institution" has acquired a somewhat new status, and therefore this concept in a certain degree of narrowed meaning refers to the environment in which the personality of the future specialist is formed and, in particular, his professional attitude. According to the author, such an environment includes educational and methodological tools both in electronic and paper form, as well as a set of technical and software tools for storing, processing and transmitting information that provide prompt access to the necessary data and carry out educational scientific communications relevant to the realization of the goals and objectives of education, the development of science. in modern conditions. At the same time, modern forms and means of organizing the process of teaching students in the educational environment of a higher education institution by increasing the clarity of the presentation of the material, ensure high efficiency of classroom and extracurricular work of students (Ostapenko, 2020).

Considerable interest in the study was also aroused by the views of N. Stuchynska and Y. Tkachenko, who investigated the problem of creating an educational environment of a higher medical education institution. So the authors state that designing the environment mentioned gives the opportunity to solve a number of such tasks:

- identify and reveal the potential of students for the manifestation of creative initiatives;

- to develop the cognitive interests of future doctors;

- to ensure their effective solution of problem situations in cooperation with teachers, classmates, colleagues;

- to create favorable conditions for students to independently acquire new knowledge and apply it in practice;

- providing free access for all participants in the educational process to information and automating the processes of collecting, analyzing, processing the necessary information;

- automate the processing of biomedical research results (Lobach, 2016; Stuchynska, 2011).

D. Kostenko and N. Chernukha also emphasize that the educational environment should have a humanistic orientation, because it is an effective factor in the socialization of the applicant and the development of his work, as well as be psychologically safe, which is a condition for preserving and strengthening the mental health of all participants in the educational process (Kostenko, 2019).

Since the chosen research topic is related to work with foreign students within the relevant educational environment of a higher education institution, we consider it necessary to identify the structural components of this environment. As it turned out, scientists express different points of view on this issue.

I. Haba distinguishes three components of the educational environment:

- spacial-subjective (information) component, which contains material and technical equipment for conducting classes, a variety of professional and educational resources;

- social component, which is focused on space and different types of interaction between all participants in the educational process based on taking into account the principles of dialogue and partnership, the traditions of a particular higher education;

- technological component, which involves the definition of goals, content, teaching methods, as well as a reflexive assessment of the results of this process on the part of its participants (Haba, 2011).

L. Vashchenko has a fundamentally different view of the structural components of the educational environment of a higher education institution. Thus, he believes that the main mission of this environment is to generate innovative flows, increase innovation potential, preserve local and administrative innovations of the university. In accordance with this, the educational environment should have its own organizational and functional structure, the main components in which are the following:

- education development strategy;

- tactics of formation of innovative processes;

- content of the environment;

- organizational support;

- forecasting the development of education (Vashchenko, 2012).

In determining the structure of the educational environment of the institution of higher education the scientific conclusions of M. Bratko were also useful, who implies to single out the following components: personal, axiological-semantic, information-and-content-oriented, organization-and-

218

activity-oriented and spatial-subjective (Bratko, 2015). So the author states that the component of this environment implies the active interaction of all subjects of the educational process in quantitative and qualitative dimensions, because the formation and development of the educational environment depends on the human resource, on their relationships with each other, interaction, mutual influence, relationships, etc., which will certainly affect the quality of the result of the educational organization (Bratko, 2015).

Axiological-semantic component (mission, strategy, values, traditions, etc.) provides a conceptual theoretical basis for strategic management decisions; has an indirect impact on the behavior of members of one educational community. The information-and-content-oriented component includes regulatory documents, projects, educational programs regulating educational activities and the interaction of its participants. interactions of all participants, as well as management mechanisms, in particular student self-government [ibid.].

We found also useful the findings of T. Zakusilova on the structural components of the educational environment created for foreign students in the institution of higher medical education, namely:

- subjective (interaction of foreign students of medical specialties with various subjects, means, technologies activates the development of cognitive processes in future specialists, their assimilation of the necessary skills and abilities, enrichment of their personal experience);

- social (related to the process of formation of professional skills, abilities, competencies in future doctors);

- productive-activity (provides improvement of students' known actions and operations, creation of favorable conditions for their activities and, in particular, for independent search for information);

- spatial-subject (involves the mastery of effective technologies by students through the implementation of their communication with other subjects) (Zakusilova, 2018; Zakusilova, 2020).

It is also advisable to note that the scientific literature defines the following basic requirements for the educational environment and the higher institution of higher medical education:

- it should be aesthetically attractive for medical students. At the same time, its elements such as architecture, room design, personalized classrooms, computer classes equipped with the Internet are of no small importance. In this environment, it is mandatory to have modern training tools, appropriate equipment, simulators, various phantoms, laboratories, virtual simulators which are as close as possible to real clinical situations, as well as the presence of a sufficient number of mannequins to work out algorithms for certain professional actions;

- since the content of education must meet the modern requirements of training future doctors, when designing the educational environment in a medical university, it is necessary to take into account modern approaches to the implementation of medical education, innovative concepts of training future doctors. As there is competitiveness of higher medical educational establishments on internal (within the country) and external (globally) arenas, expansion of the market for export of educational services, search for potential foreign partners, of particular importance for the successful activity of the university acquired the presence and organization of productive pedagogical management;

- this environment should be characterized by comfort for all participants in the educational process. The necessary prerequisites for a comfortable educational environment for students are, first of all, a friendly atmosphere for communication, the creation of situations of success, the

possibility of manifestation in improvisation, effective interaction with the teacher-mentor, which is a trigger in the process of enhancing the professional capabilities of future doctors. satisfaction of professional, psychological and pedagogical needs of all participants in the educational process, as well as in the provision and possibility of creating and implementing an individual educational trajectory for each applicant;

- demonstration by pedagogical and pedagogical staff of the university of high level of the professionalism, pedagogical skills and general culture;

- favorable conditions for the formation of a competitive specialist in the field of medicine, his comprehensive harmonious development as a person;

- the institution of higher medical education has a high rating and a positive image not only in Ukraine but also abroad (Zakusilova, 2018; Korda, 2016; Zhdan, 2017).

Based on the foregoing, it is determined that two aspects can be distinguished in the educational environment of the university: *subjective* and *technological*. The former reflects the process of cooperation of all the participants of the educational process and also creating proper conditions for effective adaptation of international students through providing an efficient pedagogical support by teachers and curators.

The technological aspect of the environment should be considered in the context of the need to increase the efficiency of the organization of the process of teaching foreign students of medical profile, which ensures the formation of their professionalism.

As determined in the process of conducting the study, *the educational environment of the university, in which foreign students of medical specialties study, is an integral set of material and sociocultural*

factors, psychological and pedagogical conditions specially organized in this institution, which determine the course of the educational process and ensure the formation of students as competent specialists and comprehensively developed personalities. Taking into account different points of scientists, it was also concluded that this environment includes the following components: spatial-semantic, content-and-technological and organizational-and-communicative.

Thus, *the spatial-semantic* component of the educational environment reflects the architectural and aesthetic organization of the living space of the participants in the educational process (architecture of buildings of the university, interior design of classrooms, laboratories and recreational premises) and the specifics of the sign-corporate space, reflecting the corporate culture of physicians and this particular educational institutions (coat of arms, anthem, uniform, traditions, holidays, etc.).

The content-based and technological component of the educational environment of the university determines the content of medical education, the content and technological support of the learning process of foreign medical students (the concept of implementing this process; educational curricula; classroom fund, methodical and educational literature, availability of technical equipment for the Internet, library and, in particular, electronic resources, etc.), as well as the organization of the learning process of these students (forms, methods, teaching aids, educational technologies, etc.).

The organizational and communicative component mirrors the features of both the participants of the educational environment (their social statuses and roles; age, national and gender characteristics; personal value orientations, interests and aspirations of each subject) and their communication in the educational process (teaching style and business

communication, providing pedagogical support, a favorable psychological atmosphere, building tolerant and respectful relationships between all students and teachers).

Highlighting the theoretical issues of the formation of information competence of foreign students of medical specialties in the educational environment of the university, we consider it appropriate to first characterize this environment in more detail, because it has its own characteristics.

T. Zakusilova emphasizes that the creation of an educational environment adapted to the needs of future doctors in a higher medical education institution provides:

- involvement of students into the "improvised field of activity" to create a professional atmosphere and stimulate the development of practical skills and abilities in them;

- assimilation of program material by future doctors through their involvement in creative project activities;

- reflexive self-organization of students, development of their intellectual sphere;

- development of students' independence, their acquisition of experience through the performance of professional functions;

- awareness by future doctors of the importance of professional appointment in the field of health care;

- search and implementation by all participants of the educational process of new technologies for solving tasks, solving existing   problems (Zakusilova, 2018).

According to B. Kreminsky, the educational environment in a higher education institution generally performs the following functions:

1. This environment should create an atmosphere of demand, prestige of the profession in the institution, stimulate the development of cognitive-educational, social, professional interests of students (psychological aspect of the functioning of the environment).

2. The educational environment should ensure that each future specialist is able to acquire knowledge in accordance with his own individual interests and needs (content aspect).

3. This environment involves the creation of a favorable environment for the professional and personal of each applicant, the effective application of the acquired knowledge and skills in practice, the development of their own abilities and inclinations (practical aspect).

4. The educational environment should be characterized by modern material and technological support of the educational process in accordance with the existing requirements, that is, this process should be provided with modern computers, laboratory devices, tools and visual means, didactic and methodological manuals and manuals, etc., which means that participants in the educational process should be given the opportunity to use modern technology and innovative information and communication technologies (technical and technological aspect) (Kreminskiy, 2016).

Describing the educational environment of the medical university, within which the process of teaching foreign students is carried out, it is important to note that this environment can be significantly different from the traditional educational environment that existed in educational institutions in their native country. In light of this, it is important to emphasize that the educational environment created for foreigners should perform not only the above functions, but also adaptation functions. Moreover, it should be noted that the quality of the implementation of this

function significantly affects the possibility of performing all other functions of the educational environment.

As O. Bakalo emphasizes, if at least one of the participants in the educational process is a foreigner, then the educational environment of the university will act as an intermediary between him and the environment of the country of study (Bakalo, 2017).

It is also advisable to note that the majority of foreigners study together with Ukrainian students, that is, in the same academic group. There is also the fact that foreign students who have been expelled from other higher education institutions for failure often study at the preparatory departments. It is lecturers and curators who have to help these students overcome difficulties in the field of educational activities, to adapt to the new system of education, new communication; they play an important role in ensuring the adaptation of foreigners.

Due to the increase in the number of foreign students in the higher schools of Ukraine and the increase in requirements for future medical workers, today the need for teachers who teach foreigners to carry out high-quality pedagogical education and pedagogical support has been significantly actualized. We would like to clarify that under the concept "pedagogical support" the scientists understand as a rule a multi-levelled cooperation of all subjects of the educational process, when students receive qualified assistance in the formation of the orientation field of their own professional development and individual psychological and pedagogical support (Holovko, 2015; Semenenko, 2013).

As stated in the scientific literature, quite often foreign students are unable to independently effectively solve the problems of adaptation that arise in a foreign country, in particular due to the low formation of relevant social skills that are necessary for individuals to successfully overcome

the existing difficulties in society Holovko, 2015; Berry, 1997; Furnham, 1986; Scott, 1998; Tue, 1998). Based on this, foreign students also need help from teachers and curators to master thesis social skills, and this, in turn, will directly positively affect the livelihoods of foreign students in general and, in particular, the process of their learning.

It should be noted that today it is difficult to overestimate the work of the curator of foreign medical students, because it requires daily actions to solve educational, domestic, socio-cultural and other problems of foreigners students, and on the basis of this, to provide operational pedagogical support to them, to provide effective pedagogical support to foreigners throughout the entire period of their studies at a higher education institution.

Scientists also emphasize the need for the creation and development of special support services in a higher education institution, as well as the need to develop implementation of individual and collective-oriented programs to accompany foreigners during their studies in higher education (Holovko, 2015; Seheda, 2014; Semenenko, 2013).

These scientists also identified or the main factors that predetermine the need for such support, namely the following:

- the importance of forming an optimal structure of vocational motivation among foreign students;

- the need to rely on the internal potential of any system, including man as a unique living system;

- opening up new opportunities for the processes of individualization and differentiation of education in higher education, ensuring the right of students to make certain choices in the educational process;

-       general understanding of personality development as a process of solving certain problem situations, a mechanism for overcoming existing contradictions;

-       ensuring the implementation of personally oriented education, as well as the support of the individual in the construction and implementation of its own individual curriculum and personal trajectory of professional and personal development;

-       the important role of the independent activity of the subject of development as the main prerequisite for assisting him in preventing and overcoming existing problems (Holovko, 2015; Seheda, 2014).

As it was found out in the study, effective sociocultural socialization of foreign students contributes to ensuring the purposeful formation of information competence in them. After all, the basis of this socialization is the formed knowledge and skills of a person, allowing him to assimilate the cultural heritage of the receiving party. In addition, the information learned by the subject becomes the basis for understanding his own life experience.

Highlighting the issue of adaptation of foreign students to the information culture of Ukraine, M. Voloshan and G. Voloshan note that by ensuring the dialogue of cultures, that is, the exchange of information on the basis of stable similar information components, students gain knowledge about the information environment, and subsequently acquire the skills and abilities necessary for orientation in modern information flows (Voloshan, 2020).

Therefore, it can be summed up that the provision of pedagogical support for foreign students of medical specialties in the process of their adaptation should also cover the formation of information competence of students, which largely determines the effectiveness of this process.

It should be noted that in the study of particular interest were scientific works devoted to the problem of educational interaction and, in particular, the provision of pedagogical support to foreign students by teachers and students during the organization and implementation of the learning process of these applicants in higher education. Within the framework of the mentioned I. Semenenco considers it expedient to create a unified system of pedagogical support for foreign students, which would ensure the coordination and control of interaction in all divisions of the higher education institution (Semenenko, 2013; Semenenko, 2014).

Based on the study of scientific literature, it was concluded that the implementation of pedagogical support for foreign students will effectively influence the organization and implementation of the process of their education in the educational environment of the university, if it is provided:

- continuity and systematic implementation of pedagogical support for foreigners throughout the entire period of their higher education;

- individual approach to the organization and implementation of training of future foreign specialists on the basis of taking into account their personal interests, the needs of their personal capabilities and the level of training;

- priority of self-study of students;

- the demand for the results of their training in practice;

- providing pedagogical support to future specialists at different levels of management: rector's office, dean's office, department, each individual teacher and curator.

In the context of the problem raised, the theoretical provisions of O. Bakalo, formulated by her on the basis of taking into account the classification of types of educational environment (dogmatic, career, carefree, creative) developed by B. Yasvin. In her scientific work, the

author analyzed how the environment of a certain type will accordingly affect the development of foreign students and their manifestation of dependence on the teacher. According to the researcher's conclusions the dogmatic educational environment promotes the passivity of students and their dependence on the teacher. Career-oriented environment has a positive impact on the development of students' activity, but at the same time ensures their dependence on the teacher. A carefree educational environment activates the free development of the student's personality, but at the same time encourages him to show passivity. The creative educational environment ensures the free development of the student as an active person (Bakalo, 2017).

As O. Bakalo notes, when creating an educational environment for foreign students in a domestic university, one should consider what type of environment is traditional for teaching immigrants from different countries. For example for the citizens of Eastern Asia (China, Mongolia, Vietnam etc.) the typical is a dogmatic educational environment. So the author considers it reasonable at the beginning of their study to organize the cooperation of a dogmatic character (for example to apply explanatory, illustrative and reproductive teaching methods involving the translation of ready-made information to students with its subsequent reproduction), and only later gradually move on to the use of teaching methods that imply a greater degree of freedom for students, in particular in the search and processing of new information (Bakalo, 2017). Revealing the features of teaching foreign students in the educational environment of domestic higher education institutions, I. Semenenko considers it necessary:

- to account for the previously accumulated life experience of students;

- to contribute to the acquisition by them the skills of independent work;

- gradually familiarize future specialists with the content of their future professional activities;

- to be guided by data on the individual mastering of knowledge of the subjects of study during the implementation of interdisciplinary coordination of disciplines of the general education cycle;

- to implement a differentiated approach to the organization of the learning process of students;

- to create new educational tools together with language teachers for the possibility of high-quality assimilation by students of the submitted information (Semenenko, 2014).

I. Semenenko also notes that some foreign students are not sufficiently motivated to receive a professional specialty and, as a result, have a low level of academic performance [ibid.]. In light of this, O. Bilous proposes to solve this problem to provide stimulation of the development of the motivational sphere, the interest of foreigners, the formation of new cognitive needs in them (Bilous, 2012).

One of the ways to solve this problem is the purposeful formation of information competence of students, which allows them to select and process information within the framework of their own cognitive interests and professional needs. In turn, this has a positive effect on the development of motivation of future foreign doctors.

So, it can be summed up that while modeling a comfortable educational environment in a higher medical education institution for foreign applicants for medical specialties, it is necessary to take into account which countries they came from, what sociocultural characteristics are inherent in it as representatives of a certain ethnic group and what

features a typical educational environments in their homeland possesses. In addition, the educational environment should contribute to the establishment of humanistic interpersonal relations between all its participants, stimulate them to effectively interact with each other, as well as encourage each foreign applicant to develop his own professional activity and mobility.

It should be noted that in the process of forming the information competence of foreign students of medical specialties in the educational environment of the university, it is supposed to use both traditional (printed textbooks, manuals, collections of scientific articles, medical encyclopedias, simulators, fragments of popular science films, etc.) and innovative means of information (information and communication technologies, multimedia, etc.). Moreover, it is obvious that at the present stage of development of the information society it is innovative means of information that are becoming widespread. In line with this, it is advisable to characterize in more detail the technological component of the educational environment of the medical university.

Thus, revealing the content of this component, L. Ostapenko notes that the modern educational process in the domestic higher school cannot be imagined without the inclusion of information and communication resources in it, as well as without the purposeful development of students' skills and abilities to work with these resources. At the same time, in the field of education, it is necessary to promptly take into account the changes in all spheres of modern life of each person, because any such changes are a signal for the need to carry out an appropriate adaptation of the education system (Ostapenko, 2020).

Some other scholars also note that the use of modern technical devices and information technologies in the educational environment, that

is, the informatization of education, encourages significant changes in the organization of the educational process. In particular, the successful formation of information competence of students in such an educational environment is effectively carried out using multimedia technologies (Kohut, 2012; Kohut, 2019; Morgunova, 2015; Sobchenko, 2021). M. Shishkin and M. Popel also state that today in the educational process of a higher education institution it is impossible to do without the use of information and communication technologies, since they significantly affect the receipt of quality education (Shishkina, 2013).

It should be noted that the regulatory documents in the field of education also emphasize the need for the active use of modern computer tools and technologies in the educational process. Thus, in 2012, the Presidential Decree "On Urgent Measures to Ensure the Functioning and Development of Education in Ukraine" was issued, which emphasized the need to:

- systematic implementation of a set of measures aimed at ensuring the constant modernization of the material, technical, educational and methodological bases of educational institutions;

- paying considerable attention to the effective use in the educational process of interactive teaching methods, information and, in particular, electronic and multimedia teaching aids, the creation of a modern network of information support for the learning process of students.

Also, the Law of Ukraine "On the Concept of the National Informatization Program" (ed. 2020) notes that the process and reformation of science, education and culture in the country is aimed at "forming and developing the intellectual potential of the nation, improving the forms and content of the educational process, introducing computer teaching and

testing methods", which, in turn, allows to improve the quality of higher education in accordance with world requirements. At the same time, the main of the key tasks of informatization of this area is the creation of a global computer network for this. The clear results of informatization of the education area are presented in this document:

- formation of information culture (computer education) in each student;

- ensuring compliance of the content, methods, forms and means of education with the level of world educational standards;

- reducing the term of training and improving its quality for future specialists of all specialties;

- search for effective ways to integrate educational, scientific and industrial activities;

- the implementation of constantin the perfection of management of all levels of education;

- solving the issue of staffing in all areas of informatization through timely training of specialists of the relevant profile;

- creation of a system of individual continuous training of students based on the use of "automated training courses and systems, intelligent computer and distance learning technologies" [ibid.].

Clarifying their understanding of the essence of informatization of education, scientists consider it, firstly, as a complex of social neoplasms associated with the rapid filling of educational systems with information technologies and means, and secondly – as a process in the implementation of information means in educational institutions that are based on computer technology, as well as information products, pedagogical technologies, based on these means. Therefore, the use of information and computer technologies in the educational environment is aimed at achieving the goal

of informatization of education. In addition, we note that in the period of rapid informatization of all social processes, modern students for education, as well as pedagogical and scientific-pedagogical workers of higher education institutions prefer the widespread use of information and communication technologies and, as well as various means of information educational environment.

According to L. Chernenko, in the educational process of a modern higher education institution and, in particular, in the formation of information competence of foreign students, it is advisable to use the following modern information sources: information from the Internet; various data banks; electronic textbooks, reference books, dictionaries and didactic material; forums for communication; presentations, video materials; electronic textbooks and encyclopedias; multimedia resources; programs that automate knowledge control (tests, questionnaires), etc. (Chernenko, 2020).

The author also emphasizes that teachers, having many opportunities to use the above sources of information, must themselves have information competence to ensure the effective organization of interaction with students. This requires from teacher: mastering modern strategy and tools of organization of work with educational information:

- possession of the fundamentals of work on a personal computer;

- possession of multimedia information resources and their software;

- possession of the basics of work on the Internet [ibid.].

During the study, the conclusions of scientists about the change in the role of the teacher in the information and digital society were also taken into account, and as a result – the need to outline the new role and functions of teachers in the educational information environment of a

higher education institution (Andrievska, 2019; Hurevich, 2012; Zhytenova, 2020; Sobchenko, 2021; Tkachuk, 2019).

It is worth noting that in the work of N. Morgunova the classification of information technologies and modern software products that can be effectively used in teaching foreign medical students, in particular in teaching the Ukrainian language, namely the following: thematic training programs (interactive exercises and diagnostic tools); test systems for knowledge control; multimedia lecture demonstrations; electronic textbooks, textual, graphic, illustrative information, animation, video and audio materials; computer educational and methodical complexes, etc. (Morgunova, 2015).

As L. Ostapenko emphasizes, the educational environment of higher education institution provides an effective impact on the formation of students' competencies, as it provides them with unlimited opportunities to find the necessary educational information to perform independent work, prepare for seminars, reports, write essays and perform other types of educational activities, and therefore – on the formation of students skills to work with the information, in particular to search, analyze and evaluate the information. However, this will be fully implemented only if the training focuses on an innovative model of education, the most important characteristics of which are the student-centered focus on the educational process, the most important characteristics of which are the student-centered orientation of the educational process, the direction of teachers on development of students' creative abilities (Ostapenko, 2020). According to the scientific conclusions of scientists the use of information and communication technologies in the educational environment of a higher education institution opens up wide opportunities for all its subjects to ensure a new quality of education.

Among such opportunities the scientists separate the following: combination of efficiency and flexibility of the learning process; expanding the possibilities of traditional methods and forms of teaching students and creating new, more effective methods and forms of implementation of this process; transition from reproductive to creative or advisory activities of participants in educational interaction; providing access to all subjects of the educational process to the necessary information related to the planning, organization and monitoring of the course and results of this process; ensuring active communicative interaction between subjects; effective use of educational and methodical complexes for teaching various academic disciplines, in particular in electronic form; access to remote educational resources online, the best samples of electronic resources and services; use of virtual laboratories, laboratory complexes of remote access, interactive whiteboards, computer and presentation equipment, network equipment, cloud computing, virtual and mobile learning (Zabolotna, 2020; Shishkina, 2004; Shishkina, 2012).

In the process of carrying out a scientific search, the results of D. Horvat's research devoted to the study of the problem of the educational environment of a higher education institution as a factor in the formation of general cultural competencies of students were also useful. As it is proved by the scientist, correctly designed from the pedagogical point of view educational environment promotes effective formation of information competence of students. In this case the university graduates are able to work purposefully with the information in all its forms (oral, written, printed, electronic, etc.), and also have the skills to effectively use their knowledge to receive, process and transmit information using information computer technologies.

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It is important to note that any knowledge in the field of medicine is not static, that is, it is constantly updated and developed, in particular, new methods of diagnosis and prevention of treatment appear, which is why the flow of medical information is constantly increasing. Therefore, the introduction of information and computer technologies into the educational environment of a higher medical education institution is a logical and necessary step for the successful development of modern medicine and the domestic field of human health care. In view of this, the problem of providing future doctors with ample opportunities to integrate into various societies, self-determination in life, active position, be competitive in the world labor market is significantly actualized, and this is largely facilitated by ensuring the professional and personal development of medical students in the educational environment of the university (Potabashniy, 2017).

As is known, the development of modern society is characterized by growing dynamism, penetration into new levels of knowledge, changes in the social structure and the emergence of qualitatively new activities in those areas that were previously unknown. Therefore, it is of great

importance to form the aspirations and ability of future medical professionals to actively identify and explore the novelty of the constantly changing world, to invent new original strategies for behavior and activity. At the same time, we clarify that in educational activities, students reproduce the real process of creating new concepts, images, forms by people, while information activity is realized by performing certain information actions.

It is advisable to note that, according to T. Zakusilova, the use of information technologies in the process of training students for higher medical education involves the implementation of various information actions, in particular, the transformation of various kinds of information, archiving a large amount of information, visualizing information and modeling the objects being studied, automating computational and search activities. In its turn it promotes: intensification of the educational process; individualization of training of future doctors; optimization of the search for the necessary information; strengthening the control of the assimilation of the material; development of independence, initiative, activity, self-control of students in the learning process; development of different types of thinking in them; accelerating the receipt by participants of the educational process of the necessary information or statistical data (Zakusilova, 2018).

The analysis of scientific literature on the formation of information competence of students for higher education testifies to the high efficiency of the use of computer technologies in the process of training students, in particular for the formation of information competence in them (Skrypnik, 2020; Voloshin, 2007; Khut, 2019; Lobach, 2016; Svyrydyuk, 2018). In turn, the formed information competence of the future specialist provides him with the opportunity to be successful in the modern information

society and reflects the ability of the individual to determine his own information needs and search for information both in the traditional way and with the help of modern means of information technology necessary to realize these needs (Prykhodko, 2016).

Studying the problem of organizing the information and communicative competence of foreign students, A. Prykhodko also found out that it is possible to increase the efficiency of this process by using various mobile technologies in the learning process of students, as well as acting as effective auxiliary means of forming information and communicative competence. not only among students, but even among teachers (Prykhodko, 2016).

It is obvious that the period of forced transition of all higher education institutions of Ukraine from March 2020 to a mixed and subsequently distance learning format due to the COVID-19 pandemic led to the use of new information technologies in the educational environment, increased the need of all its participants to find new approaches to the organization of training, fundamental changes in teaching methods, widespread use of online technologies, reassessment of the role of the teacher in education.

This ensured introduction of fundamentally new requirements for the creation of an educational environment in a higher education institution, organization of students' educational activities based on the use of modern information technologies to fully ensure the formation of professional and socially significant competencies in future specialists. The majority of higher education institutions, in particular medical education, were able to quickly respond to the challenges of today and reorganize the educational process on the basis of widespread use of various information technologies (Korda, 2021).

In particular, according to the results of A. Prykhodko's research, the use of information and, in particular, mobile technologies in mixed learning of foreign students contributes not only to improving the quality of this process, but also to the effective formation of information and communicative competence among students, and this radically changes (inperfecting) the method of its formation in a foreigner (Prykhodko, 2016). I. Zalipska believes that during the education of foreign medical students it is necessary to actively use computers, video systems, video materials, information board, Internet portals and other computer technologies, because this not only improves the quality of this process, but also helps to reduce the language barrier of the individual, develop its interest and motivation, form its information competence (Zalipska, 2020).

O. Ponomarenko also believes that high-quality training of foreign students, in particular language, is impossible without the widespread use of information and telecommunication technologies. mail, etc. According to the results of O. Ponomarenko's research, the use of information technologies in the learning process of foreign students provides: successful formation of communicative and informational competence in them; active development of students' cognitive skills, skills to independently design their knowledge and correctly navigate in the information space; development of motivation and increase of cognitive activity of foreign students; the ability to focus the teacher's attention on significant points of information; motivation to intensive participation in the learning process of the student himself, which contributes to increasing the efficiency of perception and memorization of educational material (Ponomarenko, 2020).

Scientists and teachers of domestic medical universities (Y. Ambrosimov, M. Vovchenko, M. Voloshyn, M. Dovbysh A.

Svitlytsky, A. Chernyavsky, M. Shcherbakov, etc.) also defend the scientific position according to which modern information and digital technologies (3D graphics, 3D anatomage table, 3D Organon Anatomy VR software, virtual reality helmet, etc.) during the study of special disciplines (for example, human anatomy) have considerable advantages comparable to other methods and means of education, since they allow students to effectively immerse themselves in the educational process, and also contribute to the formation of professional and, in particular, information competence in them (Voloshyn, 2007; Abrosimov, 2021).

The use of information technologies in the educational environment of the medical university, in particular those that contribute to the formation of information competence of foreign applicants for medical specialties, has significant advantages compared to many other methods and forms of education, because these technologies provide: increasing the amount of useful information with the accumulation of standard solutions and generalizing the experience of scientific developments; simplification and acceleration of the processes of searching, processing, storing, transmitting and presenting educational information by a person; the possibility of analyzing by the participants of the educational process a large amount of educational information; ensuring the depth, accuracy and quality of solving problems and problems; setting a goal and obtaining results that cannot be obtained by other means, etc.

Thus, implementation of innovative educational technologies in the system of medical education is an extremely relevant direction in the development of domestic health care. The rapid growth of medical knowledge, the need to ensure a high qualification level of medical personnel determine the expediency of using modern information technologies in the educational process, which make it possible to improve

the quality of education, to make the process of acquiring knowledge with systematic and highly effective, and also contribute to the formation of information competence among applicants for higher education.

Thus, it can be summed up that the educational environment of the university, competently developed from a pedagogical point of view, contributes to the successful education of foreign students of medical profile and, in particular, the formation of their information competence. In particular, increasing the level of its formation in future medical workers promotes their quicker adaptation in new social-cultural conditions, improving academic success of international students and their readiness to future professional activity that requires the manifestation of the ability to work quickly and effectively with various amounts of information.

Theoretical fundamentals of the research were experimentally tested in the educational process of international medical students. Special attention was paid to the information enrichment of the educational environment.

This environment represents systemic integrity, but the following components can be conventionally distinguished in it: subject-semantic, which reflects the design of the surrounding space of participants in the educational process of the surrounding space; social and information related to the organization of joint activities and communication between the teacher and students; informational and methodical, which determines the content of the educational material and the methodical tool for its presentation to future specialists.

In order to ensure the successful formation of informational competence of foreign students of medical specialties, the information content of all identified components was carried out. Thus, the subject-semantic component required the appropriate organization of space and its

design. In particular, visual materials on the history of medicine (portraits of prominent doctors, their quotes and sayings are prominently displayed) and professional materials (posters, mock-ups, etc.) were updated in the premises of medical universities, the presence of state symbols and informational materials of national and cultural direction was checked. the author's creative works are placed (thematic temporary exhibitions of anatomical drawing, landscape photography, results of research work, etc.). Such an information-rich environment contributed to the immersion of students in the world of professional activity and acquaintance with the culture of the country in which they study.

In order to create an educational environment at the medical university that is favorable for the professional development of future doctors and, in particular, the formation of information competence in them, significant attention of the administration of the institution was paid to the continuous improvement of the classroom fund, which includes laboratories (chemical, biochemical), microscopic equipment for studying such fundamental disciplines, such as medical biology, microbiology, histology, embryology, cytology, pathological anatomy. In the training of future doctors, a prominent place was occupied by the teaching of human anatomy, which necessitated the use of appropriate equipment in the learning process, including both natural drugs, models, and virtual equipment – a 3D atlas, an anatomical table, an interactive whiteboard with appropriate software.

The improvement of the social and informational component of the educational environment was aimed at improving the organizational and communicative aspects of the interaction of all participants in the educational process, the transformation of foreign students into active subjects of professional development and the process of forming their

informational competence. This was ensured by the transition of the teacher from the role of organizer of the educational process to the role of moderator, facilitator and coach. In this regard, the environment was important for ensuring sociocultural and informational adaptation of representatives of other cultures by taking into account their cultural experience, minimizing the feeling of language barriers, providing pedagogical support at all levels of interaction and building humanistic interpersonal relationships.

At the same time, the peculiarities of the subjects of the educational process determined the objective requirements for the modernization of the educational environment - the majority of employees speak English, which was a necessary prerequisite for effective communication with students at all levels of education. It should also be noted that teachers and representatives of the administration demonstrated intercultural communication skills and a tolerant, respectful attitude towards representatives of other cultures, which had a favorable effect on the formation of information competence of foreign students.

In addition, clinical training required a special educational environment, which determined the need for students to acquire professional clinical skills in the process of communicating with patients (both real people and virtual ones), as well as other practical skills on clinical bases and in the conditions of simulation centers. This meant that the impact on future doctors of the educational environment of the university should be supplemented by educational environments created in medical institutions.

It is also worth noting that for the successful formation of information competence in foreign students and generally effective implementation of educational activities within the internal educational

environment of a medical university, acceleration of socio-cultural adaptation of future specialists, their purposeful immersion in the external socio-cultural space was ensured. Thus, young people were invited to participate in trips-excursions to famous cultural and historical monuments in the territory of our country, trips to theaters, historical and art museums, etc.

Days of national culture were also organized to improve relations between people from different countries, where students presented the cultural achievements of their own people. In particular, he will accumulate a wealth of experience in conducting such events at Kharkiv International Medical University, Kharkiv National Medical University, Kharkiv Institute of Medicine and Biomedical Sciences, where students mostly from African (Nigeria, Ghana, Egypt) and Asian (India, Bangladesh) countries study. During the Days of National Culture, students presented original informational presentations dedicated to highlighting the socio-cultural, political, economic, and educational features of their countries, demonstrated various types of traditional art (dances, songs, samples of decorative and applied arts), and were treated to dishes of national cuisine. During such events, there was an informal cultural exchange between representatives of different peoples, which allowed students to better understand the national characteristics of speakers of other cultures and adapt to interaction with them in the conditions of a multicultural educational environment.

It should be noted that after coming to Ukraine, foreign applicants tried to actively communicate with natives of their countries, who did not always treat them politely. In order to avoid such situations, work was carried out in experimental medical universities aimed at purposefully involving senior students in providing mentoring assistance to their

compatriots so that they do not fall into a situation of informational and cultural shock. In particular, for this, joint leisure activities were organized with the active involvement of students of 1-5 years of study who are from different countries, during which active communication between participants was carried out. For example, freshmen were greatly interested in the "Evening of Useful Memories" event, when senior students shared their impressions of the first months of living in Ukraine, the difficulties and problems they experienced, and most importantly, how they managed to overcome them. The students always had a creative attitude to such activities and even showed prepared theatrical skits in which they visually and humorously demonstrated how they got into various troubles and how they got out of them later. This form of formation of students' information competence was informal in nature, but it was quite effective.

The next one is *informational and methodical* – the component of the educational environment reflects the educational and methodological support of the process of teaching foreign students of medical specialties. Let us clarify that this process took place according to an accredited educational and professional program, which was regularly modernized in accordance with the challenges of time and the needs of all stakeholders (teachers, students, employers). In turn, all core and elective educational components were provided with appropriate working curricula and syllabi. Educational resources included both the library fund and modern electronic resources, which provided the opportunity to use scientific databases, electronic catalogs, search and metasearch systems. At the same time, library resources required constant updating in accordance with the latest scientific achievements.

So, the educational and methodological support of the educational process in the medical institution included: training programs of

disciplines, syllabi, textbooks, teaching aids, electronic materials, etc. It also included: plans-summaries of classes, methodical instructions, etc. In addition, the specified support also required the creation of appropriate information bases, information-rich didactic materials (complexes of project and case tasks, diagnostic methods, etc.), which allowed timely updating of the content of the educational material and methodical tools for its presentation to future doctors.

So, building the relevant organization of the educational environment of higher educational establishment has a considerable impact on the formation of information competence of international medical students as an integral part of the integrative professional competence.

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CHAPTER 3
THEORETICAL BASES OF PREPARATION OF FUTURE TEACHERS FOR WORK IN MODERN SCHOOL

3.1. FORMATION OF FOREIGN LANGUAGE COMPETENCE OF FUTURE TEACHERS OF FOREIGN LANGUAGES BY THE MEANS OF INFORMAL EDUCATION

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Abstract. *The research has been carried out in the field of modern pedagogical science and is devoted to the actual problem of the formation of foreign language competence of future teachers of foreign languages. The main research question is the use of the means of non-formal education in the professional training of a foreign language teacher. Among the means and methods used to obtain an answer to the research question, the analysis of psychological-pedagogical and methodical literature on the outlined problem of the survey, testing, observation and pedagogical experiment are highlighted. The structure and content of the formation of foreign language competence of future foreign language teachers and the didactic possibilities of combining formal education with the processes of the formation of foreign language competence of future teachers by the means of non-formal education are determined. The significance of the obtained results lies in the fact that they can be used to optimize the professional training of future foreign language teachers and the development of modernized training courses in higher education institutions. The question of the dynamics of the formation of foreign language competence of future teachers at various stages of professional training remains promising for further research.*

Introduction, Literature review, Research methodology. Modern processes of social integration and globalization generate fundamentally new requirements for all the components of professional training of teachers of foreign languages. The main concern of professional training for these specialists is intercultural competence, which actively functions in the process of social interaction and cooperation on an interethnic, intercultural and interstate level. Accordingly, there is an urgent need to modernize the structure and content of the training of foreign language teachers of the appropriate level, who would be competitive in the global market of educational services and would be able to effectively promote the ideas of international interaction and instill social and civic values in the younger generation. As a result, for the effective training, retraining and advanced training of foreign language teachers, the question of formation and development of their intercultural competence, as an integral component of professional competence in the modern global educational space, is already becoming relevant.

In this case the attention of modern scientists dealing with the problems of foreign language training and retraining of foreign language teachers should be focused on the problems and prospects of the formation of their intercultural competence, including the use of innovative means of informal educational activities, in particular in the conditions of pedagogical universities, post-graduate pedagogical education institutions, centers of advanced trainig and career growth of various forms of ownership.

It should be noted that the theory of intercultural competence are actively developed in the works of S. Kurganov, E. Passov, A. Sadokhin, M. Byram, K. Knapp, and A. Thomas; the concepts of non-formal education and the features of their implementation are considered in the

scientific investigations of C. Azarova, I. Biryukova, O. Vasylenko, V. Davydova, I. Kovalova, N. Pavlyk, I. Popova, P. Fofdham, T. Jeffs and other scientists. An important place in the organization of the modern process of training of pedagogical workers, including the aspects of the formation of intercultural competence, currently belongs to information and communication (digital) technologies, electronic learning tools, Internet resources, etc., which fully corresponds to the modern trends of informatization of society and digitization of education. In modern pedagogical science, theories of electronic and digital learning are actively developed in the works of L. Ivashko, V. Popova, I. Pichuginoi, I. Khizhnyak, O. Shcherbyny, K. Watkins, V. Marsick.

Further development of the issue under research allows to reveal some contradictions, in particular, between: the requirements of educational standards for the training of future foreign language teachers, the programs of retraining and advanced training of foreign language teachers and the realities of their professional foreign language activities; the modern content of foreign language educational activities of foreign language teachers and today's requirements for integration, international cooperation and intercultural communication; the expediency, flexibility and convenience of using informal foreign language education and the lack of a regulatory and organizational basis for its introduction into the professional activity of future foreign language teachers in state or private institutions; the level of the readiness of senior schoolchildren and students to establish and maintain intercultural relations in a certain time perspective and the archaicness of the educational and methodological arsenal of modern foreign language teachers; rapid processes of informatization and digitization of the educational process, the involvement of electronic, mobile, distance learning tools in intercultural communication and the lack

of implementation of these processes in foreign language training of future teachers.

It should be noted that at the current moment, according to T. Ward and co-authors, there is no complete and comprehensive definition of informal education, since its comprehensiveness and standard definition of informal education is not yet available for general use, and "...will not appear until there will be performed more significant and deeper study of the problems of education and the possibilities that are inherent in the variety of experiences under which non-formal education is now understood a priori" (Ward et al., 1974).

Nowadays the concept of non-formal education has become widely-spread in the circles of Ukrainian scientists. Thus, V. Lugovy, characterizing the key aspects of the professionalization of continuing education in the world, its professionally oriented forms, including appropriate educational programs for various levels and specialities, notes that in the educational system, taking its continuity into the account, a complexly organized formal professional education dominates at the first stage, and at the second one, non-formal and informal education plays the main role (Lugovy, 2010).

In view of the educational and philosophical concept of academician V. Andrushchenko, the development of the state educational policy should be conditioned by the sense of responsibility of the individual for his/her own education and cultural development, and informal education as a tendency of the formation and development of continuous adult education in Ukraine occupies a worthy position between continued and restorative education, etc. (Andrushchenko, 2013).

I. Ivanova proposes to consider non-formal education as a part of the general education system and as a specially organized educational

integrative environment for the life of the subjects of the educational process, which represents a variety of options and the possibility of free and conscious choice of the optimal trajectory of the student's development, in accordance with his individual psychological and educational needs, and which at the same time contributes to the acquisition of a stable perceived need for knowledge and creativity, maximum self-disclosure and self-realization, personal and professional self-determination, etc. (Ivanova, 2008).

Analyzing adult education as an educational phenomenon, L. Shinkarenko proves that one of the strategic priorities of educational activity in the unified global educational space (taking the most important international documents in the field of adult education into consideration) is a balanced complex of progressive processes of formal and informal education, which contributes to the formation of personality and enrichment of life with a new meaning and realization of one's own personal resources (Shynkarenko, 2011).

Among conceptually close, widely recognised and used in the state regulatory legal acts and scientific sources, the following definitions are the most often mentioned: lifelong learning, adult education, informal education (informal education), continued education (continuing/recurrent education).

In the course of our research under non-formal education we understand the specially organized environment of the subject's educational and professional activities, which represents a wide set of possible options for personal growth and provides the possibility of a conscious free choice of a flexible and optimal educational trajectory that maximally corresponds to his individual psychological and cultural and educational needs, while contributing to the formation and development of a sustainable desire for

266

further knowledge and creativity, maximum personal and professional self-awareness, etc. The leading indicators of non-formal education, regardless of the time period of its implementation and the geographical context of implementation, varieties of its content and organizational forms, are always its availability and voluntariness.

According to O. Sergeyeva, there are significant gaps in the legislative provision of non-formal education and self-education of adults (informal education in the author's interpretation) in Ukraine, in contrast to the adult education policy of the European Union, where a number of state documents in the field of adult education and life-long education were gradually adopted that can be a reference point for the educational space of modern Ukraine (Sergeeva, 2013).

I. Zolotaryova and A. Trush note that the most serious complications in the process of integration of formal and non-formal education, which stand in the way of high effectiveness of their implementation, are the psychological unpreparedness of teachers of various levels and specialties for real interaction and partnership relations, the insufficient level of their professional competence, weak material, moral and psychological support of all the participants of integration processes, closedness of existing pedagogical communities, inertia and conservatism of modernization processes in the field of education, resistance of educators and the educational leadership to innovations and modernization in content, technological and organizational aspects, low level of satisfaction of parents with the results of educational activities etc. (Zolotaryova et al., 2015).

M. Chobitko considers the formal, informal, non-formal and incidental systems of education (with their inherent content and psychological and pedagogical features of functioning) as structural

267

subsystems of the multi-level organization of education. In this educational space, regardless of its specific ation, the determining role in the implementation of innovative forms of education, according to the author, belongs tothe level of personal and professional training of a pedagogical worker (Chobitko, 2013).

According to S. Tukalo, within the framework of informatization of scientific and pedagogical activity and educational activity, the use of the electronic document circulation system in scientific institutions (as an element of the creation of electronic government in Ukraine) will contribute to the formation of the readiness of potential users for the implementation of the organizational and didactic form of informal education of adults (Tukalo, 2013). According to V. Velichka, electronic learning and the use of information and communication technologies are important components of the resource provision of the process of organizing informal education in the professional training of future teachers (using the capabilities of computer network services in the development of didactic materials, organization of tests and training work, finding specialized thematic resources and groups) (Velychko, 2017).

Analyzing the group form of educational work of student youth in the system of informal education, T. Krystopchuk singles out such forms and methods of group work as field meetings, tourist, local history and folklore expeditions, creative projects, etc. It is emphasized that under the condition of proper legislative consolidation, active cooperation between the sectors of modern education and the real economy, state support for programs and projects of non-formal education in Ukraine, it can act as an important addition to the existing system of traditional, formal education (Krystopchuk, 2013).

In the All-European recommendations on language education , it is stated that the strategic development of modern higher education is determined by processes related to the formation of professional competence of a specialist, an integral component of which is foreign language competence. The implementation of this important direction within higher education (regardless of the specific specialty and specialization, the chosen educational program, etc.) should be ensured by the foreign language education as a holistic, systematic and continuous pedagogical process, the main purpose of which is the professional training of future specialists in the content and methods of a foreign language (All-European recommendations on language education, 2003).

The recommendations of the British Council "English for Specific Purposes (ESP). National Curriculum for Universities" dedicated to learning English for the purpose of further professional communication, refers to certain unified content components for interactive English learning (on the basis of which the system of relevant knowledge, abilities and skills, or in other words foreign language professional competences of specialists, should be formed in the future), namely: 1) sphere of communication, topics, situations; 2) linguistic material; 3) spoken constructions; 4) country studies, language studies and language knowledge; 5) speaking skills; 6) written communication skills; 7) the ability to find and process information (English for Specific Purposes. National Curriculum for Universities, 2004).

A. Petrova, researching the formation of foreign language competence of future specialists in the sphere of economics, claims that the basis of foreign language competence of specialists of any profile is knowledge, skills and skills of both linguistic and communicative-value nature. The author believes that the foreign language competence of future

managers of foreign economic activity should be considered as a systematized collection of knowledge, abilities, skills, and practical experience, which in general enable the successful use of a foreign language by a future manager in the field of foreign economic activity, both in professional activities and for the purpose of further continuous self-education , professional and personal self-development and self-improvement, etc. (Petrova, 2009).

N. Melnyk, analyzing foreign language competence as a priority area of professional training of teachers, considers it possible to interpret foreign language competence as the result of assimilation, awareness of certain language norms that have developed historically in phonetics, vocabulary, grammar, orthography, semantics, stylistics of a language that is not for subject's native language, and their adequate application in any human activity in the process of using this language. The author believes that foreign language competence is an integrative phenomenon that encompasses a whole range of special linguistic abilities (as motivated abilities), foreign language knowledge, abilities, skills, speech strategies and tactics of language behavior, attitudes for successful speech activity in specific conditions of communication with speakers of a foreign language (Melnyk, 2015).

It should be noted that in the context of professional education of specialists of various specialties, the concepts of foreign language professional competence, foreign language sociocultural competence, foreign language communicative competence, etc. are certain scientific correlators, and sometimes components of foreign language competence.

Analyzing the content, features and place of the concept of "non-language professional competence" in the semantic structure of modern linguistic didactics, I. Stavytska notes that the majority of researchers tend

to consider this definition as a personally determined ability of a specialist to solve a certain class of professional tasks, using at the same time the knowledge obtained when learning a foreign language, or using the means obtained in the process of mastering a foreign language; at the same time, the foreign language professional competence of a specialist is characterized by a combination of both general and special knowledge, abilities and skills, as well as the psychological readiness of students to participate in communication with representatives of other linguistic and ethnocultural cultures (Stavitska, 2013).

L. Nagorniuk, analyzing the course of formation of foreign language communicative competence of future journalists, suggests understanding foreign language professional communicative competence as a set of knowledge, skills, and abilities that should be inherent to a specialist to carry out professional activities in a foreign language (languages). In addition, the author offers her own extensive structure of foreign language professional communicative competence of the future journalist, which contains four main components: language (linguistic) component, sociocultural component, strategic and professional components (Nagorniuk, 2009).

In the process of analyzing the issue of definition and delineation of the scientific content of foreign language professional competence of a specialist, I. Secret notes that foreign language professional competence (for any profession) should be understood as a personal and professional education of an integrative type, which is manifested in psychological and technical-operational readiness of the subject of activity to carry out successful, productive and effective professional activities, efficientl and expediently using the means of a foreign language; or provides the possibility of effective comprehensive interaction with the environment in

the conditions of a foreign culture. Considering the structure of foreign language professional competence in general, the author singles out its hierarchical structure, and sees its component composition in the following form: linguistic level competence, sociolinguistic level competence and pragmatic level competence (Sekret, 2010).

Studying the formation of professional foreign language competence of future lawyers in the process of professional training, D. Demchenko proposes to understand the professional foreign language competence of a lawyer as a special professionally significant quality of the representative of the legal profession, which has the character of an integrative system-valued mental neoplasm, which makes it possible for the specialist to decode certain legal information, presented in a foreign language, in a sign system familiar and convenient for all the participants of the legal deal; in addition, it encourages the specialist to creatively use this competence in practical legal activity and acts as an integral component of general abilities to use the experience of international legal activity in the process of solving professional tasks (Demchenko, 2010).

We have analyzed the state of the development of non-formal education, considered its principles, methods and content. It should be pointed out that the main goal of informal education throughout the world is the creation of free and equal opportunities for citizens to choose a flexible and optimal trajectory of personal self-development in a conscious and free way that optimally meets their individual psychological and educational needs, enables the formation and development of a sustainable personal need for knowledge and creativity, maximum self-actualization and self-realization, personal and professional self-determination, etc.

In developed countries, non-formal education acts as an established and usual form of   educational environment functioning, which is

promoted by the educational politics at the state level in the form of legal, methodical, financial and economic support, promotion of further recognition and development. In Ukraine, non-formal education is not fully recognized yet, although it is very popular among certain segments of the population (especially young and economically active middle-aged people), its legal and organizational status is still unclear, financial support from the state is practically absent, methodological and methodical support from the governing bodies of education is too weak.

The main methods and ways of development and purposeful formation of the foreign language competence of the future specialist, mentioned in the scientific and methodological literature available to be implemented in the training process, are the interaction with the representatives of the multicultural world, the subjectivization of language activities, the use of modern multimedia support, problem-based learning, the use of the latest information and communication technologies, the intensification of socio-cultural communication, the actualization of the second language of a personality, interactive learning and communication, the diversification of the linguistic, cultural and social environment of the future specialist, etc.

In our opinion, one of the most effective ways of forming foreign language competence of future teachers of foreign languages is the means of informal education, because these forms of education create all the necessary conditions for the development of the foreign language competence of future teachers in the shortest possible time and in the most convenient way for the future specialist, and contribute to the improvement of this competence in the structural and level aspects.

We have proposed an author's model of the formation of foreign language competence of future teachers of foreign languages and carried

out a detailed analysis of the effectiveness of its implementation based on its structural and functional components such as cognitive-informational, motivational-value, reflexive-regulatory and activity-behavioral components and their corresponding indicators and manifestation levels.

As the main pedagogical technologies that can be used in the process of forming the foreign language competence of future foreign language teachers by the means of informal education, mobile learning technology, debate pedagogical technology, TED technology and training pedagogical technology are offered.

Research results. To form the activity-behavioral and partially motivational-value component of the foreign language competence of future teachers of foreign languages, we have used the debate didactic technology, which is a complex of consecutive actions of the teacher aimed at the implementation of theoretical foreign language knowledge into practice, which contributes to the self-development of the student's personality. Debate trchnology allows to gradually implement the experience of interactive communication into the foreign language activity, and see the dynamics of the development of foreign language competence of the future teachers of foreign languages. This technology is successfully included in the practice of the educational process at the socio-humanitarian faculties. It is believed that the use of this didactic technology makes it possible to realize the personal potential of the student, determine the development of his/her intellectual abilities, define a creative attitude to the world, a sense of personal responsibility and moral feelings. The traditional stages of the implementation of this technology in the teaching process are focused on topic research, preparation for conducting, actual debates, discussions and follow-ups.

Incorporating the idea of using debate pedagogical technologies into the practice of forming the foreign language competence of future teachers of foreign languages, we developed a method of forming the activity-behavioral component of this competence called "Brainstorming Ideas with Debates". This methodology includes four parts, each of which is devoted to the development of basic language, speech and communication skills in the structure of foreign language competence of future teachers of foreign languages.

The first part of the proposed development methodology focuses on the development of speech skills of future foreign language teachers for spontaneous and purposeful speaking. It includes debate modules that represent certain tasks and their expected results for application in individual, pair and group work. In the introduction to the part, lecturers, teachers and coaches should familiarize themselves with a brief instruction on the formation of this ability. Each of the twelve modules contains a step-by-step task and a section where students can familiarize themselves with the expected results after completing the tasks.

The second part of the proposed development method "Brainstorming Ideas with Debates" focuses on the development of speaking skills of future foreign language teachers for conscious and purposeful reading. It includes a set of thematic texts with a volume of up to one page each, which are abstracts of authentic texts from foreign language pedagogical issues. Debating in this case requires thorough knowledge of various disciplines that are interconnected and conglomerate information from the social, political and economic spheres of modern life. Immersion in the process of reading texts from these disciplines enriches the level of general knowledge of students, activates their skills in working with English-language texts, fills their vocabulary with pedagogically

oriented vocabulary and helps to transfer passive knowledge into an active phase.

In the pre-text period, after receiving the instructions and the text, students should think about the topic of the future debate and make a list of necessary questions that will be covered in the process. The teacher organizes a short discussion about the possible accents and markers that students can expect to find while reading the text. Also, a group of students, led by a moderator or a teacher, plans what information needs to be collected during the reading process. For example, they make a table with the columns "Pros" and "Non-arguments", "Facts for introduction", "Facts for conclusion", "Interesting facts".

In the text period, students get acquainted with the text twice. During the first reading, students perceive the text for the purpose of identifying the general idea and highlighting the structural parts of the text: introduction, main part, summary. The second reading is devoted to familiarization with the details of the content and specific facts contained in the text. When immersing in the text, students track the logic of positive and negative arguments of the author's vision of the essence of the problem raised and examples of personalization of the text. Another task of the text period is to compile a list of key words and select the necessary definitions, which can be done by referring to a dictionary or consulting with more educated members of the group. Students prepare for the post-text discussion and make a list of questions including at least ten items of a diverse nature, which can be devoted to the specifics of information provided in the text, or touch a wider range of general knowledge of the group.

The post-text period begins with the analysis of existing questions, students are divided into several working groups and ask each other

questions. The teacher moderates the process and manages the change of roles of the members of work groups. By formulating questions, students generate main ideas for debate, collaboratively compile a list of these ideas, and revise the list of these ideas. During open discussion, the ready list is divided into positive and negative theses. The final work is devoted to expanding the list of actual positive and negative ideas, which is performed by students divided into two groups. Three stages of preliminary work with the text enable further participation of students in debates at an effective level.

The next, third part of the proposed development method "Brainstorming Ideas with Debates" focuses on the development of writing skills of future foreign language teachers. It contains a concise list of practical advice on writing debate speech scripts, features of using debate techniques, an auxiliary list of reference words that contribute to the logical formatting of the subsequent speech. Students learn to formulate ideas and present them in an organized manner, prioritizing and highlighting the main points. Systematization and various ways of logically connecting parts of the text takes a leading place in the formation of writing skills.

Students practice writing essays in which they formulate a topic, provide affirmative and negative arguments, and express their opinion. They also learn to highlight the main points in their written reflections, depriving them of unnecessary information and facts. Such work leads to formation and improvement of professional skills of future teachers of foreign languages regarding effective correspondence during their further work. This part includes a short informative tutorial on writing a debate speech. Students will be introduced to the features of writing a debate script. They are taught to select relevant information, form an evidence base, trace cause-and-effect relationships, structure and build arguments

according to the logic of the debate, and do it in a dynamic way. Time management of debates for writing short affirmative or negative theses will be worked out during the implementation of this part.

Debate speech includes three parts - introduction, main part and final conclusions. Students learn to divide information into these three parts. In the introduction, the student introduces the topic, makes a concise overview of the arguments, can use theses of famous people or statistics to make the introduction more illustrative. Serious attention is paid to writing the body of a debate speech, in which the student must formulate logical arguments and provide clear evidence to support those arguments. The final part of the debate speech is the last opportunity to demonstrate the importance of the proposed idea and summarize all the arguments presented in the main part. Students acquire the skills of extroversion and emotional contact with the audience in the process of verbal activity.

The following fourth part of the development method "Brainstorming Ideas with Debates" is final in its logic, includes all the previously acquired skills and skills of working with debate technologies, is focused on the development of the skills of listening to authentic English speech by future teachers of foreign languages. This part demonstrates, in addition to the level of listening skills, the debaters's skills of working with a printed text, writing the script of a debate speech, and spontaneous speaking are formed and developed.

Working with each debate video which are presented to students as an example of debating ideas and debating format begins with scanning the QR code and finding the video on the online resource. The teacher or moderator informs the students about the people participating in the debate and its topic. Students are encouraged to do internet research on these personalities in their area of the focused interest and the future video debate

topic. Students translate the results of their online research into a short presentation that is shared with group members.

While watching a debate video, students complete a series of context-related tasks. Tasks include answering questions, discussing quotations, continuing an opinion, drawing up a comparative description. For the convenience of working with the video clip, students are given instructions about the time period in the video where they can find the necessary information to complete the tasks. All tasks are marked with a certain level of difficulty (B1, B2), which gives students the opportunity to do the tasks according to their level of foreign language proficiency, or arrange them in order of increasing difficulty.

Each viewing of a debate video clip ends with performance exercises of a productive nature, in which students express their thoughts on the topic of the debate, reproduce these debates on their own, playing the roles of video debaters, organize open discussions, highlight the novelty of the problem and ways to solve it.

The next technology which contribute to the formation of the reflexive-regulatory component of the foreign language competence of future foreign language teachers is TED technology that can de effectively used for the development of presentation skills. The fact is that presentation skills are one of the important tools that must be used during educational or professional activity. At the present state of training future teachers of foreign languages, presentation skills are considered as a part of training courses for future specialists in this field, as they improve the dynamics of their professional development. TED Talks, which are twenty-minute presentations on various topics, are considered one of the best ways to stimulate students' speaking activity. A significant number of accumulated

TED Talks video clips, presented by brilliant speakers, inspires and motivates future professionals to use their successful experience.

The method of the development of presentation skills proposed by us includes familiarization with the structure and techniques of effective speech, information and visualization tools, non-verbal communication techniques, skills that should be developed during the preparation for the presentation and a wide range of exercises.

One of the parts of an effective presentation is the ability to work on the visualization of information, the teacher-moderator demonstrates to students the possible ways of visualizing the necessary information (step charts, line charts, pie charts, graphs, block diagrams, etc.), and working with them, the ability to include them in the content of the presentation and activate the attention of the audience to the visualized information. As an example, students are introduced to step and line charts, which are used to compare various categories of scientific and professional data. The next type of visualization is a pie chart, which allows students to visualize the percentage of success in the performed actions.

Non-verbal means of communication (sign language, facial expressions, pantomime, the language of poses, the mutual location of people relatively to each other) are also a subject of study during the formation of presentation skills. Students watch video clips or perform exercises that allow them to understand the intentions that are hidden behind one or another type of non-verbal language. At the next stage, students acquire the skills of producing a non-verbal conditional code (agreement or disagreement, irritation), and the skills of reflection on the degree of understanding of their own non-verbal code by others.

In order to develop the cognitive and informational component of foreign language competence of future teachers of foreign languages, one

more beneficial technology, namely, Mobile learning technology is offered to be included in the process of training future teachers of a foreign language on a regular basis.. This technology is the newest way to access educational content using various mobile devices, including mobile phones, laptops, tablet PCs, smartphones, etc. The use of mobile learning tools is becoming an increasingly visible part of educational services and gives students the advantage of using gadgets in any place and at any convenient time and allows the simultaneous use of several mobile sources of information.

Distribution of educational content with the help of mobile devices and its subsequent use is currently one of the most common means of mobile learning. Teachers and lecturers create educational material and share it with students using various messengers and mail services. This type of training is convenient for both individual and group use by creating chats.

The current state of society functioning involves the use of didactic online technologies, along with the traditional teaching. The process of distance or mixed learning, which involves increasingly stronger parallel use of the above-mentioned technologies, is becoming an integral part of today's education. During blended learning, students can receive part of the material in a traditional form, and the second part through devices or gadgets following the links or QR codes. In addition, mobile learning allows faster and more efficient feedback between the student and the teacher.

The result of the practical implementation of the content of the Mobile Learning technology was the didactic educational resource which is proposed for using by means of the ready shell of the SkillzRun designer. Using the shell resource,it is filled filled with the author's content aimed at

developing the foreign language competence of future foreign language teachers. This application can be used as a component of a language course for students with the language level A2-B1. The course is implemented synchronously online or offline, and is aimed at the formation of all four types of speech activity - reading, writing, speaking and listening.

This platform is an organic part of the language course and can be logically embedded in the general context as an asynchronous resource. In this case, students can receive homework through the application, complete it at any convenient time, send it through the application to the teacher and receive feedback. An additional function of the platform may be the possibility of deepening the level of mastery of the foreign language and detailing knowledge of professional English in an independent work mode of foreign language teachers. The material broadcast in this way using the application is the most effective didactic basis for learning a foreign language. Students can access the app at their leisure and location, even if there is no Internet access. Special functions of the application allow you to monitor the dynamics of learning, show the students the number of words learned and motivate them to move to the next level of language proficiency. Notifications and a timer built into the application organize the work of the student group and ensure the regularity of classes. The platform also enables the design and creation of an individual study plan, which is discussed between the student and the teacher.

Thus, the process of forming the cognitive-informational component of the foreign language competence of future foreign language teachers can be developed more effectively and efficiently under the condition of using didactic applications based on Mobile learning technology and the ready-made SkillzRun designer shell.

In order to form the motivational and value component of the foreign language competence of future teachers of foreign languages, didactic training technology implemented in the form of English-language summer schools for future teachers can be added to the system of professional training of future teachers of foreign languages.. Summer schools are aimed at the contingent of students of the first (bachelor's) level of higher education specialised in studying foreign languages. School participants are offered two models of their implementation - online and classroom format. The working language of the summer school is English, which provides students with full immersion in the language environment, both academically and personally. The summer school offers a variety of training programs, consisting of lectures, seminars and master classes conducted by university teachers and scientists, practitioners of English-language activities with extensive experience, graduate students and master's students.

The main principles of the summer school are in-depth learning with extensive use of multimedia tools, development of theoretical knowledge and applied skills, the possibility of flexible choice of courses and the scope of their attendance, building interaction groups of students, activities in the situations of subjective significance with a high level of independent problem-solving. The course includes basic interactive lectures, seminars and master classes to process the lecture material, group discussions, screenings of project documentation, script writing and pedagogical activities at real educational institutions. The summer school format provides a certain flexibility in choosing the number of lectures, seminars and other types of academic activity in connection with the students' fields of interest. Students will also be involved in self-directed learning, which will be supported and monitored through messengers and the interactive

Skillz Run platform described above. Depending on the chosen course, the final assessment criteria may include the amount of attendance, the level of activity in the discussions, the completion of homework, presentations at master classes, essay writing, the completion of educational projects, or in some cases even the final exam.

Practical skills of students-future teachers after the summer school are the ability to plan projects, write grant proposals, carry out the necessary professional and pedagogical communication at the national and international levels. The program includes four master classes filled with various interactive activities. The first master class aims at improving the understanding the negative impact of climate change on the biosphere and ecosystems and support the adaptation of social and pedagogical changes aimed at improving the climate. The master class lasts three days. During the master class, students assess the climate changes of the selected region and conduct research on this topic, assess the impact of climate change on the life of the region, identify the needs of the region and develop measures to meet the educational needs of the region. The final task of the master class is the development of urgent actions which should be implemented after the end of the training.

The second master class is dedicated to leadership in the field of ecology, lasts for three days, and students actively participate in discussions and perform practical tasks aimed at fostering leadership in environmental protection. Students study various styles of leadership behavior, practice new leadership theories while performing environmental tasks, and create a network of eco-protectors that will actively work to implement social and educational changes in the region even after the end of the project. The third master class, which lasts three days, aims at educating future teachers of foreign languages how to apply for grants and

attract funds for the implementation of projects. Students will learn to use a variety of project development tools, develop a budget, monitor promising grant proposals, implement them in practice, and support interaction with them. The final master class is dedicated to writing publications that call on society to take active actions in the field of environmental resource conservation. During four days, students gather information through online research and consultations with local specialists, write preliminary versions of articles, receive feedback from moderators or other group members, make corrections as necessary and prepare them for further publication.

We have conducted a pedagogical experiment, which included an assessment of the effectiveness and specificity of the process of forming the foreign language competence of future foreign language teachers by means of non-formal education. The experiment consisted of preparatory, ascertaining, formative and control stages, each of which had its own goal, task, structure and implementation procedure.

For this, at the preparatory stage, we defined the goal, main tasks, described the methodology of empirical work, and also characterized the content of the main stages of the process of forming foreign language competence of future teachers of foreign languages by means of non-formal education. To implement the planned empirical work, scientific-methodical and organizational-pedagogical support for all experiment stages is developed. The aim of the research as a whole is to empirically verify the effectiveness of the professional-pedagogical model of formation of foreign language competence of future teachers of foreign languages by means of non-formal education.

The implementation of the idea and the purpose of the study determined the experimental tasks : to develop a diagnostic complex aimed at measuring the levels of formation of foreign language competence of

future teachers of a foreign language and to determine the state of formation of foreign language competence of future teachers in the conditions of informal educational activities; implement the developed model into the practice of future teachers' educational activities, as well as a complex of organizational and methodological support for the formation of foreign language competence of future teachers of foreign languages by means of informal education; experimentally verify the effectiveness of the developed informal educational model of foreign language competence formation of future teachers.

In order to comprehensively assess the formation of foreign language competence of future teachers of foreign languages, the structure of this multidimensional scientific phenomenon is defined, the components of which are cognitive-informational component, motivational-value component, reflexive-regulatory and activity-behavioral components. According to the scientific tradition that has developed in pedagogical science at the present time, the formation of components is determined by appropriate criteria and indicators.

Within the framework of our study, the formation of each component of the phenomenon of foreign language competence of future teachers is determined by the appropriate criterion. Thus, the motivational and value component of this phenomenon is determined by the axiological criterion, which in turn is characterized by indicators of the desire to be fluent in a foreign language, the formation of value orientations for its acquisition and use in the field of professional foreign language pedagogical activity, the content of the relevant motives, their orientation and stability, the degree of satisfaction of foreign language educational and professional needs.

Indicators of the gnostic criterion, which determines the formation of the cognitive-informational component, are the understanding of the

essence of the concept of "foreign language competence", knowledge of norms and the degree of awareness of aspects of foreign language competence in the field of professional economic activity, the degree and depth of operating with foreign language professional terminology, knowledge of how to use foreign language professional vocabulary to optimize one's own professional competence.

The indicators of the introspective criterion, which determines the degree and level of formation of the reflexive-regulatory component of the foreign language competence of future teachers, include the degree of objectivity in assessing foreign language competence, an adequate correlation of the level of the own foreign language competence and the foreign language competence of others, the ability to freely and consciously navigate in the situations of foreign language professional interaction, the degree of development of the processes of professional self-regulation, the level of the development of volitional qualities contributing to the effectiveness of professional economic activity.

The criterion of the activity-behavioral component of the foreign language competence of future teachers of foreign languages is the praxeological criterion, among the indicators of which we consider it necessary to include the ability and skills of using foreign language vocabulary to achieve professional pedagogical goals, compliance with generally accepted norms and rules of using foreign language vocabulary in professionally important situations, the ability to avoid conflict situations and find parity solutions in professional-foreign-language communication, the presence of creative self-realization in the process of developing foreign-language competence, etc., general prosocial activity in the aspect of professional-foreign-language interaction of the future teacher of foreign languages.

The outlined criteria with their inherent indicators allow to reflect the quantitative and qualitative characteristics of this integral phenomenon according to the levels of formation of foreign language competence of future teachers of foreign languages by means of non-formal education. According to the results of the analysis of the psychological-pedagogical and linguistic literature regarding the determination of the levels of formation of the foreign language competence of future economists, we have identified the following levels: high, sufficient, medium, low.

Structural components of formation of foreign language competence of future teachers of foreign languages by means of non-formal education, criteria and indicators for determining the level of their formation were taken into account and used during the development of a diagnostic complex aimed at their measurement.

The theory and practice of developing foreign language competence of future teachers of foreign languages makes it possible to identify a number of methods that can be used to diagnose the structure and levels of this phenomenon. Within the scope of the application of diagnostic procedures, it is appropriate to additionally apply the forecasting method, which allows to identify positive moments in the process of developing the foreign language competence of future teachers of foreign languages by means of informal education, changes in interests and needs for mastering a foreign language, their stability and prospects for further development.

Taking into account the results of the numerous studies of Ukrainian and foreign scientists on this issue, we emphasize that the objects of diagnosis are the general level of foreign language competence of future teachers of foreign languages, the level of development of the cognitive-informational component, motivational-value component, reflexive-regulatory and activity-behavioral components, the specifics of the

connection of these indicators with the success of educational activities and further professional and pedagogical development.

Every researcher who diagnoses the state of formation of the foreign language competence of future teachers of foreign languages contributes to the implementation of a system-complex approach in the diagnosis of this phenomenon, and takes the previously highlighted criteria and indicators into consideration. It leads to developing the program for studying the levels of formation of foreign language competence of future teachers of foreign languages by means of informal educational activities.

The research was further carried out with the help of a set of available and adapted to its content diagnostic methods and methods which included: 1) a survey, which was used to find out the degree of understanding by future teachers of foreign languages the essence of the concept of "foreign language competence", its main features, norms and regularities; the method of generalized independent expert evaluations, which was used to find out the degree of the formation of certain signs, traits, manifestations of competent foreign language professional behavior according to the evaluations of teachers, supervisors, management of the structural unit of the higher education institution, future employers, etc.; 2) self-assessment method used to reflect the sphere of own foreign language interests, preferences, value orientations, communicative priorities; etc.

The methods were selected in the way to consistently investigate the level of formation of each component of the content-functional structure of the formation of foreign language competence of future foreign language teachers by means of non-formal education. The study of the level of formation of the foreign language competence of future teachers of foreign languages at the ascertaining and formative stages was carried out in four sub-stages, during each of which we diagnosed the level of formation of

each of its components: I – cognitive-informational component, II – motivational-value component, III – reflective- regulatory component, IV – activity-behavioral component. At each of these sub-stages, based on the content of foreign language competence, a number of tasks are defined that specify the general purpose of the ascertaining and formative experiment.

To solve the research problem, a complex of methods was used, the choice and combination of which is determined by the subject, purpose and tasks of the study of the peculiarities of the formation of foreign language competence of foreign language teachers by means of non-formal education, in addition to those already listed above, it included the method of pedagogical survey (collection of empirical data); statistical methods of data processing using the integrated statistical package Statistica 8.0 for Windows (correlation analysis, non-parametric t-Student test).

All methods are divided into methods of cognitive-information block, motivational-value block, reflexive-regulatory block and activity-behavioral block. One of the most important practical tasks of diagnostic work is the creation of objective prerequisites for building an adequate image of the investigated phenomenon. With the aim of reducing the subjectivity of the obtained results and increasing the possibility of achieving their maximum probability, in the course of our research we focused on the following principles: integrity, the complexity of the use of complementary methods, the unity of qualitative and quantitative analysis, high validity, compliance with the goals set at the beginning of the study and tasks.

The ordered set of components of the technological model of formation of foreign language competence of future teachers of foreign languages by means of informal education, which we have described, should contribute to the development of this essential component of their

professional readiness as a whole. The description of the logic and structure of the implementation of our proposed model of formation of foreign language competence of future teachers of foreign languages by means of non-formal education and the development program developed on its basis has been carried out.

Conclusions and directions for future research. The results of the conducted theoretical and experimental research have confirmed the activity of the initial provisions, proved the solution of the research tasks and created the necessary grounds for the following conclusions.

Based on a theoretical analysis of the essence of various approaches to the definition of the concept of informal education, we note that the main goal of informal education throughout the world is the creation of free and equal opportunities for conscious free choice by citizens of a flexible and optimal trajectory of self-development of the individual, which optimally corresponds to the individual, psychological and educational needs, enables the formation and development of a stable, conscious personal need for knowledge and creativity, maximum self-actualization and self-realization, personal and professional self-determination, etc.

In foreign countries, non-formal education acts as an established and usual form of functioning of the educational environment, which enjoys the attention of the state, receives legal, methodical, financial and economic support, promotion of further recognition and development. In Ukraine, non-formal education is not yet fully recognized, although it is very popular among certain segments of the population (especially young and economically active middle-aged people), its legal and organizational status is still unclear, financial support from the state is practically absent, methodological and methodical support from the governing bodies of education is too weak.

The main methods and ways of development and purposeful formation of the foreign language competence of the future teacher of foreign languages, mentioned in the scientific and methodological literature available to us, are ,in particular, interaction with representatives of the multicultural world, subjectivization of language activity, use of modern multimedia support, problem-based learning, use of the latest information - communication technologies, intensification of socio-cultural communication, communication professionalization, actualization of the secondary linguistic personality, interactive learning and communication, diversification of the linguistic, cultural and social environment of the future specialist, etc.

One of the effective ways of forming the foreign language competence of future teachers of foreign languages is the means of informal education, because they create all the necessary conditions for the development of foreign language competence of future teachers of foreign languages in the shortest possible time and in the most convenient form for the future specialist, and contribute to its improvement in structural and level aspects.

A pedagogical experiment was conducted, which consisted of a preparatory stage (the purpose, tasks, and methodology of empirical work), an ascertaining stage (the main approaches and logic of pedagogical measurements, an initial analysis of the level of formation of the key components of foreign language competence), a formative stage (an analysis of the peculiarities of the formation of the main components of foreign language competence of future teachers of foreign languages) and the control stage (comparison of the results of the formation of foreign language competence of future teachers of foreign languages during the experimental period under the conditions of training in normal conditions

and with the application of developmental influence based on the use of non-formal education technologies).

Comprehensive and well-argued data of the performed empirical verification regarding the possibility of effective formation of key components of foreign language competence of future foreign language teachers and the effectiveness of the proposed and implemented development program for the formation of foreign language competence of future foreign language teachers using non-formal education technologies were obtained as the result of the scientific research , in particular, the absence of statistically significant differences in the average values of indicators of all components of foreign language competence of students of the experimental and control groups before the experiment; the presence of a statistically significant superiority of the average values of indicators of all components of foreign language competence of students of the experimental and control groups after the experiment.

The conducted research does not covert the entire set of issues related to the effective formation of key components of foreign language competence of future foreign language teachers by means of non-formal education. The peculiarities of the dynamics of formation of foreign language competence of future teachers depending on the stage of professional training also remain promising.

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3.2. A MODEL FOR THE FORMATION OF SELF-REGULATORY COMPETENCE OF FUTURE TEACHERS OF FOREIGN LANGUAGES IN THE PROCESS OF PROFESSIONAL TRAINING

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Abstract. *The article is devoted to the problem of formation of self-regulatory competence of future teachers of foreign languages in the process of professional training. The experimental research procedure was based on the use of the following methods: pedagogical observation, conversations, questionnaires, testing, surveys, the method of narratives, interviews, as well as methods of mathematical statistics, comparison and generalization of diagnostic results. It is determined that the self-*

regulatory competence of the future teacher of foreign languages is an integral internal personal formation, which characterizes the student's ability to self-regulate educational activity and determines his readiness for professional self-regulation in the conditions of pedagogical activity of the teacher of foreign languages. The components of self-regulatory competence are the following: goal-motivational, experiential-reflective, emotional-volitional, activity-practical. Based on the theoretical analysis of scientific and pedagogical works and the practical state of the problem investigated in the dissertation, we have developed a model for the implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training, which consists of methodological, content, procedural and diagnostic blocks. Our study has showed that the creation of the specified pedagogical conditions contributes to the purposeful development of future primary school teachers' creativity in the process of professional training.

Introduction. Solving the problem of forming the self-regulatory competence of future teachers of foreign languages in the process of professional training requires the development of a specific model for the implementation of certain pedagogical conditions, which will increase the effectiveness of this process, bring it into line with today's requirements, and theoretically substantiate the means of implementation in the educational process of pedagogical higher educational institutions. The need to develop this model and the urgency of introducing it into the training of foreign language teachers in pedagogical higher education institutions are due to a number of processes in modern society: first, the awareness of the role of a foreign language as the main component of the sustainable development of modern Ukrainian society; secondly, the rapid

development of foreign language learning technologies for successful existence in a multicultural society; thirdly, awareness of the role of a foreign language teacher who is able to conduct the learning process at a high level, to be tolerant, to prevent conflict situations, to be able to get out of difficult and unusual situations; fourthly, the awareness of the fact that pedagogical activity is emotionally intense, therefore, the ability of a future teacher, in particular, a foreign language teacher, to support himself, regulate his condition and prevent emotional burnout acquires significant significance; fifth, the formation of a new foreign language teacher who has self-regulatory competence.

Materials and methods. Effective formation of a specialist's personality, as practice shows, is possible only under the condition of a holistic and systematic organization of the learning process, which is achieved by applying the modeling method. In addition, as noted by I. Bunetska, R. Hrynyov, N. Kononets, I. Solosych and I. Shvedchikova, the modeling of professional training of specialists is addressed with the aim of: expanding the existing theories of the organization of the educational process; regulation of students' learning process, their personal and professional formation, development and self-development; diagnostics of the state and dynamics of the formation of professional competences, professional development, diagnostics of the quality of the educational process, determination of the conditions for the formation of a specialist competitive in the modern labor market.

Basic analysis of scientific and pedagogical literature (V. Balyuk (2021), I. Bunetska (2021), R. Hrynyov (2021), V. Zhamardiy (2021), N. Kononets (2021), N. Kravtsova (2021), L. Petrenko (2021), Yu. Pomaz (2021), I. Soloshich (2021), I. Shvedchikova (2021), O. Shkola (2021), etc.) shows that the modeling of pedagogical systems is gaining more and

more relevance and is becoming effective direction in pedagogical sciences, because it opens up powerful opportunities for research, starting with setting the goal and designing research and experimental work, and ending with the analysis of its results. Continuing the position of scientists, we can say that the modeling method as a method of scientific research can serve us as a basis for developing a new form of organization of the educational process aimed at forming the self-regulatory competence of future teachers of foreign languages in the process of professional training, an effective mechanism for determining the perspective of the development of the studied competence.

As M. Hrynyova, S. Hrynyov, and N. Sas rightly point out in their works, the model allows organically combining new requirements for teacher training and building a new content of pedagogical education.

We are convinced that the high-quality training of future foreign language teachers requires the solution of a number of didactic problems of professional training in pedagogical higher education institutions, among which a prominent place is not only the definition of goals, content, the search for the latest methods, forms and means of learning, but also the formation of self-regulatory competence of students future teachers. We fully agree with scientists that the key task of pedagogical modeling is the interpretation of the main conceptual provisions of our research, the reflection of the phasing of the pedagogical experiment and the implementation of the pedagogical conditions defined in the previous section (Grinyova M. V., 2011).

In the period of professional formation of an individual, the development of self-regulatory competence is especially important, therefore, these skills must be developed already at the first stages of training a future foreign language teacher, since in this period the

individual best learns programs for the development of self-regulation skills. Self-regulation programs are programs that use special methods and techniques for the development of necessary skills or abilities, the purpose of which is to control the emotional state, preserve the psychological health of students, and prevent stressful situations. The future specialist must learn concentration and purposefulness on daily tasks and goals related to professional activities in order to achieve high productivity and effectiveness of his activities.

The results of the empirical research (questionnaires, analysis of activity products, conversations, observations) of students of the PNPU show that psychological and pedagogical knowledge functions in the thinking of students and become guidelines for making specific pedagogical decisions. In addition, future teachers do not have difficulties with organizing independent work; they know how to use internal mechanisms of planning, control and correction of professional activity. Self-regulation is crucial in these processes. Thus, 80.00% of respondents (80 people) indicate that they are analyzing their readiness for teaching activities. Moreover, 100% believe that a teacher should have professional self-regulation skills.

With the help of questionnaires, the features of students' awareness of the essence and necessity of forming self-regulatory competence were revealed. It was established that although almost all students are aware of the importance and necessity of self-regulation, the meaningful nature of their awareness is manifested in different ways. An obstacle is the inability to determine one's strengths and weaknesses, to plan specific goals for improving one's activities and to control the effectiveness of their implementation.

According to the results of the study, groups of students with low (13.5%), below-average (32%), average (41%) and above-average (13.5%) levels of self-regulation were identified among students. A high level of self-regulation was not found in any of the subjects. The formation of individual stages of self-regulation was traced and the weakest links of the process were identified: goal setting, planning, self-control, correction and the link of the quality assessment criterion. The obtained data indicate the need for the development of ways to increase the level of self-regulation of students for the consistent development of all links of the self-regulatory process with an emphasis on those aspects that have the lowest level of formation.

In addition, the peculiarities of the relationship between the properties of thinking and attention and the level of development of self-regulation were studied. The obtained experimental data indicate high productivity of attention and high creativity of thinking of students with above-average and average levels of self-regulation development.

The results of the questionnaire allowed us to outline the directions of work aimed at the formation of self-regulation mechanisms as an integral component of the pedagogical process.

Self-regulation is a person's ability to see the ultimate goal of an activity, independently find optimal ways to achieve it and strive for its implementation, the ability of an individual to create a program of activities and, on this basis, manage his actions and state. The result of self-regulation is the development of orientation, organization, and the ability to control oneself.

In the process of research, we determined the following psychological and pedagogical conditions that contribute to the formation of professional self-organization skills of future teachers: ensuring students'

motivation for educational activities; mastering the skills and abilities of professional self-regulation; involvement of students in active creative activities; creation of a creative atmosphere, a healthy moral and psychological climate in the team; active use of new forms and methods of learning that stimulate the creative abilities of the individual (Kalyuzhna, 2013).

In our opinion, mastering the skills and abilities of professional self-regulation involves the ability to manage one's inner world, to regulate one's emotional states: to control oneself, one's mood, voice, facial expressions, gestures, the ability to quickly react to the behavior of the people around you, the ability to quickly make the right decisions in a changed, non-standard situation, to form emotional stability; to make the most of their potential. Self-regulation manifests itself not only in the ability to relieve tension, but also to create a feeling of restrained strength, self-confidence, energy, and activity.

Having studied the problem of professional self-organization and self-regulation, we found that in addition to the formation of important skills of professional self-organization, it is important for a future teacher to develop the necessary personal qualities and to be a mentally healthy person: emotionally balanced, capable of self-management, which is ensured by adequate self-esteem, will, purposefulness, and energy. A mentally healthy person is characterized by such qualities as optimism, responsibility, morality, self-respect, concentration, balance, active life position, self-confidence, obligation, independence, benevolence, interest in the surrounding world, and others. Moderate nervous tension stimulates a person to do what is necessary faster, to work better, to be persistent. And too high a level of tension has a negative effect on work capacity, blocks creative, productive ideas and prevents the achievement of the goal.

Therefore, by learning self-regulation, the future teacher develops the ability to control his emotions and achieve high results, since only moderate mental excitement ensures long-term success in activities (Antonova, 2014).

Having conducted a thorough study of the theoretical foundations of the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training, we offer the author's definition:

The self-regulatory competence of the future teacher of foreign languages is a holistic intra-personal formation that characterizes the student's ability to self-regulate educational activities and determines his readiness for professional self-regulation in the conditions of the pedagogical activity of a teacher of foreign languages.

Components of self-regulatory competence: goal-motivational, experiential-reflective, emotional-volitional, activity-practical.

1) The goal-motivational component characterizes the ability to set a goal and achieve it; presence of students' motivation for educational activities; students' motivation to perform the professional functions of a teacher of foreign languages; interest in professional self-regulation in the activity of a foreign language teacher, desire to work as a foreign language teacher; motivation to achieve success in the professional activity of a foreign language teacher through professional self-regulation.

2) The experiential-reflective component involves the ability to study the experience of self-regulation of educational activity and professional activity of a teacher of foreign languages; correlation by the student of his experience of self-regulation of educational activity with the experience of other people, awareness of positive aspects of his own self-regulation activity, assessment and self-evaluation, selection of qualities that

contribute to mastering the profession of a foreign language teacher and the basics of self-regulation; the ability to reflect in self-regulatory activities.

3) The emotional-volitional component characterizes the student's ability and desire to manage his own emotions, thoughts, experiences and behavior; the ability of the future teacher of foreign languages to show patience, to respond emotionally to students' requests, to be aware of their own feelings, to regulate their relationships and communication during the teaching of foreign languages; the ability to self-regulate behavior during educational activities.

4) The activity-practical component describes the ability to self-regulate behavior during educational activities; the ability to apply knowledge of the basics of self-regulation of educational and professional activities (techniques, methods, methods of self-regulation) of a foreign language teacher in practice; the ability to choose a line of behavior that will contribute to effective communication with students in foreign language lessons; the ability to carry out self-analysis, self-control, self-correction of behavior, personality and activity in various pedagogical situations.

The following characteristics are important in teacher training: professional motivation, fundamentality, methodological soundness, professional focus of student training, multi-functionality, complexity in content, organization, methodology and control, emotional saturation, activation of students' independent searching educational and research work.

Self-regulation and self-reflection, as well as self-awareness, are formed in the structure of the diversity of forms of activity of human life. Serhiy Leonidovych Rubinstein notes that every mental process is included in the interaction of a person with the world, and serves to regulate his

activity, his behavior. Compiling the methodology for the development of professional self-organization skills, we came to the conclusion that in order to develop students' ability to self-manage (self-regulation, self-control, and self-organization) of their own activities, it is necessary to provide a reflective type of management in a higher education institution, which consists in changing the student's position, in transforming it from the object of external influences into an active subject of its own activity. Future teachers will be required to be more independent in making certain decisions, including those related to professional self-organization, self-organization of their work, which, in turn, will require the development of the ability to consciously self-regulate voluntary activity.

Through self-regulation, self-organization, professional self-education of the individual, the professional self-affirmation of the future foreign language teacher is carried out. Self-regulation is a purely individual way of coordinating one's own mental processes, states, qualities, optimizing one's own, in particular, professional capabilities. A component of self-regulation is subordinating the content and structure of professional activity to the goals accepted by the individual. Self-organization of the future teacher in the process of his professional self-affirmation is realized through the activation of a number of mental processes - adaptation, self-adjustment, self-development, self-learning, self-education, etc.

In our opinion, the development of professional self-organization of future foreign language teachers requires a high degree of professional self-regulation. The human individual is a self-regulating system that functions on the basis of its own programs of life activities and life support, which are produced in the course of continuous adaptation to various conditions: natural, domestic, social. The process of self-regulation can be both

voluntary and consciously controlled. Everything that a person is aware of, he can control, regulate, analyze. It is thanks to consciousness that a person is able to improve himself, work on himself, increase his level of self-organization. Consciousness determines (projects) the line of human behavior, manages the formation of one's own personality, its activities, resolves issues of relationships and interactions, directs the processes of assimilation of social experience, regulates emotions, states, ensuring the ability to develop conscious self-regulation. Constant work on the formation of self-regulatory competence gives the future teacher the opportunity to achieve a high level of development of professional self-organization.

We believe that the development of moral consciousness and self-awareness come to the fore and precede the development of conscious self-regulation of the individual. Directing the education and self-education of the moral consciousness of future teachers to the formation of a conscious attitude to their thoughts, statements, actions, actions, responsibility for them and their consequences, the teacher effectively forms the ability of professional self-organization of students. A harmoniously developed personality is characterized by a high level of development of moral qualities. A spiritual person with a high level of moral self-regulation consciously builds his life strategy, makes decisions based on universal human values. The future teacher organizes work on himself, which is based on the principles of justice, kindness, honesty, sensitivity, compassion, forms moral attitudes that will not allow him to behave immorally in any situation. In education, this will be facilitated by conducting corrective and developmental classes, using moral dilemmas in classes, discussing dilemmas according to the principle: "In this situation, I would act as..." etc.

Researchers pay particular attention to the issue of determining the psychological mechanisms of self-regulation, which are distinguished based mainly on the paradigm of studying the essence of self-regulation (reflection, self-evaluation, self-control, goal formation, self-suggestion, etc.). The mechanism of self-regulation is considered to be reflection - the ability to conduct self-analysis, that is, the ability to critically rethink one's own experience. Reflection is unique to humans. It functions as an analysis by the subject of his own mental state and is aimed at his self-improvement, it is a key moment of personality development (Voytyuk, 2005). The peculiarity of this mechanism in the process of training future foreign language teachers is its intellectual focus on mastering the skills of professional self-organization.

In our opinion, the ability to reflect indicates a high level of self-awareness and self-control of a specialist, his readiness to correct his behavior and lifestyle, reflection combines the functions of behavior and management of the specialist's actions and actions. Reflection is aimed at the development of self-awareness: at the understanding and orientation of the subject's actions (intellectual reflection), at self-organization, movement through self-knowledge, self-analysis of oneself, one's state - internal mental acts, one's own forms and prerequisites, one's mental activity, a holistic "I" (personal reflection) and through a person's understanding (analysis) of the personality and activities of a partner in joint activities, mutual reflection by subjects of each other (interpersonal reflection). Thanks to a high level of self-awareness, creative activity of students is stimulated, internal motives and values are formed, the ability to manage one's actions and actions and correct one's behavior. Self-analysis, self-evaluation and self-monitoring of the final results of creative activity with

the purpose of correction and self-improvement of this activity are connected with the reflective level of self-awareness.

An important step towards the development of self-regulation is optimism, self-control, self-belief, loyalty to oneself and one's work, the desire to test one's own strengths, the ability to perceive changes as a challenge, not as a threat. We believe that it is important for a future teacher to learn to gradually develop self-regulation skills and abilities based on reflection, to get to know oneself, one's inner world, to harmoniously develop one's personality, to learn to act correctly in difficult situations, to make decisions quickly and correctly, etc.

It can be noted that the complexity and multifaceted nature of the process of forming self-regulatory competence, its dynamic and complex nature, make it necessary to study it from the standpoint of a systemic approach, which is manifested in the awareness of the purpose, motives, modeling of conditions, development of an activity program, in the search for the reasons for its failure, when from the consequences of the results the future teacher moves towards the causes, that is, he organizes and regulates his own activity as a system, makes its adjustments in accordance with the requirements of a specific situation. Within the system approach, a person is considered as a complex living system that organizes itself and develops itself. Its life activity is provided at different, but interrelated, levels of functioning - biological, psychological, social. At each of the levels, a person has peculiarities of his detection. Among the priority values, health is of primary importance. The recommendation not to engage in professional affairs, if it harms health (own and others), has a special meaning for the future teacher (Senivska, 2012).

We believe that in order to preserve mental health, students need to learn to prevent psycho-emotional overload in a timely manner. Self-

management of mental health implies not only the awareness of the need to constantly fight for it, but also confidence in one's capabilities on this path, knowledge about oneself. The latter means that a person must be able to "decipher" his mental state and influence it, if necessary, know his strongest and weakest character traits (psychosocial pluses and minuses of the personality), be able to impartially and adequately assess the true level of his physical and mental capabilities and find factors that block the realization of the creative potential of a specific subject.

It is especially important for a lexicographer to form the components of professional self-regulation, because the ability to "reach every child" with a word, to emotionally and verbally adapt to his students, will play a big role in his professional activity.

The results of our research prove that the self-regulation of a future foreign language teacher should be formed from the first days of study at a higher educational institution. When studying educational subjects, the worldview is transformed, self-knowledge deepens, and relationships with people are harmonized. In this process, the accumulation of one's own professional experience (during propaedeutic practices, laboratory-practical classes, writing coursework and individual research papers, and pedagogical practice) is of particular importance. Formation of future foreign language teachers' abilities and skills of teacher's professional self-regulation is carried out with the help of the development of teacher's self-regulation mechanisms, in particular, pedagogical reflection. At the same time, the assimilation of knowledge about the role of self-regulation in professional activity takes place, the elements of the teacher's self-regulation are transformed into integral personal traits.

Activation of self-regulation processes of future foreign language teachers is carried out through their awareness of the main categories of the

theory of self-regulation (structure, functions, components); through the formation of the ability to determine and realize the most relevant goals of pedagogical activity, consciously choose the methods of this activity; through the formation of the ability to perform introspection; through the development of self-regulation mechanisms.

The components of self-regulation identified by Volodymyr Chaika deserve attention. Among them - the motivational one - reflects the moral concepts, general cultural and professional-pedagogical values realized by the students, aimed at mastering the profession; emotional-willed - consists in the ability to show endurance, to be aware of one's own feelings, to regulate one's relationships and to communicate; reflexive - involves the ability to exercise self-control, self-correction of behavior, to be aware of the purpose of one's own actions (Chaika, 2006).

The motivational component of self-regulation is due to the fact that the internal sources of the individual's activity regarding further learning, self-education and future professional self-realization are motives, needs, and interests in learning. In the process of education, future teachers are not only an object of influence, but also a subject of activity, guided by their cognitive and professional interests and other motives. Their attention should be focused on the motivation of personal responsibility in the acquisition of professional competence and awareness of the necessary activity of each subject, subject-personal motivation. It is important to form in students the ability to set and adhere to a goal, consciously plan and program their activities.

Emotional and volitional component of self-regulation. Since stable emotion is one of the psychological factors of reliability, efficiency, and success of activities in difficult circumstances, it is appropriate to take this into account in the process of professional training of future teachers. The

prerequisites of emotional stability, positive emotions lie in their content, depending on the needs, motives, will, preparedness, awareness and readiness of the individual (teacher and schoolchildren) to perform any tasks. There is no doubt that emotional-volitional self-regulation is of great importance in shaping the future teacher's readiness for independent pedagogical activity as a system of methods of self-influence of the individual in order to increase emotional-volitional reliability in extreme situations.

The reflective component is a factor that prompts the future teacher to self-analyze the results of educational activities with the aim of correcting them and designing their own improvement in the foreign language field and its teaching methods.

We believe that when adjusting one's own pedagogical activity, a future foreign language teacher should actively work on one's own achievements, make changes to one's professional actions depending on many variable components, among which there may be social changes in the form of education reforms, changes in industry standards, school curriculum programs and plans.

Therefore, activation of self-regulation processes as a component of successful professional training of future foreign language teachers does not involve direct intervention of the teacher in the student's self-regulation situation. The key to success is the indirectness of the corrective influence, maintaining control over the internal state of the student as a subject, the initiator of one's own activity, aimed at harmonizing internal reserves with the conditions of the external environment for the sake of the effectiveness of professional training.

On the basis of a thorough study of the scientific and pedagogical literature and the analysis of the practical activities of pedagogical higher

education institutions that prepare future teachers of foreign languages (Educational and professional program Philology (German languages and literatures (including translation), the first - English), Educational and professional program Middle education (Language and literature (German) and language and literature (English), Educational and vocational program Secondary education (Language and literature (English) and language and literature (German), Educational and vocational program Secondary education (Ukrainian language and literature and language and literature (German), etc.), it was found that there is no specific study in which a set of pedagogical conditions for the formation of self-regulatory competence of future foreign language teachers in the process of professional training would be presented and implemented, and a comprehensive study of the effectiveness of such a model of organizing student training was conducted.

We emphasize that the experimental research procedure was based on the use of the following methods: pedagogical observation, conversations, questionnaires, testing, surveys, the method of narratives, interviews, as well as methods of mathematical statistics, comparison and generalization of diagnostic results.

It is worth noting that the organization of a pedagogical experiment in higher education involves the fixation of existing provisions and at the same time their modernization in order to highlight new provisions, innovative interpretation of the received conclusions regarding the issue of the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training.

In our study, research and experimental work on the definition and implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the

process of professional training was carried out during 2019-2021 in five higher education institutions of Ukraine:

1. Poltava National Pedagogical University named after V. G. Korolenko;

2. Kharkiv National Pedagogical University named after H. S. Skovorody

3. Khmelnytskyi National University

4. Transcarpathian Hungarian Institute named after Ferenc Rakotsi II

5. Cherkasy National University named after Bohdan Khme'nii'kyi

261 students of the 4th year of bachelor's educational and professional programs of training future teachers of foreign languages (English, German) took part in the pedagogical experiment. The control group (CG) included 132 students, the experimental group (EG) – 129 students.

In order to ensure the effectiveness of the training of teachers (36 people) for the pedagogical experiment, at this stage of the pedagogical experiment, testing was conducted to determine their attitude to the research problem using the author's test "Teachers' attitude towards the formation of self-regulatory competence of future teachers of foreign languages".

In general, the testing testified the positive attitude of teachers to the design and implementation of a holistic model of implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training.

The answers of scientific and pedagogical workers to the question "Do you use self-regulation techniques in the process of training future teachers of foreign languages?", which respondents were able to choose from multiple choices by the method of ranking by importance, deserve

special attention. Thus, among the techniques of self-regulation used by teachers in their professional activities, teachers gave preference to the following: smile, laughter – 94.44 %; switching attention to a pleasant object – 88.89 %; reading – 86.11 %; listening to music – 77.78 %; anti-stress breathing – 41.67 %; autogenic training – 16.67 %.

The survey of students at the stage of the ascertainment experiment included answers to the following questions:

1. Do you know what self-regulation is?

2. Write how you understand the term "self-regulation of educational activity"?

3. In what context have you heard the term "self-regulation"?

4. Is it necessary to form self-regulatory competence in future teachers of foreign languages?

5. Would you like to attend the special course "Self-regulation as the basis of successful professional activity of a foreign language teacher"?

6. Which self-regulation methods have you used in your life?

Analysis of the answers to the first question showed that 13.03% of respondents believe that they know what self-regulation is. By this term, students understand the ability to calm down, not to show negative emotions, to behave calmly in any stressful situations, to regulate their behavior and emotions. The generalized answers of the students indicate that they attach emotional and behavioral meaning to this concept.

Further analysis of the answers to the first question makes it possible to state that 72.41 % of the surveyed respondents find it difficult to answer this question, and 14.56 % do not know what self-regulation is.

Within the scope of the answers to the second question, students in a generalized and indicative sense understand the term "self-regulation of educational activity" as the ability to independently work with educational

material, independently regulate one's learning process, work according to an individual learning trajectory, persistence and purposefulness in learning, systematicity in the process of mastering knowledge, industriousness, determination, bold decision-making in the process of educational activity - these are the characteristics that can be traced already in the process of learning, and which, according to students, reflect his personal and activity context.

The answers to the third question of the questionnaire "In what context have you heard the term "self-regulation" - proved that the main context is psychological (many students were interested in various test methods and among them came across tests of mental self-regulation, or students simply used an Internet search, where the first references reflected the psychological meaning of the term).

There were also certain individual answers of the respondents, which testify to the physiological and physiotherapeutic context of self-regulation (students in their lives encountered various health problems, their own or those of their loved ones, and underwent or discussed complexes of physiotherapeutic procedures, during which this term was used by doctors).

Investigating other aspects that are affected by the ascertaining questionnaire of students (the fourth question "Is it necessary to form self-regulatory competence in future teachers of foreign languages?"), we critically analyze the information received and conclude that 36.78% of respondents believe that a teacher of foreign languages must should have a high level of self-regulatory competence, 42.91% noted the answer "rather yes than no", it was difficult to answer this question for 10.73% of respondents, and 9.58% believe that "no".

In the answers to the fifth question, the vast majority of respondents 52.87% clearly positioned their desire to attend the special course "Self-

regulation as the basis of successful professional activity of a foreign language teacher"?, 28.74% marked the flag with the descriptor "more likely than not", difficult 13.79% of respondents answered, and only 4.6% of students did not express such a desire, citing lack of time and the overload of the educational and professional program with other disciplines.

The last question of the questionnaire is aimed at identifying students' knowledge of self-regulation techniques that they used in their lives. The answers to it showed that, in general, students use such methods in their everyday life when they are in a stressful situation, when they feel bad, when they need to calm down and think about solving a problem, when they are in a bad mood, but they did not call them the term "self-regulation methods". Switching attention to a pleasant object as an effective method of self-regulation was chosen by the largest number of students – 86.59 % of the surveyed respondents; listening to music – 80.08 % of respondents; smile, laughter – 77.01 % of respondents; support of a close person – 60.54 % of students; observing nature as a method of self-regulation was chosen by 44.44 % of the surveyed respondents; relaxation – 31.03 %; singing, shouting – 23.75 %; yoga – 13.79 %; reading – 13.03 %; autogenic training – 11.88 %; drawing – 9.96 %; anti-stress breathing – 6.9 %; meditation – 5.75 %.

Thus, the ascertaining questionnaire of students made it possible to testify and emphasize the relevance of the problem of the formation of self-regulatory competence in future foreign language teachers, to reveal the desire of a significant number of students to attend a special course to acquire relevant knowledge in the field of self-regulation, the ability to self-regulate educational and future professional activities.

Based on the theoretical analysis of scientific and pedagogical works and the practical state of the problem investigated in the dissertation, we have developed a model for the implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training, which consists of ***methodological, content, procedural and diagnostic blocks***.

The implementation of the model, which, according to the program of the pedagogical experiment, took place at the formative stage of the pedagogical experiment, was carried out through the introduction into the educational process of training future foreign language teachers of educational and methodological support (electronic format), specially developed with regard to the content of a number of defined pedagogical conditions aimed at ensuring result - positive dynamics in the levels of self-regulatory competence formation of students.

The methodological block of the developed model contains scientific approaches (competent, activity, axiological, systemic, resource, environmental), which are included in the organization of the educational process for the formation of self-regulatory competence during professional training in higher education institutions, as well as didactic (scientific, systematic, connection of learning with life, visuality, emotionality, naturalness) and specific (integrity, forecasting, parity, individualization, perceived perspective, mobility) principles of formation of the studied competence. We emphasize that a detailed description of these principles and methodological approaches is highlighted in the previous chapters of the dissertation and their unity and interrelationship is shown, defining a complex of didactic requirements for the content, direction, organization and teaching methods of students who have chosen the profession of foreign language teacher.

At the same time, the content of this block reflects the structure of the self-regulatory competence itself, which consists of goal-motivational, experiential-reflective, emotional-volitional and activity-practical components, the process of formation of which is influenced by certain methodological approaches, didactic and specific principles.

The content block of the model is determined by the educational and professional program, curricula, textbooks and teaching aids, other auxiliary didactic materials, modern scientific paradigms and concepts, departmental methodical developments from the discipline "Fundamentals of Pedagogical Mastery", the content of which indirectly affects the problem of the formation of self-regulatory competence of future teachers in within certain topics. To solve the problem, we propose to enrich and deepen the content of this discipline, to strengthen the self-regulation training of future teachers of foreign languages by introducing the content module "Self-regulation of the teacher's professional activity", to optimize the educational process using innovative methods of self-regulation. Also, the content block is represented by the content of the special course "Self-regulation as the basis of successful professional activity of a teacher of foreign languages" and educational and methodological support for its successful study by students, which it is advisable to propose to introduce into the educational and professional program as an elective discipline (of course, this issue is left to the discretion of the guarantors).

The procedural block contains pedagogical conditions (actualization and development of positive motivation among future foreign language teachers for self-regulation of learning by means of goal-setting trainings; improvement of the content of professional training of future foreign language teachers based on the implementation of the special course "Self-regulation as the basis of successful professional activity of a foreign

language teacher"; pedagogical support of future foreign language teachers teachers of foreign languages in the study of prospective pedagogical experience in the formation and development of self-regulatory competence of teachers) and modern professionally oriented forms, innovative methods and technologies of student training for their implementation, formation of components of self-regulatory competence and solving professional tasks that require future teachers of foreign languages this competence.

We would like to emphasize that the selection of modern professional-oriented forms, innovative methods and learning technologies are undoubtedly important in the implementation of the tasks of forming students' self-regulatory competence.

The main organizational forms of their (future foreign language teachers) training for direct preparation for self-regulation of educational and professional activities are lecture and practical classes (excursion classes, travel classes, role-playing classes, talk show classes, lectures-briefings, binary lectures, lectures-press-conferences, etc.), virtual excursions, trainings, lessons at school (pedagogical practice), educational activities at school, individual classes, consultations.

Groups of innovative learning methods that contributed to the formation of components of self-regulatory competence are defined and presented in this block: methods of motivation and stimulation of learning activities; methods of situation analysis; cooperative learning methods; research methods; a method based on life experience.

A special group includes methods of self-regulation (self-conviction, self-command, disconnection, switching, distraction, language relief, relaxation and breathing exercises, relaxation or relaxation, autogenic training, the method of creating an installation, art therapy, music therapy,

etc.), which are used in combination with the above-mentioned innovative teaching methods and forms of organization of students' education during the study of the discipline "Fundamentals of Pedagogical Mastery" and the special course "Self-regulation as the basis of successful professional activity of a teacher of foreign languages".

In our opinion, the most effective technologies that ensure the formation of self-regulatory competence are: training technology, dialogic and discussion learning technologies, game learning technologies, technology for creating a situation of success; digital technologies.

It should be noted that in order to avoid overloading the model in the procedural block, we did not display the entire set of didactic tools used for the formation of the studied competence, which were covered in the text of the previous sections of the dissertation.

The diagnostic block reflects the criterion-level apparatus (goal-motivational, experiential-reflective, emotional-volitional, activity-practical criteria, their indicators and levels - high, medium, low) for diagnosing the levels of self-regulatory competence formation among students-future teachers of foreign languages; the methods used in the pedagogical experiment (pedagogical observation, conversations, questionnaires, testing, surveys, the method of narratives, interviews, methods of mathematical statistics, comparison and generalization of diagnostic results) and the result of the implementation of the model, which we see in the positive dynamics in the levels of formation of the investigated competence .

Thus, after considering the model of implementation of pedagogical conditions for the formation of self-regulatory competence of future foreign language teachers in the process of professional training, it can be argued that the structure, content and process of professional training of students

should be oriented towards their competence in self-regulation of educational and future professional activities of a foreign language teacher, where this the process is considered as a system formation that actively responds to any external or internal changes that affect in one way or another the formation of interrelated components of this competence.

Narrative and interview methods were used during training sessions with EG students .

The invited participants of the meetings acted as trainers, using the narrative as a closed narrative structure that gave life events consistency and completeness, highlighted them in chronological order (Chepeleva, 2004) - stories about scientific research and dissertation preparation, self-regulation in scientific or pedagogical activities , - gave the students of EG a powerful informational context for understanding the importance of the phenomenon of self-regulation in the professional activity of a teacher of foreign languages. An example of M. Grinyova's narrative (in English) can be found on her personal website https://grinyovamv.webnode.com.ua/pro-nas/.

In the process of conducting a formative experiment, purposeful training of future foreign language teachers was carried out to form the ability to set goals and achieve results, motivation for educational activities, motivation to perform the professional functions of a foreign language teacher, the development of interest in professional self-regulation in the activities of a foreign language teacher, and the desire to work as a foreign language teacher languages in the course of mastering such educational disciplines as "Practice of spoken and written communication (English)", "Methodology of teaching English", "Methodology of teaching literary disciplines", "Stylistics of the English language", "History of foreign literature", "History of English languages",

"Literature of the countries whose language is studied", "Information technologies in professional activity", etc.

Within the framework of the implementation of the second pedagogical condition, we have improved the content of professional training of future foreign language teachers by developing and implementing a special course "Self-regulation as the basis of successful professional activity of a foreign language teacher" for EG students. It was decided to implement the special course online using the platform developed by us.

The content of the special course is aimed at realizing the goal of forming the self-regulatory competence of future teachers of foreign languages in the process of professional training in higher education institutions, which is detailed in a number of tasks: to purposefully form the goal-motivational, experiential-reflective, emotional-volitional and activity-practical components of this competence; increase interest in the phenomenon of self-regulation in general and self-regulation of the professional activity of a foreign language teacher in particular; to provide students with tools for effective self-regulation as a basis for constant movement towards personal and professional growth and development, harmony in life and awareness of the beauty of pedagogical work.

The organizational forms of education of EG students during the special course are lecture and practical classes (excursion classes, travel classes, role-playing classes, talk show classes, lectures-briefings, binary lectures, lectures-press-conferences, etc.), virtual excursions, trainings, individual classes, consultations, etc. It should be noted that practical classes were mostly conducted in the form of training, and other forms contained elements of training (complex of training exercises).

During the pedagogical observation, it was recorded that the students really liked such methods of self-regulation as language decompression, art therapy, reading, music therapy. To the key question "Who and why may need self-regulation?" EG students unanimously noted and were convinced that, it turns out, self-regulation or self-control provides an opportunity to acquire a state of peace and mental balance. And we can achieve this state of peace by reading books by British writers. However, it is an undeniable plus when learning English if you read books and listen to music in the original. Therefore, as a method of self-regulation, we suggested that EG students read English writers.

After conducting goal-setting trainings and training sessions during the study of a special course, a control questionnaire with nine questions was conducted among EG students, which aimed to reveal the ability of EG students to self-assess their educational activities.

The conducted questionnaire made it possible to find out whether the training sessions had an impact on the level of development of the communication skills of EG students, whether the training sessions contributed to increasing the level of their self-control, perseverance, whether the students learned to formulate and set goals for themselves, mastered the methods of self-regulation, use the acquired knowledge, skills and abilities self-regulation in everyday life and a number of other indicators that testify to the formation of the components of self-regulation competence.

In the course of further interviews with EG students, the reasons for the low percentage of positive answers to the previous questions were clarified: in the training classes, the students did not work to the full extent of their abilities due to lack of time, due to overloading of academic disciplines with a significant amount of homework, due to usual laziness,

the desire for more spending time with friends, problems in the family, feeling bad (motivational and personal factors worked), etc. Therefore, EG students came to the conclusion that work on oneself, the components of which are perseverance, willpower, daily work, self-control, is extremely difficult, which requires the mobilization of significant personal, physiological and psychological efforts.

The implementation of the third pedagogical condition provided comprehensive pedagogical support for future teachers of foreign languages in the study of prospective pedagogical experience in the formation and development of teachers' self-regulatory competence. Thus, we created a self-regulation consultative center on the basis of the I. A. Zyazyun Department of Pedagogical Mastery and Management (head − searcher Yu. Stryzhak), which included teachers who agreed to participate in the pedagogical experiment (Doctor of Pedagogy O. Zhdanova-Nedilko, Doctor of Pedagogy N. Kononets). The purpose of the center was to provide consultations for EG students on self-regulation of educational and future professional activities during the formative stage of the experiment. The work of the center was organized online using the ZOOM Cloud Meetings video communication service. EG students used the services of the self-regulation advisory center, as evidenced by pedagogical observation, when they were preparing their final paper for the special course "Self-regulation as the basis of successful professional activity of a teacher of foreign languages" (preparation of the theoretical and practical part, advice on choosing methods of self-regulation, selection of literature and diagnostic methods, forms organization of training, development of training tools, etc.).

Another aspect of the activity of the above-mentioned center was the organization of meetings of EG students with school teachers of foreign

languages, providing opportunities for EG students to attend classes online and, if possible, at school, observe self-regulation activities of teachers, study promising pedagogical experience, discuss issues of self-regulation of professional activity school teacher of a foreign language. In the course of such work, the formation of the ability of EG students to study the experience of self-regulation of educational activity and the professional activity of a teacher of foreign languages, the correlation of their own experience of self-regulation of educational activity with the experience of school teachers of foreign languages, awareness of the positive aspects of their own self-regulation activity, assessment and self-evaluation, and the ability to reflect in self-regulatory activities. At the end of the series of attended online lessons or lessons in the school premises, EG students had to write a report in which to highlight the key questions related to the manifestation of the teacher's self-regulation: when, at what stage, in what pedagogical situation, for what purpose, what result, etc.

Comprehensively applying training technologies, game, dialogic and discussion technologies, creating a situation of success, digital technologies, we organized a training and game platform "Self-regulation in solving pedagogical situations", where EG students together with teachers played games, analyzed various pedagogical situations, which often occur in foreign language lessons, and looked for ways to solve them using self-regulation methods. In this way, EG students developed the ability to self-regulate behavior during educational and quasi-professional activities, the ability to apply knowledge of the basics of self-regulation of educational and professional activities (techniques, methods, methods of self-regulation) of a foreign language teacher in practice, the ability to choose a line of behavior that will contribute effective communication with students in foreign language lessons, as well as the ability of EG students to

perform self-analysis, self-control, and self-correction of behavior in various pedagogical situations. As pedagogical observation shows, the work carried out with EG students had a decisive effect on the qualitative indicators of increasing the level of experiential-reflective and activity-practical criteria of self-regulation competence, which were determined based on the analysis of their final surveys. The interactive lectures of Professor M. Hrynyova, who was invited to highlight important topics that contributed to the formation of components of self-regulatory competence: "Self-regulation and mental self-burnout of a teacher", "Self-training in the work of a teacher" deserve special attention.

It should be noted that the content component of the third pedagogical condition is aimed at increasing the share of interactive classes in the process of professional training of students-future teachers of foreign languages (interactive online consultations, the training and game platform "Self-regulation in solving pedagogical situations", the practice of conducting foreign language lessons online and at school). The high quality of the educational process within the formative pedagogical experiment was facilitated by the wide use of modern digital technologies, computer programs and Internet services during classes. The organization of independent work of EG students was helped by educational-methodical and information-resource support of the educational process, presented in electronic form on the author's online platform "Self-regulation as the basis of successful professional activity of a teacher of foreign languages".

The analytical and final stage involved a comprehensive analysis of the results of the formative diagnosis of the levels of self-regulatory competence formation among students-future teachers of foreign languages according to the selected criteria, which was carried out according to the diagnostic package.

The analysis and study of various aspects of the educational and pedagogical activities of future foreign language teachers allowed us to conclude that the formation of self-regulatory competence is an important condition for the professional training of future foreign language teachers.

The article presents a model of implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training, consisting of methodological, substantive, procedural and diagnostic blocks.

Taking into account the above, the new strategy of pedagogical leadership on the part of teachers consists in creating such situations that would contribute to the maximum disclosure of the possibilities of individual growth of the student, stimulate his internal forces for professional self-development and the formation of self-regulatory competence.

The readiness of a future foreign language teacher for pedagogical activities in the context of research includes the following components:

1) socio-psychological readiness – the ability to attract pupils to foreign language communication, reflect, adequately perceive originality personality of each student, its status structure, predict development interpersonal relations, use psychological means (verbal and non-verbal), mechanisms of communicative influence (suggestion, persuasion, identification);

2) moral and ethical readiness – the ability to build a foreign language pedagogical communication on a humane, democratic basis, to be guided principles and rules of professional ethics and etiquette, to assert personal dignity of each student in the process of learning a foreign

language, initiate a favorable moral climate of communication, involve students in high culture of foreign language communication;

3) communicative readiness – the ability to create and maintain constructive contact and trusting relationships with students, facilitation the ability, the ability to build relationships and create favorable pedagogical environment, general sociability and sociability;

4) value-meaning readiness – the presence of a professional and moral position of the future teacher of a foreign language, which is based on humanistic, creative and spiritual principles, priorities and values of the development of a full-fledged personality; willingness to make a significant contribution to the development and formation of the student's personality in foreign language lessons;

5) cumulative readiness – the ability and experience of using a set of linguistic knowledge in a situation of real pedagogical foreign language intercultural communication; intellectual development and the presence of a broad linguistic outlook;

6) linguo-socio-cultural readiness is the ability of a future foreign language teacher to understand the culture of another nation, to have a positive attitude towards it, to comprehend its realities, morals, and values through the prism of one's own culture and the ability to transmit this culture to pupils; the ability to function effectively in the conditions of a different socio-cultural environment using a foreign language in part or in full and the ability to teach this to students;

7) technological readiness – the use of educational and educational tools, methods, techniques, various forms of interaction in the process of foreign language communication with pupils; the ability to choose the optimal communication leadership style, to adhere to the pedagogical tact,

to organically combine communicative and substantive interaction, to ensure its educational effectiveness (Husak, 2014).

The current demands of society for mastering a foreign language make it necessary to train a modern school teacher at a qualitatively new level, capable of meeting today's needs. The foreign language school teacher of the new generation is a creative person who has knowledge of modern approaches to learning, realizes them as a primary necessity in updating the link of foreign language education. According to the Recommendations of the Council of Europe, language users should be ready not only for interpersonal and intercultural cooperation at all levels, but also for constant self-improvement, replenishment of linguistic and pedagogical knowledge, improvement of forms and methods of foreign language learning. Under such conditions, the future teacher of a foreign language needs to actively search for innovative forms and methods of self-development that could stimulate the growth of one's own intellectual potential, demonstrate competence, initiative, creativity, self-regulation, and the uniqueness of one's own mental abilities. It is the teacher of the new generation who is a model of a personality that is constantly and harmoniously developing, capable of being a creator of innovations, a modifier of existing approaches and methods, a carrier of creativity.

Conclusions. The study determined the theoretical principles of training future foreign language teachers for the formation of self-regulatory competence of future foreign language teachers. The analysis of scientific, psychological-pedagogical, methical literature proved that the problem of forming self-regulatory competence of future foreign language teachers is interdisciplinary and is studied in various fields of training of future specialists.

Based on the analysis of scientific psychological and pedagogical literature, it was established that researchers single out the following structure of self-regulation: the goal of activity accepted by the subject, a model of significant conditions of activity, a program of executive actions, a system of subjective criteria for achieving the goal (criteria of success), control and evaluation of real results activities, making a decision on the correction of the self-regulation system.

Based on the analysis of psychological and pedagogical literature and empirical experience, the structure of self-regulatory competence of a teacher was determined, which includes the following components: motivational, reflexive, emotional-volitional, activity and functions of self-regulatory competence: axiological function, planning and forecasting, function of "self-subjective influence, corrective , selective, the function of ensuring the processes of self-creation (creation by an individual of himself as a personality).

Self-regulation of a teacher is the highest level of self-development of a future teacher and involves conscious mastery of professional development, systematic self-regulation of behavior in the process of preparation for teaching activities. Unfortunately, modern educational and qualification characteristics of a teacher do not distinguish separately the need to possess self-regulation skills in general and self-regulation competence in particular. We believe that such a requirement is necessary, because self-regulation is the basis for the successful implementation of any activity.

It is necessary to improve the professional training of future teachers of a foreign language, one of the important factors of this is the definition of requirements for future teachers, for their professional training, which should be oriented towards multifaceted future professional activity. The

professional training of future foreign language teachers should aim not only at assimilation of modern knowledge from general professional and professional disciplines, education of a highly educated, cultural, harmoniously developed personality, but also at promoting the ideas of health-preserving and lifelong learning, education in the interests of sustainable development, competence approach , democracy, creation of a single zone of European education, tolerance.

The effectiveness of the professional development of the future foreign language teacher is largely determined by the level of development of his self-regulation processes. Therefore, the development of self-regulatory competence contributes to the success, productivity and reliability of the professional activity of the future foreign language teacher, because self-regulation is an integral part of his professional self-organization. Future foreign language teachers feel the need to improve both the activity itself and relationships with the environment, to self-educate and self-form as a specialist. Foreign language teachers realize that improving the processes of self-regulatory competence will contribute to the success, reliability, and productivity of professional activities.

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3.3. THEORETICAL ASPECTS OF THE DEVELOPMENT OF FUTURE PRIMARY SCHOOL TEACHERS' CREATIVITY IN THE PROCESS OF PROFESSIONAL TRAINING

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Abstract. *The article deals with theoretical aspects of the development of future primary school teachers' creativity in the process of professional training: the development of future primary school teachers' creativity as a psychological and pedagogical problem has been characterized, the features of professional training for the development of future primary school teachers' creativity have been revealed. During the work on the article such methods of pedagogical research as analysis of philosophical, psychological and pedagogical literature, study and generalization of the topical pedagogical experience and scientific and methodological literature on the problem of the research, hypothesis, pedagogical modeling have been used. In the future, we are planning to organize experimental work on the verification of certain pedagogical conditions.*

Introduction. The current situation in education imposes new requirements for the training of future primary school teachers, which means that only specialized knowledge is not enough to be a competitive specialist. Now it is necessary to develop such personal qualities which mostly bring out individuality and unlock creative potential. This is reflected in a number of key normative legal documents, which we relied on in our study, that regulate the updating of the educational process in the IHE. These include the Law of Ukraine "On Education", the Concept of Education Development for the period 2015-2025 and the State Higher Education Standard. In these documents, the creative development of a personality refers to one of the priority goals of education, which requires the creation of certain pedagogical conditions.

The State Higher Education Standard also emphasizes the need to develop future teachers' creativity and ability to find decisions in non-

standard situations. Thus, the preparation of future primary school teachers should be focused on the development of their personality, which is creative and originative.

The main purpose of higher education is to prepare a competent, qualified graduate, who is able not only to implement knowledge and skills, but also to make original and non-standard decisions in situations that arise in professional activity.

The process of the development of future primary school teachers' creativity requires scientific substantiation and methodological support due to the insufficient coverage of studies and its theoretical and practical significance.

Complete higher education provides knowledge and skills acquisition and a real possibility of future specialists' professional creative self-realization as well. In this regard, the development of future primary school teachers' creativity in the process of professional training is becoming increasingly topical.

Literature review. The content, structure, and signs of creativity were studied by O. Antonova, O. Dunaieva, V. Zahviazynskyi, V. Kan-Kalyk, M. Kashapov, K. Krechetnikov, O. Kutsevol, L. Petryshyn, M. Potashnyk, L. Kharchenko and others in their investigations. The theoretical and methodological bases of the training of future teachers were substantiated by N. Bibik, V. Bondar, L. Petrychenko, I. Pidlasyi, O. Savchenko, L. Khomych, V. Chaika and others. The problem of the development of future primary school teachers' creative abilities was raised by N. Bruzhukova, I. Zyazyun, O. Komar, Ya. Kodlyuk, A. Kuzminskyi, V. Sukhomlynskyi, L. Khoruzha, and others.

Research methodology. The theoretical and methodological bases of the development of future teachers' creativity were discovered in works

of V. Andrieiev, V. Zahviazynskyi, I. Kaloshyn, S. Rubinshtein, A. Leontiev. V. Adolf, V. Lazariev, I. Stepanova dedicated their pedagogical studies to the problem of the quality of professional education. In addition, the idea of studying creativity as a mechanism of development has been well-founded in modern science (Ya. Ponomarov, Ye. de Bono), the structure and content of creative educational and cognitive activities have been characterized (I. Lerner, P. Pidkasystyi), the issues of the development of a personality, its creative self-realization in creative education have been discussed (M. Zinovkina, A. Khutorskyi). The research on creativity was also carried out by foreign scholars: Dzh. Hilford, S. Mednik, K. Teilor, Ye. Torrens, etc.

Research results. The problem of art and creativity has always attracted the attention of psychologists and teachers. Despite the large number of definitions of creativity (more than 100), there is no consensus about what creativity is. The first theoretical and practical studies in this field belong to the American psychologist Dzh. Hilford (Guilford, 1986), who introduced the term "creativity" in 1959 and considered it a special kind of thinking – divergent thinking, which supposed many ways to solve a problem and led to unexpected conclusions and results. Such thinking is opposed to convergent thinking which is aimed at a single reasonable solution.

According to the theory of Dzh. Hilford, the difference between divergent thinking and convergent thinking is the mental search for a solution to a given problem, which is carried out in different directions of the semantic space depending on the content of the problem and is peripheral thinking.

Unlike Hilford, S. Mednik (Mednick, 1962) believes that the process of creativity includes both convergent and divergent components.

According to the scholar, the problem-solving process will be more creative if the elements of the problem are taken from distant industries.

The difference between a creative solution and a stereotypical one, according to S. Mednik, is determined not by the peculiarity of the operation, but by the ability to overcome stereotypes at the final stage of mental synthesis and by the wide variety of associations. Thus, creativity does not exclude convergent thinking.

It should be noted that creative individuals take into account events from the past, using convergent thinking, but they find new uses for previously familiar subjects, avoiding old solutions with the help of divergent thinking.

Despite the fact that the concept of creativity is considered to be a subject of psychology research, its interpretation is also presented in other sciences, among which definitions in philosophy and pedagogy are of greatest interest to our study.

From the standpoint of philosophy, creativity is the ability to think creatively, the activity of people that transforms the natural and social world in accordance with the goals and needs of a person based on the objective laws of the current reality.

In pedagogy, creativity is considered from the standpoint of problem situations and in general represents the ability to solve many tasks in changing circumstances, the ability to make decisions in different situations, and also represents a set of the following competencies:

– the ability to declare one's needs and interests;

– the ability to find other sources of information;

– the ability to make decisions in various pedagogical situations;

– the ability to generate original ways of solving the problem (Shyman, 2005).

In psychology the concept of creativity is interpreted in different ways: the associative theory considered creativity from the point of view of the emergence of associations; gestalt psychology esteemed it from the point of view of productive thinking, psychoanalysis dealt with the standpoint of creative energy and motivation of creative activity, humanistic psychology did it through motivation and self-actualization (Strelnykov, 2003). In our opinion, the definition presented in the dictionary of psychology summarizes all those psychological approaches. It says: "Creativity is creative potential and abilities of an individual, which are manifested in mental acts, sensory-emotional processes, in the process of communication with other individuals, as well as in various forms and types of activities, initiativeness, activities related to the creation of reproduction-production of certain objects and products of the practical activity" (Dubaseniuk, 2012).

To date, there are a huge number of definitions of the concept of "creativity" in foreign psychological and pedagogical studies.

Dzh. Hilford (Guilford, 1986) considers creativity as the ability to rethink the object functions, use it in a new capacity. In his opinion, a creative personality is not characterized by conformism. This allows them to explore paths that other people do not dare to enter, because a creative person is characterized by low dogmatism and ambiguity of ideas about life and society, as well as about the meaning of their own actions.

E. Torrens gives accent to sensitivity to problems and awareness of them as a factor of creativity, as well as dissatisfaction with one's own knowledge, ability to find solutions, sensitivity to disharmony, and formulation of hypotheses. According to the idea of E. Torrens, creative individuals feel the need for development, constant growth, motivational and creative activity which along with creative abilities allows them to

achieve personally or socially significant creative results in one or more types of activity (Torrance, 1988).

According to Dzh. Hilford, creative thinking is a process of feeling difficulties, problems, gaps in information, missing elements; making assumptions and formulating hypotheses concerning these deficiencies, evaluating and testing these assumptions and hypotheses; the possibility of their review and verification, generalization of results (Guilford, 1986).

On the basis of the conducted research, the scholar has come to the conclusion that the development of creativity is not influenced most by genetics, but by the culture that a person is raised in and has experimentally proved that the decline in the development of creativity can be removed with help of special training.

K. Taylor (Taylor, 1988) features the following indicators of creativity: productivity of thinking, the ability to plan activities, prediction of actions, making decisions and their implementation, and the ability to generalize.

A. Maslow (Maslow, 1968) understands creativity as a quality that can be applied in any life situation. According to the author's opinion, creativity is a quality that everyone has had since birth, but most people lose it under the influence of the environment.

A. Maslow (Maslow, 1968) believes that intellectual capability is one of the necessary conditions for the manifestation of creativity. According to A. Maslow, motivations, values and personal traits matter the most for the actualization of creativity. A creative personality is characterized by such features as cognitive giftedness, sensitivity to problems, independence of judgment, etc.

The American psychologist E. Fromm (Fromm, 2018) proposed the following definition of the concept of creativity: "It is the ability to wonder

and learn the ability to find solutions in non-standard situations; it is the focus on discovering new things and the ability to deeply understand their experience".

Creativity is a social or personal phenomenon that can be characteristic of people, processes or products. It is special or general.

A. Maslow (Maslow, 1968) distinguishes primary and secondary creativity. Primary creativity or the stage of inspired creativity must be separated from the secondary one which is the process of detailing a creative product and giving it a specific form. This second stage includes not only creativity but also hard routine work, the success of which largely depends on the self-discipline of the creator who sometimes spends their whole life to master specific tools of creativity, penetrate the essence of the material, and develop instrumental skills and abilities before they are ready to fully express what they see or feel. There is titanic work, self-discipline, exhausting days, months and years of gaining experience, many drafts and sketches between an inspired idea and the result.

Secondary creativity, which is a base for a real artistic product (paintings, novels, inventions, etc.), consists in the study of completely different human virtues, such as perseverance, patience, diligence and endurance, since they are the basis of this stage of creativity.

According to S. Mednik, there is a distinction between verbal and non-verbal creativity. Verbal creativity is expressed in verbal form, for example, in the proposal of original ideas in the field of problem situations, the ability to find remote verbal associations, while non-verbal creativity is a manifestation of creative abilities in the form of artistic images, pictures, drawings, etc. Both of these types of creativity are important for our study as we deal with future primary school teachers' creativity, whose activity is naturally pedagogical and requires the formation of verbal or linguistic

creativity. The development of non-verbal creativity is of interest to us due to the design component of education which requires the manifestation of creative abilities while creating visuals for primary school children (Mednick, 1962).

Summarizing the definitions of creativity of foreign scholars, we can conclude that there is no single approach to this issue, however, we can classify the presented definitions according to four aspects that consider creativity as creative process, creative product, creative personality and creative environment (field, structure, social context that forms the requirements for the product of creativity). There are two points of view regarding the influence of the environment on creativity. According to representatives of the environmental approach, creativity is perception, a response, action or communication of an individual in a friendly atmosphere. This position is based on studies devoted to the influence of the environment on the development of creativity, as a result of which it has been found that a person behaves cautiously in case of a threat from the environment, which leads to a fear of freely expressing their thoughts and ideas. Despite the fact that many researchers point to the presence of harmonious relationships as a necessary condition for the development of creativity, these conclusions have been empirically substantiated.

A favorable environment for the development and manifestation of creativity is characterized not only by its acceptance but also by the stimulation of each other by the members of the environment because the environment favorable for the development of creativity should reinforce creative behavior which is a model of creative behavior for imitation.

A number of scholars hold the opposite opinion. From their position, a socially and politically unstable environment is the most favorable for the development of creativity, since positive correlations have been found

between inharmonious emotional relationships in the family, psychotic parents and high creativity of children (Fromm, 2018; Mednick, 1962).

Creativity in the works of native researchers is considered as:

– ability to be creative;

– intellectual creativity;

– something new, original;

– remote associations;

– restructuring of the whole system;

– unusual encoding of information;

– divergent thinking;

– the result (or its absence) of intrapersonal conflicts;

– going beyond existing knowledge;

– unconventional thinking, which allows us to solve a problem situation quickly, etc.

We agree with the authors who consider creativity as the ability to create. We have to note that it is appropriate to consider creativity taking into account its divergent component, which is manifested in the originality of thinking and the production of remote associations.

The question of distinguishing between the concepts of "art" and "creativity" has been unresolved till now. There are three approaches to this issue.

1. The concepts of "art" and "creativity" are considered as synonyms, i.e. the study of creativity is being conducted within the framework of the psychology of creativity, and therefore these concepts are not distinguished.

2. Creativity is studied as a separate phenomenon and considered as education of subject-personal novelty and significance. Art is considered as a phenomenon that reflects the processes of interaction of novelty

generated by the subject of activity with the existing socio-cultural context. Thus, creativity is understood as making new opportunities for the subject and art as the creation of new opportunities for culture as a whole. Similar points of view are expressed by M. Boden (Boden, 1999) (individually personal and social creativity).

3. Creativity appears as a separate aspect of the study of art and is considered as an internal resource, human potential. Thus, scholars (Pavlenko, 2018) offer a holistic concept of art as a mental process and creativity is singled out as one of the aspects of an individual's creative potential.

We also adhere to this approach since the study of creativity as one of the aspects of art helps to trace all the ambiguity and complexity of its manifestation. In addition, in this case there is an opportunity to study creativity in connection with the general patterns of art.

Initially, most researchers considered creativity as part of a general approach, to the study of the psychology of art. As it has been noted by scholars (Moliako, eds, 2008), there are two approaches to the study of creativity. The first one identifies the essence of art and creation, the second approach defines the essence of art from the standpoint of a creator.

Scholars (Deineka, Kuchera, Nasonova, 2015) distinguish between the concepts of "art" and "creativity", defining them as two sides of a single circle of phenomena where art is a procedural-resultative side of this unity and creativity is a subject-determining side.

Representatives of the methodological approach understand art as a function of a problem situation and define creativity through the peculiarities of the problem solving process. In the works of domestic scholar's art is understood as a social phenomenon, as a mechanism of development and as an attribute inherent in nature and society. The main

characteristic of art is the ability to create something new, original (Nikitiuk, 2010).

According to I. Shahina, types of art depend on human activity: scientific art means production of new knowledge, artistic – creation of new works of art, pedagogical – the development of new methods, forms, principles, content, pedagogical systems, etc (Shakhina, 2008).

Many scholars have mentioned a close connection between creativity and the level of intelligence in works devoted to the study of creativity. From V. Strelnikov's point of view (Strelnykov, 2003), art is the highest form of intellectual activity with the most important qualitative characteristic that is intellectual initiative. He considers creativity as a situationally unstimulated activity that is manifested through the desire to go beyond a given problem. According to V. Strelnikov, creativity is a characteristic of all innovators regardless of the type of activity. In his opinion, the system-forming factor of art is intellectual activity which acts as an integral formation, a property of a complete personality which reflects the procedural interaction of intellectual and motivational components of the system in their unity and ensures a personality's ability to situationally unstimulated productive activity.

But since the dependence of these indicators has not been found in all cases, there appeared a need to distinguish between them and create separate diagnostic methods for intellectual capability, creative giftedness, and productivity. This last concept was called the creativity quotient (CQ).

In our study we adhere to the theory of the intellectual threshold of E. Torrens. It says that if IQ is below 115-120, intelligence and creativity are directly dependent on each other; with IQ above 120 there is no connection between creativity and intelligence, which means there are no

creative individuals with low intelligence, but there exist intellectual individuals with low creativity.

There are 3 approaches to the problem of the development of creativity:

1) genetic, according to which the determining factor of creativity is heredity;

2) environmental, representatives of which consider external conditions to be a decisive factor in the development of mental abilities;

3) genotype approach (environmental interaction).

Many researchers believe that the sensitive period for the development of creativity is senior preschool age because a child has not lost their naive view of things yet and has their own point of view about everything that happens. But this does not negate the possibility of developing creativity in student age. A feature of the development of creativity in student age is the formation of "specialized" creativity that is the ability to create related to the professional field of human activity. During this period a "professional" example and support from family and peers matter a lot. The end of this phase is the denial of one's imitative position and a negative attitude towards the former ideal. An individual either stays in the imitation phase forever or moves on to the original creativity (Karpenko, 2010; Ovsianetska, 2007; Shyman, 2005).

The development of creativity of students and young professionals requires an appeal to their personality. Based on the conducted analysis of the main approaches to the development of creativity of students and young professionals, we can conclude that there is an interrelation between personal characteristics and the manifestation of a creative attitude to professional activity.

V. Karpenko announces seven signs of students' creativity: originality, heuristics, imagination, activity, concentration, clarity, sensitivity (Karpenko, 2010). A creative specialist should possess such qualities as ingenuity, self-criticism, criticism, flexibility of thinking, independence of thoughts, courage, energy, tenacity, perseverance, purposefulness, etc.

Many scholars believe (Sysoieva, 2006) that the development of creativity is possible at any age with the help of conscious learning of creative activity through the theory of solving inventive tasks (TSIT), which is based on the point that all systems can be developed according to certain laws and are amenable to cognition and application. This theory has become the basis for the introduction of new technologies, particularly in pedagogy.

It has to be noted that scholars have not yet come to a consensus about what qualities are the basis for the development of creativity, but they have identified the most significant components in the structure of future primary school teachers' creativity.

In order to be a creative person, a student must have the necessary level of knowledge, skills and abilities presented in the National Standard, high motivation and be interested in learning and creative activity, demonstrate originality and speed of thought. Based on this, the structure of future primary school teachers' creativity is a set of the following components:

− the basis of the motivational-value component is the professional pedagogical orientation, the personal conviction to the acquisition and realization of knowledge, skills, and abilities, which is manifested in the value-based attitude to the future professional activity and the desire to

achieve success in it. The motivational-value component has stimulating, integrating, organizational functions;

− a cognitive component covers the system of a future teacher's knowledge and skills, which is the basis of their future professional activity, as well as certain properties of cognitive activity that significantly affect the development of creativity;

− a praxeological component is characterized by the ability to solve professional tasks creatively, reveals the process of assimilation and transformation of professional values, knowledge and skills by a person and includes a specialist's self-realization.

The accentuation of the motivational-value component in the structure of creativity is based on the ideas of many scholars who consider the main source of creativity to be the human desire for self-actualization and realization of one's own potential. This tendency, according to C. Rogers, exists in everyone and awaits the appropriate conditions for the implementation.

Along with the need for self-realization in the future profession, a high or sufficient level of motivation for studying at a higher education institution, interest in a chosen profession and creative assimilation of knowledge are of particular importance for students. Thus, the presence of motivation is a necessary condition for the development of future primary school teachers.

The accentuation of the cognitive component of future primary school teachers' creativity is related to such a phenomenon as competitiveness. Many scholars believe that "today knowledge is becoming the only source of long-term sustainable competitive advantage, as everything else falls out" (Antonova, 2012).

Currently, there are many studies that testify the close relationship between creativity and knowledge. We support the positions of scholars who believe that the more knowledge a person gains, the more diverse their approaches to solving non-standard tasks and problems.

Knowledge of fundamental sciences is a necessary requirement for a future primary school teacher. At the same time, not only the amount of knowledge matters but also by its systematicity, accuracy and flexibility. The suitability of a future specialist for practical activities is determined by the flexibility of knowledge and adaptation to production conditions (Dubaseniuk, 2012).

Emphasizing the special importance of the cognitive component of a graduate's professional activity, I. Ziaziun believes that "knowledge, competence and education cannot be replaced even by the best human qualities" (Ziaziun, Sahach, 1997).

The presence of the praxeological component in the structure of future primary school teachers' creativity is based on the views of leading scholars in the field of creativity, who note that the main characteristic of a creative personality is originality and flexibility of thinking manifested in the ability to offer a large number of non-standard solutions to tasks, to quickly switch from one task to the other, to produce remote associations, etc. In addition, students find the ability to creatively solve professional tasks while applying the knowledge gained during training particularly important.

So, after analyzing studies on the creativity of native and foreign scholars we adhere to the following definition in our study: future primary school teachers' creativity is the ability to transformative activity that is based on the needs for self-realization, knowledge in the field of pedagogy and is characterized by the ability to quickly generate non-standard and

functional ideas for achieving a creative result in future professional activity.

The main goal of the professional training of future primary school teachers in higher education institutions should be the development of a personality with creative individuality and special creative thinking. Acquiring only specialized knowledge is not enough to be a competitive specialist. It is necessary to take into account the development of such personality qualities that follow individual aptitudes and creative potential of an individual most (Pavlenko, 2018). In our opinion, this should be reflected in the training of future primary school teachers, whose activity is impossible without creativity, originality and realization of creative potential.

Higher education is the embodiment of a new type of thinking at a higher level of civilized development characterized by completeness of knowledge. The institution of higher education is characterized by the unity of research and teaching where the teacher is an active researcher and the student is an active participant in this research.

Having analyzed the state standards, we have come to the conclusion that creativity and the ability to be creative are enshrined in the standards as a mandatory essential characteristic of a future primary school teacher.

Also, in our study we consider it necessary to turn to the pedagogical analysis of the concept of "technological education", which is important for considering the creative component of pedagogical education. There are a number of definitions of this concept, among which the views of such native scholars as M. Fitsula, V. Lola, I. Buzhina are the most significant for our study.

Thus, M. Fitzula understands technological education as a means of achieving technological culture that involves mastering a system of

methods and means of a transformative activity for the development of material and spiritual values (Fitsula, 2001).

According to V. Lola, technological education is a person's mental capacity for a transformative activity regarding the creation of material and spiritual values for the good of "human-society-environment", a generalized and mediated reflection by an individual of the scientific and technical sphere (Lola, 2005).

I. Buzhina characterizes technological education as a special type of education that forms a single integrated educational system that ensures the formation of ideas and knowledge about a transformative activity and its impact on an individual (Buzhina, 2011).

Having analyzed these definitions, we have come to the conclusion that they are united by a common idea that is of particular importance for our study, namely, the creative component of pedagogical education. Thus, the development of future primary school teachers' creativity is an integral part of the educational process.

In order to show originality and speed of thought, it is necessary for students to have a high level of motivation not only for creative activities but also for learning in general, as well as a positive attitude towards the future profession.

The current situation in the country sets new requirements for the pedagogical activity, the ultimate goal of which should be person-oriented pedagogy (Shyman, 2005).

The activity of a primary school teacher is multifaceted, and a future specialist is able to reveal themselves in several types of interaction such as "human – artistic image", "human – symbolic system", "human – human" and "human – technology" (Stepanko, 2008).

Creativity involves seeing a new problem in a familiar situation and finding ways to solve it, the ability to independently combine and transform already known methods of the professional pedagogical activity (Pidlasyi, 2010).

A future teacher must make socially significant decisions, in particular in non-standard situations, which, taking into account current conditions, are becoming more and more common. The outlined factors led to the need to replace reproductively oriented professional education with person and creatively oriented education. Such personalities will not only quickly respond to constant changes of technologies but also "consider them as an opportunity to get the necessary moral satisfaction from solving new intellectual problems". In this regard, a future teacher should possess verbal creativity to a greater extent.

If we turn to the characteristics of a creative personality, it can be noted that they must be present in the personality of future primary school teachers. Creativity implies a special sensitivity to subtle changes in the external environment, i.e. "sensory culture", aesthetic orientation and associativity (Halian, eds, 2011). These qualities are also necessary in the professional activity of future primary school teachers.

The main value of education of future primary school teachers is the formation of the need to go beyond what is being studied, the ability for self-development, continuous and flexible self-education throughout life.

One of the requirements that today's society makes for a teacher's personality is their creative activity, a creative approach to the realization of their professional skills, and the availability of creative self-development skills.

In the study of N. Karpenko (Karpenko, 2016) it is stated that a talent is formed and developed only in such conditions that contribute to the

individual development of a personality. These conditions are about a well-organized educational process, in which all subjects would be able to activate an individual's creative potential, and the method of teaching any subject would exclude the passive perception of ready-made knowledge and conclusions. A teacher's creative personality and focus on the development of students' creativity guarantees that future specialists will strive for productive thinking and will show originality in non-standard situations.

Now a teacher is becoming the main tool on which the formation and development of a student's creatively developed personality depends. Therefore, a future primary school teacher must be the creator of themselves and their students. A future teacher's personality should be creative and erudite (Tkachenko, 2014).

Since there are no rigidly regulated teaching methods in pedagogy, the choice of a teacher is determined by the level of the formation of a student's personality. In this regard, higher and higher requirements are placed on a future teacher's personality. What our future will be depends on a teacher's attitude to their work (Pidlasyi, 2010).

L. Ovsianytska (Ovsianetska, 2007) sees the difference between creative and reproductive thinking in "the degree of novelty of the resulting product in the process of mental activity in relation to a subject's knowledge". Creativity encourages making something new that did not exist before. The peculiarity of the development of future primary school teachers' creativity is that the result has to be a qualitative change in thinking, consciousness and students' personality. In the process of the creative activity, not only creativity is developed but also such necessary qualities for future teachers as imagination, fantasy, emotional sensitivity and empathy.

According to N. Volkova (Volkova, 2003), pedagogical activity, on the one hand, is a set of actions learned through the pattern of usual actions and new, original actions, on the other hand. At the same time, creativity is manifested in the second group of actions.

The content of education of future primary school teachers should not be limited to narrow specific requirements, it should be versatile and sufficient for the development of erudition, variable thinking, a broad artistic outlook, and professional independence, which are necessary for a modern teacher to creatively teach subjects.

The main idea of education of future primary school teachers is the development of the personality of a teacher-researcher who is capable of creative self-determination and self-realization in making their own content of education (Petryshyn, 2015).

Only a creative teacher, who should be trained in a higher education institution, can form and develop students' creativity. The presence of creativity in the professional activity of future primary school teachers leads to a change in the motives of the activity from material incentives to the process of the activity itself.

According to the scholars (Lytvynenko, 2006), a creative teacher should possess such basic skills as

– planning and creative processing of the material;

– organization and support of students' creative activity during classes and the learning process as a whole;

– the ability to analyze their own experience in terms of solving educational tasks creatively;

– the ability to create their own original system of the construction of educational information and adapt it to students' level of understanding.

In order to develop future primary school teachers' creativity, we

need to turn to pedagogical modeling. Pedagogical modeling is studying pedagogical objects by modeling conceptual, procedural, and structural characteristics and particular "sides" of the educational process within a certain sociocultural space. Creating a model in pedagogical theory and practice is the development of goals for the creation of a pedagogical system, process or situation and the main ways of achieving them.

A model is a theoretically presented or practically implemented system that provides new information about a research object in the process of displaying or reproducing it. A model is created at the first stage of work on a pedagogical project (Karpenko, 2016).

For our study, it is necessary to develop a structural and content model of the development of future primary school teachers' creativity. In the model, the problem of selecting pedagogical conditions that allow implementing a necessary type of the activity for its design and realization is of particular importance. The main strategic goal of the designed model is to create pedagogical conditions for the development of future primary school teachers' creativity.

In order to develop a structural and content model for the development of future primary school teachers' creativity, we have determined the task of selecting and adapting the most favorable pedagogical learning technologies to the educational process.

The current changes taking place in education involve a change in the pedagogical support of the educational process and the creation of conditions for the individualization of learning with taking into account the specifics of perception, cognitive activity, proclivities, needs and interests.

We have created a structural and content model for the development of future primary school teachers' creativity on the basis of the above theoretical material.

The systematizing element of the developed model has become the goal determined as the development of future primary school teachers' creativity in higher education institutions. This goal is specified by a number of pedagogical tasks aimed at the development of creativity components. The solution of the tasks has involved the implementation of the principles of activity-based and person-oriented approaches.

The development and implementation of the structural and content model for the development of future primary school teachers' creativity should take place in the following stages:

1st stage (preparatory) – its main purpose is to form future primary school teachers' motivational and value attitude to education in general and to professional activity in particular, the acquisition of basic knowledge about creativity, art, creative techniques, the formation of initial readiness for pedagogical activity. In the context of the study problem, we consider a motive as students' conscious urge to the activity based on "inner experience", which is the basis of the activity. The motives embedded in the educational activity (students' desire and aspiration to learn new facts, overcome contradictions and obstacles in solving problematic tasks) are important for solving the problem of the creativity development. Learning the professional activity should be carried out through students' fulfillment of their own desire to master the profession.

2nd stage (main) – students study the theoretical foundations of the creative activity, various methods and techniques for developing creativity in pedagogy, master methods and techniques for solving educational tasks, gain deeper knowledge, skills and abilities in the field of pedagogy aimed at the development of non-verbal creativity.

3rd stage (professional-activity-based) – students undergo pedagogical practical training aimed at actualizing non-verbal and verbal

creativity in the process of passing pedagogical practice, where students are faced with real pedagogical situations that require making non-standard original decisions. At this stage the diagnosis of the level of verbal and non-verbal creativity is carried out in accordance with the criteria and indicators defined by us.

The main principles of the implementation of the model are the principle of humanization (humane attitude to a student's personality, respect for their rights and freedoms), the principle of individualization of training (taking into account students' psychological and professional characteristics), the principle of motivation (students' interest in creative activities and manifestation of activeness), the principle of professional expediency (selection of the content, methods and means of learning taking into account the peculiarities of the chosen specialty), the principle of continuity of learning (developing a certain system and sequence of the learning process, which allows predicting the rate of assimilation of educational material).

Considering creativity as a professionally important personal quality, we highlight the following components in the structure of its development:

A motivational and value component. Its basis is a professional and pedagogical orientation in the process of the development, a personal attitude to the acquisition and implementation of knowledge and skills, which is expressed in the need for the professional self-realization. The presence of needs is a necessary prerequisite for any activity, but a need itself is not able to provide a certain orientation to the activity. Motives include a meaningful description of needs. The motivational and value component involves interest in the pedagogical activity (sustainable professional motives).

The cognitive component of the creativity development process is a

system of a future primary school teacher's knowledge and skills which forms the basis of their future professional activity. The cognitive component is based on knowledge and ideas about the features and conditions of the professional activity in general and in relation to the development of creativity in particular. This component of the creativity development process is formed within the framework of the cognitive-praxeological unit at the main stage and is associated with the acquisition and deepening of knowledge in the field of pedagogy, as well as creative activity.

The praxeological component is characterized by students' speed and originality of thought. The component includes mastering methods and techniques of creativity in the professional activity, the ability to creatively solve pedagogical tasks through the creative self-improvement. A personality with originality of thought is able to show both verbal and non-verbal creativity.

In the course of our study, we have put forward a hypothesis saying that the development of future primary school teachers' creativity will be carried out more successfully if the following pedagogical conditions are observed:

1) enrichment of the content of the education of future primary school teachers with their own life experience;

2) involving students in the activity of solving professional tasks;

3) ensuring the problematic nature of the educational process of future primary school teachers.

The first condition. The issue of enriching the content of education with life experience arose in pedagogy quite a long time ago. Aristotle also noted that experience is the criterion of all knowledge. He argued that some knowledge could only be acquired through experience.

The role of experience in the creative process can be defined as a way of using students' existing knowledge to obtain new ones, as the transfer of knowledge from one field to another, the properties of which must be studied for solving creative tasks (Karpenko, 2010).

Studies have proved that the direct connection of the development of creativity can be traced to the level of a person's perceived competence in the creative activity (Pavlenko, 2018).

There is no doubt that human experience matters a lot in the process of acquiring knowledge. If a person does not understand and remember what happened to them in the past, if they do not compare the task they are solving now with those they had to solve before, or if they do not find commonalities in the tasks, then they cannot use their experience.

As scholars have proven, creativity depends on the influence of the environment, so its development in students is facilitated by the presence of a positive example of creative behavior, for example, appropriately selected examples of the behaviors of creative people, their biography and creative activity. A teacher should become such a creative model as an example of a personality who creatively applies knowledge, life experience and various pedagogical technologies aimed at developing students' verbal and non-verbal creativity.

Certain conditions are necessary for the transition of life experience into vitagenic experience: life experience must be socially significant, must not only be stored in the memory of the past but also help to construct the future taking into account past mistakes and achievements; must be ontological, that is, include the experience of previous generations. In addition, replenishment of life experience should be continuous.

From the point of science, the transition of life (vitagenic) information into vitagenic experience goes through the following stages

and levels.

The first stage is the primary undifferentiated perception of vitagenic information.

The second stage is evaluation. A person determines the significance of received information from universal gnostic positions, then from positions of personal significance. Screening out information occurs ontogenetically.

The third stage is formative. A personality spontaneously or deliberately creates an attitude to remember this information with an approximate term of "storage". The terms of storage are determined by its significance, vital and practical orientation. This also determines a level of its assimilation.

The first level is operational. It is characterized by the setting up for weak memorization, that is, the received information is of the least importance for the self-realization of an individual in the educational process.

The second level is functional. Pursuit of longer periods of the information storage takes place. It is used in situations of choice.

The third level is basic. Pursuit of long-term memorization, which is of the greatest importance for the self-realization in the educational process, occurs. Levels can constantly interact with each other, switch from one to another, and have different degrees of significance.

Thus, life experience can be understood as vitagenic information acquired by an individual and stored in the reserves of long-term memory, which is constantly ready for actualization in appropriate situations. Long-term memory is a set of thoughts, feelings, actions lived by a person and represents for them a self-sufficient value, which is connected with the memory of the mind, feelings and behavior.

The second condition for the development of future primary school teachers' creativity is the involving students in the activity of solving professional tasks.

Educational activity differs from professional activity and does not always intersect with real life, which leads to certain difficulties, among which it is necessary to highlight the complexity of applying knowledge and its formalism. This problem dictates the need to review the traditional education system and transform it into a qualitatively new condition.

We find the solution to this problem in the use of the resources of pedagogical practice, in the possibilities of leading pedagogy, which provides many new technologies, methods and forms of learning, which suppose the gradual immersion of students in professional activities. These include situational tasks, business games, seminars-discussions, thanks to which a student perceives, assimilates and applies in practice knowledge that arouses interest, certain emotions and has value, personal significance for them.

Using situations from the professional activity allows facing real pedagogical practice.

However, only changing the form of work is not enough for the development of students' creativity, it is also necessary to correct the vision of the studied material, to modernize the course content, to activate students. Mastering the techniques of competent subject actions in the process of individual or joint analysis of professional tasks, a student develops as a specialist. That is, the process of training students is a consistent transformation of educational activity into professional activity aimed at the creativity development. The educational process should be organized in such a way that it includes situations that suppose the actualization of students' life experience.

It is possible to include students in activities aimed at solving professional tasks with appropriate situational practice-oriented tasks. Situational practical tasks can be different, but they must be in the field of professional self-determination of future primary school teachers, be meaningful and interesting for students.

It is possible to involve students in activities aimed at solving professional tasks through appropriate situational practice-oriented tasks. Situational practical tasks can be different, but they must be in the field of professional self-determination of future primary school teachers, be meaningful and interesting for students.

The involvement of students in solving professional tasks includes the successive complication of their activities: from the analysis and description of the professional reality to the inclusion and manifestation of initiative and the implementation of ideas for the transformation of the professional reality.

Thus, the content of students' education should be a system of educational situations, problems and tasks that gradually approach professional ones with the help of the involvement of students in the activities of various organizations and institutions, which leads to the expansion of the education content of future primary school teachers.

In the process of the pedagogical practice, students have an opportunity to gain experience in analyzing and solving professional tasks. An educational task is transformed into a professional one due to the fact that the situation takes place in reality. Students' creativity develops due to the educational process organization through activities that have a personal meaning for students, the creation of non-standard problem situations where students have a research function, involment in real professional practice where students' creativity is realized and the product of

transformative activity is obtained.

Considering a student as an active subject who has had a certain theoretical training and mastered technologies and who tests the developed ideas and is involved in various creative project groups in the professional space is a necessary condition for the development of students' creativity. The research potential of this educational activity type is aimed at actualizing students' life experience, deepening knowledge and developing the ability to productively interact with the surrounding social space.

Thus, the immersion of future primary school teachers in professional activities provides an opportunity for the maximum realization of their creative potential, expansion of professional knowledge, the need to be included in the professional reality that is aimed at proactive actions, reflection and responsibility for the activities results in a real professional situation.

The third pedagogical condition is to ensure the problematic nature of the educational process of future primary school teachers.

In the studies of many scholars, the main characteristics of creativity are called the ability to put forward new unexpected ideas that differ from widely known and commonly accepted ones, as well as the ability of students to generate a large number of original ideas in conditions of limited time. Situations with elements of problems and certain difficulties are necessary for creativity (Buzhina, 2011).

The development of students' creativity occurs due to the fact that the creation of a problem situation takes place with the help of modeling the real creative process and managing the search for a solution to a problem. At the same time, awareness, acceptance and resolution of these problematic situations occur with students' optimal independence but under a teacher's general guidance in the process of joint interaction.

Problem-based learning is based on a problematic situation, which is an intellectual difficulty that arises when a student does not understand how to explain facts, phenomena or processes of reality, as well as when known methods do not help to achieve a desired result. Accordingly, such situation forces a person to quickly look for a new original way of explanations or actions. Creativity is manifested in the process of problem statement and solving problems.

Thus, we understand problem-based learning as an educational and cognitive activity of students for the assimilation of knowledge and methods of activity, where students perceive a teacher's explanations in the conditions of a problematic situation, independently analyze the formulation of problems and achieve their solution by putting forward proposals, hypotheses, their justification and evidence, as well as by checking the correctness of the decision.

Problem situations contribute to the actualization of originality and speed of thought because they perform the following functions:

− development of skills of creative assimilation of knowledge with the help of various logical methods of the creative activity; formation of skills of creative application of knowledge manifested in the ability to solve non-standard educational problems; accumulation, formation, actualization of life experience in the creative activity, which occurs in the process of mastering methods of scientific research; development of students' creativity (Halian, eds, 2011).

The introduction of problem-based learning into the educational process occurs in stages and consists of four levels:

Level I − dependent activity. This level is characterized by the fact that a teacher organizes a problem situation, singles out the educational problem and presents the facts that lead to its solution. Students perceive

the teacher's explanations, learn a sample of actions in the conditions of a problematic situation, do tasks and exercises that have a reproducible nature.

Level II – semi-independent activity. This level is characterized by the application of acquired knowledge in a new educational situation. A teacher organizes a problem situation and then formulates the problem together with the students; they put forward hypotheses, choose the correct one, discuss solutions and facts.

Level III – independent activity. This level is characterized by the fact that a teacher creates a problem situation and students solve the problem. This level includes doing reproductive-research type excersices when a student applies the acquired knowledge in a new situation, constructs, solves tasks of an average level of complexity, proves hypotheses with little help from the teacher.

Level IV – creative activity. This level involves the performance of individual works that require creativity, imagination, the discovery of a new way of solving an educational problem, independent proof, etc. On the basis of the materials recommended by the teacher, students identify problems, choose ways to solve them with further independent implementation, draw conclusions and necessary generalizations.

Problem-based learning contributes to the development of creativity because the discrepancy between the existing knowledge systems of students and new requirements has been revealed. Students face new practical conditions for the use of already existing knowledge when it is necessary to look for ways to apply knowledge in practice, or there is a contradiction between a theoretically possible way of solving a task and the impossibility of the practical implementation or the impracticality of the chosen method. Problem-based learning involves active assimilation of

new knowledge under a teacher's guidance. Therefore, it provides a special type of thinking, creativity, the depth of convictions, strength of knowledge assimilation and its creative application in practical activities.

The formation of students' professional thinking is the development of a creative problem-solving approach to solving professional tasks. Training in higher education institutions should form students' necessary creative abilities (Antonova, 2012): the ability to define and formulate a problem; the ability to put forward a hypothesis, find or invent a way to test it; the ability to collect data, analyze it, propose methods of its processing; the ability to formulate conclusions and see the possibilities of practical application of the obtained results; the ability to see a problem as a whole, all aspects and stages of its solution.

Thus, problem-based learning helps to develop students' ability to apply previously acquired knowledge and skills in a new situation; combine new methods of solving using elements of previously known methods; make original solutions without applying previously known similar methods.

Having characterized and substantiated the pedagogical conditions listed above, it can be noted that all of them are directly related to the development of the components of future primary school teachers' creativity, take into account individual characteristics of a student's personality and provide a new approach to the educational process in higher education institutions with the aim of developing a holistic, harmonious personality with high level of creativity.

Conclusions and directions for future research. Therefore, the development of future primary school teachers' creativity in the process of professional training involves several stages:

1st stage (preparatory) – the main goal of this stage is to form future

primary school teachers' motivational and value attitudes towards professional activities, to obtain basic knowledge about creativity, art, creative techniques, to form initial readiness for pedagogical activities, etc.

2nd stage (main) – future primary school teachers study theoretical foundations of the creative activity, methods of the creativity development in pedagogy, master methods and techniques for solving educational tasks, acquire knowledge and skills aimed at the development of non-verbal creativity.

3rd stage (professional-activity-based) – future primary school teachers undergo pedagogical practical training where they are faced with real pedagogical situations that require making non-standard original decisions.

The main principles of future primary school teachers' creativity development in the process of professional training are: the principle of humanization (humane attitude towards a future teacher's personality, respect for their rights and freedoms); the principle of individualization of professional training (analysis of future specialists' psychological and professional characteristics); principle of motivation and activity (interest of future primary school teachers in the creative activity); the principle of systematic learning (construction of a certain system and consistency of the learning process, which allow predicting the rate of assimilation of educational material).

Effective pedagogical conditions for the development of future primary school teachers' creativity in the process of professional training can be: enrichment of the content of education of future primary school teachers with their own life experience; involvement of future primary school teachers in activities aimed at solving professional tasks; ensuring a problematic character in the educational process of future primary school

teachers.

Thus, our study has showed that the creation of the specified pedagogical conditions contributes to the purposeful development of future primary school teachers' creativity in the process of professional training.

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3.4. THE DIDACTIC SYSTEM OF TRAINING PROSPECTIVE TEACHERS FOR THE PUPIL'S CREATIVE DEVELOPMENT

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Abstract. *The article is devoted to solving the problem of training teachers for the creative development of students. The purpose of the study is to substantiate the didactic system of training future teachers for the creative development of students. To solve the set goal, the following research methods were used: theoretical (analysis of philosophical, sociological, cultural, art, psychological, pedagogical scientific knowledge); empirical (observation, expert evaluations, generalization of information, conversations, interviews, questionnaires, testing;*

pedagogical experiment). The research substantiates the didactic system, which is aimed at preparing future teachers for the creative development of students. The theoretical-methodological basis of the study was made up of such basic approaches as: systemic, acmeological, axiological, activity-based, competence-based, and person-oriented. In the structure of the readiness of teachers for the creative development of the student, interrelated components are distinguished – motivational, cognitive-creative, operational-active, reflective, when determining the content of which the educational and qualification characteristics of future teachers were taken into account, as well as the peculiarities of preparation for this type of activity. In the study, a didactic system of teacher training was theoretically substantiated and developed, which contains conceptual-target, projective-content, procedural-technological, control-evaluation subsystems. Further research is aimed at implementing the developed didactic system.

Introduction. In the conditions of education reform, the problem of updating the content, forms, and methods of professional training of teachers, aimed at the development of children in accordance with their abilities and aptitudes, is urgent. A number of regulatory and legal documents, including: international (reports of the European Commission "Education and training in Europe 2020: responses from the Member States of the European Union" (2014-2020), "Strategies for smart, sustainable and inclusive growth" (Notice of the Commission " Europe 2020") (2010), International Standard Classification of Education (2012-2021) and national (Laws of Ukraine "On Education" (2017), Conceptual principles of the development of pedagogical education of Ukraine and its integration into the European educational space (2004), branch Concept of the development of continuous pedagogical education (2013), the National

Framework of Qualifications (2020), the National Strategy for the Development of Education in Ukraine for the period until 2021 (2013), the National Educational Glossary: Higher Education (2014) declared the public need for teachers capable of comprehensive development However, in recent years, there has been a tendency to decrease attention to the development of children's creative abilities, which serve as the basis for the formation of their internal culture, intellectual freedom, high moral potential, aesthetic taste, tolerance in interpersonal, international and social communication.

Literature review. The substantiation of a new paradigm of professional training of teachers for the creative development of students in the conditions of reforming the education system required the study of a wide range of problems, in particular: general aspects of teacher training for professional and pedagogical activities (Anderson et al., 2000; De Bono, 2015; Garaigordobil, 2006; Isaksen et al., 2011; Szmidt, 2013; Teśluk, 1999; Zhernovnykova, 2016).); theoretical, methodological and practical principles of professional training of future teachers (Adamek et al., 2014; Banning, 2005; Clapham, 2004; Dobrołowicz, 1995; Freund et al., 2008; Goralskyi, 1998; Gutman et al., 2013; Hin, 2015; Hrushko, 2004; Ivanova, 2011; Kožuh, 2016; Kuzmenko, 2015; Melosik et al., 2009; Mirzagitova et al., 2015; Revchuk, 2005; Smak, 2014; Solomakha, 2013; Tokarz, 2005; Urbańska, 2014; Velykyi tlumachnyi slovnyk, 2005); ways to improve educational programs for professional training of teachers (Almeida et al., 2008; Antonietti et al., 1992; Dochy, 2006; Faizrakhmanova et al., 2015; Giza, 2006; Hryhorieva, 2008; Śliwerski, 2007); formation of readiness of future teachers for multifaceted upbringing and development of children (Beghetto et al., 2007; Campbell et al., 1963; Edwards et al., 2011; Lipman, 1991; Renzulli, 1976; Renzulli

et al., 2009) concepts of teacher training for the development of a child's creative abilities (Beghetto et al., 2014; Brookfield, 1987; Davies et al., 2013; Gajda et al., 2017; Hattie, 2009; Hrytsiuk, 2010); creative development of children (Borenstein et al., 2009; Facione, 2011; Gilberti et al., 2004; Goralskyi, 1998; Hariacha, 2014; Hryhorchuk et al., 2015; Ivanova, 2010; Konovets, 2010; Kožuh, 2020; Łukasiewicz, 2007; Mirzagitova et al., 2015); features of the development of children's creative abilities (Goralskyi, 2002; Gregory, 2002; Halpern, 2003; Hirnyi et al., 2011; Kalashnyk et al., 2020; Kwaśnica, 2007).

Despite the fact that in world science there are thorough pedagogical studies of the professional training of teachers, there is currently no comprehensive study of the problem of professional training of teachers for the creative development of children with the involvement of the fundamental provisions of modern pedagogy.

Therefore, the purpose of the study is to substantiate the didactic system of training future teachers for the creative development of students.

Research methodology. To solve the set goal, the following research methods were used: theoretical – analysis of philosophical, sociological, cultural, art history, psychological, pedagogical scientific knowledge, regulatory documentation and educational publications on the problems of professional training of future teachers for the creative development of students; systematic scientific analysis, comparison, classification, systematization and generalization of theoretical, methodological and methodical principles – to determine the current state of the problem in theory and practice, justify the concept and develop a didactic system for training future teachers for the creative development of students; empirical – observation (direct, indirect, long-term, fixed) – to identify the peculiarities of training future teachers for the creative

development of students; expert evaluations, generalization of information, conversations, interviews, questionnaires, testing, control sections – in order to find out the level of readiness of future teachers for the creative development of students; pedagogical experiment (declarative, formative, control stages) – to check the effectiveness of the didactic system of training future teachers for the creative development of students.

Research results. Understanding the content of the category "education" requires taking into account the fact that the content of any concept, including the concept of "education", is influenced by the socio-cultural situation. The theoretical definition of this concept, which is used in both scientific and artistic, non-fiction, and popular science literature, is influenced by the general cultural traditions of the era, ideas about man. Starting from the moment when education became the object of special scientific study until now, the development of scientific ideas about education constantly feels the influence of socio-cultural processes taking place in society.

At first glance, there is no need to address this problem, since in recent years it has been quite comprehensively disclosed, and the accumulated theoretical and empirical material on the essence and content of traditional education, humanistically oriented, continuous education provides a holistic view of it as a socio-pedagogical phenomenon, as a sphere of spiritual life of society.

At the same time, the analysis of scientific literature shows that the use of the concept of "education" in pedagogy is evolving. Moreover, this evolution is not just upward. Depending on the specific era, the same interpretation of the concept of "education" may or may not satisfy the demands of practice and people's ideas about education. Understanding the meaning of the category "education" requires taking into account the fact

that the meaning of any concept, including the concept of "education" is influenced by the socio-cultural situation. The theoretical definition of this concept, which is used both in scientific and artistic, nonfiction, and popular science literature, is influenced by the general cultural traditions of the era, ideas about man. Starting from the moment when education became the object of special scientific study, and up to the present, the development of scientific ideas about education constantly feels the influence of socio-cultural processes taking place in society.

The modern idea of education comes from the Latin "education", which means "to lead". In French, the word "education" basically means education. The only exception is the phrase "education nationale", which translates into Ukrainian as national education, education. If in the English language the word "education" is used both in the meaning of upbringing and in the meaning of education, then in the French language there is a term that means education. We are talking about the word "instruction", which can also be translated into Ukrainian as enlightenment, and as training, and as preparation, but it is not translated as upbringing.

The term "education" probably comes from the German "bildung", which translates as "education". The root of this word "bild" means "image", and the term "bildung" itself can be translated as the formation of an image (Entsyklopediia osvit, 2008).

According to scientists, education should be understood as "such integration into the culture of society, when a person masters a certain system of scientific knowledge, acquires skills and abilities, systematically studies and assimilates the experience accumulated by mankind in one or another field" (Hrytsiuk, 2010).

Understanding the definition of "education", in which the student's involvement in culture is dominant, shows that scientists have made an

attempt to implement a cultural approach to the definition of this concept. They do not directly write about the cultural approach, which at the end of the 20th century. has not yet received recognition both in science in general and in pedagogy in particular. However, the application of the cultural approach is obvious and deserves attention.

Involvement in culture, from the point of view of scientists, is mastery of knowledge, acquisition of skills and abilities, assimilation of experience. Indeed, the acquisition of knowledge is mastering, the acquisition of skills and abilities is assimilation. However, assimilation of experience, from our point of view, should be correlated with its appropriation rather than its assimilation. The term "assimilation" in combination with the term "experience" is, in our opinion, much narrower, since the assimilation of experience is reduced exclusively to the acquisition of skills and abilities that are elements of culture, but not experience as a whole.

Further analysis of the scientific literature shows that education is carried out in a specially organized activity aimed at the formation of a person. Based on the analysis of the literature, we note that "education is the result of all processes and types of activity aimed at the formation of personality" (Garaigordobil et al., 2011; Goralskyi, 2002; Hattie, 2009; Isaksen et al., 2011).

The analysis of scientific literature made it possible to define and characterize the essence of the concept of "higher pedagogical education".

In the encyclopedia of education (Entsyklopediia osvit, 2008), higher education is defined as "the training of highly qualified specialists for various fields of science, technology and culture" as "a set of knowledge and practical skills that allow students of higher education to solve theoretical and practical tasks according to their training profile."

The Law "On Higher Education" of Ukraine defines higher education: "higher education is the level of education achieved by a person in a higher education institution, which is based on a complete general secondary education and ends with obtaining a certain qualification based on the results of state certification."

Therefore, higher education can be considered as:

- the process of preparation for professional activity;

- the process of assimilating the content of knowledge to obtain a certain qualification of professional activity;

- totality of knowledge and level of practical readiness for professional activity;

- training of highly qualified specialists by institutions of higher education;

- obtaining educational and qualification levels by citizens, improving their qualifications.

The analysis of historical and pedagogical literature proves that in the 19th century, higher education meant the theoretical and practical training of specialists according to their vocation, interests and abilities to meet both personal and social needs.

Higher education, higher professional education – the highest level of professional education, following secondary general or professional education in a three-level system, which includes a set of systematized knowledge and practical skills that allow solving theoretical and practical tasks from a professional profile. In contrast to general, even in developed countries, higher education is not general and even more so free.

Based on the above, in the further research, we will understand the process of obtaining knowledge and practical training sufficient for future professional activity, which was carried out in public, private, religious

educational institutions, under higher education.

In the conditions of the concept of education as a process and as a result of assimilation of knowledge, abilities and skills, it is traditional, and the understanding of education as the possession of some mandatory set of knowledge, abilities and skills is generally accepted.

We find a close to this point of view regarding the definition of the concept of "education" in the works of scientists (Goralskyi, 2002; Hattie, 2009; Melosik et al., 2009), who interpret education as "the process of organizing relevant experience of activities and relationships."

What is new in this definition is that education is aimed at mastering a person's experience of relationships.

Education is a process in which, through the assimilation of a certain amount of knowledge, skills and abilities, a scientific understanding of a given field of phenomena of reality is achieved, the ability to apply knowledge in practice.

Note that education as a result is relative, not complete. "We get education all our lives. Only an uneducated person can claim that he has solved the problem of education for himself" (Garaigordobil et al., 2011).

Expressing their vision of the role of education in the modern world, scientists note that "education in general and higher education in particular plays a unique role in society: it reflects the patriot and citizen - that is, it really prepares his (society's) future. And the future of the state depends, without exaggeration, on what our education will be: people and culture" (Banning, 2005; Gajda et al., 2017).

Researchers focus on the fact that "education in a broad sense should be considered a means that allows each person to become an individual, an active member of society, capable of helping each community, each society to take a step towards a better life" (Gutman et al., 2013; Hattie, 2009;

Mirzagitova et al., 2015).

In other words, education is part of socialization; it is socially directed and controlled.

In the definitions given above, the concept of ”education” reveals two of its components - education and training. From these positions, the concept of ”education” is broader in its meaning than the concepts of ”upbringing” and ”learning”. However, education cannot cover all the content of education or training.

It can be concluded that when considering the concept of ”education”, some scientists emphasize education, while others focus on education. However, the vast majority includes training and education together in the concept of ”education”. However, it should be noted that in reality, education and training do not fully reflect the multifaceted nature of the concept of ”education”.

In addition, it should be noted that the concept of ”professional and pedagogical training” is often found in the literature. The most appropriate, in our opinion, is the interpretation of this term as a multifaceted system that unites relatively independent, but interconnected components: socio-humanitarian, psychological-pedagogical, cultural and special-scientific (Kwaśnica, 2007).

In the conditions of democratization and humanization of education, when the transition from social-utilitarian to humanistically oriented education became possible, the formation of a way of the changing world, a way of thinking and acting in pupils comes to the fore, which gives them the opportunity to realize their personal ”I” in a changing world , their uniqueness, dissimilarity, inimitability, to consciously choose those life goals that correspond not only to their own desires, interests and intentions, but also to the intentions of the people among whom they live.

What does higher pedagogical education represent today? Let's consider the main trends of its development in recent years.

From an institutional point of view, teacher education is a serious branch of the economy. Providing this industry with qualified personnel and their reproduction is a necessary condition for the reproduction of the human capital of the society itself. Pedagogical education as an institute provides today the training of personnel for various types of professional activity in education, for various degrees and levels of education. It is becoming in demand, relevant programs of a professional and pedagogical orientation are implemented today not only in institutions of a pedagogical profile.

Higher pedagogical education is one of the main factors in the formation of a teacher's professional maturity, because the educational institution is called to develop new methods and technologies of learning and education, which should help the teacher achieve a high level of teaching, the quality of children's knowledge, and promote professional growth.

The specificity of pedagogical education is determined by the most important of the functions it performs: pedagogical education is formed by the strategic resource of education itself - personnel; is an accumulator and translator of socio-cultural values of society; forms a person in his environment who will be responsible for the development of these values by the younger generation.

There was a transition to multi-level teacher training. The analysis of the experience of such training shows that a consistent, methodologically and methodologically equipped transition to the training of pedagogical personnel in the bachelor's - master's - postgraduate system creates conditions for a variety of teacher training routes, which corresponds to the

very essence of the process of his formation; in combination with the introduction of the technological apparatus of personally oriented training and the transition to the credit system, modular training increases the responsibility of students (and teachers) for educational results, promotes motivation for independent work and generally improves these results.

The development of new generation standards has accelerated the process of developing a competency-based approach in the theory and practice of pedagogical education, pushed the development of technological support for developing the necessary competencies for a teacher in the informational, communicative sphere, and in the field of childhood psychological support.

A significant contradiction that determines the development of pedagogical education is the contradiction between the actual status of the teaching profession as a mass profession and the creative nature of pedagogical activity, which presents special, exclusive requirements for the personality of a successful teacher.

Institutional and organizational changes in the system of pedagogical education, significant changes in the requirements of employers to the teaching staff have caused changes in its procedural and substantive parts. There is a transition from a disciplinary system of building content and organization to a modular one, from a linear educational process to a variety of educational routes. In this connection, there are opportunities for future teachers to make a greater choice of their route, opportunities for developing their responsibility for the choice made. The content of education appears to be more oriented towards the task of professional activity, however, the practical orientation of the training of future teachers conflicts with the orientation towards the fundamentals of training.

The strengthening of the research orientation of pedagogical education can be considered a pronounced trend associated with the introduction of the ideas of the Bologna process into the practice of his work. All this leads to the establishment of new pedagogical relations based on the principles of mutual assistance and cooperation.

Another trend in the development of pedagogical education is the expansion of its sphere of influence. It may be about the demand for pedagogical knowledge, skills, gaining experience in this field on the part of higher school teachers and the adult population, for example, parents. This expands the area of educational services in the field of pedagogy and psychology, provides new resources for the development of pedagogical education, and also allows pedagogical education to have a significant impact on the formation of the culture of the population of its country.

In our research, we define higher pedagogical education as an integral part of the national higher education system, as a subsystem of the national system of training personnel with higher education; as a subsystem of teacher training; as a subsystem of a specific university, aimed at training specialists for pedagogical activity, which has its own specific features in the structure, content, forms and methods of education.

The problem of improving the quality of education is urgent, as it is the most important direction of modernization of education in Ukraine. Changes in the education system caused by socio-economic processes are reflected in the training of future specialists to work with children and require changes in the content of education. The effectiveness of training a future teacher depends on the level of acquired knowledge, abilities and skills, the possibility of applying this knowledge, as well as readiness for professional activity. The formation of a modern, harmoniously developed personality (child) cannot take place without teachers of a new generation

with the appropriate level of qualification, the requirements for whose training have increased significantly.

Scientists note that, taking into account the peculiarities of professional training of teachers for prognostic activity, the concept of "preparation" is interpreted as a block of theoretical knowledge, life attitudes of a person, qualities and practical skills of a specialist in the field of forecasting actions in the educational process, the desire to plan one's own self-determination and personal development of children.

The professional activity of the future teacher is determined by valuable goal-setting, conditioned by the implementation of systematic diagnostics in professional work, planning of pedagogical problems and finding ways to solve them, and implementation in the process of managing the development, education and upbringing of children (Goralskyi, 2002; Hryhorchuk et al., 2015).

In studying the issues of training future specialists for the development of computer literacy in children, they offer a way to consistently consider the components of a teacher's professional development in the field of information and communication technologies. Knowledge of information resources, technical means of education, acquisition of computer skills and their use ensures the teacher's professional activity in an educational institution. Thus, a modern teacher understands the place of computer tools, as well as the need for the formation of computer literacy of the population and provision of information tools. However, the introduction of ICT into the educational process is a new area of the teacher's professional activity, and provides opportunities for the specialist to monitor the flow of the use of developmental computer programs for children, systematize, analyze and evaluate them (Kuzmenko, 2015).

Today, society's attention to the educational process is increasing, the requirements for the quality of teacher training in the organization of children's play activities are increasing, and an active and creative personality is being formed. In the context of the above, the preparation of future teachers for children's role-playing activities is of scientific interest, where preparation is an organized, continuous, planned and effective, personality-oriented process of forming an integral system of knowledge, professional skills, professional thinking, the formation of pedagogically significant personal qualities that will stimulate their self-development in independent pedagogical work. Teacher training involves studying the specifics of role-playing activities, taking into account the age and individual characteristics of the child, the use of pedagogical techniques for the organization of education and upbringing, methods, means of development of various components of the role-playing activities of pupils, the organization of guiding children's role-playing activities (Banning, 2005; Hattie, 2009).

According to the study of scientists, the education of future teachers in the field of valeology, aimed at preparing for the education of a healthy lifestyle, is a process of mastering the valeological culture. The organization of the training of future specialists involves: development and implementation of a unified program, increase of study hours according to the plan, strengthening and preservation of students' lives. Therefore, the use of the basics of health care in the process of professional work provides opportunities for future teachers to creatively solve tasks of a valeological nature (Garaigordobil, 2006; Garaigordobil et al., 2011; Kwaśnica, 2007)

Investigating the peculiarities of the training of future teachers for the formation of children's skills for sustainable development, we note that the process of personality formation, education and training continues

throughout life, however, education is preferred as the initial stage of personality formation, but the implementation of sustainable development ideas is complicated by the fact that they are different from traditional education.

The researcher emphasizes that the preparation of future teachers for professional activity is an organized holistic process aimed at forming the readiness to act in the rapidly changing circumstances of the modern educational process of education, the basis of which is the assimilation of basic professional knowledge and skills by students, the education of personal and professional qualities and values. Future specialists focus on actions aimed at satisfying their own life needs, the basis of which is a valuable attitude to nature, the environment, and people (Gutman et al., Schoon, 2013; Halpern, 2003; Hammershøj, 2021; Hryhorieva, 2008; Ivanova, 2010).

Researchers believe that in the context of training future teachers for the formation of children's basic motor abilities and skills, teachers of the new generation have the opportunity to organize the process of educating students, the intensive development of which is taking place these days and is of great importance in the process of forming a child's personality. The theoretical foundations and practical activities of the future teacher are related to the improvement of the process of preparing students for work in physical education and raising the requirements for the level of his training: correct explanation and demonstration of movements by the teacher, knowledge of the methodology of teaching movements, providing practical help to children and correcting mistakes (Hirnyi et al., 2011; Mirzagitova et al., 2015).

Studying the issue of training specialists capable of ensuring the development of children (needs, interests, inclinations, abilities),

O. Popovych notes that constructive activity is the basis of the formation of an individual personality, which is combined with rapidly growing intelligence, abstract thinking, logic, which is reflected in children's products from any material. The researcher believes that the society's need for the formation of a competent education specialist in the organization of constructive activity, in the content and technological provision of the educational process, the use of means of constructive activity in the educational process and the need for the development of students' objective thinking, the realization of students' opportunities for the development of their creative abilities, is ripe. Therefore, the training of future teachers in this context shows is in the need to possess systematized knowledge of pupils in the field of physiological and mental development, as well as in knowledge of the structure of their constructive activity (Ivanova, 2011; Kwaśnica, 2007).

The training of future teachers is carried out in Ukraine in various types of educational institutions, however, future teachers receive a sufficiently high level of theoretical and practical ecological-pedagogical training, which ensures a combination of successful mastering of the sciences of the psychological-pedagogical cycle and the formation of skills of ecological-pedagogical activity, as well as the improvement of professional activities in the process of personality formation, its ecological culture, the result of which is ecologically motivated behavior. The interaction between a teacher and a pupil in the ecological and pedagogical field is a component of the success of their activities: unity with nature, moral position in modern society (Garaigordobil, 2006).

In the context of finding ways to improve the training program for new generation teachers who are able to create conditions for children's

development, Scientists emphasize the problem of improving the process of training future specialists.

Research activities are organized by the teacher in classes and are aimed at gaining new knowledge by conducting observations, experiments, and measurements in accordance with educational programs. The essence of research activity of future teachers is joint work, knowledge, communication and interaction of subjects. Thus, only when working with information sources does the student carry out analysis, specification, comparison, systematization and generalization, as knowledge is filled with concepts available to the student and becomes more stable. Thus, successful mastery of research skills will help to apply acquired knowledge, modern pedagogical achievements, innovative technologies in practical activities with children (Goralskyi, 2002; Isaksen et al., 2011; Kuzmenko, 2015)

Global transformations of an innovative nature in the education and training system are the most relevant nowadays, issues of a new nature regarding the training of pedagogical personnel for educational institutions are highlighted. Therefore, radical changes in the field of professional education of future specialists are necessary. Changes are necessary in higher education, so students' knowledge must correspond to a high level of training, meet new criteria. A qualified, competent student, who is capable of professional growth, social and professional mobility, must be competitive in the labor market. In his research, the scientist notes that the issue of training future specialists for pedagogical creativity is considered as a multi-component, purposeful, long-term process of forming a creative personality of a teacher, who is capable of future innovative activities. The most important component of preparing students for creative activity is knowledge about the essence and mechanisms of the creative process,

391

characteristics of a creative personality, features of children's creativity (Goralskyi, 1998; Hirnyi et al., 2011; Konovets, 2010).

Therefore, the analysis of scientific and pedagogical sources regarding the definition of the essence of the concept of "training of future teachers" confirms the relevance of this study, since the educational process must be organized taking into account the current state of education.

On the basis of the analyzed scientific works of domestic scientists, it was established that there is no systematic research on the preparation of future teachers for the creative development of the student.

It has been proven that accumulated experience in the methodology of pedagogy has significant value for the theory and practice of training future teachers for the development of children's creative abilities. The study revealed the importance of applying methodological approaches to the justification of the problem of training future teachers for the development of children's creative abilities.

The analysis of the results of scientific research on the preparation of future teachers for the development of children's creative abilities confirms that this process is the result of the formation of professional orientations of education seekers and motives of activity, mastering by future teachers of the knowledge system, the formation of skills and the development of professional qualities in terms of the ability to organize and lead children's creative activities ; the ability to develop a child's creative abilities; mastery of methods of organization, pedagogical support and support of children's creative development, the ability to identify and evaluate their effectiveness.

The summarized works of the scientists provided the basis for defining the essence of the concept of "preparation of future teachers for

the creative development of the student" as a process of mastering knowledge, skills and abilities, development of professional and personal qualities, creative thinking, formation of motives, needs and professional-pedagogical competences for the development of children's creative abilities in future professional activity.

The study proved that the result of preparing future teachers for the development of children's creative abilities is the formed readiness for this type of activity.

Therefore, we consider professional training as a specially organized educational process, the purpose of which is to ensure the formation of relevant competencies in the individual, the result of which is "readiness" and "preparedness". On the basis of the above, we characterize these concepts, but note that self-development of the future teacher is a prerequisite for determining these definitions.

It is traditional for pedagogical scientific research to start work with the search for the philosophical foundations of the main ideas, which the author will rely on during the conduct of this research. It is also generally accepted to turn to psychology, sometimes to sociology for the same purpose, and only after a certain transdisciplinary agreement does the author focus on studying the problem and finding its solutions in the actual pedagogical field. Regarding the non-accidental and balanced nature of such a tradition, in addition to other obvious arguments, it is worth mentioning the fact that the educational environment in general and the teacher in particular are, without a doubt, an extremely important link in the formation of a pupil's or student's worldview. Therefore, the worldview position of the teacher and those who participate in the creation of an educational environment is of current importance.

After all, one way or another, these people fill this environment and share with pupils or students what they themselves are full of. In any case, attempts to share something "foreign" with the wards are almost one hundred percent doomed to failure. Therefore, the issue of forming the worldview position of the future teacher and the issue of the philosophical, worldview, value-orientation base of research in the field of training of pedagogical personnel are quite closely interrelated.

The specificity of our research was that the relationship outlined above is so deep and present that it directly affects the conceptual apparatus of the work. The concept of "self-development" appeals to the concept of "self", which is a prerequisite for readiness for a certain type of activity. The latter has, after all, two diametrically opposed interpretations, which are rooted in two worldview positions, each of which has its own philosophical basis. That is why, at the beginning of the research, we should turn to the consideration of the problem of the worldview of a modern person, analyze, as far as the format of this work allows, the philosophical variations regarding the justification of each of the two positions, and try to trace what an educational environment with one or another view of " self".

Modern society, immersed in mass culture, mass art, mass politics and the like, is struck by depersonalization. The desire to "be" is almost completely displaced and replaced by the desire to "have." "Freedom from" is clearer and much more important than "freedom for" in the minds of most members of society. Discovery and self-knowledge boil down to a massive search for new desires and ways to satisfy them. Today, even the phrase "complete internal transformation" does not seem surprising (Banning, 2005). The philosophy of the consumer overlaps and removes from the field of relevance the philosophy of the creator. Already today,

there is a serious shortage of qualified personnel in "non-prestigious" labor professions at the production facilities, and art critics complain about the significant loss of the quality of literary and film productions. Therefore, the tendency to avoid serious, troublesome work, necessary for high-quality industrial production and the creation of real artistic masterpieces, stems from the disposition of society to satisfy selfish ambitions and desires. A person sees mainly his "I", measures the world with it, motivates and justifies his own actions with it.

Therefore, the sense of reality is muffled and leveled together with responsibility for one's life path, one's actions and one's choices (Banning, 2005). Everything that remains on the surface and is offered to a person is the now generally accepted anthropocentrism - a culture that is not only focused on a person, but closed to him.

The essence of the concept of "self" functions in the tradition of the Eastern Church as an analogue of the Greek αυτοτης, φιλαυτια, and today it is also considered the most adequate translation of the English ego.

The self is not an inalienable property of the individual, the goal of a person who seeks to improve and develop himself lies in the suppression and desire to be freed from it.

Let's emphasize that it is not from individuality, but from the self as from selfish self-reclusion.

Psychotherapist V. Frankl talks about the need for self-transcendence for a healthy person in all three (physical, mental and spiritual) dimensions of human life. He came to the conclusion that understanding this need and consciously searching for the meaning of life outside oneself restores a person's mental and often physical health. His successful psychotherapeutic practice is based on logotherapy (the search for meaning). You can reach

your true self only by renouncing your self, and vice versa: a person focuses on his self only when he does not find a worthy goal of his life.

It is worth noting that today in the scientific literature there is a certain terminological confusion regarding the concept of "self", provoked by the anthropocentric orientation of modern pedagogical science in particular. After all, this position tends to consider a person as an indivisible positive integrity, a higher value, the center of the universe. The self in this case cannot be singled out and is not singled out as something negative, as a destructive element in the system of the human personality, which is not characteristic of it from the beginning and which prevents its development and improvement.

So, all of the above allows us to conclude that:

- The self is not identical to the human personality;

- A person's rejection of the self as a selfish self-reclusion and the search for the meaning of one's life outside of this self are the main conditions for a healthy mental and spiritual life;

- Self-realization is not the realization of the self, it consists in a person's application of his talents, abilities and skills in accordance with the meaning of his life he has found;

- Self-realization cannot be a person's end in itself, it is only a by-product of his activity.

All this must be taken into account when finding an adequate definition of the concept of "self-development" for the purposes of this study.

The modern generally accepted understanding of the self-development of the individual was formed by the following directions and schools: humanistic, the practice of psychoanalysis, Gestalt psychology, analytical psychology. The close connection between psychological

research on this topic and the philosophy of education can be traced in the dialogue of cultures.

It is obvious that these teachers were guided by such an idea of a person, which puts him at the center of the universe, confuses his self with his personality and refuses to see the child's negative inclinations. Despite this, their ideas still seem too attractive today, and the desire for their development does not fade even now. That is why we consider it necessary to note that giving a child or a young person freedom in the educational space should be dosed, gradual and necessarily accompanied by the training of freedom. Explaining and teaching how to use freedom, working out the mechanisms of self-motivation in a pupil or student is the only way for a responsible teacher who seeks to help his ward in his self-development (as in the development of his personality). Therefore, in our opinion, two understandings of self-development should be clearly distinguished: self-development aimed at the development of the self and self-development aimed at the development of the personality of a child or young person. In the first case, the main task is the formation and development of the child (and then also of the young person) freedom of self-expression by finding and satisfying one's own desires practically without interference and limitation of this freedom by the teacher. In the second case, the main task of self-development is to improve the positive and useful qualities of the child (and then the young person) by forming and developing the skills of painstaking work on one's personality with the help of teachers. Thus, two approaches to understanding the concept of self-development can be distinguished in accordance with how the concept of "self" of a person is interpreted and to what extent freedom is given to him in the educational environment.

Note that in the research we will adhere to the view of self-development as the development of a person's own personality. Let's try to find an adequate definition for it, suitable for work in the selected coordinate system. The way to this goal consists in two aspects of the research work: first, it is necessary to consider the directly existing definitions of this concept, to analyze the meaning of its components "self-" and "development", and secondly, to pay attention to the place occupied by self-development in the structure of self-realization of the individual. For now, let's turn to the second aspect, leaving the semantic studies of this concept for a while.

Self-development is an integral component of the process of self-realization in all variants of the interpretation of their goals, which, depending on the understanding of the component "self" in these concepts, can be diametrically different, and therefore require specification when further delving into the study of certain aspects of this issue. For now, let's note that L. Rybalko's vision of goal-motivational orientation as a driving force that starts the process of self-realization in general and self-development in particular is, in our opinion, fair, therefore, we will take into account this existing connection in this study in the future.

The second component of the concept of self-development is "development" itself. Let's define its meaning, scientists believe that "development":

- characteristic of qualitative changes of objects, the emergence of new forms of existence, innovations, innovations and related to the transformation of their internal and external connections;

- a philosophical category that expresses the process of movement, changes of integral systems (Garaigordobil et al., 2011);

- characterizes the qualitative changes of objects, the emergence of new forms of existence, the existence of various systems, associated with the transformation of their internal and external connections" (Gregory, 2002);

- irreversible, directed, regular, gradual change of matter, in particular its highest form – consciousness, its universal quality; as a result of development, a new qualitative state of the object – its composition or structure (Hariacha, 2014) emerges.

In the context of the above, all definitions of the concept of "development" in philosophy can be conventionally reduced to the following content: a regular, directed qualitative change of material and ideal objects.

This is the most general vision of this concept.

Its definition in psychology is focused on the field of human personality, where it is defined as "a sequence of events and changes occurring during the life span" (Hryhorchuk et al., 2015).

The following view of development in psychology also speaks of changes in the object: "development is consistent, progressive (although it contains certain moments of regression) and, in general, irreversible quantitative and qualitative changes in the psyche." In our opinion, the definition of this concept is most complete in psychology through the disclosure of its six aspects:

1. Strengthening, strengthening;

2. Bringing to a certain degree spiritual, mental maturity, consciousness, culture, etc.;

3. Bringing to a certain degree of strength, strength, perfection, raising the level of something;

4. Deployment of something in broad limits, with full energy;

5.   Expansion, distribution, deepening of the content or application of anything;

6.   The process and result of the transition to a new, more perfect state, from simple to complex, from lower to higher (Hryhorieva, 2008).

Scientists (Gajda et al., 2017; Hariacha, 2014; Hendry et al., 1999; Melosik et al., 2009) talk about development as qualitative changes in the structure of the human personality, the main coordinate of which is the system of relationships between a person and those around him. The process of these changes is not limited to youth in the same way that the educational process does not end with the receipt of a diploma of higher education, they continue throughout life. Among all pedagogical phenomena, development is distinguished by the fact that it is based on self-movement, the absence of which makes qualitative changes in the structure of the human personality impossible. This is a basic, but not the only, condition for personality development. Their two types are called:

1. External (pedagogical) conditions;

2. Internal (instructions of the individual).

A somewhat different point of view (regarding the orientation of a person externally in the process of self-development) can be traced in the study of A. Maslow, who names the following characteristics and signs of self-development:

-   life activity as a continuous process of goal setting, human activities and behavior;

-   personality activity, which can be either social activity or social reactivity;

-   the level of development of self-awareness, the ability to self-knowledge (Gregory, 2002).

The author emphasizes that the ability to demonstrate social activity gradually leads to the realization of personal choices, that is, develops a tendency towards subjective freedom. The essence of this freedom is that a person can independently choose among many alternatives, construct these alternatives. The ability to make choices yourself, including choices for personal growth, is a sign of the individual's subjectivity as the author of one's own life and biography.

So, today in scientific circulation there are two main views on self-development: as self-development and as independent personality development. The first view sends the individual to himself, suggests self-immersion in order to find and realize one's own needs and desires, and turn to the surrounding world already in the last phase of life, "remembering" one's own spiritual essence after the experience of self-discovery. The second view recognizes the unproductiveness and harmfulness of a person's self-restraint, proposing, instead, the development of a person's own abilities, skills, and talents to realize the meaning of life, which lies beyond himself, or to find such a meaning. In our research, we will focus on the second view of self-development, and we will formulate its definition as follows. Self-development is the development of a person's own abilities, skills, and talents to realize the meaning of life, which lies beyond himself, or to find such a meaning. Therefore, we will consider creative self-development as the development of one's own creative talents and the improvement of abilities and skills necessary for a certain type of creative activity, which is carried out by a person in accordance with his existing creative talents.

Self-development, as a process unfolding in the plane of human life, has several forms: self-affirmation, self-improvement, and self-actualization. "Self-affirmation gives an opportunity to fully declare

yourself as a person. Self-improvement expresses the desire to approach a certain ideal. Self-actualization means discovering a certain potential in oneself and using it in life" (Ivanova, 2011). A teacher working in the direction of pedagogical support for self-development of the individual needs to help a pupil or student with self-improvement in all three forms. Self-affirmation of an individual is possible if he has confidence in his own actions and their goals. The teacher's help in the self-improvement of the pupil or student is directly related to this: the success of supporting the search for a certain ideal is due to the search for meaning, which can be realized with the help of logotherapeutic means. Support of self-actualization by the teacher is carried out by helping the pupil or student in revealing and developing potential, in particular creative, which is the direct interest of our research. So, an important relationship is revealed here, which consists in the inseparability of the process of supporting the creative self-development of an individual and helping him to find meaning and create a holistic worldview. Self-development, in general, is carried out, as V. Semichenko believes, with the help of two main mechanisms - self-acceptance and self-forecasting: "Self-acceptance is the recognition of the right to the existence of all aspects of one's own personality, as well as the personality as a whole... When an individual puts himself in the center of the implemented forecast, predicts the results of not only one's own activity, but also oneself in a new or renewed capacity (Ivanova, 2011). Self-acceptance becomes a necessary prerequisite for self-development, as it ensures the ability of an individual to see himself adequately and without illusions. This is, in fact, the reference point of the movement of self-development, because a real picture of oneself gives a person the opportunity to determine what needs to be changed for the better in order to

approach the chosen ideal and, in fact, to realize one's own predictions about oneself.

The impossibility of a person closing in on himself in qualitative development and self-development, which is combined into six interrelated blocks:

- self-organization (provision, planning, operational organization, control of various forms of one's own life activity);

- self-determination (choice in a situation of position, action, judgment, assessment of the subject of communication and interaction);

- self-knowledge (directing understanding of activity and behavior, self-awareness, revealing a special self-awareness for oneself);

- self-realization (targeting of the individual to the maximum disclosure of creative abilities, to adequate and flexible behavior, to the performance of actions that meet the expectations of significant others and one's own tasks; ultimately, the disclosure of potential) (Ivanova, 2011; Zhernovnykova et al., 2020).

Currently, there is a need to analyze the existing theories of creativity through the prism of the problem of our research and select from them the most adequate and productive for the implementation of its tasks. The motivation of creative activity is one of the key points of this issue. It is also necessary to consider what the existing theories of creativity mean by such categories as "the nature of the creative act, the conditions for its implementation and the means that contribute to its successful development" (Ksenzova, 2004). What the authors of these theories mean by "successful development" is also important. Let's note right away that since self-development, based on our definition, is carried out for a person to realize the meaning of life, which requires self-transcendence, then we do not consider creative theories, the motivational core of which is egoistic

closure of a person to himself, to be productive for the realization of the tasks set by us.

Above, we pointed out the existing interrelationship of the process of self-realization and its goal-motivational orientation with self-development. Activity must be motivated, and this motivation consists, in particular, of certain needs. Please note that the needs of self-realization are fulfilled through the needs of the third level (needs for creativity, for social and transformative activities) (Hrytsiuk, 2010). A person realizes himself by achieving certain successes in creative activity, however, according to the scientist, self-realization can only be a by-product, and not the goal of activity, which must be remembered when setting the goals of the creative process. It is also worth noting that the scientist considers a healthy person to be one who not only reproduces certain patterns in her own activity, but is also capable of creativity, which distinguishes her from an electronic mind (Banning, 2005).

For us, all three ways of defining creativity are important – through the personality, the process and the result, because creativity is a component of the process of creative self-development of the individual, so we will consider it in the dynamics of this process, analyze its mechanisms as part of this process, and we will consider the result of creativity from the point of view and social and personal novelty and significance.

The main links of the creative process are achievement and enlightenment, they are not subject to conscious-volitional control, but the conscious and unconscious complement each other, and "the study of productive thinking has revealed that guesswork, enlightenment, an unexpected new solution arise in experimental conditions under the appropriate organization of creativity" (Gregory, 2002).

Enlightenment is preceded by a special stage – maturing, which has another name - incubation. Its essence lies in the fact that a person who, having collected the necessary information and pre-construed it at the first stage, postpones the solution to the problem for a certain time, engages in other matters, and the problem is processed in the background in the plane of the unconscious. Regarding the role of conscious-unconscious and controlled-uncontrolled in creativity, we note that experimental studies have revealed that an intuitive decision arises in a subject activity that is subject to objective analysis" (Hryhorchuk et al., 2015). Therefore, it is possible to stimulate the emergence of a specific solution through subject activity and the appropriate organization of creativity.

Self-development is an integrative creative process of conscious personal development, which is based on the interaction of intrinsically significant and actively creatively perceived factors (Ivanova, 2011). On the basis of these definitions and our understanding of creative self-development as the development of one's own creative talents and the improvement of abilities and skills necessary for a certain type of creative activity carried out by a person in accordance with the creative talents available to him, we formulate our own definition of creative self-development.

Therefore, in our opinion, creative self-development is the development of one's own talents, the acquisition and improvement of relevant knowledge, abilities and skills, the recognition of one's individuality, the disclosure and realization of its potential to find or achieve the purpose of one's existence in the future professional activity and contributes to readiness for this type activity

Today, the higher education system faces the task of training specialists who are able to quickly adapt to the ever-changing requirements

of the educational process, who are firmly oriented to the competent solution of tasks, and who are also able to carry out self-regulation and self-development within the framework of this professional activity. Therefore, in the scientific literature, the question of students' readiness for future professional activities, in particular for work in educational institutions, is increasingly being asked.

The readiness of the future specialist to interact with the students' parents is an integrative personality quality that ensures a certain result of mutual contacts. The dynamic structure of this education consists of the following components: namely: motivational and personal, which assumes that the future teacher has internal motivation and readiness to interact with parents, as well as the desire to improve his knowledge and skills using various forms, methods and techniques; value-oriented, intellectual-content, which includes the ability to learn the system of methodological and theoretical-methodical knowledge about the basics of the future teacher's interaction with parents, organizational-activity (use of pedagogically appropriate forms, methods and techniques of interaction with parents, the ability to quickly adapt in socio-educational environment of the educational institution) (Limont, 2005).

Readiness to work with children is a new development in the personality structure in the context of a multicultural environment. It acts as a factor that integrates and regulates the activity of future teachers, the relationship between them and the participants of the educational process, and provides for the presence of a system of relevant knowledge, skills, and practice in solving educational and developmental tasks in a multicultural environment within a certain age group of children, as well as cooperation with representatives of other nationalities and cultures (Gajda et al., 2017).

The researcher singles out several components of readiness for activity:

a) cognitive – manifested in the awareness of the multidimensionality of reality, the variety of perceptions understanding of the environment, recognition of a greater number of individual interpretations of the picture of the world;

b) emotional – a positive attitude towards various individual manifestations of others, manifestation of commonality in views and positions with a partner, overcoming disagreements and intolerance towards each other;

c) the activity component includes certain skills of future specialists in establishing relations with the people around them, namely: defending one's own position, tolerant attitude to the opinions and assessments of other people, agreeing on the positions of partners, reaching compromises.

The author notes that readiness in each of its components reaches different degrees of manifestation: low (the student cannot independently carry out professional activities, tolerance and empathy are not developed, interest is manifested according to a specific situation), medium (the teacher's activity does not go beyond mastering the educational material, manifestation interest in issues of multicultural education), high (solving standard and non-standard tasks of multicultural education, tolerance and empathy are the basis of the professional activity of the future specialist) (Gajda et al., 2017).

Readiness is expressed in the future teachers' acquisition of environmental and ethnopedagogical competencies. The researcher also singles out the structural components of readiness, such as: the combination of the goal (readiness of future specialists for environmental education) and tasks related to the formation of professional competencies of future

specialists is determined by the target component; with the help of information on the issues of environmental education of children, the variety of forms and methods of education, students are interested in activities with students – a stimulation and motivational component; the content component is characterized by the development of special courses and the addition of basic disciplines; the combination of lectures, practical classes, implementation of creative projects based on environmental education of students determines the procedural component; the control-regulatory component combines systematic control in the process of solving tasks and feedback; the evaluation-resultative component involves evaluation by the teacher and evaluation by students of their educational achievements to improve results and deepen knowledge (Banning, 2005).

The readiness of future teachers for the complex use of works of plastic art includes the following components: motivational - activation of persistent interest in learning, creative use of acquired knowledge, desire to achieve professional growth in the specified activity; substantive – formation of knowledge regarding the mastery of educational material and creation of a favorable information environment; procedural component – the competence of future specialists in the analysis of the content of educational programs, the results of educational activities, the selection and use of works of world plastic art in classes on fine arts, work, construction (Gajda et al., 2017; Kwaśnica, 2007).

Scientists consider the concept of "readiness" as the result of preparing future specialists for professional and pedagogical activity, taking into account the degree of their preparation in mathematics and the teacher's tendency to perceive the future activity in the mathematical preparation of children, which is reflected in the phenomena and their relations by means of mathematical language and activity. Readiness

ensures that the future specialist can perform mathematical activities and effectively use them in the educational process of students.

The scientist proposed the following structure in the form of components of readiness: cognitive includes basic mathematical knowledge, understanding of the content of key programmatic mathematical concepts and mathematical speech; operational and technological – planning of children's mathematical activities, development and use of new forms, methods and tools in the methodology of forming elementary mathematical concepts; motivational and evaluative – practical use of knowledge, abilities and skills from the method of forming elementary mathematical concepts (Goralskyi, 2002; Hryhorchuk et al., 2015).

The readiness of future specialists for activity is a formed set of knowledge and skills in the field of computer technologies, mastery of software and teaching aids in the learning process.

The applicant's readiness for the development of children by means of computer literacy is considered as the result of professional training, which ensures the ability of specialists to solve professional information and technological tasks that correspond to the specifics of the teacher's work, namely: understanding the essence of computer literacy and using the basics of programming in an information environment, execution of technical operations.

The formation of the components of the readiness of the future specialist is determined by a system of criteria: motivational (active use of innovative technologies, in particular ICT, in work with students taking into account their health-preserving potential; striving for self-improvement), cognitive (analysis and evaluation of the didactic system in the conditions of ICT training), informational – technical (designing the

content and structure of information technology activities; ability to perform control and technical operations) (Goralskyi, 1998).

Studying the peculiarities of the organization and management of children's role-playing activities, we note that the teacher's readiness is the result of specially organized professional training, which is manifested in the motivational-targeted (setting on the need to enrich theoretical knowledge, positive internal motivation of professional activity), cognitive (awareness, determination of the significance of development children's role-playing activities, acquisition of basic professional knowledge), activity (use of knowledge of pedagogy, psychology, professional methods in the educational process) and reflective (self-analysis, self-evaluation, self-development) components (Ivanova, 2011).

The professional readiness of the teacher for the formation of motor skills and skills of children is a set of pedagogical skills and depends to a large extent on the orientation of the teacher, his professional knowledge, the criteria for the readiness of students are also defined: motivational, theoretical, activity (Hryhorchuk et al., 2015; Hryhorieva, 2008).

Readiness is the interrelationship of the student's professional competencies, namely: analysis of samples of spatial solutions; planning stages of construction, forecasting results, identifying the dependence of structural properties of parts on their forms; researching ways of combining individual parts and adapting them to the needs of the game. Scientists have singled out the motivational-orientational, which determines the teacher's attitude to children's educational activities, content-operational, evaluative-reflective components of readiness (Ivanova, 2011; Kalashnyk et al., 2018).

Therefore, the future teacher must be able to create conditions for the organization of construction classes, skillfully manage the

constructive actions of students, use various forms of education, taking into account the age and individual characteristics of children (Hryhorieva, 2010; Kalashnyk et al., 2018).

The successful implementation of the goals and tasks of patriotic education of the young generation in modern conditions largely depends on the professionalism of specialists. Therefore, the activity of a modern teacher consists, first of all, in raising in a child love and respectful attitude towards the country, people, native language, national culture, national traditions and customs. The researcher indicated the presence of cognitive, motivational-value and activity components in the structure of readiness (Kožuh, 2020; Ksenzova, 2004).

Therefore, a number of studies allow us to define the essence of the research concept "readiness" as "the future teacher's availability of appropriate professional competences to carry out the development of children, which is based on the formation of her positive attitude towards this type of activity, awareness of motives and needs in it with further introspection of the work carried out."

The theoretical-methodological basis of the study was made up of such basic approaches as: systemic, acmeological, axiological, activity-based, competence-based, and person-oriented.

The systematic approach made it possible to: consider the process of preparing future teachers for the development of children's creative abilities as a complete pedagogical system and at the same time as a subsystem of the general system of professional training; identify the basic components in the structure of the didactic system and give a qualitative and quantitative description of the peculiarities of their functioning; establish ways of combining the components of the didactic system and single out the system-forming connections that ensure its

integrity. Taking into account the main provisions of the system approach provided the basis for simulating the educational environment of a pedagogical university, justifying the criteria for evaluating the level of readiness of future teachers for the development of children's creative abilities, and determining the factors affecting the effectiveness of this process.

The asiological approach contributes to the education of universal, national, moral and ethical values in future teachers, which contribute to the creative development of children, as well as the awareness and acceptance of humanistic ideals by each student, the desire for constant self-development and self-improvement.

The acmeological approach involves studying the process of conscious purposeful work on oneself as a self-movement to higher levels of perfection based on the interaction of self-education, self-development and self-education; is based on the ability of the personality of the future teacher to develop children's creative abilities, self-identification, self-regulation, self-organization, which are the key principles of the acmeological approach; contributes to the formation of the future teacher's professionalism and the achievement of academic excellence.

The activity approach served as the basis for formulating the conclusion that: the creative activity of education seekers has a systematic, purposeful and creative character, is determined by their motives and abilities, and requires the creation of appropriate organizational and pedagogical conditions; the content of training projects a continuous change of various types of activities aimed at the development of children's creative abilities; the activity of the teacher is focused on the disclosure of internal resources and creative potential of

future teachers, contributes to the independent determination of the algorithm of creative pedagogical activity.

Competence approach made it possible to determine the following structural components of the preparation of future teachers for the creative development of the student: values, goals and the result of learning - the transition from the traditional mastery of the system of professional knowledge, abilities and skills to the formation of the ability to organize and manage the creative activities of children; to be able to develop a child's creative abilities; to possess the methods of organization, pedagogical support and support of children's creative development, the ability to identify and evaluate their effectiveness; the content of professional training − focusing not on a set of theoretical concepts from various academic disciplines, but on systemic, interdisciplinary and interdisciplinary practice-oriented ideas about methods of practical activity in specific conditions them of professional situations; educational and cognitive activity of students − the transition from mastering and reproduction of educational information to active creative activity.

A personally oriented approach made it possible to: design and implement the researched process; adjust the structure of creative pedagogical activity based on taking into account the personality qualities of each individual student; determine methods of motivating students to develop children's creative abilities in future professional activities, stimulating the desire for self-improvement and self-development in a creative direction.

Despite the fact that each of the presented methodological approaches reveals the essential characteristics of the phenomena, the

413

study of professional training of future teachers for the development of children's creative abilities cannot be limited to one of them.

Based on the analysis of scientific literature, the principles of training future teachers for the development of children's creative abilities are determined: personally oriented education; activity, taking into account the individual characteristics of the student of education, thoroughness, motivation, clarity, self-study, systematicity and consistency, etc.

In the process of scientific research, the importance of the implementation of the function of preparing future teachers for the development of children's creative abilities has been proven: worldview, creative, integrative, adaptive, analytical-diagnostic, informative, cognitive, didactic-professional, organizational-communicative, diagnostic-prognostic, normative and protective. The summarized provides grounds for asserting that each function should reflect the diversity of the teacher's solution to pedagogical tasks. The specified functions contribute to the provision of high-quality training of future teachers for the development of children's creative abilities, their separation ensures the procedural side of formation of readiness for this type of activity.

The analysis of the results of scientific research on the preparation of future teachers for the development of children's creative abilities proves that this process is the result of the formation of professional orientations of education seekers and motives of activity, mastering by future teachers of the knowledge system, the formation of skills and the development of professional qualities regarding the ability to organize and lead children's activities; the ability to develop a child's creative abilities; mastery of methods of organization, pedagogical support and support of children's creative development, the ability to identify and evaluate their effectiveness.

In the process of substantiating the concept of professional training of future teachers for the development of children's creative abilities, they used the conclusions that the concept is a system of views that reflects a certain understanding of the essence of any subject or phenomenon and attitude towards it. Taking into account the basic provisions of systemic, acmeological, axiological, activity, competence and person-oriented approaches led to the identification of the following main components in the concept of professional training of future teachers for the development of children's creative abilities:

1) general provisions – justify the purpose, regulatory and legal basis, the field of dissemination of scientific provisions and determine the conceptual and categorical apparatus of research;

2) theoretical-methodological foundations – determine the methodological, theoretical and technological levels of the researched problem;

3) the core of the concept – didactic laws, regularities and principles are the basis for the development of ideas and provisions of the system of training future teachers for the creative development of the student;

4) content-semantic filling of the concept – embodied in the form of a didactic system, which contains conceptual-target, content, procedural-technological, evaluation-reflection blocks;

5) organizational and pedagogical conditions for the implementation of the concept – ensure the practical implementation of the didactic system;

6) verification of the concept – reflects the main provisions of practical confirmation of the effectiveness of the concept, features of the formative stage of the pedagogical experiment.

Grounded methodological research approaches and the proposed author's concept of professional training of future future teachers for the

development of children's creative abilities provided the basis for determining the essence of the concepts "preparation of future teachers for the creative development of the student" and "readiness of future teachers for the creative development of the student".

The summarized works of the scientists provided the basis for defining the essence of the concept of "preparation of future teachers for the creative development of the student" as a process of mastering knowledge, abilities and skills, development of professional and personal qualities in the field of art, creative thinking, formation of motives, needs and professional-pedagogical competences for the development creative abilities of children in future professional activities.

The research proved that the result of teacher preparation for the creative development of the student is the formed readiness for this type of activity.

Summarizing the works of scientists, the essence of the concept of "readiness of teachers for the creative development of the student" is defined as a stable integrative personal and professional ability of the teacher, which includes relevant knowledge, abilities, skills, qualities and values, positive motivation and disposition to develop children's creative abilities in future professional activities. that in the complex ensure full mastery of program results in the preparation process.

In the structure of the readiness of teachers for the creative development of the student, interrelated components are distinguished – motivational, cognitive-creative, operational-active, reflective, when determining the content of which the educational and qualification characteristics of future teachers were taken into account, as well as the peculiarities of preparation for this type of activity.

The motivational component of readiness includes motives, goals, needs for the development of children's creative abilities; interest in mastering the forms, methods and techniques of developing children's creative abilities; value orientations regarding self-development and self-improvement of future studies ale; creative manifestation of his personal and professionally significant qualities in various types of pedagogical activities in the field of education. The cognitive-creative component is determined by the presence of scientific and theoretical knowledge, on the basis of which the program competences of future teachers are formed, in particular, knowledge about the creative abilities of the child, varieties of creative abilities, peculiarities of the development of creative abilities of children. The operational and activity component is represented by a set of abilities necessary for mastering program learning outcomes in the process of training future teachers, in particular, the formation of skills and abilities to apply forms, methods and means of developing children's creative abilities in future professional activities. The reflective component involves the future teacher's ability to critically evaluate the process and result of his own professional activity, to realize its significance, the degree of responsibility for its results, to learn about opportunities for self-realization in the profession, to choose the optimal strategy of professional behavior and further self-educational activities.

It has been proven that the problem of training future teachers for the development of children's creative abilities requires a scientific solution, which will lead to an increase in the quality of their professional activity.

Modern leading trends in the development of higher education (internationalization, introduction of innovations in the educational process) actualize the problem of teacher training for the development of children's creative abilities.

Modern education of specialists is considered and defined as a pedagogically adapted system of knowledge, abilities and skills, experience of creative activity and emotional attitude to the world, the assimilation of which ensures the future specialist the successful performance of professional tasks, taking into account the integrity of the content of education at all levels of specialist training, and is reflected in the integration sciences, generalization of knowledge, strengthening of scientific theories, systematic and scientific substantiation of problems and ways of solving them, as well as in strengthening the role of methodological substantiation and analysis of scientific statements and conclusions.

A number of works by modern researchers highlight approaches to the issue of training education specialists. The study and analysis of special literature allows us to testify that scientists briefly considered some aspects of teacher training, and the specifics of the development of children's creative abilities in the context of the given problem were almost not investigated.

The expediency of teacher training regarding the development of creative abilities is determined by: scientific and theoretical substantiation of the content of professional training of students; methodology of scientific research. Note that the methodology is based on scientific approaches to understanding the essence of specialist training; interrelationship of the components of teacher training. It is important to outline the subsystems of the teacher training system for the development of children's creative abilities. Among them: conceptual-target, projective-content, procedural-technological, as well as control-evaluative. The main ideas of the development of the above-mentioned system include continuity

and continuity (Gajda et al., 2017; Isaksen et al., 2011; Limont, 2005; Melosik et al., 2009; Revchuk, 2005).

We consider it appropriate to clarify the justification of the teacher training system for the development of children's creative abilities by putting forward new provisions that characterize the content of each of the named subsystems, as well as the definition of logical connections between them. Therefore, the system of teacher training for the development of children's creative abilities that we characterized was adapted to the needs of modern pedagogical universities.

In our opinion, when defining the category "system", one should take into account its close relationship with other concepts, such as: connection, integrity, relations, subsystems, structure. We consider the defining characteristics of any system to be multilevel, hierarchical, and structured.

Based on the analysis of scientific sources, it is possible to establish approaches to understanding the concept of "system": "a set of elements" that are connected to each other and make up a certain integrity; "formation", which consists of interacting parts (Banning, 2005); a set of interacting components is defined (Garaigordobil, 2006); set of elements that are closely interconnected and form integrity in structure and functioning (Goralskyi, 1998); the sum of elements whose fixed properties determine the ways of realizing certain relations (Kalashnyk et al., 2020); an ordered set of components that make up a whole, but the sum of their properties cannot be reduced to the properties of the system (Mirzagitova et al., 2015); compatibility of the components of the set, the action of which should be aimed at achieving a useful result (Zhernovnykova et al., 2016).

In the context of the above, one should bear in mind the selectivity of the components that make up the system. Thus, it is important to draw attention to the fact that not all components can be system element. In

particular, the elements that make up the system must interact, that is, influence the achievement of the planned result. Therefore, the system consists of such a complex of selectively involved components, the relationships between which acquire the character of interaction, which is aimed at obtaining a positive result. Instead, the student training system should be considered a subsystem of the didactic system, which also consists of a set of certain elements.

The analysis of ideas presented in scientific sources made it possible to characterize in more detail the components of the teacher training system developed by us.

First, attention should be paid to the conceptual-target subsystem. It is aimed at substantiating and actualizing the teacher training system. The components of the conceptual-target subsystem are: relation to the problems of training future teachers (in particular, through the acquisition of new knowledge, abilities and skills, as well as personal growth), the need to prepare teachers for the development of children's creative abilities; interest (engine of students' active cognitive activity); directing education seekers to active actions.

The goal of the teacher training system should be considered as the core of the named subsystem − the formation of the readiness of future specialists. The requirements for those who study, which are reflected in the Law of Ukraine "On Higher Education", became the basis for its formation.

Let's name the groups of requirements for the training of future teachers for the development of children's creative abilities:

1. Didactic and educational requirements are realized through didactic principles and the implementation of the educational function of the educational process.

2. Research requirements are implemented through systematic enrichment and expansion of the combination of knowledge through self-education.

3. The design requirements are focused on the process of interpretation of key provisions by education seekers, design of goals and tasks of education.

4. Ex organizational and management processes reflect the active interaction of education seekers with children. It is important for students to acquire knowledge of ethical, pedagogical, as well as psychophysiological norms of interaction with students.

5. Predictive requirements are based on students' abilities to predict the results of their activities, think strategically, provide an assessment and analyze.

6. Valeological requirements are aimed at ensuring the acquisition of knowledge about the relationship between social, physical and mental health of an individual and the well-being of society.

This subsystem is a set of methodological principles for teacher training (principles and scientific approaches regarding the application of creative education technologies).

The components of the conceptual and target subsystem are:

1) specific and general didactic principles;

2) a set of methodological approaches.

The approaches identified by us in the study should be named: axiological, personal-active, systemic, cultural.

The implementation of the above-mentioned system is based on a number of principles of a specific and general didactic nature. It is appropriate to characterize each of these groups in more detail.

Thus, the following principles were included among general didactic principles: purposefulness, systematicity and systematicity, activity and awareness of students, optimal combination of various forms of organization of the educational process.

In particular, among the specific principles, we highlighted the following:

- developmental and educational training,
- pedagogy of the content of student training,
- interdisciplinary connections,
- variability and innovation,
- emotionality of learning.

Note that the design-content subsystem consists of the following elements: the unity of all training components (value-motivational, informational-communicative, cognitive, personal-reflective). At the same time, the value-motivational component covers motives, goals, needs for mastering and carrying out pedagogical activities; value orientations regarding self-actualization of the future teacher in the chosen profession, creative identification of his personal and professionally significant qualities in various types of pedagogical activity in the field of education. Therefore, the cognitive component is a set of scientific and theoretical knowledge about the professional activity of the future teacher in general and about the role of professional-pedagogical interaction in it in particular. We define the information-communicative component as represented by a set of knowledge, skills and abilities necessary for effective pedagogical communication, which is manifested in the future teacher's ability to establish interpersonal relationships, coordinate his actions with children, colleagues, parents, choose the optimal style of communication with them in various situations, master the means of verbal and non-verbal

communication and the ability to use them effectively. Finally, the personal-reflective component determines the future teacher's ability to critically evaluate the process and result of his own pedagogical activity, to realize its significance, the degree of responsibility for the results of this activity, to learn about his opportunities for self-realization in the profession, to choose the optimal strategy of professional behavior and further self-education.

Pedagogical conditions that affect the interaction of all system components should be outlined, including the following:

1) focus of the educational process on the professional development of students;

2) subject-subject interaction between participants of the educational process, ensuring integrability;

3) continuity and continuity of professional self-development of future teachers;

4) application of technologies and methods of active learning in the process of extracurricular and classroom work;

5) deepening of the professional competence of teachers to ensure the training of students in the studied direction.

These conditions, according to our views, have a leading role, are important in the system that was proposed by us, and correlate with the components of teacher training for the development of abilities mentioned above in the article.

For its part, the procedural-technological subsystem is represented by the technology of training future teachers for the development of children's creative abilities (with stages: professional-motivational, cognitive, creative-active, reflective-self-creative), educational and methodological

tools for ensuring the process of such training in various types of student activities , pedagogical conditions determining its effectiveness.

At the same time, the professional and motivational stage of the technology is aimed at: forming a stable professional focus of students on pedagogical activity, a system of values and motives, a persistent interest in solving the problem of developing creative abilities by means of pedagogical activity; development of strategic thinking of specialists; formation of an effective attitude to the acquisition of professional knowledge and skills; acquisition by future specialists of primary experience in the development of creative abilities.

The cognitive stage of technology is aimed at mastering by future specialists the system of theoretical, technological, methodological knowledge necessary for the implementation of such activities, methods, techniques, technologies of creative, educational, preventive, corrective, activities in the context of the development of children's creative abilities in the process of studying professional disciplines; deepening of the professional outlook, strengthening of the system of values and beliefs; formation of a stable professional position of students.

The goal of the creative activity stage is the development of a system of professional skills and the acquisition by students of experience in activities related to the development of children's creative abilities in the process of practical, research, and educational activities ; the development of their ability to professional creativity as an important condition for the effectiveness of pedagogical activity, the formation of an attitude to professional and creative improvement.

The reflective-creative stage is represented by: deepening, generalization and systematization, creative application of knowledge and improvement of professional skills developed in the previous stages;

formation of the ability to develop and implement a holistic system of pedagogical activities for the development of children's creative abilities; involving students in active search, creative, scientific research activities with the aim of developing and implementing their own programs and projects; further development of strategic thinking and the formation of a stable reflective position of students as the ability to reflectively understand reality, the ability to foresee and forecast, self-assessment of one's own readiness for professional activity in the context of research, determination of prospects for further work in this direction; exteriorization of professional and creative achievements of students.

It is important to state that the monitoring and evaluation subsystem provides for monitoring the future teacher's readiness for professional activity; definition of criterion-level tools.

The control and assessment subsystem provides the preparation of a diagnostic apparatus, the development of which can contribute to the determination of both a number of certain indicators and a toolkit of levels (low, medium, high) of the teacher's readiness for creative activity. Also, motivational, substantive, procedural, personal-evaluative criteria are provided on the basis of methods for evaluating the readiness of students to develop their creativity.

We emphasize the fact that the motivational criterion determines the presence of positive motivation and orientation of students towards the formation of creative individuality of children. The procedural criterion reflects the degree of formation of the operational-activity component. In particular, the content criterion determines the level of formation of the cognitive component (we mean the level of students' knowledge about the purpose, forms and methods for the development of creative abilities, as well as the possession of knowledge about the specifics of the organization

of the pedagogical process). The personal evaluation criterion reveals the formation and development of the personal component in the process of teacher training.

So, the didactic system of teacher training has been theoretically substantiated and developed.

The following subsystems are distinguished: conceptual-target, projective-content, procedural-technological, control-evaluative. The conceptual-objective subsystem defines the goal, leading paradigms, methodological principles of teacher training, contains scientific approaches (axiological, systemic, personal-activity, cultural) and reflects a set of interconnected components of the formation of teachers' readiness for professional activity, which have a significant impact on the process of its formation in the educational environment of pedagogical higher education institutions. The design-content subsystem reveals the content of the education of future teachers. The procedural-technological subsystem reflects the implementation of the teacher training process at the professional-motivational, cognitive, creative-active, reflective-self-creating stages; reflects its program content and educational and methodological support in various types of activities; pedagogical conditions that ensure the effectiveness of the system (implementation of ideas in the content of the professional training of future specialists throughout the entire period of study, creation of a spiritually rich developmental and creative educational environment, strengthening of the practical orientation of the training of future specialists, stimulation of students to self-organization and self-management of their own activities and development, deepening the professional competence of teachers to ensure the training of students in the appropriate direction.

So, a modern teacher prepares his pupils for life in completely

different conditions than before, and therefore today he is, first of all, a person who is able to think creatively, make independent, sometimes non-standard decisions, predict the success of his activities, take responsibility for the result , actively use scientific work methods and show social activity. Hence the need to increase the quality of teacher training. Modern researchers recognize that the country needs a teacher who not only possesses scientific knowledge, general culture, and fundamental training, but is fluent in a systematic approach, thinking independently and creatively (Garaigordobil, 2006; Hin, 2015; Ksenzova, 2004; Kwaśnica, 2007).

Nowadays, on the pages of the pedagogical press, at seminars and pedagogical conferences, the opinion about the need for a radical renewal of the entire system of training of pedagogical personnel is increasingly voiced. The main types of pedagogical education institutions operate in Ukraine: pedagogical schools, pedagogical universities, and institutes for teacher retraining and professional development. Such a structure of pedagogical education allows to produce specialists who possess the methods of transfer of state-established subject information, abilities and skills, as well as communicative attitudes.

All that led to the fact that in the structure, technologies and content of training and professional development of teachers, a subject-methodical approach to education was established and came into force.

Therefore, the training of teaching staff is related to both higher and secondary special education. This process involves a set of conditions:

- unity of goals, tasks, content of training of pedagogical personnel;

- the relationship of general education, psychological-pedagogical and scientific-methodical training of teachers with the improvement of their

general culture;

- unity of professional pedagogical education and further self-education;

- scientific organization of training;

- interaction of all institutions and organizations that carry out retraining and professional development of pedagogical personnel.

The listed conditions require the creation of a single educational space for this process, as well as comprehensive training of students based on social order and, no less important, on an individual diagnostic basis.

The basic pedagogical training of future specialists is primarily based on such principles as:

- the relationship of the general, special and individual;

- unity of theoretical and practical training;

- presence of interdisciplinary connections in the courses of psychology, pedagogy and methods;

- scientific study;

- differentiation and individualization of student learning.

Today, a new state strategy for teacher education is being implemented in the country. Its leading provisions consist in the following aspects.

1. Within the framework of the reform of pedagogical education, directions for the development of this system related to the humanization and humanization of the content of education are foreseen. In particular, there is a reorientation of training from an ordinary subject teacher (activity is related exclusively to the transfer of knowledge) to a teacher of the subject of educational activity (who develops children using all the diversity of his pedagogical potential).

In addition, there is a replacement of education based on a single

technology of training students with a whole set of technologies, which includes the use of active learning methods and increased individualization of education.

Indeed, at first, pedagogical educational institutions trained executors more quickly, without taking into account the individual abilities, inclinations, opportunities and interests of students. This was facilitated by the very structure of higher pedagogical education, which was based on one type of higher education institution, the pedagogical institute.

The democratization of the educational process allows expanding the powers of its subjects within the framework of managing their own development. Humanization as a justification of the value of development and the self-worth of individual development provides a justified transfer of a number of management functions directly to the subject of self-government.

2. Another direction of the development of the pedagogical education system is connected with the creation of complexes of continuous education, which include the following blocks: pedagogical lyceum (high school with a pedagogical profile), pedagogical college (the first degree of higher education, general principles of pedagogical activity are laid), pedagogical institute (the second degree of higher education, which deepens professional pedagogical and subject knowledge and gives the right to teach in high schools, lyceums, gymnasiums, pedagogical education institutions), as well as the university of pedagogical excellence (the degree of post-university education, which deals with the problems of adaptation of graduates of pedagogical institutions, methodical design and organization of mastering pedagogical best practices, improving the qualifications of teachers and retraining citizens with higher non-pedagogical education for pedagogical work).

These blocks make up a model of continuous pedagogical education, where after each degree there is self-determination in favor of a direct transition to practical pedagogical activity or continuing education. In the latter case, as shown, a change of specialty is allowed.

3. A special role in the modernization of pedagogical education, and therefore teacher training, is played by the transition to multi-level training of teachers following the expansion of the diversity of educational institutions and programs. Multi-level content should be considered as an innovative direction in educational activity aimed at the integral process of formation and development of the creative potential of the personality of the future specialist in the educational institution.

Educational courses with multi-level training are divided into two blocks – educational, which pursues the goal of general development of the student of education, and professional, aimed at mastering specific specialties (Garaigordobil et al., 2011; Zhernovnykova et al., 2019). Educational programs allow you to obtain a corresponding higher education diploma – bachelor's or master's, depending on the scope and depth of the programs. Completion of professional programs gives the right to teach relevant subjects at school.

Today, fundamentally new conditions are being created that allow combining multi-level professional training with the continuity of educational structures and the possibility of obtaining integrated and differentiated professional education (Lipman, 1991).

4. Another direction of the development of pedagogical education is the creation of pedagogical universities. They independently develop learning technologies and new content of education. On their basis, both the testing and mastering of these technologies and content, the necessity of which is due to the change in the very requirements for teacher training, are

implemented ideas of humanization, integration, differentiation of education, intensification and cooperation of science and other spheres of human activity.

5. One of the trends in the development of the higher pedagogical school in modern conditions can be called the orientation towards the graduation of competitive specialists with high professional and general scientific training. The effectiveness of this work largely depends on the level of organization of pre-professional pedagogical education, which, in the conditions of the university's transition to multi-level training of specialists, becomes a necessary condition for continuous pedagogical education.

6. Today in education there is a bright variety of models of children's educational institutions, organization and programs of their work. The personnel of these institutions improve their qualifications, but even this sometimes does not solve the problem of introducing new educational technologies into the pedagogical process, in particular, technologies based on the use of modern computer and multimedia equipment. In this regard, another strategy for the development of the teacher training process is its computerization and informatization, the transition to new forms and means of education. The specialist must also master the latest technologies, be able to use technical means, visual aids, etc.

Therefore, the reorganization of higher pedagogical education is aimed at training a new type of teacher. As long as the training of an education specialist does not form a systematic vision of his future activity, the construction of a system of its goals plays an extremely important role today. The main thing here is to move away from the idea that the main goals of professional training are knowledge, skills and skills that should

equip a student. As we have repeatedly noted, the professional competence of an education teacher is considered much more broadly today.

On the basis of the conducted analysis, it has been proven that personnel training is a complex didactic system, where approaches to its practical implementation can be determined.

1. A comprehensive approach, according to which the preparation of students for the choice of a teaching profession, its mastery and improvement of professional skills, is considered as one of the components of personality formation. Here, the unity of goals, content, forms, methods and means of interaction of the subjects of the educational process is achieved.

2. A systematic approach, where pedagogical activity is considered as a whole object, but consists of separate, interrelated elements. Moreover, it is the relationship that plays the biggest role in this approach, as thanks to them the functioning of the system is ensured.

3. Personal and differentiated approach, according to which the future teacher is a person, the highest value, subject of professional self-determination. It is carried out on the basis of humane principles and assumes the priority of the individual before the educational team, however, it is based on the understanding that the realization of the individual's capabilities is available only in the team.

4. An active approach, thanks to which the personality is formed in professional self-determination through its inclusion in active purposeful educational, labor, social and other types of activities. It is known that a person manifests himself in activity, and therefore the degree of student activity determines the degree of this self-determination, the quality of learning knowledge and skills, individual motivation, the disclosure of

pedagogical potential and creative abilities, and in the end - readiness for activity as a teacher.

When mastering the knowledge, abilities and skills of pedagogical work, the student of education faces the duality of its nature. This work combines at the same time elements of mass, creative activity. But in this case, the peculiarities of its development are different, because massknowledge is associated with relatively typical training, and the creativity of pedagogical activity determines, in turn, the individuality of the level of mastery of this knowledge, abilities and skills for each future pedagogical worker. It is an obvious contradiction, and in order to remove it, in the process of studying students, it is necessary to create conditions under which the creative self-realization of the specialist's personality will be carried out most effectively.

Here we approach the implementation of a personal and, mainly, activity approach in practice. From the standpoint of the activity approach, it is important not only to organize the activities of the future teacher, but mainly to take care of individual ways of managing activities based on knowledge of the conditions for mastering certain types (samples) of professional activity.

The personal approach allows you to correlate these components with the student's specific personality, that is, with the level of his educational achievements, abilities, professional self-determination, creative and pedagogical potential, with his interests, individual characteristics, and motivation.

A special place in the training of teachers is occupied by the formation of their scientific and pedagogical consciousness. In modern conditions, a specialist in this field must combine the functions of a teacher-scientist. Thanks to this, he more easily navigates in the

educational situation, in his daily activities, develops ideas and methods of education himself. The peculiarities of this work are such that the teacher must be able to be independent and active, that is, to be a person.

Today, it is important that the society realized the need for such development, and the state undertook the modernization of the system of higher pedagogical education.

The most important direction of modernization of modern education is the improvement of its quality. In this regard, the problem of improving the quality of education is quite relevant, as it determines the quality of the next levels. Education as a resource of science, technology and art is undergoing fundamental changes today, related to the formation of a person's personality – as a subject of democratic relations that arise in the process of his adaptation in constantly changing socio-economic conditions.

The activity of a modern teacher is based on his active, creative position, capable of developing and implementing new ideas and technologies. The new educational paradigm orients educational institutions to the search for ways of development, the most relevant is the development of the teacher's readiness for the creative development of children. Readiness to carry out such activities is a necessary condition for the successful work of a modern specialist.

Of all types of art, it is music that most directly affects the perception of a person, it reflects a person's mood and experiences, his emotional world. Subtlety, strength and variety of mental states revealed in music constitute its main content.

Thus, the future teacher, who is capable of developing children, creates a favorable atmosphere in classes for solving educational tasks, while simultaneously contributing to the personal growth of pupils.

Educational activity requires the formation of personal qualities and skills in the process of professional training of future teachers. Solving this problem will allow the teacher to be ready to develop children through creativity.

Scientists who studied the problem of training teachers for various types of professional activity have now systematized a set of criteria and indicators for evaluating this type of work. The analysis of scientific literature makes it possible to state that the theoretical and methodological issues of ensuring the training of teachers for the development of children's creative abilities were not sufficiently reflected in it and require clarification of the criteria, indicators and levels of formation of the readiness of future specialists for this type of activity.

In the relationship with the child, the main component of the teacher's professionalism is his competence. A person who is competent in communication establishes a certain atmosphere of communication, which helps the partner to feel free and comfortable. For the child's development, the psychological climate plays a significant role and is defined as the relationship between the teacher and the children.

The result of teacher preparation for the development of children's creative abilities is the formed readiness for this type of activity.

Our theoretical analysis of research allows us to state that the teacher's readiness is determined by a certain state of the teacher's consciousness, in the context of appropriate actions or preparation for them, as well as the ability to act at a high level, as one of the conditions for quick adaptation to work and professional improvement.

Readiness is defined as a state of consciousness of an individual, in the context of certain actions or preparation for them, as well as the ability of a future teacher to act at a high level, as one of the conditions for quick

adaptation to activities and professional improvement. Readiness consists of theoretical knowledge, skills, a positive attitude towards the profession, professional competence of the student.

Among the components of readiness, we will define: value-motivational (attitude towards the future profession), cognitive (a set of knowledge in the chosen profession) and activity (acquired skills and abilities), which allow teachers to productively use forms, methods, technologies, tools for solving professional tasks, improve their activities in their application.

Revealing the essence of each readiness component, we will define its criteria and indicators. It is important to note that the level of formation of each of the components of readiness for the development of children's creative abilities determined by us is evaluated according to the appropriate criteria. In order to solve the problems, there is a need for a clear selection and formulation of criteria and indicators of teachers' readiness based on structural and functional components.

We note that the criterion approach to diagnosing the formation of the future teacher's readiness for the development of the student's creative abilities is revealed through a system of empirical indicators, which makes it possible to distinguish the levels of formation of the specified process and its characteristic features.

In the pedagogical theory, a ''criterion'' is an objective feature, with the help of which a comparative assessment of a certain phenomenon is carried out, a set of qualities of a phenomenon that reflect essential characteristics and are subject to evaluation.

Note that the criterion is a measure of evaluating the phenomenon under investigation and those changes that occurred as a result of experimental training and selected pedagogical conditions under which the

determined hypothesis corresponds or does not correspond to the results of the experiment (Zhernovnykova et al., 2016).

Let's reveal the essence of each component of readiness. It is worth noting that the content of the motivational component of the teacher's readiness to develop creative abilities accumulates a positive and active attitude to professional activity, the future specialist's motivation for creativity, and interest in creativity.

The criterion for the formation of the motivational component of the teacher's readiness for the development of children's creative abilities is determined to be motivational and axiological, and the indicators of its manifestation are as follows: students' purposefulness in professional activity through the formation of readiness, emotional appeal and positive motivation for creative activity, the formation of value orientations.

The abilities of the individual find their expression in the value attitude towards the environment, in which the activity, evaluative and emotional are arranged in perfection, harmony and beauty.

Indicators of the level of formation of the value-motivational component of teachers' readiness are:

- interest in mastering methods of developing students' creative abilities;

- active participation in creative activities during training;

- independence in choosing creative tasks;

- desire to participate in art competitions;

- active, interested participation in discussions of the results of artistic projects and programs;

- persistence in overcoming difficulties when solving creative tasks.

- activity in self-development, desire to learn, study more than offered by educational programs.

A high level of formation of the value-motivational component of teachers' readiness for the development of children's abilities is characterized by: they are interested in the profession, considering it important for their future; independently solves creative tasks, regularly participates in the development and implementation of art projects as part of a group or individually; regularly participates in creative competitions; shows activity in self-development (Zhernovnykova, Deynychenko, Deynichenko, Chibisov, 2022).

With an average level of formation of the value-motivational component of teachers' readiness: they are interested and responsible in mastering the methods of working with children regarding the development of their abilities, believing that this may come in handy in the future; irregularly, but participates in the development and implementation of art projects as part of a group or individually; can independently set tasks, but does not show proper persistence when difficulties arise, can participate in art competitions , but does not aspire to it; shows interest in self-development, but with low activity.

The low level of formation of the value-motivational component of readiness is characterized by the fact that the teacher: does not show interest in mastering the methods of working with children in the field of developing their creative abilities, as he does not consider it important for his future; shows no interest in participating in the development and implementation of art projects; does not show activity in professional self-development and does not seek to learn more than what educational programs offer, the habit of doing everything for the sake of a mark dominates, which generates passivity in relation to professional training.

438

The cognitive component of the formation of teachers' readiness reflects his creative education, professional competence, as well as the awareness of the applicants about the specifics of the development of children's abilities and assumes that the future teacher has a certain level of familiarity with the concepts of "abilities", "creativity".

The cognitive component of the formation of teachers' readiness for the development of creative abilities involves a set of knowledge and skills acquired during the educational process, is determined by the operational-content criterion, and includes such knowledge as: methodological, theoretical, methodical and technological.

Indicators of the cognitive component are: possession of analytical skills; availability of general and special knowledge; mastery of pedagogical research methods; ability to organize independent cognitive activity.

The cognitive component reflects the presence of a set of knowledge and skills that contribute to the understanding of the essence and specifics of the teacher's professional activity. This is possible in the presence of analytical (theoretical analysis of pedagogical factors and phenomena), prognostic (orientation on the final result, determination of the purpose and content of pedagogical tasks, selection of types of activities adequate to the assigned tasks, and planning of creative works, choosing the optimal combination of forms, methods and means of pedagogical process, planning techniques for stimulating children's activity), projective (concretization and substantiation of methods of step-by-step implementation of pedagogical forecasting), reflective skills (monitoring and evaluation activities).

Therefore, a constant systematic and consistent desire to satisfy one's own cognitive needs, to develop the necessary skills to analyze various

phenomena in the field of pedagogical activity, to master the system of mental operations, methods, techniques.

The criterion of the formation of the cognitive component of the teacher's readiness for the development of children's creative abilities is defined as operational and content, and the indicators of its manifestation are as follows: understanding the role and importance of solving creative tasks in the teacher's professional activity; knowledge of the types of tasks solved by the teacher in professional activities and the requirements for the results of their solution; knowledge of the methods of solving creative tasks and the conditions of their application.

A high level of formation of the cognitive component of teachers' readiness for the development of children's abilities is characterized by the fact that the teacher: understands the role and importance of solving creative tasks in professional activity; has sufficient knowledge to solve creative tasks of all types.

With an average level of formation of the cognitive component of readiness for the development of children's creative abilities, the teacher: sufficiently understands the role and importance of solving creative pedagogical tasks in professional activity, has sufficient knowledge to solve some of the simplest creative tasks.

The low level of formation of the cognitive component of teachers' readiness for the development of children's abilities is characterized by the fact that the teacher: does not understand the role and significance of solving creative pedagogical tasks in professional activity; has insufficient knowledge to solve any tasks of a creative nature (Zhernovnykova, Mishchenko, Osova, 2016).

So, the content of the cognitive component provides opportunities to evaluate it using the operational and content criterion.

The active component of teachers' readiness for the development of children's creative abilities is formed through the system of practical actions of the student, represented by groups of skills systematized according to the leading feature of activity.

As a criterion for evaluating the formation of the activity component of the teacher's readiness for the development of children's creative abilities, we define an activity-reflective one, the characteristics of which are: the ability to apply the acquired knowledge, abilities and skills in one's professional activity and is characterized by the future teachers' possession of experience and skills in the development of creative abilities, adequate self-esteem of the teacher in relation to formed readiness for this type of activity.

Indicators of the activity-reflection criterion are: the formation of abilities, skills, the ability to implement the development of children's abilities; formation of skills to apply knowledge in pedagogical activities; formation of problem-solving skills related to professional activity in the field of education; adequate self-assessment of the teacher regarding the formed readiness for this type of activity.

A high level of formation of the activity component of teachers' readiness for the development of children's abilities is characterized by the fact that the teacher: is able to successfully implement the development of children; knows how to apply knowledge in creative activity; has formed practical skills; is capable of solving creative tasks related to creative activity, has an adequate self-assessment of the teacher regarding the formed readiness for this type of activity.

At an average level of formation of the activity component of teachers' readiness for the development of children's abilities, it is characterized by the fact that the teacher: is capable of sufficiently

developing children; situationally demonstrates the ability to apply knowledge in creative activity; has partially formed practical skills in solving creative tasks related to professional activity; has an overestimated self-esteem of the teacher regarding the formed readiness for this type of activity.

The low level of formation of the activity component of teachers' readiness for the development of children's abilities is characterized by the fact that the teacher: is not able to carry out the development of children; have insufficiently formed practical skills; do not have the skills to solve creative tasks related to professional activity, the teacher has an underestimated self-esteem regarding the formed readiness for this type of activity.

Thus, the development of children's creative abilities is an important factor in the teacher's professional activity.

The formation of teachers' readiness for the development of children's creative abilities is a complex and long educational process, which is evaluated by the formation of the relevant components: motivational, cognitive, and activity. Accordingly, each component is evaluated by criteria: motivational-axiological, operational-content, activity-reflective. The value-motivational component is characterized by a valuable attitude towards future professional activity; cognitive - involves a set of professional knowledge and skills acquired during the educational process, activity – a system of practical actions of the future teacher, represented by groups of creative skills, teacher's self-assessment regarding the formed readiness for this type of activity. Levels of teachers' readiness for the development of children's creative abilities were determined based on the traditional three-level gradation: high, medium, low. On the basis of the conducted analysis, the essence of the content of teachers' readiness for

the development of abilities was revealed, the components of readiness were characterized, and the criteria, indicators, and levels of formation of marked readiness were substantiated

In the modern system of higher education, deep transformations are taking place due to the features of modern civilization, which is characterized by high rates of technological development, penetration of knowledge into all spheres of society and economy. A society based on knowledge is not only an increase in investment in high technologies, but also a change in the requirements for a modern person, namely: willingness to learn continuously; ability to logical, analytical, critical and constructive thinking; the ability to accept responsible decisions, accuracy and productivity in the performance of tasks.

Thus, a modern teacher knows how to use systematized theoretical and practical knowledge of the humanities, social and economic sciences when solving social and professional tasks in the field of education, which requires the possession of certain competencies. The formation of general and special professional competences of the student of education is impossible without taking into account the leading trends in the development of education: improving the quality of higher education; the ability of the education system to flexibly respond to changes in individual needs, the transition from mainly informational forms to active forms and methods of learning that contribute to the development of creative and project abilities of pupils; introduction of new educational technologies.

The expediency of the training of education seekers regarding the development of children's creative abilities is determined by: scientific and theoretical justification of the content of teacher training; methodology of scientific research. Note that the methodology is based on scientific approaches to understanding the essence of training a future specialist; the

relationship between the components of teacher training; the system of formation of elements of preparation for the development of children's creative abilities in education seekers. It is important to outline the subsystems of such a didactic system. Among them: conceptual-target, design-content and procedural-technological, as well as control-evaluative.

We consider it appropriate to clarify the justification of the teacher training system for the development of children's creative abilities by putting forward new provisions that characterize the content of each of the named subsystems, as well as the definition of logical connections between them.

Thus, the system of professional training of future teachers is a complete set of structural elements that are in certain connections and relationships that interact with each other and form a complete unity.

According to the research concept, in the process of theoretical substantiation of the didactic system of training future teachers for the creative development of the student, the following were taken into account: the goals of professional training, its content, pedagogical communication tools (means, forms and methods of implementing the goals of the didactic system); subjects of pedagogical influence – students (level of their previous training, gender, age), scientific and pedagogical and pedagogical workers as carriers and communicators of the goals of the didactic system; learning outcomes.

So, the proposed didactic system of training future teachers for the creative development of the student has all the features of the system, which is confirmed by the predicted result of professional training. Four blocks are defined as its components, in particular: conceptual-target, substantive, procedural-technological, evaluation-reflective.

The purpose of the conceptual-target block is to form the readiness

of future teachers for the creative development of the student (the motivational component of readiness is implemented).

The content block is determined by the level of acquisition of professional knowledge necessary for the effective preparation of future teachers for the creative development of the student (the cognitive-creative component of readiness is implemented).

The procedural and technological block is characterized by the level of formation of the system of skills and practical skills necessary for the effective preparation of future teachers for the creative development of the student (the goal is the acquisition of individual experience in the formation of a system of special skills aimed at the professional actualization of one's own individual characteristics) (the activity-operational component of readiness is implemented).

The evaluation-reflection block is determined by the formation of professionally significant qualities of the teacher, necessary for the development of children's creative abilities (the reflective component of readiness is implemented).

The above blocks became the structural basis of the didactic system as a schematically presented set of components forming a single integrated structure aimed at achieving the goals of the process of training future teachers for the creative development of the student.

Implementation of the process of forming the readiness of future teachers for the creative development of the student should be carried out in stages (motivational-target, content-activity, evaluation-resultative stages).

The first stage, motivational and targeted, is aimed at the formation of a stable professional orientation of future teachers towards the creative development of the student, the system of values and motives, the

development of creative thinking, the formation of an effective attitude to the acquisition of professional knowledge and skills.

The second stage, content and activity, is aimed at the development of the system of professional knowledge, skills and acquisition by future teachers of the experience of forming readiness for the development of children's creative abilities.

The third stage, evaluation-resultative, is focused on deepening, generalization and systematization, creative application of knowledge and improvement of professional skills developed in the previous stages; further development of creative thinking and the formation of a stable reflective position of future teachers towards the creative development of the student.

Conclusions and directions for future research. The study made a theoretical generalization of domestic and foreign experience and proposed a new approach to solving an important and urgent scientific problem of professional training of future teachers for the creative development of students. The results of the theoretical search made it possible to formulate the following conclusions:

1. Based on the analyzed scientific works of domestic and foreign scientists, it was established that there is no systematic research on the preparation of future teachers for the creative development of students. It has been proven that a significant increase in the quality of such training is possible thanks to the introduction of a holistic didactic system into the educational process, which is based on the principles of systemic, acmeological, axiological, activity, competence and personally oriented approaches.

2. The theoretical and methodological foundations of training future teachers for the creative development of students are substantiated. The

leading approaches are defined as systemic (establishes the relationships between the components of the readiness of future teachers for the creative development of students in order to achieve positive results in this direction), acmeological (contributes to the formation of professionalism of the future teacher and the achievement of acme), axiological (directs the future teacher to constant self-development and self-improvement in the process preparation of future teachers for the creative development of students), activity-based (focuses on the disclosure of internal resources and creative potential of future teachers, contributes to the independent determination of the algorithm of creative activity), competence-based (contributes to the mastering of the system of professional knowledge, skills and abilities to develop children's creative abilities) and personal-oriented (takes into account trends in the development of the teacher's personality and promotes his professional development).

3. The structure and content of the readiness of future teachers for the creative development of students were specified and interrelated components were identified: motivational (motives, goals, needs for the development of children's creative abilities; interest in mastering the forms, methods and methods of developing children's creative abilities; value orientations regarding self-development and self-improvement of the future teacher; creative manifestation of personal and professionally significant qualities of the student of education in various types of pedagogical activity in the field of education), cognitive-creative (scientific and theoretical knowledge, on the basis of which the program competencies of future teachers are formed, in particular, knowledge about the creative abilities of a child, a variety creative abilities, peculiarities of the development of children's creative abilities), operational-activity (a set of abilities necessary for mastering program results in the process of training future teachers, in

particular, the formation of skills and abilities to apply forms, methods and means of developing children's creative abilities in future professional activities), reflective (the future teacher's ability to critically evaluate the process and result of personal professional activity, to realize its meaning, responsibility for its results, to learn about opportunities for self-realization in the profession, to choose optimal ways of professional behavior and further self-educational activities), when determining the content of which the educational and qualification characteristics were taken into account future teachers, as well as peculiarities of preparation for this type of activity.

4. A didactic system of training future teachers for the creative development of students has been developed, the components of which are defined as four blocks: conceptual-target (setting the goal and substantiating the theoretical and methodological foundations of the research), content (mastering the system of professional knowledge necessary for effective training of future teachers for creative development students), procedural-technological (technologies, forms, methods, tools aimed at forming a system of skills and practical skills necessary for effective training of future teachers for the creative development of students), evaluation-reflective (diagnostic tools for the formation of professionally significant teacher qualities necessary for development of children's creative abilities).

It has been proven that the implementation of the process of forming the readiness of future teachers for the creative development of the student should be carried out at the following stages: motivational-target, content-active, evaluation-resultative stages.

Further research is aimed at implementing the developed didactic system in the educational process of a pedagogical university.

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3.5. FORMATION OF SELF-REGULATION IN THE PROCESS OF FUTURE FOREIGN LANGUAGE TEACHERS' BILINGUAL TRAINING

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Abstract. *The present article deals with the formation of the future foreign language teachers' self-regulation in the process of their bilingual training. The essence of the future foreign language teachers' self-regulation and pedagogical conditions of its formation in the process of their bilingual training is revealed: the bilingual environment; lecturer's personal example; the special methods, means and forms of the future teachers' bilingual training. The paper specifically identifies the main ways, means and effective methods of their implementation in the education process. The five core strategies of developing future foreign language teachers' self-regulation skills are considered in the paper, namely goal-setting, self-monitoring, self-reflection, mindfulness and feedback. It might be reasonable to implement the solution to the problem of forming self-regulation in the process of bilingual training in the following areas: teaching other languages and cultures; secondary school; professional*

training of students of non-teaching higher education institutions of Ukraine.

Introduction. Self-regulation is described as an ability to control one's thoughts, emotions, and behaviors in a way that contributes to positive personal and professional outcomes. It involves setting specific goals, developing strategies to achieve these goals, monitoring their progress, and adjusting the strategies in response to feedback. The notion of self-regulation can also be defined as an essential component for the success of students and teachers alike. It helps to develop both students' and teachers' executive functions, which are the mental processes involved in setting goals, prioritizing tasks and monitoring their academic and job performance (Bradley et al, 2010; Chebykin, 2017). It is obvious that self-regulation is important for future teachers because it helps them develop the skills necessary for managing the demands of teaching. It allows them to set and prioritize tasks, focusing on their objectives. Furthermore, self-regulation helps teachers to regulate their emotions, stay calm under pressure, and make rational decisions in challenging situations.

There are five core strategies that can be used to develop future teachers' self-regulation skills (Morosanova, 2013; Morosanova & Fomina, 2017). 1. Goal-setting: future teachers need to develop clear goals that are specific, measurable, achievable, relevant and time-bound. They need to break down these goals into smaller, more manageable tasks that can be accomplished in a reasonable amount of time. Goal-setting is an important aspect of a teacher's professional development, and future teachers can benefit from cultivating a habit of setting and achieving their goals. Setting goals helps future teachers to have a clear sense of direction, prioritize their efforts, and measure their progress towards achieving their objectives.

There can be singled out several steps that future teachers can take to set effective goals. Firstly, they need to identify the areas where they need to improve or the skills they need to develop. They can do this by self-assessing their teaching performance, reflecting on their experiences, and seeking feedback from colleagues and mentors. Secondly, future teachers can set specific, measurable, attainable, relevant and time-bound goals that align with their objectives. For example, they could set a goal of incorporating more technology into their lessons, ensuring that they meet a specific objective or standard in their state's curriculum. It is also important for future teachers to break down their goals into smaller, manageable steps. This approach helps them to make progress towards their goals incrementally, which can be motivating and empowering. For example, if their goal is to incorporate more technology into their lessons, they might set smaller goals such as attending a professional development workshop on educational technology or researching innovative educational apps to implement in their instruction. Future teachers should also regularly review and evaluate their progress towards their goals. They can use various methods to track their progress, such as self-assessment, peer observations, or feedback from students. By regularly evaluating their progress, future teachers can make adjustments to their approach and align their efforts towards achieving their goals. Finally, it is important for future teachers to celebrate their achievements and successes, no matter how small or significant they may be. Celebrating successes boosts their confidence, reinforces their motivation, and reminds them of their capacity to succeed.

2. Self-monitoring: future teachers need to track their progress towards their goals, using tools such as goal-setting worksheets, habit trackers, and progress logs. They should also be encouraged to reflect on their performance and identify areas for improvement. Self-monitoring is a

crucial aspect of a teacher's professional development, as it enables them to track their progress towards achieving their goals and objectives. Future teachers, in particular, must cultivate a habit of self-monitoring so they can equip themselves with the necessary skills and competencies required to excel in their career.

Self-monitoring can take several forms, such as setting goals, tracking progress, reflecting on experiences, seeking feedback and making adjustments to one's practice. To track progress towards their goals, future teachers can use various tools and resources, such as peer observations, self-assessments, progress charts, and feedback forms. These tools help future teachers to evaluate their strengths and areas of improvement, identify patterns in their teaching that may require adjustment, and take action towards improving their practice. Reflection is another essential aspect of self-monitoring, as it enables future teachers to gain deeper insights into their teaching methods and approaches. Regular reflection sessions allow future teachers to review their lesson plans, teaching strategies, and classroom management practices, identify areas where they can improve, and brainstorm new ideas to implement in their classroom. In other words self-monitoring is key to the professional development of future teachers. By cultivating a habit of self-monitoring, future teachers can continuously improve their skills and competencies, and ultimately, provide their students with high-quality education.

3. Self-reflection is the process of looking inwardly, assessing one's strengths and areas of improvement, identifying the necessary actions to meet their goals and objectives. Future teachers need to engage in self-reflection, which involves examining their thoughts, feelings, and behaviors in order to gain insight into their own performance. Self-reflection is a crucial aspect of a teacher's professional development, and

future teachers can benefit greatly from cultivating a habit of self-reflection. By regularly reflecting on their teaching practice, future teachers can improve their teaching skills and performance, gain insights into their students' needs and perspectives, and develop a growth mindset. They should be encouraged to identify their strengths and weaknesses, and develop strategies to improve in areas where they may be struggling.

There are several benefits to self-reflection for future teachers. Firstly, it helps to improve their teaching skills and performance. Future teachers can develop a deeper understanding of their teaching methods and approaches, identify their strengths and weaknesses, and explore ways to improve their practice. They can reflect on their teaching strategies, lesson plans, and classroom management practices, and adjust these based on their reflections. Secondly, self-reflection helps future teachers to gain insights into their students' needs and perspectives. By reflecting on their teaching methods, future teachers can identify areas where their teaching may not be meeting the needs of their students. They can also explore ways to cater to different learning styles and ensure that their students are active participants in the learning process. Thirdly, self-reflection helps future teachers to develop a growth mindset. By reflecting on their experiences, future teachers can develop a positive attitude towards challenges or setbacks and view them as opportunities for growth and development. This mindset encourages future teachers to continue learning, experimenting with new teaching methods, and seeking feedback and support from colleagues and mentors. There are several strategies that future teachers can use to develop the habit of self-reflection. For example, they can keep a journal where they write down their reflections on their teaching experiences, successes, and challenges. They can also use online platforms,

such as blogs or social media, to share their reflections with a wider community of teachers and receive feedback and support.

4. Mindfulness: future teachers should be encouraged to practice mindfulness, which involves being present in the moment and focusing their attention on their thoughts, feelings, and sensations. This can help them to regulate their emotions, reduce stress and anxiety, and make better decisions. There has been a growing interest in incorporating mindfulness techniques and training programs into education, particularly for teachers who crave to effectively integrate mindfulness practices into their classrooms, which helps to create calmer, more enjoyable learning environments.

5. Feedback: future teachers should be provided with regular feedback on their performance, both from their instructors and from their peers. They should be encouraged to use this feedback to identify areas for improvement and adjust their strategies accordingly. Future teachers must seek feedback from their colleagues, mentors, and students, as it gives them an objective view of their teaching performance. They can use various feedback mechanisms, such as classroom observations, surveys, and one-on-one conversations, to gather constructive feedback and insights that will help them to refine their teaching approach. Feedback is an essential aspect of a teacher's professional development, and future teachers can benefit greatly from cultivating a culture of giving and receiving feedback. Feedback provides future teachers with insights into their teaching performance, helps them to identify areas for improvement, and guides them towards developing new skills and competencies. There are several benefits of feedback for future teachers. Firstly, feedback provides them with an objective view of their performance. Colleagues, mentors, and supervisors can offer constructive feedback on their teaching methods,

classroom management practices, and lesson plans. This allows future teachers to identify their strengths and weaknesses and make necessary adjustments to their practice. Secondly, feedback helps future teachers to be more aware of their students' needs and perspectives. Feedback from students can be valuable in identifying what is working in the classroom and what needs to be improved. This feedback can also help future teachers to adjust their teaching methods and approaches to cater to the diverse learning needs of their students. Thirdly, feedback helps future teachers to develop a growth mindset. By receiving feedback with an open mind and a willingness to learn, future teachers can view it as an opportunity for growth and development. Feedback encourages future teachers to take risks, experiment with new teaching methods, and continuously reflect on their practice. Finally, feedback encourages future teachers to engage in a community of practice where they can share their experiences, best practices, and challenges. This community of practice can provide future teachers with a supportive network of colleagues and mentors, who can offer guidance and support as they navigate their professional development.

There are several strategies that future teachers can use to cultivate a culture of feedback. They can actively seek feedback from colleagues, supervisors, and students. This feedback can be formal or informal, such as through classroom observations, peer reviews, or surveys. Future teachers can also use various feedback mechanisms such as online platforms, journals, or reflection groups to gather constructive feedback on their teaching performance. These mechanisms can provide future teachers with an objective view of their performance, and a safe space to receive feedback (Senovska & Pryshliak, 2020).

Materials and methods. To form the self-regulation of teachers, the following key aspects should be considered: awareness of the self-

regulation skills, practice sessions, developing metacognitive skills, motivation, emotional regulation, assessment and evaluation. To be more exact, future teachers need to identify the significance of self-regulation in teaching practice. They should have a clear understanding of the different types of self-regulation skills such as metacognition, motivation, and emotional regulation. Through theoretical training or practice sessions, they can develop self-regulation awareness. Teacher training programs should provide an ample opportunity for future teachers to practice self-regulatory skills, such as setting goals, planning, monitoring, and evaluating their actions. The practice sessions should begin in the early stages of teacher training, and the trainers should provide feedback to reinforce the skill development. Metacognitive skills involve the ability to reflect on one's learning or teaching practices and use that information to improve the outcomes. Teachers should be trained to evaluate their teaching practices and provide feedback, including identifying areas of strengths and weaknesses. This self-reflection will guide future teachers on how to improve their teaching techniques and strategies. Teachers should have the ability to manage their emotions and maintain high levels of motivation. Motivation and emotional regulation are critical factors in teaching practices, and teachers need to learn how to stay motivated and manage their emotions in different teaching situations. Future teachers should be trained to assess and evaluate their teaching practices to identify areas of improvement. They should also be trained on how to monitor student progress and provide feedback to the learners to promote self-regulation (Senovska & Pryshliak, 2020).

The results of the theoretical analysis of the problem of forming self-regulation in students of higher pedagogical educational institutions indicate the need to create the necessary conditions not only for the

formation of bilingualism, but also for the formation of tolerant attitudes, beliefs, motives, a special system of knowledge and skills necessary for the implementation of a constructive bicultural dialogue (Vajnrajh, 1979). The theoretical and practical bases for solving the issues of forming self-regulation in future teachers should be higher education, especially higher education institutions. A harmonious comparison of the interests of higher education institutions and students in a controlled educational process is the key to determining effective pedagogical conditions for the formation of future teachers' self-regulation.

Pedagogical conditions can be described as features of the organization of the educational process that are realized in the form of objectively existing or subjectively created forms, methods, material conditions, as well as real situations that determine the achievement of the pedagogical goal. The concept of "educational influence" for determining the content of pedagogical conditions of education is considered to be essential as it is described by the scientists as an influence leading to the desired result in education and upbringing. The essence of such conditions is directly proportional to the types of educational influence, among which there are the following ones: 1) individual-specific influence of the educator, in particular, the personal example of the teacher; 2) functional and role influences of the educator (demonstration by the educator of the characteristics of another person, alternative behavior or characteristics, etc.); 3) influence directed at specific individuals, their qualities or actions; 4) influence not directed at specific individuals, their qualities or actions; 5) indirect influence on the environment in which the personality functions. We assume that the effectiveness of the formation of university students' self-regulation is ensured by the unity of these educational influences, since it is a complex system that makes it possible to combine bilingual, socio-

cultural and pedagogical aspects of this culture within the educational process.

Thus pedagogical conditions in higher education institutions can be defined as a system of organization of educational activities that is implemented in a combination of educational influences and various forms of educational (classroom) and extracurricular (extracurricular) work and contributes to the personal and professional development of future teachers.

The analysis of scientific literature has revealed that the problem of pedagogical conditions, that ensure the formation of the students' self-regulation and bilingual communication culture in higher education institutions, has not yet been covered. The content of the pedagogical conditions should correspond to the specifics of teaching bilingual communication culture to university students, in particular, the parallel study of two languages and cultures, taking into account their proximity and remoteness, as well as mastering the culture of communication in the context of the dialogue of these cultures. This factor determines our adherence to the socio-cultural, axiological, acmeological and activity-based approaches to describing the pedagogical conditions for developing future teachers' bilingual communication culture.

Actually teaching bilingual communication culture to university students involves not only the formation of bilingualism and providing future teachers with knowledge about the peculiarities of national and foreign cultures. Such education should also ensure: the formation of self-regulation, acceptance by students of the existing differences between numerous cultures and internalization of cultural values of their own and other nations; assimilation of integrated knowledge about bilingual communication culture; formation of tolerant attitudes towards bilingual communication; development of students' skills to carry out productive

bilingual communication; readiness to develop such skills and transfer the experience of such communication to future students. Accordingly, bilingualism, the knowledge of national and foreign cultures and the acceptance of universal values are considered as the main substantive characteristics of university students' bilingual communication culture.

In fact the coexistence of various approaches makes it possible to single out the main structural components of bilingual communication culture, which can be synthesized and presented in the structure of university students' bilingual communication culture as an integral system of three interdependent components, in particular, knowledge, worldview and behaviour.

Based on the understanding of the concepts of "bilingual communication", "communication culture", "pedagogical communication culture" and "international communication culture", it is possible to describe the content of the knowledge component of the structure of university students' bilingual communication culture, in which the following four components can be distinguished: 1) bilingualism, i.e., proficiency in the native language and one of the most common languages of interethnic and international communication; 2) knowledge of national and universal values, peculiarities of national and foreign cultures; 3) knowledge of the theory of pedagogical communication culture; 4) knowledge of the nature of conflicts, their causes, types, dynamics, ways of prevention and resolution. The first component involves mastering the communicative features of using two languages in bilingual communication and mastering generalized concepts and the ones that are realized in foreign language expressions, definitions, aphorisms, idioms, proverbs, sayings used by a bilingual personality in accordance with the situation of bilingual communication and bicultural interaction.

The basis of the second part of the knowledge component – knowledge of national and universal values, peculiarities of national and foreign cultures – is formed by norms, rules, models and stereotypes of verbal communication behavior during bicultural interaction (Panasiuk, 2010). Mastering this knowledge contributes to the awareness of oneself as a subject of two cultures and leads to the recognition of the personal meaning of mastering the bilingual communication culture as a personal and professional quality. Since the study of two languages and the assimilation of the peculiarities of national and foreign cultures is carried out in parallel through comparative analysis and generalization, future teachers develop a tolerant attitude to the peculiarities and differences of these languages and cultures. Taking into account the professional orientation of university students, the knowledge component of the structure of bilingual communication culture should include another component – the knowledge of the theory of pedagogical communication culture, which ensures the formation of bilingual communication culture not only as a personal but also as a professional quality of a bilingual personality. A characteristic feature of mastering this knowledge should be the orientation of future teachers towards the formation of similar structural components of the bilingual culture of communication in future students and the transfer of positive experience of productive bilingual communication to them. However, gaining such knowledge only increases the effectiveness of bilingual communication, but does not ensure a constructive, i.e. non-conflict, course of bicultural interaction in case of problematic situations. Hense, the third part of the knowledge component is identified – the knowledge about the nature of conflicts, their causes, types, dynamics, ways of preventing and resolving them (Panasiuk, 2010; Korniiaka, 2008). It is this component that ensures that future teachers

adopt and form self-regulation, learn constructive/non-conflict strategies for productive bilingual communication and gain positive experience of such communication even in difficult and emotionally stressful situations. Thus, university students should be aware of the importance of non-conflict interaction, the key to which is the desire for compromise and consensus as one of the constructive ways to resolve conflict, which ensure the creation and maintenance of a positive and comfortable emotional atmosphere during bilingual communication.

Altogether, the acquisition of this knowledge by university students provokes qualitative changes in their worldview. These changes are manifested in the formation of stable humanistic views, beliefs and value orientations of the individual – the main components of the worldview component of the structure of the bilingual culture of communication of future teachers. The content of this component is revealed through: 1) students' awareness of the need for bicultural dialogue and cooperation with representatives of another nation and through orientation towards establishing new contacts; 2) future teachers' understanding of the importance of productive bilingual communication and constructive interaction with foreign interlocutors; 3) students' desire to learn effective ways to establish a bicultural dialogue; 4) students' understanding of the importance and acceptance of national and universal values; 5) tolerant attitude to the peculiarities and differences of national and foreign cultures and their representatives; 6) an attitude to mastering the bilingual culture of communication; 7) a desire to independently improve the level of bilingual communication culture and to form this culture in future students, etc.

Since the views and beliefs of the individual are realized exclusively through practical activities, it is necessary to distinguish the behavioral component in the structure of the bilingual culture of communication as

one that provides creative formation and active implementation of these beliefs and involves the formation of appropriate communicative and other skills necessary for productive bilingual communication (Korniiaka, 2008).

This component reflects the communicative behavior and practical activities of university students aimed at gaining a positive experience of productive bilingual communication and transferring this experience to future students. The main element of the behavioral component of the structure of bilingual communication culture is the concept of mutual tolerance of participants in bilingual communication and bicultural interaction. O. Asmolov, V. Lectorsky, O. Maidaniuk, O. Stolyarenko, I. Yatsyk and others consider tolerance as acceptance and understanding of the diversity of world cultures, a form of self-regulation and self-expression and manifestation of human individuality. In present paper, tolerance is described as a dominant value and a personal and professional quality of a bilingual personality based on the willingness to accept another culture, the ability to withstand unusual influences of this culture during bilingual communication and to show a friendly attitude towards its representatives. It is tolerance that helps future teachers to master effective ways and means of establishing a bicultural dialogue an bilingual communication culture.

In the scientific literature the concepts of "ethnic tolerance", "pedagogical tolerance" and "communication tolerance" are thoroughly studied. Ethnic tolerance is described by scholars as the highest level of culture of interethnic communication, based on a tolerant attitude towards representatives of other ethnic groups (Korniiaka, 2008). The components of such tolerance are: respect for other nationalities and self-respect; tolerance to the beliefs and cultural traditions of representatives of other nations; ability to restrain one's emotional manifestations in a critical situation; ability to refuse unconstructive actions and behavior patterns;

ability to consciously overcome contradictions in relationships through mutual conscious concessions. Such concessions indicate the internal conformity of the personality, which is a conscious transformation of individual attitudes as a result of the internal acceptance of the interlocutor's objective and more significant position than one's own and unusual standards of behavior. Internal conformity, as a component of tolerance, allows to prevent or avoid conflict situations and emotional tension in bilingual communication (Korniiaka, 2008).

Currently, the formation of tolerance and a tolerant mentality is an important task of education in the XXI century, which determines the introduction of the concept of "pedagogical tolerance" into scientific circulation. Pedagogical tolerance is described by the researchers as an integrative formation of the individual that ensures the effectiveness of professional activity, prevents conflicts and promotes their constructive resolution. Communication tolerance can be characterized as a generalizing concept that reflects the essential characteristics of ethnic and pedagogical tolerance, since it is in communication that tolerant attitudes and the ability of a bilingual personality to understand and accept the characteristics of another culture and the differences of foreign-speaking interlocutors are manifested. In the present paper, communicative tolerance is interpreted as a personal and professional quality of a bilingual personality. Furthermore communication tolerance of university students is described by us as an integrative formation and a personal and professional quality of a bilingual and cultural personality, based on a tolerant attitude towards representatives of other ethnic groups, which ensures the productivity of bilingual communication of future teachers and the effectiveness of their bicultural interaction, prevents conflicts and promotes their constructive resolution. Since communicative tolerance ensures the productivity of

473

bilingual communication of university students, it can be defined as the main constituent of the behavioral component of the structure of future teachers' bilingual communication culture.

Among the possible behavioral characteristics of university students that ensure the realization of their acquired knowledge about the possibilities of reaching agreement and mutual understanding in bilingual communication, we highlight the ability of future teachers to: 1) apply knowledge of national and universal values, as well as the peculiarities and differences of national and foreign cultures in accordance with the purpose of bilingual communication; 2) establish emotional, verbal/non-verbal contact during bilingual communication; 3) withstand unacceptable or unpleasant mental states and actions of a foreign language interlocutor and accept his/her socio-cultural differences; 3) carry out productive bilingual communication and non-conflict/constructive bicultural interaction; 4) form appropriate communication and other skills in future students and to pass on the experience of such communication to them, etc.

Thus, bilingualism, knowledge of the peculiarities of national and foreign cultures, universal values and non-conflict ways of bicultural interaction contribute to the formation of future teachers' own system of values; formation of their views and beliefs; awareness of the need to master the basic concepts of bilingual communication culture; acceptance of the differences of foreign-speaking interlocutors, etc. As a result, the presence of the system of knowledge, universal values, tolerant attitudes and constructive ways of bilingual communication contribute to the formation of adequate skills necessary for productive bilingual communication. Thus, the structure of bilingual communication culture is a multilevel complex system of three interrelated components (knowledge, worldview and behaviour) and their main constituents aimed at students'

cognition of universal values, acceptance of the peculiarities of different cultures, achievement of mutual understanding and regulation of the process of interaction between participants in bilingual communication. All components of bilingual communication culture are interrelated and interdependent, as they are formed, developed and become a complex formation of a bilingual personality in the process of professional training of university students.

According to the stated approaches, students' cultural and linguistic activities can be transformed into a program of forming bilingual communication culture aimed at the development of the students' sense of two languages and bicultural sensitivity and forming their skills to use these languages effectively in bilingual communication. Another factor that determines the pedagogical conditions for fostering this culture is their compliance with the structure of bilingual communication culture, the purpose and objectives of its formation (Zozulia, 2012).

Therefore, the pedagogical conditions for the formation of university students' self-regulation and bilingual communication culture can be interpreted as a complex system of various forms of educational (classroom) and extracurricular (out-of-classroom) activities of the subjects of the pedagogical process and educational influences on the components of bilingual communication culture, which results in the formation of future teachers' self-regulation, their personal and professional development.

It is well-known that such formation begins at the pre-professional stage, which covers higher education mostly. Professionalization of the educational process should begin with the creation of an appropriate environment with typical characteristics, constituents and components. It has been found out that a foreign language that future teachers should know for bilingual communication is not an element of the usual social space and

is studied mainly in the learning environment. The structural components of such an environment are an educational institution as well as a professional team involved in its creation. It is assumed that the formation of future teachers' self-regulation and bilingual communication culture can be ensured by creating such an environment within the university, which will serve as a methodological, socio-cultural and practical basis for conducting educational (classroom) and extracurricular (extracurricular) work and will ensure the parallel study of two languages and cultures, mainly Ukrainian and English. In pedagogy, there are the concepts of "educational (educational) environment" and "educational (educational) space" (Zozulia, 2012). Proceeding from the fact that education and training are interrelated and interdependent processes, and the categories "environment" and "space" are interpreted as providing conditions for solving educational tasks, the scientific positions of scientists on the definition of "educational environment" and "educational space" mostly coincide, which leads to the conclusion that they are similar. Thus, "educational space" and "educational environment" can be described as a dynamic network of interrelated pedagogical events created by subjects of collective (higher education institution) and individual activities (teachers) of different social levels. Hense, the term "educational environment" correlates with "educational space". As a result, it is necessary to focus on the more complete concept of "educational environment" as one that is formed under the influence of the educational process, the activities of teachers and cooperation between the participants of the pedagogical interaction, including teachers and students. Teaching and learning environment at a higher education institution is described as a pedagogical formation that ensures personal and professional development and self-development of students on the basis of an individual creative approach,

selective attitude to reality, free choice of subjective position, voluntary acceptance of life values and priorities. Educational environment of a higher education institution can be treated as: a component of the educational system, based on a dynamic network of interconnected organized educational influences on the personality of a future teacher; as the internal environment of a higher education institution, which is formed under the influence of the educational process, professional activities of teachers and their cooperation with other participants in pedagogical interaction. Based on the organized/unorganized nature of the interaction between teachers and students, the educational environment can be characterized as organized/unorganized. Since an unorganized educational environment can level all pedagogical influences on a personality, the issue of creating an organized educational environment in higher education institutions is one of the most pressing. Taking into accout the specifics of thepresent study, it is reasonable to specify the concept of "educational environment" and define it as "bilingual (educational) environment" in its narrower sense.

The analysis of scientific literature makes it possible to conclude that the issue of bilingual environment/space is almost not covered, therefore it remains vague and requires a comprehensive study (Zozulia, 2012; Antoniuk, 2004). Bilingual environment can be described: as a developing internal environment of a higher education institution, which is formed under the influence of the educational process, professional activities of teachers and their cooperation with students and other participants of collective and individual pedagogical interaction; as a dynamic network of such interconnected organized educational influences on the personality of a future teacher, which are aimed at mastering the bilingual communication culture.

In present paper the term "bilingual environment" refers to the developmental internal environment of a higher education institution, which is a system of interrelated educational influences on the personality of a future teacher that ensure his/her mastery of bilingual communication culture. Due to the fragmentation of research on the bilingual environment/space, the lack of domestic and foreign experience in studying this environment in the framework of teaching the bilingual communication culture to students, modern pedagogical science has not developed an adequate understanding of the holistic nature of the problem of its creation in higher education institutions with the teaching of certain subjects in a foreign language, in particular English. The study of the feasibility and prospects of creating such an environment within a higher education institution will help to solve this problem. Firstly, the creation of a bilingual environment will contribute to the transformation of the communicative space into a way of cognizing bilingual realities, which presuppose that future teachers have not only a system of special knowledge and skills, but also the desire to identify and understand the correlation of different ideas and positions in a bicultural dialogue. Secondly, creating a bilingual environment to form future teachers' bilingual communication culture implies the existence of a bilateral information and cultural exchange of experience in a specific social framework through the Ukrainian and foreign languages, which will activate the mental processes of analysis, comparison and synthesis in university students, stimulate their cognitive activity within the framework of linguistic, linguistic and country studies, socio-cultural and discursive knowledge, etc. As a result, the cognitive process contributes to the realization by future teachers of the personal meaning of mastering the bilingual culture of communication, which significantly increases the

motivation for its acquisition and ensures that students gain positive experience of productive bilingual communication. Thirdly, the availability of modern teaching and methodological support in higher education institutions forms a specific material and technical base that serves as a characteristic feature and basis for creating a bilingual environment.

The peculiarity of activating this base is to improve the existing components of the teaching and methodological support of higher education institutions and introduce new ones in order to make their content socio-cultural in nature and meet the goals and objectives of forming future teachers' self-regulation and bilingual communication culture. Since the material and technical base is the basis for the development and implementation of methods, means and forms of teaching bilingual communication culture, we consider teaching and methodological support as the first component of the bilingual environment of a higher education institution. We consider the subjects of the bilingual environment to be, first of all, students and teachers who function and interact within particular educational institution.

Among the main functions that a teacher performs in the course of educational interaction with students, researches usually identify the following ones: organizational; the function of managing the processes of learning, development and formation of the student's personality; educational; training; informative; diagnostic and controlling functions. In accordance with the specifics of our study, the implementation of professional functions of university teachers should be subordinated to the goal and tasks of fostering a bilingual culture of communication in future teachers and the peculiarities of organizing the educational process in a bilingual environment. Within a wide range of functions which bear on a teacher's professional activity highlighted in the works of O. Babenko,

O. Verbytskyi, N. Kuzmina, O. Maydaniuk, V. Semichenko et al, it is necessary to focus on terminal (teaching and educational), instrumental (informational, diagnostic, communicative and facilitative) and operational (organizational, control and analytical and corrective) functions, the implementation of which indicates the competence of the teacher and his/her ability to educate students' bilingual communication culture within the bilingual environment of a higher education institution. Therefore, the second component of such an environment is competent teachers who share the concept of its creation, perform pedagogical tasks, realize terminal, instrumental and operational functions, implement relevant principles and approaches to fostering bilingual communication culture in the educational process in higher education institutions.

Since the teacher is awae of his/her functions during classroom and extracurricular activities, these types of interaction are defined by us as the main forms of realization of educational influences on future teachers in order to develop bilingual communication culture. This makes it possible to single out classroom and extracurricular interaction of teachers with students as the third component of the bilingual environment. The key to the successful creation of such an environment in a higher education institution is to comply with the provisions that reflect its main components, namely: 1) the use of teaching and methodological support in higher education institutions; 2) competent teachers performing relevant functions in the course of educational interaction with students; 3) the use of classroom and extracurricular forms of educational influence on students. Since the creation of a bilingual environment is a dynamic and flexible process and is carried out in accordance with the current state of formation of self-regulation and cultivation of a bilingual culture of communication in future teachers, the content of the components of such an

environment can be adjusted in accordance with the current results of educational influences during the educational process. Obviously, at the preparatory stage of forming self-regulation and fostering a bilingual culture of communication, the bilingual environment should provide coordinated/specially organized interaction between the participants of the educational process (teachers and students), which is subsequently transformed into spontaneous, i.e. independent or creative.

Meanwhile, the organized bilingual environment facilitates the entry of future teachers into the socio-cultural, informational and bilingual space; provides conditions for their acquisition of special knowledge, on the basis of which the relevant skills are formed and their personal and professional development takes place. The bilingual environment is the basis and prerequisite for the formation of self-regulation and the components of the university students' bilingual communication culture (knowledge, worldview and behavior), as it ensures: the acquisition of special knowledge; the formation of future teachers' beliefs and attitudes to master the bilingual communication culture; students' acceptance of universal values and tolerance of cultural differences of interlocutors; formation of appropriate skills necessary for the acquisition of a positive attitude towards the speakers, etc. Accordingly, the bilingual environment acts as a catalyst and a guarantee of the formation of this culture in future teachers, and contributes to the increase of the productivity of their bilingual communication. This makes it possible to define the creation of such an environment as one of the main pedagogical conditions for the formation of university students' self-regulation and education of bilingual communication culture (Zozulia, 2012).

One of the traditional methods of education based on the conscious reproduction of certain ways and models of behavior by a personality is

setting an example (Antoniuk, 2004). The example of a university teacher is a dominant element of any pedagogical system, which consists in the individual-specific influence of the teacher on the student. Communication of students with teachers forms a system of educational relationships that catalyze the entire educational process, in particular: cognition, exchange of information and experience, self-identification, self-affirmation, etc. The nature of the relationship between teachers and students, which is established as a result of such educational influence, determines not only the formation of a bilingual personality, but also the attitude of young people to the problem of fostering bilingual communication culture in general. Moreover within a higher education institution, individual and specific influence of a teacher on students is realized through the personal and professional aspects of his/her teaching and learning activities, which serves as an example of mastering the bilingual culture of communication for future teachers. Thus, a teacher's personality, knowledge, motivation to participate in bilingual communication, correspondence of personal values to universal ones, the teacher's own style of communication with students, and his/her behavioral models in situations of bicultural interaction should be an ideal for students. An indicator of the perfection of a university teacher is his/her professionalism or competence – a set of knowledge, skills and value orientations of a personality that determine his/her ability to perform educational activities, implement strategies and ways of behavior in various professional and life situations. A modern teacher should be a humanistic-oriented, competent manager in the educational system of higher education institutions and combine the features of a facilitator – the one who creates favorable conditions and helps; an oedhocrat who gives students freedom of choice within the framework of the goal; a professional who has the appropriate education and owns

pedagogical technologies. By training students in a bilingual environment, such a teacher aims to: form a system of special knowledge and relevant bilingual communication skills in future teachers; introduce a bilingual communication culture into the system of value orientations and attitudes of a student's bilingual personality, where the dominant value is tolerance; educate a bilingual communication culture as an integrative personal and professional quality of a future teacher, etc. Thus, the teacher's educational activity, in the course of which he/she demonstrates his/her professional and personal characteristics, is an example of self-regulation and mastery of the bilingual communication culture and the second pedagogical condition for the formation of university students' self-regulation and bilingual communication culture.

However, the formation of the cognitive base of future teachers, the development of their motivational sphere towards mastering the bilingual communication culture and acceptance of universal values, the formation of skills necessary for bilingual communication and bicultural interaction, their correction and improvement are impossible without the introduction of methods, means and forms of education of this culture. Therefore, traditional and innovative methods, means and forms of education are designed to help teachers in their teaching and learning activities in higher education institutions. This determines the expediency of introducing special methods and adequate means and forms of education of bilingual communication culture in university students into the system of pedagogical conditions. The correct selection of such methods, means and forms of forming self-regulation and fostering bilingual communication culture depends on the extent to which they encourage future teachers to acquire the necessary system of knowledge and skills within the created bilingual environment; motivate them to master bilingual communication

culture and universal values; promote the application of acquired knowledge and skills in bilingual communication and independent bicultural interaction outside the university.

Regarding various classifications proposed by the researchers, there can be singled out four groups of methods aimed at fostering university students' bilingual communication culture. The first group includes methods of forming the consciousness of future teachers, such as conversation, discussion and the example of a teacher. This group of methods is aimed at: providing students with the knowledge necessary for productive bilingual communication; reorientation of future teachers from nationally centered interaction and communication to bicultural interaction and bilingual communication; assimilation, comparison and analysis of the values of national and foreign cultures; formation of motivation to master bilingual communication culture and acceptance of universal values; students' awareness of the need to develop the skills necessary for productive bilingual communication. The second group of methods is focused on the organization of activities and communication of university students in the direction of gaining positive experience of productive bilingual communication and its transfer to future students. The methods include teaching, reproduction, training and testing, which focus on the application of the knowledge acquired by future teachers in the practice of bilingual communication, leading to the development of their relevant skills. The latter contribute to productive bilingual communication and constructive bicultural interaction of students. The third group of methods includes the sociodrama method as the one that most effectively stimulates the activity and behavior of future teachers due to its inherent elements of play, competition and encouragement. The use of the sociodramatic techniques "Mirror" and "Role Exchange" will contribute to: involving

university students in constructive bicultural interaction with representatives of other nations; active participation of future teachers in bilingual communication; gaining and consolidating their own positive experience of such communication; developing their communication skills; increasing the productivity of bilingual communication of students. The purpose of using the sociodrama method is to recognize the formation of self-regulation and fostering bilingual communication culture as a new pedagogical goal by future teachers; to realize themselves as subjects of two cultures; to activate students' existing ideas about the priority of universal values; to form a stable motivation to consolidate and develop the acquired skills necessary for productive bilingual communication and constructive bicultural interaction. The fourth group of methods is based on self-education and research activities, the pedagogically oriented organization of which ensures: the formation of future teachers' sustainable motivation for professional growth and self-education; students' autonomous activity during bilingual communication, etc. For example, such methods as planning, correction and coordination of future teachers' own behaviour in bicultural interaction can be exceptionally effective for the formation of self-regulation and fostering bilingual communication culture in them.

Apart from the above mentioned methods, it is necessary to dwell on sociodrama itself, which synthesizes the elements of other leading methods, including business and role-play games, psychodrama, mythodrama, etc. Sociodrama as a type of psychodrama covers a wider range of socio-cultural interaction and allows for the establishment and constructive change of social group and interpersonal communication. Despite the connection with psychodrama, which is a method of social and psychological training, sociodrama is also gaining popularity in the social

and pedagogical sphere, which gives us the right to apply this method in this study. Thus, sociodrama can be defined as a group and individual teaching technique that can be used to test and update the acquired knowledge, emotionally live and gain previously absent social experience, expand the role repertoire and practice of applying the most effective models of verbal and non-verbal behavior.

Sociodrama can be characterized as a way of dramatizing and discussing situations of moral and ethical choices that must be made independently and coincide/disagree with the moral guidelines of other students, norms or social positions. Among the techniques that are widely used in sociodrama, the most popular are duplication, role exchange, mirror, sculpture, empty chair, monologue, metaphor, role-playing, reproduction, modeling, projection into the future, etc. The effectiveness of this method is due to the fact that it is not based on explaining and instilling certain moral positions and guidelines in participants, but on reproduction, living social reality and gaining real experience.

The purpose of organizing and conducting a sociodrama is to stimulate its participants: to analyze social problems, relations and socio-cultural differences between different groups of people; to realize the expediency of their moral position and the need to defend it in interaction with others. The task of a sociodrama is to overcome role conflicts, achieve flexibility in choosing and using effective roles that are adequate to the situation of communication, predict unwanted role interactions and constructively get out of them with the help of newly learned models. The adjustment of social relations is carried out through directed role transformations, which consist in finding and using (playing) more effective social roles by participants in the sociodrama, in spontaneous reproduction and modeling of social reality by real people without a script.

In present paper sociodrama is defined as a type of group and individual educational work with university students aimed at emotional living and gaining a diverse experience of productive bilingual communication; as a way to actualize and consolidate the knowledge and skills of such communication acquired by future teachers; as a way to dramatize and discuss situations of moral and ethical choice during bicultural interaction. The purpose of conducting sociodrama for university students is to stimulate them to: carry out productive bilingual communication and constructive bicultural interaction with representatives of other nations; overcome possible obstacles that may arise during such communication; analyze bicultural relations between representatives of different nations, possible problems and misunderstandings in bilingual communication, which are due to socio-cultural differences of interlocutors; awareness of their moral position by participants in bilingual communication. Among the tasks of conducting sociodrama for future teachers, we highlight the actualization of the acquired knowledge and formed communication skills and abilities to overcome role-based interpersonal and business conflicts; achieving flexibility in choosing and using effective roles adequate to the situation of bilingual communication; predicting undesirable role interaction and finding a constructive way out of it, etc.

On the contrary, teaching methods are mainly objects of material and spiritual culture that are implemented in the educational process to solve specific educational tasks. The four groups of educational methods are interrelated and therefore require comprehensive implementation through the use of such means and forms that reveal the procedural side of the formation of self-regulation in university students. Teaching methods are an integral part or a separate side of the method of education and are

designed to ensure: creative professional thinking of future teachers; formation of their cognitive motivation; application of acquired knowledge in educational settings.

Since bilingual communication implies the indispensable use of two different languages during bicultural interaction, those means of education that can be used in teaching the native and foreign languages, in particular during Ukrainian and English lessons, in four types of speech activities, namely reading, listening, speaking and writing, can be considered effective.

As a result, the means of fostering bilingual communication culture are understood as a set of educational influences that involve the use of material and spiritual culture in the educational process and are based on four main types of speech activities: reading, listening, speaking and writing. Thus, the means of fostering future teachers' bilingual communication culture include items of educational equipment (authentic literary texts, feature films / documentaries, the formation of self-regulation and fostering university students' bilingual communication culture are used in all four types of speech activities, they catalyze the thinking of future teachers in the process of acquiring the necessary knowledge and applying it in the practice of bilingual communication, which is the driving force behind the formation of a stable motivation to master this knowledge. These tools provide university students with the necessary system of knowledge and control over their learning; awareness of the need to participate in bicultural interaction with representatives of other nations; formation of students' tolerant attitudes and sustainable motivation to learn and accept universal human values; development of future teachers' relevant skills (applying the acquired knowledge in accordance with the purpose of bilingual communication; carrying out productive bilingual

communication and implementing the principles of constructive bicultural interaction; using different ways of transferring the acquired knowledge and positive experience of productive bilingual communication; develop relevant skills in future students, etc.); control over students' creative implementation of these skills during bilingual communication.

The practical implementation of the above mentioned means of education takes place in four types of speech activities, in particular in the process of: reading, translating and processing non-adapted fiction texts of a socio-cultural nature; watching authentic fiction and documentaries that reproduce various situations of bilingual communication and bicultural interaction; listening to audio recordings and discussing them; making up monologues and dialogues during the discussion and analysis of the material heard, read or seen, etc.

The connection, established between the formation of self-regulation, bilingual communication culture and professional education, has become the basis for identifying such forms of educational work aimed at fostering this culture at higher education institutions. To be more exact, classroom (educational), scientific, extracurricular (extracurricular) and public forms of educational work are aimed at the professional development of the future teacher's personality, and therefore require systematic, continuous and comprehensive implementation at educational institutions.

Due to the influence of the bilingual environment, the teacher's example, as well as specific methods and means on the formation of future teachers' bilingual communication culture, classroom and extracurricular work is distinguished as the most flexible forms of educational activities of the subjects of the pedagogical process, since the content of these forms contains such variable components that can be changed, modified or adapted in accordance with the purpose of educating this culture in

students. These forms of education are described by us as those that: ensure the acquisition and activation of the knowledge system in the practice of bilingual communication; promote students' awareness of the need to participate in bicultural interaction with representatives of other nations; ensure the formation of future teachers' sustainable motivation to master the bilingual culture of communication and acceptance of universal values; promote the formation of appropriate skills in students, their positive experience of such communication and professional growth.

Thus, in a bilingual environment at Ukrainian and English lessons and teachers' efforts should be aimed at: forming students' bilingualism; providing them with special knowledge about basic national and universal values, cultural differences of representatives of English-speaking countries and peculiarities of bicultural interaction with them, ways to prevent/resolve conflicts; encouraging future teachers to carry out productive bilingual communication and constructive interaction with students.

In the scientific literature, extracurricular activities are described as a system of educational influences that require purposefulness, systematicity and consistency of interaction between pedagogical leadership and students. In present paper we treat the extracurricular form of educational work with university students as a system of purposeful and consistent educational influences that are implemented during the organization and conduct of educational/curatorial hours and cultural events (holidays, concerts, literary and musical compositions, theatrical performances, art exhibitions, excursions, student conferences, literary readings, etc.). At the preparatory stage of forming future teaches'bilingual communication culture, the extracurricular form of educational activities should help them to realize the need to participate in bicultural interaction and to carry out

490

bilingual communication with the representatives of English-speaking countries. The content of such educational work with students should: provide them with the necessary system of knowledge; increase students' motivation to master the bilingual communication culture and form this culture in future students; encourage students to gain their own positive experience of productive bilingual communication, etc. It is usually achieved by organizing some meetings, during which the tutors and students discuss and debate relevant topics adequate to the goals and objectives of fostering bilingual communication culture.

The organization of the meetings, where students get in touch with the representatives of English-speaking countries should be aimed at demonstrating their experience of bilingual communication, discussing the difficulties that usually arise during such communication and constructive ways to overcome them. The further analysis of the experience of bilingual communication gained by the representatives of English-speaking countries allows future teachers to draw conclusions about the need to acquire their own positive experience of such communication and to implement constructive bicultural interaction. In order to consolidate the positive experience of bilingual communication gained by university students and increase its productivity, we propose to involve them in various extracurricular educational and cultural events, namely: in holidays (student days, initiation to students / first-year presentations, international student day, etc.); in concerts as a part of the faculty week, etc.; in literary and musical compositions and theater performances; in art exhibitions; in international student conferences; in literary readings, etc. In general, the methods, means and forms of forming self-regulation and bilingual communication culture can be reduced to a holistic structured system of their step-by-step application in higher education institutions.

Thus, based on the content and structure of the concept of "bilingual culture of communication of university students", the purpose and objectives of its education in future teachers, we identify the following pedagogical conditions for the education of this culture, the introduction of which in the educational process in higher education institutions should ensure the implementation of indirect educational influence on the formation of all components of future teachers' bilingual communication culture: 1) bilingual environment for the formation of self-regulation and education of bilingual communication culture among the students in higher education institutions, which consists of educational and methodological support, competent teachers, classroom and extracurricular interaction of teachers with students; 2) teaching and educational activities of the teacher, including its personal and professional aspects, as an example of mastering the bilingual communication culture; 3) special methods, means and forms of formation of self-regulation and education of bilingual culture of communication among students in higher education institutions.

The development of future teachers' bilingual communication culture becomes possible if the following pedagogical conditions are comprehensively implemented: creation of a bilingual environment, coordination of the use of methods, means and forms of organizing such teaching and learning activities of the teacher, which reveal his/her personal and professional characteristics and become an example of mastering the bilingual communication culture.

One of the main ways to combine the three pedagogical conditions for fostering future teachers' bilingual communication culture as a single system is to use the innovative pedagogical technology "Portfolio" in the educational process of higher education institutions. The content of the diagnostic, substantive, developing (educational) and motivational

functions of the portfolio meets the objectives of our study, which determined its priority. This technology is used by scientists in several areas, namely: 1) as a modern way of evaluating the results of educational activities, based on self-esteem, thematic unity of materials and visibility; 2) as a technology of vocationally oriented training and an alternative form of control; 3) as a way to maintain high motivation of students.

Among the possible types of portfolios, the researchers distinguish the following ones: portfolio of achievements, process, development, reflective portfolio, thematic, methodological, working, etc. Depending on the type of portfolio, the content and number of its parts (files) may vary. In our study, the use of the Portfolio technology provides activation of the bilingual environment, special methods, means and forms of forming bilingual communication culture and allows teachers to demonstrate their own attitudes, skills, personal and professional qualities that testify to their mastery of bilingual communication culture and serve as an example for students to follow.

Conclusions. It all comes down to one simple and important fact that the formation of future teachers' self-regulation is an essential aspect in teacher training programs. Self-regulation is the process through which individuals manage their thoughts, emotions, and behaviors to achieve their set objectives, such as academic goals. The formation of self-regulation should be an integral part of teacher training programs, through the provision of theoretical training and practice sessions. By using strategies such as goal-setting, self-monitoring, self-reflection, mindfulness, and feedback, future teachers can develop their self-regulation skills and become more effective educators.

The paper substantiates the pedagogical conditions for the formation of future teachers' self-regulation and bilingual communication culture:

1) bilingual environment; 2) teaching and learning activities of the teacher as an example of mastering the bilingual culture of communication; 3) special methods, means of forming future teachers' self-regulation and bilingual communication culture.

It has been established that the foreign language is studied mostly at a higher educational institution, where bilingual communication culture is formed. This led to the introduction of the concept of "bilingual environment" that is used to denote the developmental internal environment of a higher education institution, which is a system of interrelated educational influences on the personality of a future teacher that ensure the formation of his self-regulation and bilingual communication culture. The second pedagogical condition for the formation of future teachers' self-regulation and bilingual communication culture is highlighted. It is a personal and professional example of a university teacher's self-regulation and bilingual communication culture. The third pedagogical condition is theoretically substantiated – special methods and adequate means and forms of education aimed at creating a cognitive base for future teachers, developing their motivation to form self-regulation and master bilingual communication culture.

Among the methods of fostering future teachers' self-regulation and bilingual communication culture four groups have been identified: 1) methods of forming consciousness; 2) methods of organizing activities and communication, including bilingual communication; 3) the method of sociodrama, which especially contributes to the acquisition and consolidation of positive experience of bilingual communication; 4) methods of self-education and encouraging students to autonomous activity.

A comprehensive system of pedagogical means (authentic texts, audio and video recordings of socio-cultural nature, tables, tests, reports, abstracts, scenarios of cultural and educational events, etc.) and classroom/extra-curricular forms of education and upbringing (Ukrainian and English lssons, meetings with specialists and representatives of other nations) adequate to the defined methods of forming self-regulation and bilingual communication culture has been developed.

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