

**THE DEPARTMENT OF EDUCATION AND SCIENCE  
OF THE DONETSK REGIONAL STATE ADMINISTRATION  
DONETSK IN-SERVICE TEACHER TRAINING INSTITUTE  
STATE INSTITUTION OF HIGHER EDUCATION  
UNIVERSITY OF EDUCATIONAL MANAGEMENT  
NATIONAL ACADEMY OF EDUCATIONAL SCIENCES  
OF UKRAINE**

**WEST FINLAND COLLEGE**

**INSTITUTE OF INTERNATIONAL ACADEMIC AND  
SCIENTIFIC COOPERATION (IIASC)**

**THE LITHUANIAN CHILDREN AND YOUTH CENTRE (LVJC)**



**COLLECTIVE SCIENTIFIC MONOGRAPH  
«DESIGNING AN INDIVIDUAL  
TRAJECTORY OF EDUCATOR'S  
PROFESSIONAL DEVELOPMENT IN THE  
CONTEXT OF THE CONCEPT OF  
«LIFELONG LEARNING»»**

**Dallas, USA  
«Primedia eLaunch LLC»  
2021**

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The monograph is devoted to the problem of development and functioning of postgraduate pedagogical education which is considered in the context of the general educational concept outlined as lifelong learning. The authors of the monograph identified the key issues that need to be addressed by solving this problem: theoretical principles of quality management of postgraduate education; theoretical and methodological approaches to the study of postgraduate pedagogical education, world trends in its development in a "crisis" society and a society of "knowledge"; organizational and pedagogical conditions for modeling the individual educational trajectory of teachers' professional development; development and implementation of innovative technologies for teachers' professional training and development.

The highlighted materials will be useful for representatives of the scientific and educational community.

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# CONTENT

## CHAPTER I.

### PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE PROFESSIONAL DEVELOPMENT OF EDUCATOR'S PERSONALITY: EDUCATION, SECURITY, PEACE

<i>Poul V., Talbot C., Malieieva O., Meleshko L.</i> <i>PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF TEACHERS' PERSONAL AND PROFESSIONAL DEVELOPMENT IN THE CONDITIONS OF ARMED CONFLICT.....</i>	5
<i>Zaritskyi O., Gulbs O., Dikhtyarenko S., Tyshakova L.</i> <i>SOCIO-PSYCHOLOGICAL SERVICES IN EDUCATIONAL INSTITUTIONS: THE REALITIES OF THE PRESENT AND PROSPECTS FOR THE FUTURE.....</i>	28
<i>Yatsenko T., Galushko L.</i> <i>THE LAWS OF THE PSYCHE IN THEIR UNIVERSAL FUNCTIONALITY: PROFESSIONAL TRAINING OF A PRACTICAL PSYCHOLOGIST.....</i>	46

## CHAPTER II.

### EDUCATORS' PROFESSIONAL DEVELOPMENT IN THE SYSTEM OF CONTINUING EDUCATION: INTERNATIONAL EXPERIENCE

<i>Sheredeka G., Pischel O., Fasolia N.</i> <i>"DEBATE" INTERACTIVE TECHNOLOGY IMPLEMENTATION IN THE EDUCATIONAL PROCESS (ON THE RESULTS OF PARTICIPATION IN THE GERMAN-UKRAINIAN PROJECT "YOUTH DEBATES").....</i>	87
<i>Hasai Y.</i> <i>TEACHER CANDIDATES' BELIEFS ABOUT CROSSLINGUISTIC PEDAGOGY, CODE-SWITCHING, AND CODE-MIXING: A SNAPSHOT FROM UNIVERSITY OF HAMBURG.....</i>	106

## CHAPTER III.

### METHODOLOGICAL ASPECTS OF DESIGNING THE INDIVIDUAL TRAJECTORY OF TEACHER'S PROFESSIONAL DEVELOPMENT

<i>Dolinskyi B., Todorova V., Bukhovets B., Pogorelova O., Borshchenko V.</i> <i>PREPARATION OF FUTURE PHYSICAL EDUCATION TEACHERS FOR THE APPLICATION OF INDIVIDUAL EDUCATIONAL TRAJECTORIES OF STUDENTS' ACTIVITIES IN THE EDUCATIONAL PROCESS.....</i>	119
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<b><i>Oliinyk O., Klymova V., Matsokina N., Zavhorodnia N.</i></b> <i>FORMATION OF AN INDIVIDUAL PROFESSIONAL TRAJECTORY OF THE DEVELOPMENT OF A TEACHER IN THE CONDITIONS OF THE INNOVATIVE EDUCATIONAL ENVIRONMENT.....</i>	142
<b><i>Soldatenko M., Kobets O., Torba N.</i></b> <i>DEVELOPMENT AND SELF-DEVELOPMENT OF TEACHER'S PROFESSIONAL SKILLS IN MODERN CONDITIONS.....</i>	165
<b><i>Kapinus N., Kovalenko O.</i></b> <i>INTRODUCTION OF INNOVATIVE TECHNOLOGIES TO THE SYSTEM OF CONTINUOUS EDUCATION OF PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF EDUCATIONAL REFORM.....</i>	183

**CHAPTER IV.  
DEVELOPMENT OF SOCIAL-SCIENCES AND HUMANITIES  
EDUCATORS' PROFESSIONALISM IN THE PROCESS OF  
FORMATION THE GENERAL CULTURAL COMPETENCE OF  
SCHOOLCHILDREN**

<b><i>Lavrut O.</i></b> <i>TEACHER-STUDENT INTERACTION IN THE PROCESS OF WORKING WITH SOURCES DURING THE LESSONS OF HISTORY.</i>	200
<b><i>Shynhof I.</i></b> <i>PROFESSIONAL SELF-DEVELOPMENT OF LANGUAGE AND LITERATURE TEACHERS AS PERCEIVED BY POSTGRADUATE PEDAGOGICAL EDUCATION COURSES ATTENDEES.....</i>	211
<b><i>Salahub L.</i></b> <i>RESEARCH ASPECT OF THE WORK OF THE METHODIST OF THE DEPARTMENT OF PUBLIC DISCIPLINES: KEY FEATURES AND MECHANISMS.....</i>	224

# CHAPTER I.

## PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE PROFESSIONAL DEVELOPMENT OF EDUCATOR'S PERSONALITY: EDUCATION, SECURITY, PEACE

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### PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF TEACHERS' PERSONAL AND PROFESSIONAL DEVELOPMENT IN THE CONDITIONS OF ARMED CONFLICT

**Abstract.** This article focuses on the issue of psychological and pedagogical support of teachers' professional development and activity in the conditions of armed conflict. The introduction mechanism of specified support is described which includes the narrowly specialized assistance and support of a teacher for his mental health, the prevention of the emotional burnout and the motivation to the further professional development during the process of the educational reform «New Ukrainian School». Teacher's personal and professional development support peculiarities in the armed conflict conditions

have been considered in the article, as well as the training results of the educational process in innovative technologies on the basis of the competence approach (life skills development) through educational projects introduction and piloting. The structure and algorithm of psychological and pedagogical support for teachers' personal and professional development in armed conflict conditions have been developed.

**Key words:** psychological and pedagogical support, professional development, training of life skills, competency's approach, difficult life conditions

**Introduction.** The problem of teachers' professional development psychological and pedagogical support remains relevant in connection with the education system active reform and regional socio-political instability in the country. Today, Ukraine is included in the list of countries where children are involved in hostilities. Educational institutions are often used for military purposes. According to UNICEF data, more than 740 schools have been destroyed or damaged during the conflict in Donbas. This is 1.5 times more than the total number of schools in Kyiv city [1]. According to the results of investigation in the years 2013-2017, Ukraine entered the top eight countries in the number of armed attacks on schools, along with Afghanistan, Syria and South Sudan [2; 3]. The long-term consequences of the armed conflict remain the most difficult issue to assess.

In this situation, the issue of teachers' psychological and pedagogical support, their professional development is a cross-sectional monitoring problem, which needs constant attention. Teachers continue to live and do their professional duties, trying to ensure a comfortable psychological climate and positive relationships with students and parents. Therefore, it is necessary to pay attention to pedagogical workers health promotion, their emotional burnout prevention. It is necessary to create a friendly and safe environment in local educational institutions.

In recent years, scientists and international organizations workers pay a lot of attention to the problem of internally displaced persons' socio-pedagogical and psychological assistance during military conflict, including assistance to families with children [1-3; 7-9; 11; 12], internally displaced children adaptation [4-6; 12]. Assistance to the military conflict victims and their post-traumatic stress disorders prevention is very important too [5; 6]. However, the issue of psychological and pedagogical support of teachers during armed conflict is almost not covered in modern scientific and methodological literature.

**The purpose of the article** is to cover the issue of teachers' professional and personal development, their psychological and pedagogical support in the conditions of armed conflict.

### **Study results and arrangement.**

Taking into consideration Donetsk region social environment (Table 1), we can make a conclusion that the problem of psychological and pedagogical support for teachers' professional development comes to the fore both at the national and local levels. National educational reforms implementation is very important at the local level: how can we teach teachers who find it difficult to leave areas of constant military violations and absence of mobile and online communication means; how can we motivate them to improve their education level in conditions of constant physical and psychological stress; when and how can we prevent their post-traumatic stress disorder development [7]; how can we improve the learning process, make it safe and interesting?

Table 1

### **Report on educational incidents in Donetsk region, Ukraine (according to Ukrainian educational cluster data as on 04/03/2020)**

<b>Indicators of the military conflict impact on the educational system (incidents quantity)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Infrastructural damage	43	16	36	2
Temporary schools closure due to conflict (including distance education implementation cases)	22	50	2	5
Military usage or the immediate vicinity of military facilities	-	11	8	0
Other incidents, leading to the death, injury and danger for students, teachers and parents	-	5	10	3



"New Ukrainian School" concept implementation at the national level requires maximum assistance in preparing young people for the life in modern society, their self-determination and holistic self-realization assistance provision. It is very important for local youth effective life competence development. Competence-oriented approach to the formation of the educational content has become a new conceptual guideline for the educational community in Ukraine. The key problems of this educational approach implementation have been carefully considered by scientists from the developed European countries, studied by teams of well-known international organizations, including UNESCO, UNICEF, UNDP, the Council of Europe and others.

The National Academy of Pedagogical Sciences of Ukraine is actively conducting fundamental research on competency-based education, which is related to the introduction of a competency-based approach in all levels of educational process. The works of the following Ukrainian scientists as: I.Bech, N.Bibik, A.Bogush, L.Vashchenko, I.Yermakov, O.Lochshina, V.Luhoviy, O.Ovcharuk, N.Pobirchenko, O.Pometun, V.Radkevich, O.Savchenko and others are devoted to this issue.

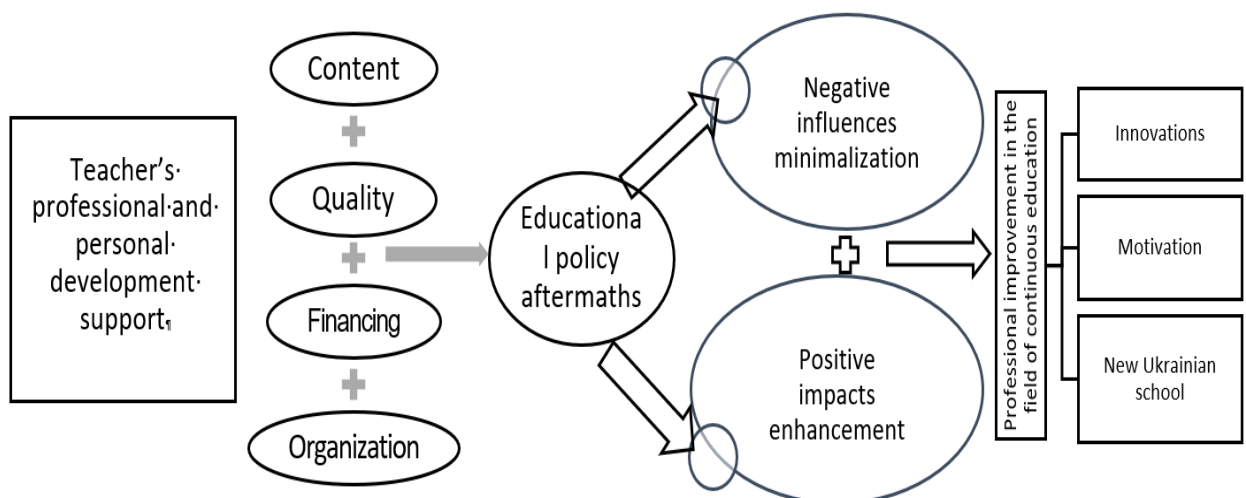
Scientists note that the approval of the competency approach should already be manifested in educational ability strengthening to:

- theoretical and empirical description, explanation and results prediction;
- measured quality scientific and methodological support;
- scientifically based principles establishment for identification methods and technologies development in the field of standardization, achievement and results evaluation [10].

The competence approach introduction, according to O. Savchenko, should be a systematic and multidimensional process that encourages teachers to take into consideration the current and future needs of children development; their professional trainings modernization; their involvement in personally meaningful, successful learning, development of positive thinking and formation of responsible behaviour. At the same time, O. Savchenko draws our attention to

the need to harmonize the implementation of the competency approach with the parameters of the National Educational Qualifications Framework [10].

Beyond all doubts the introduction of competency-based approach to the educational process requires a new and effective technologies implementation to change the consciousness of the teachers who work near the military conflict contact line. First of all, teachers should change their attitude to themselves, to schoolchildren, to the situation (often long-lasting) and improve their ability to meet present and future needs. Accordingly, developing educational policy at the local level, we should take into account all the circumstances and be "sensitive" to the conflict in order to support teacher's personal and professional development. The system of psychological and pedagogical support has been developed and implemented, which aims to support the professional development of the teacher's personality in an armed conflict and includes four aspects (see Fig. 1).



**Fig. 1. Teacher's professional and personal support development features at the local level in the military conflict conditions**

First, *the of educators training content* should be determined taking into consideration teachers and students' individual needs in mastering necessary skills in the field of psychology of both educational process management and group dynamics. This content forms the basis of the competency approach based on the life skills development and psychosocial assistance provision. Second, *the quality of support for the professional development of teachers' personality* is

provided by the direct psychological and pedagogical support for the formation of their life competence. It promotes adaptation to changes in the modern environment, adequate response to difficult situations, professional growth and self-realization, partnership formation between teachers, children and parents. Third, *the issue of teachers' training financing* in innovative technologies of life skills development can be solved by various projects implementations and piloting with the support of the United Nations Children's Fund (UNICEF) in Ukraine, NGO "Krok za Krom", NGO "Health through Education", NGO La "Strada-Ukraine", NGO "Slova Dopomogayut" and others. This makes it possible to reach a large number of teachers in short terms by attracting project funds, promotes their readiness to implement and develop the concept of "New Ukrainian School". Fourth, it makes possible to solve great number of organizational issues through *timely flexible and mobile response to the needs of educators*.

The introduction of new professional growth forms affects the change of teachers' attitude and stimulates their need to define new goals, to master new competencies and achieve them.

Taking into account the above aspects allows us to build an appropriate structure of psychological and pedagogical support, which minimizes the negative impact of educational policy and increases its positive consequences. This structure includes the following components [11]:

- 1). Negative training impact prevention during two or more teachers trainings from the same small rural school or kindergarten at the same educational institution working time (work schedule, lesson schedule, etc.). Accordingly, in order not to disrupt the educational process, most trainings were held on Friday, Saturday, Sunday; the transfer and the route of the participants were clearly defined in 3 months before the start of the work, the administration of the educational institutions was informed in advance about possible changes in terms of the project, etc.

2) Prevention of teachers' concentration on personal experiences related to hostilities in their place of residence, their immersion in own problems. Accordingly, for some time it was desirable to shift teachers' attention to the training content and their personal status "here and now". For this purpose, interactive techniques were actively used which promoted teachers' interaction and mobilized their effective activities during the dynamic learning process. It made training process interesting and emotionally attractive for the teachers. Casual communication contributed to the inner self-development of each participant, positive emotional mood gave them opportunity to work with trust and respect each other.

3) Prevention of teachers' resistance to master new educational technologies, which could be caused by a sharp change of circumstances and emotional overload. Many teachers intended to refuse to participate in training or asked for partial suspension. To this end, a developed system of incentives and motivation was introduced: prompt involvement of participants who wished to participate in the work; search for solutions that would promote the active teachers' work; interesting dynamic exercises inclusion to relieve stress, participants' attention activation; positive trainers' attitude to work in predetermined negative conditions.

4) Particular attention was paid to create particular positive conditions for participants' adaptation, individual resilience, social support and the educational environment. The right choice of the training area was very important too. The choice of the working place was conditioned by the possibility to avoid stress, to have a rest and to live in comfortable conditions (there is hot water, shower, electricity, the Internet, television, etc., which most participants are deprived of on the spot). Also we should make an emphasis on participants' proper nutrition, their social ties expansion and possibility to improve psychophysical states.

This structure of psychological and pedagogical support positively affected the participants' professional growth. We should mention several innovative training technologies implementation on a competency-based approach basis

(life skills development) through various educational projects introduction and piloting (see Table 2). Among the organizations involved in supporting of our initiative we should mention the followings: the Ministry of Education and Science of Ukraine, NGO "Children's Health through Education", All-Ukrainian Foundation “Krok za Krokom” European Union and the United Nations Children's Fund (UNICEF) as part of the European Union's “Children of Peace” initiative.

These projects implementation in preschool establishments and secondary schools allowed teachers to improve their attitudes towards children and the educational process, organize group work more often, discuss important topics and life situations, communicate on the basis of dialogue and partnership.

**Table 2**

**Teachers’ life skills trainings based on a competency-based approach in the Donetsk region through project activities (with the support of the UN Office (UNICEF) in Ukraine) in 2016-2020**

<b>Projects</b>	<b>Schools and preschool institutions number</b>	<b>Trainings, seminars and supervisions number</b>	<b>Number of trainees</b>	<b>Number of children involved (pupils)</b>
Learning to live together	619	58	1384	98432
Kindergarten is a friendly space for children	215	24	615	13669
Sport for self-improvement	99	12	198	3900
Regional project “Personal psycho-social support in vicissitudes of life” [5]	282	18	538	13500
«Mine danger informing under the scheme “Peer-to-peer”	73	10	151	3075
Safe learning environment provision for children and adolescents near the contact line in eastern Ukraine	40	368	145	5946
Active social activity skills	533	41	1099	22991
Education process integration based on the life skills course "I explore the world" for the methodological support of “New Ukrainian School	482	61	1693	27088
Inclusive environment establishment at Donetsk regional educational institutions	24	117	572	4311
<b>Total</b>	<b>2367</b>	<b>711</b>	<b>6581</b>	<b>132052</b>

The first successful pilot project in Donetsk region was "Learning to Live Together" one, which became possible in joint activities with NGO "Children's Fund for Health through Education" and the Office of the United Nations Children's Fund (UNICEF) [11]. This project consisted in life skills training (LST) for teachers. As a result, it became possible for teachers to provide children and adolescents with a psychological support in emergencies. Taking into consideration a number of schools and teachers covered by LST project, we used a cascading training approach, consisted of the following steps:

- establishment of 19 regional trainers teams, trained by the specialists of Donetsk Regional Institute of Postgraduate Pedagogical Education and the methodologists of local municipal educational departments;
- training of teachers by the trainers (at least 2 teachers from each regional educational institution took part in 3-day training sessions);
- children training by trained teachers in classes during the project "Learning to Live Together".

Thus, in 2016-2018, regional trainers trained 1,570 teachers by the "Methodology of teaching a training course on the Partial program for social skills effective development and interaction of children from 4-7 years old as part of "Learning to Live Together" project" and on "Teaching methods during a training course " Learning to Live Together" in primary and high schools on the basis of life skills development". During this period, 98,432 children of preschool and school age took part in our project (see Table 3).

**Table 3**

**Study results and effectiveness evaluation of the project "Learning to Live Together" in 2016-2018**

Indicators	Time period		Total
	2016-2017	2017-2018	
Number of educational establishments	280	339	619
Number of trainings	25	33	58
Number of trained teachers	598	972	1570
Number of children involved (aged 3-16)	37848	60584	98432

Quality analysis of the project implementation through the use of personality-oriented, active, collective and diverse teaching methods let us to

identify and of the child's identity development effective practices that can be used by teachers: uniting the children's community, their independence, interests, their emotional expressing directness, their ability to express their own opinions, etc. Working forms such as being in a circle and working in small groups have become very important to ensure that trainees could listen and talk openly about their feelings. Many educators noted the creative approach and positive impact of games, which had been used as exercises in life skills classes.

At the same time, competency-based learning became an additional stress for some teachers, as the main focus of regular lessons used to be on strong students, and teachers had to pay due attention and involve all children in life skills training. It was difficult for teachers, they were afraid to evaluate the effectiveness of their work in the context of LST. For the most part, it was difficult for teachers to "turn off their teaching mentality" and stop evaluating children's actions. Some teachers were afraid to use innovative teaching methods and suffered of a real emotional tension because of that [11].

Despite the psychological resistance shown by teachers at the beginning of the training, they later noted the positive impact of LST training on them. Most of them were tense and stressed before participating in the training. By the results of the training, teachers have shown that they become more efficient, better communicating, attentively listening, and have improved their relationships with other training participants and promote their ability to work. Teachers appreciate the fact that during the training they have to behave like children, it helps them to understand children's feelings much better.

According to the teachers' feedback [11], students really liked the form of life skills training. In some cases, children were surprised by the new approaches used in the first lessons and sometimes resisted the changes, but starting from the third lesson, most of them were looking forward to the beginning of another lesson. Teachers noted greater openness, confidence, ability to self-organize and self-regulate tolerance and team spirit among children. They noted that students became more positive about the future after attending their training sessions.

Here is the statement by the teacher from Kramatorsk: "The project works as a chain reaction: it affected me - I pass it on to others. My family encouraged me to become a blogger. They helped me to create my blog called "Add Life to Every Day." We give life to children every Thursday. They call me a "YouTube Star". That is why LST is effective in primary, secondary and high school. Children monitor the results of the Project and the chain reaction is triggered" [11].

Thus, learning life skills on the basis of a competency-based approach allowed teachers to look at their activities differently and begin to actively use the project methodology during their subject teaching. The teachers are no longer the only source of knowledge; they become the organizers, curators and moderators of the child's educational path. Personality and competence-oriented approaches, educational process management, group dynamics psychological mechanisms are indicators of "New Ukrainian School" reform implementation.

Having gained teaching experience in teachers life skills, we come to the conclusion that it is necessary to update and improve teachers' training level and to implement appropriate psychological and social support of the individuals who find themselves in a difficult life situation. In this regard, the question arose about project implementation of this support for the teachers who communicate directly with children. We obtain information about changes in their life situations. An adult who not only has the relevant knowledge, but also can cope with their own psycho-emotional states in time can provide all necessary assistance to a child.

Thus, the institute implemented a regional project "School of Self-Development" for psychosocial support of the individual in a difficult life situation" with the support of the Department of Education and Science of the Donetsk Regional State Administration and the United Nations Children's Fund (UNICEF) in Ukraine. The content of the project has been successfully tested in corporate integrated full-time distance learning courses on this topic.



The main goal of the project was to increase the level of professional and technological awareness and training of preschool teachers, primary school teachers and class teachers of 5th grade on the following issues:

1) to develop psychological security of teachers in stressful situations, master technologies to restore their psychological states;

2) to provide high-quality psychological and social support for children who find themselves in difficult life circumstances, to prevent various psychosomatic problems in learning and post-traumatic stress disorders development;

3) to ensure children- parents productive interaction [9].

The course of the self-development school consisted of 18 trainings, each lasted for 3 days. 538 teachers from 292 educational institutions from 15 regional cities and districts (primarily located near the contact line) raised the level of their own skills and abilities to provide psychosocial support to children and received individual and group psychological assistance.

Thus, the presented project helped teachers to master their skills to restore their psychological state, to prevent psychosomatic problems development during educational process, to organize partnership relations with parents and to overcome traumatic life effects. The analysis of the project implementation effectiveness allowed us to determine teachers' revealing personal peculiarities, namely: their association with like-minded professionals, independence, interest, immediacy in expressing their own emotions. Assessment of the project impact on the educational activity, teachers' attitude and behaviour shows positive changes in the formation of their life goals, revision of their own identity based on the acceptance of life changes.

A key aspect of the implementation of the "New Ukrainian School" concept is the creation of a safe, comfortable and inclusive educational environment in educational institutions. The educational institutions management should possess more developed psychological competencies that will provide new opportunities for administrative personnel, teachers, parents

and children and make it possible to create a comfortable educational space. In 2016, the United Nations Children's Fund (UNICEF) in Ukraine submitted to the Ministry of Education and Science of Ukraine a concept note "Safe Schools in Ukraine", in which it proposed possible components of a programmatic approach to establish safe schools. In November 2019 Ukraine joined the Declaration on Schools Security. The concept of "Safe and child-friendly school" (hereinafter SCFS) implements all the principles of the new Ukrainian school with an emphasis on:

- 1) the principles of life skills development (competence approach) training;
- 2) teachers' training on important issues of SCFS;
- 3) creating a safe and child-friendly learning environment;
- 4) effective self-government: planning, management, participation and partnership [12].

According to the Memorandum of Cooperation between the Ministry of Education and Science of Ukraine and the UN Children's Fund (UNICEF), in order to pilot and test the Concept "Safe and Child-Friendly School" in Donetsk region, within the implementation of the reform "New Ukrainian School" a conceptual framework safe school has been developed, which contains four standards [12]:

- 1) protective and health favourable physical environment for learning;
- 2) comfortable psychosocial environment;
- 3) inclusive education of children and adults based on universal values and vital competencies;
- 4) effective school management, partnership and participation.

During last two years, a number of measures have been taken to effectively implement the project "Safe and child-friendly school" for each standard. Pilot educational institutions, in accordance with the 1st standard "Effective school management, partnership and participation", introduced an online survey "Express assessment", which involved all educational institutions teachers and staff, children, parents and local community representatives. These results

allowed us to identify general strengths and weaknesses, internal resources, to introduce a system of effective change.

The second standard "Protective and favourable environment for health and physical learning" addressed the existing problems for educational institutions: repair of toilets, canteens, renovation of fences, convenient safe access to the institution, bicycle parking, video surveillance, fresh water sources, etc. Advocacy, counselling, mentoring, changes process and results monitoring were constantly carried out. The modelling of the "Safe and Child-Friendly School" approach was carried out in cooperation with Donetsk Regional In-service Teacher Training Institute, UNICEF representatives and local community leaders where the pilot institutions are located. Coherence between the local community leaders and UNICEF representatives is very important too. Co-investment estimated 50% to 50% for each party that provided an opportunity to eliminate weaknesses in accordance with the action plans of educational institutions.

As a part of the third standard implementation "Comfortable psychosocial environment", appropriate peer-to-peer corporate teachers' trainings and online courses "Safe and child-friendly school" have been carried out. According to its results, pilot educational institutions have developed their SCFS concept plans. "Safe School" and "Our Choice of Health" creative groups have been established, as well as "Mediators" school services of understanding, "Schools of Parenting" trainings and pedagogical counsels.

Considering the implementation of the 4th standard "Inclusive education based on universal values and vital competencies", we should mention the program initiated by Donetsk Regional In-service Teacher Training Institute consisting of trainings of teams to support changes in pilot institutions and appropriate mentoring support for the first 3-4 months. They included the head of the institution, a deputy director, an inclusive class teacher, a psychologist, a teacher's assistant, student government representatives and parent community representatives. As a result of cooperation with the "Krok za Krom" All-

Ukrainian Foundation, several inclusive groups and classes have been established in educational institutions. It increased teachers' readiness to cooperate with children and parents.

According to the current educational transformations, first of all, it is necessary to create a quality management system of the educational institution. At the heart of these changes we can admit the most decentralized model of general secondary education, which determines the broad independence of the manager of the institution. The content of educational management is a purposeful activity to create socio-prognostic, organizational, legal, personnel, pedagogical, material and financial conditions, that are necessary for the optimal functioning and development of education [13]. Due to this content the new trends in management appear. In particular, among other managerial innovations we implement inclusive education and project activities.

Hub School of Bylbasivka became a participant in the project Child Friendly School which was supported by the United Nations Children's Fund (UNICEF) in August 2017. According to the definition «child friendly school» is an educational institution that provides all the necessary conditions for learning, successful socialization and harmonious development of children and adolescents with an emphasis on life and health. Such conditions are a favorable physical and psychosocial environment, inclusive learning of vital competencies, democratic school governance, partnership and participation [14].

The first and main condition of the project was the architectural accessibility of the institution, which is determined by the comfortable material and technical base of the institution: school bus for pupils, fence around the school territory, automatic fire alarm, the entrance for children with special needs, toilets, mini-football field, gym, playground, bicycle parking, stairs with anti-slip coating, well equipped classrooms with modern computers and furniture.

Inclusive education as a direction of updating the content of education and implementation of our project led to a further step – changes in management,

namely: improving the regulatory framework, solving conceptual theoretical and organizational issues, training of participants in the educational process etc. As the question is new, a lot of reservations and misunderstandings appeared, but at the same time this issue was very topical in everyday life, as classes with inclusive education opened. In practice, we solved problems that further formed the first experience. The creation of the communication model „parents – educational institution” was normatively elaborated, a support team was formed, a person responsible for the development of IRP (Individual rehabilitation program) coordination was appointed, the specialists for correction-, development- and psychologic-pedagogical classes were provided, IRP implementation was monitored, and a referral system was organized.

The process of learning and development is based on the interaction of students, teachers, parents and staff. All participants of the educational process have participated in the training course „Inclusive Education”, the issue of which is cross-cutting at meetings and parent-teacher conferences. Educational work is carried out constantly. The parents of pupils with special needs consult other parents, which reduces stress and anxiety when contacting a psychologist and IRC (Inclusive Education Resource Centre) specialists. Any change is accelerated if it is understood, has a value dimension and directed action. An important factors in supporting the discussed issue was the work on the formation of value priorities in the community of the educational institution and the renewal of school life norms. This issue is pervasive and already has its positive results.

Providing conditions for psychological and emotional comfort is facilitated by the dissemination of socially-oriented learning practices (STEM-projects, organization of cooperative learning, personality-oriented learning, partnership pedagogy, etc.). Pupils autonomy plays a positive role in the activities of the social model, because it has an impact on pupils at the level of cooperation with class groups. Child leaders became mediators, which made it

possible to resolve conflicts peacefully and find common ground with other participants in the educational process.

In the process of implementing these tasks, we have created a social model that includes special adaptation and modification services that work to overcome different barriers. To see them when they exist in the team, at school, in the local community, interfere with every child means to be socially active. The first results we achieved:

- raising of the professional level of teachers;
- a strategy of cooperation was created;
- enrichment of the information about the class team;
- saturation of educational space with additional resources;
- a culture of joint teaching, based on the distribution of responsibilities, workload, results and success, was formed;
- the rules of cooperation were formed;
- creative planning;
- a positive atmosphere for the children was created.

The obtained experience motivated teachers to create innovations in the modern educational process, provided them with an opportunity to find both internal resources and external support to move forward. The equal access to resources for all teachers and children is very important too, as well as quality focusing, life competences development and non-violent partnership of all participants in the educational process. Regional educational institutions obtained very important experience during the following projects: "Creating an inclusive environment in educational institutions of Donetsk region", "Information on mine danger under the program "Peer-to-peer", "Safe learning environment provision for children and adolescents who live near the contact line in eastern Ukraine", "Living skills for active citizenship", "Educational life skills integration based on the course "I explore the world" as part of the "New Ukrainian School" project". These projects helped to unlock the potential not only of teachers and children, but also parents, community and educational

institutions. During one academic year, more than 63,411 children of preschool and school age, 2,053 active parents, 3,615 teachers and 350 staff members were involved in this activity.

In 2020 the pilot project "Safe and child-friendly school" was continued. Psychological and pedagogical support covered 25 educational institutions located in armed conflict of affected area (up to 20 km from the contact line). The purpose of the project was to diversify and expand the models of educational institutions functioning in Donetsk region under the project "Safe and child-friendly school".

Due to quarantine restrictions on the spread of COVID-19, psychological and pedagogical support was provided online. Thus, 541 educational specialists took part in various forms of online activities during the year. Raising teachers' awareness of online modules "Epidemic Education", "Safe and Child-Friendly School" helped to promote the idea of partnership as key part of the "Safe and Child-Friendly School" project, to find internal resources and external support for moving forward in the educational process.

Among the significant achievements of the pilot projects we should mention the following:

- Training program "Safe and child-friendly school" development and implementation: transformation approach modelling for the educational institutions, aimed to adapt "Safe and child-friendly school" model to the particular educational institution, taking into account previous experience.

- Experience obtained by the pilot schools in Donetsk region during regional and national events, including the XI International Exhibition "Modern Educational Institutions" and "World Edu" (2020), national Ukrainian trainers' trainings as part of "Safe and child-friendly school. Implementation tools and resources".

- State Service for Education Quality award by the results of pilot educational institutions activity according to the "School safety and health Index".

Discussion: Donetsk Regional In-service Teacher Training Institute activity results are several educational projects introduction in practice of many regional educational institutions and the algorithm development for psychological and pedagogical support and professional development of the teachers (Table 4).

**Table 4**

**Algorithm of the psychological and pedagogical supervision for the educational specialists professional development**

№	Structural components	Component features
1.	TIT-trainers trainings	TIT trainers' training by the specialists of the Regional institute of postgraduate education and methodological aid of state education department specialists' provided psychological and pedagogical support to teachers on the basis of new technologies introduction in educational process.
2.	Support teams trainings	Includes training for 2 to 5 representatives from every pilot educational institution (administration representatives, psychologist, teachers and parents from each pilot school), which provides a systematic approach to the advanced educational technologies implementation in the field.
3.	All educational process participants corporative trainings	Carrying out by corporate training support for all participants of educational process (teachers, parents, and children) and the personnel solves two tasks at the same time: promotes cohesion of all school team and provides psychological comfort and positive interrelations as a result of new technologies implementation for safety at the physical and environmental levels.
4.	Mentors' support	Carried out during the first 2-3 months of the innovative educational technologies introduction of by teachers of pilot institutions and includes mentoring meetings, supervision, consultations. Contributes to the development of regulation of psycho-emotional states, social environment interaction, and ability to overcome the difficulties of everyday life. That allows both a teacher and a child to develop and gain successful experience in living circumstances.
5.	Positive image Support for the pedagogical collectives in changes	Promotes the introduction of new technologies through the experience exchange at regional pedagogical events, namely: "Circles of Success", "Innovations Psycho-fest", innovations interactive exhibitions, online conferences many others.
6.	Innovation disseminations through professional development	Implementation of more than 30 in-service training programs (duration 6-30 hours). Among them are the following: "Safe and child-friendly school: modelling the transformation approach for the educational institutions", "Implementation of the inclusive education model", "Violence against children prevention and counteraction", "Mine risk education", "Methodological management supervision for the educational institutions", "Psychological support of the people in crisis life situations", "Pedagogy of partnership: psychological and pedagogical support of harmonious interaction between parents and young children", "Psychological resources of the teacher's personality: recovery and preservation", "Morning meeting" practice: development of empathy, intelligence and social skills of a child", "Puppet-person" methodology as a tool for preschoolers social and psychological development", "Social skills of effective interaction formation for preschoolers through the "Learning to live together program implementation", etc.



Among the effective ways of psychological and pedagogical support content formation we can identify the following: preventive trainings according to up-to-date modern interactive technologies, which provide a comprehensive impact on teachers' professional development, various life competence formation, elimination of negative social environmental factors. The application algorithm improvement for psychological and pedagogical support, promoting teachers' professional growth and development, skills mastering and healthy personality formation of a child according to "New Ukrainian School" concept.

### **Conclusions:**

1. The system of psychological and pedagogical support of teachers' professional growth in Donetsk region requires innovative approaches to educators' training, which influences the change of teachers' own attitude to themselves. At the same time there is an attitude change both to the child's personality and to the educational process organization, self-educational activities that help participants to succeed in life.

2. Psychological and pedagogical support for professional development of the teachers who work near the contact line. It should be aimed at crucial life competencies formation and development, facilitate rapid adaptation to constant changes in the modern environment (for example crisis).

3. Constant knowledge content update for pedagogical workers' skills, newest educational technologies introduction, coordinated with urgent participants' needs in educational process. It will promote effective and proactive competence mechanisms introduction.

Thus, developed regional system of psychological and pedagogical support promotes teachers professional growth. This system has shown its effectiveness, but still requires new approaches and ways to attract additional funds. All of that will positively affect attitudes to the quality of teaching in the New Ukrainian School. In the future it will stimulate the need for self-educational activities, improvement of various professional competences, and the introduction of educational innovations.

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## **SOCIO-PSYCHOLOGICAL SERVICES IN EDUCATIONAL INSTITUTIONS: THE REALITIES OF THE PRESENT AND PROSPECTS FOR THE FUTURE**

**Abstract.** In today's conditions, the main attention in the psychological service specialists' activities should be focused on the readiness to perform not only functional tasks but also to provide a system of qualitative socio-psychological services that meet the needs of students, pupils, parents and teachers.

The purpose of the research was to study the quality of social and psychological services in educational institutions of the region and create recommendations for their improvement.

Methods of the research: questionnaires for heads of psychological services in cities / districts, heads of educational institutions, specialists of psychological services in educational institutions, teaching staff, students of the 4th, 6th, 9th, 11th grades and parents.

The research showed that the quality of social and psychological services in educational institutions of the region is satisfactory. The needs, realistic

expectations and ideas about the activities of the psychological services of students, teachers, parents, which also have a positive context have been studied.

The significance of the research lies in the fact that practical recommendations to improve the quality of social and psychological services in educational institutions are provided to specialists of the psychological services.

**Key words:** social and psychological services; psychological service; professional competence; interaction.

**Introduction.** The purpose of the psychological service in educational institutions is to promote conditions for social and intellectual development of students, mental health protection providing psychological and socio-pedagogical support to all participants in the educational process in accordance with the goals and objectives of the educational system [1].

The activity of a practical psychologist / social pedagogue of an educational institution involves not only the use of various methods of diagnostic, correctional and preventive work with children but it acts as a complex technology, a special culture of support and assistance to the child in solving problems of his development, learning, education, socialization.

Under such conditions, the main attention in the activities of psychological service specialists should be focused on the readiness to perform not only functional tasks but also the provision of qualitative socio-psychological services that meet the needs of students, pupils, parents and teachers [2].

First of all, practical psychologists and social educators should promote the full development of each child's personality, accompany the formation of life skills, provide assistance in socialization in today's changing social realities. Overcoming psychological problems connected with COVID-19 and quarantine measures among participants of the educational process has become a new challenge for psychological service specialists of the educational sphere. They are: increase of the reaction of distress, risk for health and increase of the prevalence of psyche health disorder such as posttraumatic, stress disorder, anxiety disorders, depression and somatization.

An experienced group from India certifies the following basic psychological influences of COVID - 19 (Halder S. & et al., 2020): fear and disturbance about one's own health and kinsmen's health; a permanent disturbance in relation to sustained financial losses; changes in the mode of dream and meal; difficulties of concentration and irritation; fear and actual worsening of health chronic problems; increasing of the use of alcohol; tobacco and psychoactive substances [3]. In relation to quarantine, a research group from Great Britain (Brooks S. etc., 2020) analyzed 24 researches of the psychoactive influence of quarantine and underlined specific stress factors: duration of quarantine (more than 10 days considerably provokes higher risk of the development of symptomatology of posttraumatic stress); disappointment, boredom and the feeling of isolation from the rest of the world; insufficient information; absence of the clear pointing [4].

Specialists of the section Stress, traumas and psychological support for emergencies COVID – 19 at the Italian Educational Center for family, childhood and teenagers conducted on-line questioning of 6000 parents in relation to the reaction of children from 4 to 10 years on a pandemic which showed that: half of the children found out megascopic irritability, intolerance to the rules, whims and excessive requests; every fifth child had problems with changes of mood and dreams; every fourth child had a regressive symptom as the wish to sleep with his parents at night; every third one had the expressed nervousness; even adapted and “super-adjusted” children evidenced the expressed disorders (Pisano L. & Cerniglia L., 2020) [5].

Other data testify that psychosocial difficulties and also relapses of diseases, decline of a psyche health and a disease as psychological consequences can be shown up in children (Ellepola A., Rajapakse R.P. (2020) [6].

Now there is a great problem of working off corresponding models, methods and techniques of giving psychological assistance in the condition of a pandemic: diagnostics of stress and crisis states; distant first psychological assistance; crisis interferences; distance crisis consultations; psychological

accompaniment of losses during the first hours-days; training of advisers from self-assistance; advising in relation to post-pandemic symptomatology; a technique of solving problems after traumatic event; techniques of stabilization and development of renewal skills. According to the results of questioning in March 2020, 145 psychologists and psychotherapists from the Eastern Europe (53,1% from Ukraine) underlined the requirement of additional professional training and the necessary support during their work in the condition of a pandemic and quarantine (Velykodna M., Frankova I., 2020) [7].

This can be achieved only through active interaction of the psychological service with teachers and the parent's community. Its effectiveness depends on the willingness of the latter to cooperate, equally understand the essence of common tasks, have adequate ideas about the real possibilities and importance of such cooperation.

### **Aim and tasks**

The purpose of the research was to study the quality of social and psychological services at educational institutions in the region and create recommendations for their improvement.

The purpose is specified in the following objectives of the study: to identify difficulties, complications and factors that negatively affect the implementation of qualitative psychological support of the subjects of the educational environment and to identify ways to overcome them.

### **Research methods**

Relevant questionnaires for heads of psychological services of cities / districts, heads of educational institutions, specialists of psychological services of educational institutions, pedagogical workers, students of 4th, 6th, 9th, 11th grades and parents. The survey was conducted through an online survey.

### **Research results**

The study involved 12,560 people, the category of which is presented in table 1.



One of the important factors in the provision of qualitative socio-psychological services by practical psychologists and social educators is the availability of professional education and professional development in the intercourse period.

Thus, 89% of practical psychologists of educational institutions have a complete higher education in the specialties "Psychology", "Practical Psychology". The situation with social educators is much worse: only 21% have a complete higher education in the specialty "Social pedagogy", "Social work".

Approximately 50% of psychological service specialists constantly improve their professional competence by participating in curricula, trainings, seminars on various topics in the intercourse period.

**Table 1**

**Category of research participants**

Category of respondents	Number of respondents
Heads of the psychological service of cities / districts	23
Heads of educational institutions	243
Specialists of the psychological service of educational institutions, of whom:	260
practical psychologists	167
social pedagogues	93
Teachers	843
Students of secondary schools, of whom:	6244
4th grade students	1606
students of 6th grades	1678
9th grade students	1588
11th grade students	1372
Parents	4947

It is important to note that 4.6% of respondents confuse the improvement of professional competence in the intercourse period with the mandatory completion of refresher courses every 5 years.

More than 23% of respondents take part in professional All-Ukrainian and international scientific and practical conferences sharing their experience.

An urgent need for specialists in the psychological service of the region was the constant increase of their own professional competence in working with

children and adults who have experienced traumatic events. Thus, in the last 2 years, 61% of psychologists and social educators have been trained in such programs and projects (Table 2).

**Table 2**

**Advanced training in working with children and adults who experienced traumatic events**

Name of the program / project	Number of specialists (%)
Crisis counseling skills and development of psychosocial resilience to stress in children, Ministry of Education and Science of Ukraine, Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work of the National Academy of Pedagogical Sciences of Ukraine, UNICEF Children's Fund (Representations in Ukraine), Kyiv-Mohyla Academy National University	20
Children and War: Teaching Healing Techniques (Institute of Psychiatry (London, England), Center for Crisis Psychology (Bergen, Norway), Institute of Mental Health of the Ukrainian Catholic University, Ukrainian Institute of Cognitive Behavioral Therapy, authors: Patrick Smith, Atl Diregrov, William Yule, Leila Gupta, Sean Perrin, Rolf Gestad)	11
Socio-pedagogical and psychological assistance to participants in the educational process during the conflict in Ukraine (Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work, International Women's Human Rights Center "La Strada-Ukraine")	8
The Trauma of War (Humanitarian Headquarters "Let's Help")	7
Organization of social and psychological assistance to children and their families displaced to the regions of Ukraine from the temporarily occupied territory and areas of anti-terrorist operation (International Institute of Deep Psychology, All-Ukrainian NGO "League of Social Workers of Ukraine")	5
Assistance to children in a long-term crisis situation (All-Ukrainian public organization "Women's Consortium of Ukraine", League of Business Women of Donetsk region)	3,6
No program (project)	45,4

It is possible to note a positive tendency concerning additional increase by experts of psychological service of the area of their own professional qualification in various directions of psychotherapy (47%) the most widespread of which are presented in table 3. The table shows that art therapy is the most popular among psychologists as a simple but effective means of psychological assistance based on creativity and play. The method of deep psychocorrection of Academician of the National Academy of Pedagogical Sciences of Ukraine,

Professor, Doctor of Psychological Sciences T.S. Yatsenko whose author's school was held twice in Slovyansk is also popular among psychologists of the region.

**Table 3**

**The most common areas of psychotherapy which improve the skills of psychological services**

Direction of psychotherapy	Number of specialists (%)
Art therapy	18
Method of deep psychocorrection of the academician of NAPS of Ukraine, professor, doctor of psychological sciences Yatsenko T.S.	9
Symbol drama	3,2
Fairy tale therapy	2,4
Family psychotherapy	2,4
Transactional analysis	2
Cognitive-behavioral therapy	2
Body-oriented psychotherapy	2
Systemic and family arrangements according to Hellinger	2
Psychoanalysis and psychoanalytic therapy	1,6
Gestalt therapy	1,2
I do not improve my skills in any direction	54,2

The analysis of the survey data of the heads of educational institutions allowed to obtain information about the additional workload of psychological service specialists in educational institutions. On the one hand, the burden on the psychological service specialist as a pedagogical worker is an additional opportunity to communicate with children. On the other hand, it is an expansion of their functional obligations which goes beyond the activities in the limits of their main position and requires significant time.

The quality of social and psychological services significantly depends on the conditions of activity, namely on the availability of a separate office for work. The analysis of the obtained data showed that 59% of practical psychologists / social educators have a separate office for work, 25% share the office with other specialists and 16% do not have a separate office for work.

The provision of social and psychological services to participants in the educational process is carried out through the implementation of the main areas

of work of a practical psychologist and a social pedagogue of the education system. The leading activity of practical psychologists is correctional-rehabilitating and developmental work (61%), and social educators - preventive (41%) which is fully consistent with their functional obligations.

The implementation of practical psychologists' and social educators' directions of their activity are carried out through various forms of organization of work with all participants in the educational process.

Table 4 shows that the opinion of the heads of educational institutions, teachers, students, parents and specialists of the psychological service on the most common forms of work with students (pupils) mostly coincides.

According to the definition of practical psychologists, the diagnostic direction of their work occupies only 30% of their activities while testing and questionnaires are the main forms of organization of work with students and pupils.

Differences between the opinions of students and other participants in the educational process can be seen in such forms of work organization as individual and group consultations, correctional and developmental classes, career guidance work.

A discrepancy of 20% at such form of work as training can be traced. It can be assumed that teachers often confuse training as an independent form of work with the use of its elements in any other activities of a practical psychologist.

The subjects of psychological services with teachers meet the current needs of pedagogues: the principles of first aid for children and adults, prevention and overcoming of emotional teachers' burnout, psychological characteristics of children of different ages, etc.

The most common forms of organizing the work of psychological service professionals with parents are public speeches at parent meetings and individual consultations.

Table 4

**Subjects of optional courses, elective courses and special courses in psychology which are taught in the CEE of the region**

<b>Optional courses, elective courses and special courses in psychology</b>	<b>Number (%)</b>
«Know oneself». Program of a special course in psychology (L.V. Domanska)	4
«Educational games». Elective course program (O.G. Lutsenko)	3,6
«Interesting psychology». Elective course program. (A.L. Tsios)	2,8
«Quick self help». Elective course program (Z.G. Vitulska, V.I. Denisenko)	2,4
«Psychological development of the personality of early adolescence». Elective course program, additional material to the program «Diary of personality development» (A.V. Zavorotnyuk)	2,4
«Formation of spiritual and moral values». The program of the optional course for students of the special boarding school (L.I. Chernousova)	2,4
«My future profession: the path to success». Elective course program (V.G.Panok, O.V. Melnyk, O.L. Morin, L.A. Gutsan, I.I. Tkachuk)	2
«Arrangement of personality». Elective course program in psychology (A.V. Suvorov)	2
«Frank talk». Elective course program (A.M. Vievsky, K.I. Lepekha, N.V. Lunchenko, Y.A. Lutsenko, V.D. Ostrova, V.G. Panok, N.V. Sosnovenko)	1,6
«Psychology of communication». Elective course program (N.Yu. Sasyuk)	1,2
«Fundamentals of Psychology». Elective course program for students of a special boarding school (L.I. Chernousova)	1,2
«Me and my profession». The program of the special course (L.M. Zhuromskaya)	1,2
«Steps to school». The program of the optional course for pupils of preparatory classes of special boarding school (L.I. Chernousova)	1,2
«Learn to think». Elective course program (M.G. Glushko)	1,2
«Steps to the top of " I "». Elective course program in psychology (N.M.Kostecka)	1,2
«It's time to choose». Elective course program (T.V. Sidlyar, N.V. Svirchkova)	0,8
«Interesting communication». Elective course program (L.V. Bura)	0,4
«Secrets of communication». Elective course program (O.M. Kurbanova)	0,4
«Useful skills of junior high school students». Elective course program for a special boarding school (L.I. Chernousova)	0,4
«Psychology of communication». Special course program (I.E. Khronyuk)	0,4
«I choose a profession». Special course program. (M.V. Lemak, V.Y. Petrishte)	0,4
«Psychology of a personality». Special course program (M.I. Bozhko)	0,4
«Psychology of personal development». Elective course program (N.D. Boyko)	0,4
«Me and psychology». Elective course program. (V.M. Ostrovskaya)	1,6
«Fundamentals of psychology and pedagogics». Special course program for preparing students for the Contest in pedagogics and psychology (D.D.Romanovska, O.V. Ilashchuk)	0,4
«Psychology of business communication and the basics of business etiquette». Elective course program (I.S. Ropatska)	0,4
«Psychology». Elective course program (L.A. Petushkova, A.V. Anosova)	0,4
«Fundamentals of personality psychology». The program of the special course (Y.M. Talaeva, D.D. Romanovska)	0,4
«Psychology of scientific creativity». Special course program (O.P. Chukhilevich)	0,4
«Ethics and psychology of family life». Elective course program for students of a special boarding school (L.I. Chernousova)	0,4
No course is implemented	62

The analysis of the survey data showed that along with the traditional forms of organization and methods of work of the psychological service with the participants of the educational process, practical psychologists and social educators also use innovative ones. Yet quite a number of practical psychologists do not know what forms of work can be called innovative. Some innovative forms include traditional ones, such as: conversations, mini-lectures, informational messages, individual and group consultations, etc.

The Ministry of Education and Science of Ukraine in a letter dated 06.06.13 № 1 / 9-413 recommends the introduction of optional courses in secondary schools which contribute to the comprehensive development of a personality, harmonization of relations between the individual and the team, prevention of conflicts in the school environment and solving psychological problems of the educational process at a secondary school. But only 35% of respondents say that their institutions implement psychologically-oriented electives and special courses which are aimed at strengthening the psychological component in the education of children and students.

Among the preventive programs, implemented in educational institutions by psychological service specialists most often through the hours of a psychologist (sporadically and systematically), targeted trainings for students and teachers, the most common are: , "Protect yourself from HIV", "Family conversation", "Prevention of human trafficking and exploitation of children", "Personal dignity. Life safety. Civic position ", " Useful habits ", etc.

According to regulations, the main task of the psychological service in an educational institution is to ensure the optimal process of the mental development of a child, so socio-psychological services are primarily aimed at meeting the interests and needs of the student.

It is interesting for children and adolescents to know who a practical psychologist and a social educator are and what role they play in an educational institution. It can be determined that most respondents have very specific ideas about the functions of a psychologist and a social educator, the specifics of their

work and their important role in an educational institution. But only 15.8% of students say that they often seek counseling from psychological services to solve their problems, 43.8% - rarely apply and 40.4% of respondents do not apply at all.

Among the reasons for refusing to consult a practical psychologist / social educator students mention the following: there was no need (63.1%), the best counselors are my parents (13.8%), I solve my problems without assistance (10%) , it's a shame to do this (7.6%), the best advisors are my friends (3.6%) and I don't trust (1.7%). We can assume that, if necessary, students will still seek advice from specialists in the psychological service of their school.

In general, we can note the positive attitude of students to the activities of specialists of the psychological service of the region. Thus, about 70% of students say that they are always interested in the classes conducted by a practical psychologist / social educator in their class, 76.3% of respondents always and often learn about something new and useful for themselves. According to the statement of 80% of parents, the attitude of children to employees of the psychological service of the educational institution is positive.

An important component of improving the efficiency of the educational process is the active cooperation and interaction of the psychological service with teachers and parents. Coordination of actions of a practical psychologist / social pedagogue, teacher and parents ensures unity, integrity of psychological and pedagogical influence on the student's personality, helps to overcome cognitive dissonance in the educational environment.

The obtained data indicate that pedagogical staff of secondary schools actively cooperate with specialists of the psychological service. Thus, 65.2% of teachers answer "I cooperate often", 26.4% - "I cooperate sometimes" and only 5.3% and 3% of the individuals to the proposal to determine their degree of cooperation with the psychological service in solving problems in the educational process " cooperate rarely" or "do not cooperate at all."

At the same time, 55.8% and 31.4% of teachers "often" or "sometimes" seek advice from specialists of the psychological service of the educational institution to solve educational problems. Most often, these appeals concern issues of interaction with children with deviant behavior (25%) and children with special educational needs (18%), creating a positive psychological climate in classrooms (20%), interaction with parents (17%) and prevention and overcoming emotional burnout. (16%).

The existing trust in the psychological service is evidenced by the fact that 65.4% of teachers seek counseling from specialists in the psychological service to solve their personal problems.

The degree of cooperation of parents with the psychological service of the educational institution in solving problematic issues in the upbringing (education) of the child is also positive. Thus, 76.6% of parents say that they often or sometimes cooperate with the psychological service of their educational institution. About 90% of parents at least once a year seek counseling to solve problems in the upbringing or education of their child. Most often, these appeals relate to helping children with emotional difficulties (49%), overcoming learning difficulties (40%), adapting children to new learning conditions (38%) and increasing learning motivation (26%).

Thus, we can talk about the presence of an appropriate degree of trust in specialists of the psychological service on the part of parents, the perception of the psychologist as a person to whom you can always turn for help if necessary.

The quality of providing social and psychological services to participants in the educational process by specialists of the psychological service in educational institutions is significantly influenced by the methodological support of practical psychologists / social educators at the city / district level.

Forms of methodological activities are diverse, but still the most common are methodological associations of practical psychologists / social educators. Among the innovative forms of methodological support of psychological service specialists, which are introduced at the level of cities / districts, the most



common are: Online conferences, seminars offline, remote counseling, the issue of the psychological magazine "Touch of the soul", professional growth club "Knowing yourself", Internet meetings , Internet seminars, Internet consultations, work in Skype mode, festivals of practical psychology, technology parks, psychological workshops, master classes with elements of supervision, methodical projects, mosaics of psychological experience, author's workshops, etc.

Nevertheless, 22% of heads of psychological services of cities / districts say that they do not use innovative forms of methodological support for psychological service specialists, 17% simply list interactive teaching methods, 13% state innovative forms (workshops, methodological associations, lectures, etc.).

Heads of psychological services of cities / districts constantly provide counseling to practical psychologists and social educators on various professional issues. Subjects of appeals from psychological service specialists are related mainly to work planning and reporting documentation (22,4%), psychological support of children with special educational needs (18,4%), legal support and documentation of a practical psychologist / social educator (15,9%), preparation of seminars, registration of articles, methodical recommendations (13,5%).

Based on the results of the study, we can confirm, first of all, the fact that the period is behind us when teachers, students and their parents, and often the administration of the educational institution are not sufficiently aware of the role of a psychologist or a social educator and their role in improving the quality of the educational process.

It is becoming increasingly clear that a necessary condition for creating a holistic system of effective psychological support of the educational process in any educational institution is the establishment of trusting, mutually respectful and understanding relationship between administration, teachers, parents, students, practical psychologists and social educators.

The activity of practical psychologists and social educators covers all participants in the educational process (administration, teachers, students, parents). It includes various forms, types and directions of work on the provision of qualitative socio-psychological services.

There is a clear trend in the region when consumers of social and psychological services are not only the subjects of a particular educational environment but also members of the community. Thus, 85% of specialists of the psychological service of cities / districts cooperate with state institutions and public organizations; centers for social services of families, children and youth; services for children and child protection; city (district) courts; criminal police for children; employment centers, narcological dispensaries and doctors of various profiles, charitable foundations and public organizations of the All-Ukrainian and international levels.

Approximately 50% of the specialists of the psychological service of cities / districts take an active civil position participating in various forms of public / social activity, most often acting as a psychologist-volunteer (21%) and participating in temporary projects (31%).

The weak point in the activities of the psychological service of cities / districts is participation in experimental research activities. The analysis of the respondents' personal data showed that the specialists of the psychological service do not know the difference between the experimental sites, the school-laboratory, the research laboratory and the basic experimental school. There are also differences in determining the level of experimental research.

When asked to determine the subject, the form and the level of the experimental research work of the psychological service of the educational institution in 17% of answers there are the following marks: «I do not have information», «Not in the competence of a practical psychologist», «Questions not by profession».

The necessary requirement of our time is the participation of educational institutions in international projects and the involvement of practical

psychologists / social educators in the implementation of socio-psychological support for their application. Unfortunately, only 22% of the specialists of the psychological service of cities / districts take part in the International projects.

Among a number of areas of socio-psychological support of the educational process in institutions in modern conditions, special attention is paid to such as:

- psychological facilitation of professional competence of a teacher-educator;
- support of national-patriotic education, formation of civic activity and national consciousness;
- support for the introduction of the mediation approach to conflict resolution in the school environment;
- support of children and parents in the conflict and post-conflict period;
- support for increasing parental competence on the basis of a partnership and through the promotion of the best family education systems.

### **Discussion**

The study showed that the quality of social and psychological services in educational institutions in the region is satisfactory. The needs, realism of expectations and ideas about the activities of the psychological service of students, teachers, parents, which also have a positive context, have been investigated. The quality of socio-psychological services depends on many factors among which a significant place is occupied, above all, the establishment of effective interaction between all participants of the educational process.

The high level of interaction of participants of educational process with experts of psychological service and the basic forms and methods through which it is carried out has been ascertained.

The degree of satisfaction with the activities of the psychological service of participants in the educational process and heads of educational institutions has been determined.

On the basis of the identified difficulties, complications and factors that negatively affect the implementation of qualitative psychological support of the subjects of educational environment, recommendations have been worked out to specialists of the psychological service, including:

1. To inform practical psychologists constantly about educational, research, community events and projects offered by various professional organizations (G.S. Kostyuk Institute of Psychology, All-Ukrainian Institute of Integrative Psychology and Psychotherapy, Institute of Mental Health of the Ukrainian Catholic University, Ukrainian Union of Psychotherapists, Association of Psychologists of Ukraine, All-Ukrainian Association of Psychodiagnostics, etc.).

2. To update the activities of counseling centers for young professionals where they consider not only the legal framework and documentation of a practical psychologist / social educator but also the preparation of seminars, articles, guidelines, etc.

3. To start the work of internships, (except for the activities of the Schools of Young Psychologist / Social Educator which have already become traditional), which aim is to improve the professional adaptation of young professionals in educational institutions of the city / district. It is advisable to organize groups of professional reflection for social educators because only 20% of professionals in this position have the appropriate professional education.

4. To update the subjects of methodological activities in the areas of: psychological support of hyperactive children and children with autism spectrum disorders; psychological support of inclusive education and children with SEN; psychological support of children of deviant behavior; prevention and overcoming of stress and post-stress states of participants in the educational process.

5. To organize intervision and supervision groups where during the meetings specific complex cases in the work of the specialist are discussed, ways to solve problems are determined.

6. To strengthen the work on identifying, studying, generalizing, disseminating and implementing best practices of psychologists and social educators at different levels.

7. To continue work on improving psychological culture of all participants in the educational process through socio-psychological seminars, trainings, using innovative forms and methods of work which will contribute to a fuller understanding of the nature and objectives of psychological services, the formation of realistic ideas services in the work of educational institutions.

8. To continue explanatory and educational work on the functioning of the psychological service, its capabilities and competencies. Stages of involvement of teachers and parents in the system of psychological support should be carried out gradually, following a certain sequence:

9. To strengthen the psychological support of management activities in educational institutions. After all, an educational institution is a multi-vector system of communication, so management without taking into account psychological aspects of such a team is impossible.

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## **THE LAWS OF THE PSYCHE IN THEIR UNIVERSAL FUNCTIONALITY: PROFESSIONAL TRAINING OF A PRACTICAL PSYCHOLOGIST**

**Abstract.** The article presents the idea of the universality of psychic laws, based on a comparative analysis of depth cognition results as well as the laws of quantum physics. The importance of understanding the category of “informational equivalents”, which unites both ideal and physical realities, is emphasized. The main idea of the article is to understand the integrity of the world, which consists in the unity of the laws of physics, philosophy, biology and psychology. The scientific achievements of quantum physics are complied functionally with depth psychology evidence and are specified in the article. The empirical evidence of the “black hole” presence in the human psyche, as well as theoretical substantiation of the introduction to psychology of the “complementarity principle” is represented. The problem of the remote instruction of mental substructures, which predetermines the psyche cognition in the format of the "invisible horizon" is raised.

**Keywords:** depth self-knowledge, depth psychology, professional training of a psychologist, quantum, self-knowledge, correction, diagnostics.

**Introduction.** Practical psychology has been developing so far. This process is largely stipulated by the development of the psychodynamic theory, methodology and relevant practice, united under the common name “active

social-psychological cognition” (ASPC). Practical psychology is the area of professional activity, different from the everyday, extra scientific one. A practical psychologist performs his professional functions applying methods, techniques and tools based on the knowledge of human behaviour. In view of the foregoing, the development of effective methods of psychological assistance and their scientific basis are of great importance. The integration of scientific achievements with the general system of understanding of the human psyche laws was of particular importance in the development of depth psychology. Based on the psychodynamic theory, the main problem of modern psychological practices is the lack of understanding of the “information equivalent” category that combines the conflicting areas of the psyche (the consciousness / the unconscious).

**The Goal of the Research:** to study the common features of psychic laws (their objectivity) by a comparative analysis of the empirical evidence of depth cognition and research results in quantum physics.

**The results of a theoretical study of the future psychologist’s training problem.** The attention of modern scientists to the problems of practical psychology has been increasing sufficiently, as evidenced by the studies of G. A. Ball, A. F. Bondarenko, Z. P. Virna, P. P. Hornostay, Z. S. Karpenko, S. D. Maxymenko, V. G. Panok, V. A. Tatenko, N. V. Chepeleva and others. At the same time, research concerning the problem of the psychic integrity laws understanding is still highly inconsistent. Therefore, depth psychological correction is not included into the knowledge asset necessary for future practical psychologists. Universities that train professional psychologists are focused mostly on providing academic knowledge. For this reason, it is not enough to develop students’ personal potential, reflexive intelligence, social perceptual thinking abilities (intuition), readiness for dialogical interaction, etc. An academic approach does not provide future practical psychologists with the ability to complete the course of personal correction that can neutralize the



residual (“trace”) effects of the experienced injuries. As a result, there are some gaps in their professional training.

The term of “vocational education” is interpreted as “ training of specialists of various skill levels at the educational institutions for employment in one of the sectors of the national economy, science, culture ...The vocational education content includes substantive insight into the scientific background and technology of the chosen type of labour; inculcation of special practical skills; the formation of the psychological and moral personal qualities required to work in a particular area of human activity” [11, p. 217].

Our studies show that the prerequisite for the professional development of the practical psychologists has been their personal psychological correction, which is focused on identifying the deep psychological sources of personal problems (internal stabilized contradictions) that destruct communication with other people. It is about reaching psychological maturity by the future specialist, one of the indicators of which is the ability to transform oneself into an object of observation and research. It stipulates self-reflection, cognition of the infantile origins of the personal problem, the psychoanalysis of traumatic life events and the recognition of individual tendencies of behaviour determined by childhood.

Providing a young psychologist with the professional assistance in order to optimize his or her communication skills and to make optimal relationships presupposes the development of social perceptual intelligence (practical rationality) and introspection skills. According to V. G. Panok, “a practical psychologist while working with a client should know all the depths of his or her soul,” which implies first of all the knowledge by psychologist of his or her own hidden soul essence. A practical psychologist must take into account the mechanisms of compensation and sublimation, “which allow the individual to maintain homeostasis in social relations” [14, p. 61–62].

A scientific literature review in the field of practical psychology allowed us to identify the following as components of professionalism: communication culture, development of the emotional and psychological spheres and the

capacity for professional reflection (A. A. Osipova [13], N. I. Poviakel [16]); professional and psychological positive motivation for future practical activities, mature social and cognitive as well as communication skills and practical intelligence (N. V. Chepeleva [20]); strong personal and professional identity (A. F. Bondarenko [5]); the psychological readiness of the future specialist for constructive dialogue and partnership (N. I. Poviakel [16]); the ability to establish constructive contacts with people, as well as the development of the psychologist's self-consciousness and personal maturity (N. A. Kucherovskaya [10]). The personal and professional realization of a psychologist is impossible without internal moral mobilization, which provides for the elimination of the contradictions between the real self and the ideal self in the process of self-improvement (A. S. Shtepa [24]).

The personal potential of a specialist (cognitive, interactive, existential and semantic) is of great importance and specifies the practical psychologist's job unlike other areas of professional activities. This is precisely what affects the results of psychological self assistance as well as aid to another person.

We are convinced that the personal development of future practical psychologists is inextricably associated with their mastering of the psychoanalytic ability to conduct a dialogue with a respondent using visualized means. Reflection development which contributes to psychologists' understanding of stabilized internal contradictions and their infantile origins has been sufficient as well. We stand in solidarity with the modern Ukrainian researcher A. F. Bondarenko who notes that "... such personal work cannot be carried out by means of books (training manual) ... because it requires a fundamentally different way of learning, namely: the experience of one's own being in direct personal communication and analysis" [5, p. 8].

The problem of practical psychologists' training is especially relevant in the context of pedagogical studies [1]. These studies set a qualitatively new view on the professional development of future psychologists. The most significant indicators are considered to be the professional competence development,

spirituality, creativity, and social activity. It has been proved that the successful application of the developed concept of university education in educational science and psychology is due to the students' personal potential actualization during professional training.

*In summary, the relationship of personal and professional is a central link for ensuring the psychologists' training effectiveness.* University pedagogical education is being implemented through student-centred and individual creative approaches both organizationally and procedurally. This is precisely what ensures the human factor actualization in mastering psychology [2].

An academic approach does not provide the content of education, its means and methods with contribution to the self-realization of personal potential and the personal manifestation in the professional self-realization. The attempts have been made to develop personalized programs such as the modelling of personal problems in psychological drama, which have been insufficient to penetrate the unconscious, as well as the deep roots of its formation.

**Self-knowledge** has long been considered to be a necessary prerequisite for professional success, which is reflected in many psychoanalytic essays. So, S. Freud considered introspection an important stimulus for the actualization of the repressed into the unconscious, which contributes to the release of Ego from excessive intentness. A. Adler's individual analytic approach has provided for the personal development meaning which is to perceive by a person his or her true life goal. This goal is disguised as illusory ideas which encourage a person's drive for power in order to compensate for feelings of inferiority. In C. Jung's analytical psychology the emphasis is placed on the cognition of personal traits which are "in the shadow" (the unconscious).

According to psychological synthesis (R. Assagoli), the main idea of self-development is internal harmony, unity with the Self through the awareness of sub personalities. In Gestalt therapy F. Perls emphasized the need for achieving personal maturity which has the following indicators: to support oneself rather

than to be supported by others; the ability to take responsibility, to mobilize, which requires preliminary study of the neurotic levels of the personality, etc.

Personal development associated with the desire for self-realization is the central concept of humanistic psychology. At the same time, self-knowledge is necessary for self-actualization. It contributes to the elimination of the inconsistency between the real self and the ideal self, reduction of anxiety, distortions of social-perceptual reality, which generates maladaptive forms of behaviour.

*The profession of psychologist involves a continuous process of personal development, which should be achieved by variety of means. In the humanistic direction it is being achieved through personal growth; in psychoanalysis through personal analysis; in the psychodynamic direction through personal correction and depth self-knowledge. Studies concerning the practical psychologist training aspect are highly inconsistent both in domestic and foreign psychology.*

Depth psychology in the format of psychodynamic theory aims at the defining of relationship between the spheres of the conscious and unconscious in their contradictory unity and functionally asymmetric confrontation. This article presents the achievements in the field of vocational training of practical psychologists based on psychodynamic methodology and appropriate instrumental and methodological support.

#### **Presentation of Basic Material of the Research.**

**The development of modern knowledge requires the world integrity understanding which consists in the unity of the laws of physics, philosophy, biology, psychology and other sciences.** The scientific and practical psychology integration with the universal laws of nature (in particular, the Universe) provides a new, progressive impetus for the philosophical and methodological understanding of the psychic in its holographic essence and interrelationships between the particular, the partial and the whole. It points to the avant-garde formulation of the psychic integrity problem with a focus on the

**“interaction and mediation”** processes. The latter offers the prospects for penetration into the invisible (“other”), latent, which actually determines the visible and the observable.

Aiming at the psyche holism, the interrelations between the physical and the ideal (spiritual) world have become the focus of attention. This opens up the prospect of research opportunities of the adequate assistance in resolving internal personal problems. Under such circumstances, the correction allows an individual to acquire the “openness for a new experience” tendency that optimizes the processes of self-knowledge in life. The functional interrelation of the scientific achievements of quantum physics and depth psychology in understanding the essence of the psyche has become notable. Confirmation of the hypothesis validity is the opinion of D. Bohm. He wrote that “Consciousness and substance are only different aspects of the same universal basis, which originates from the immanent order” [8, p. 174]. A number of significant researches concerning Oedipal dependencies of a person, which are accompanied by the fixed drives and desires to primary libido objects, has refocused our attention spontaneously to the “black hole” effect, which concerns not only the Universe, but also the human psyche. S. Grof said (“Beyond the brain”): “... studies have showed that the human psyche is largely comparable with the entire Universe and everything that exists in it” [6, p. 75]. As in the case with social perceptual reality being distorted by psychological defences, the black hole is being changed in space by excessive gravity (gravitation). A. Einstein pointed out that “... space acquires hardness, elasticity and the ability to change its geometric shape” [25, p. 90]. Stephen Hawking investigated these questions more fundamentally and explained the collapse of a star into a black hole by the space deformation, which creates a trap where everything disappears irreversibly [21]. D. Bohm drew parallel between the black hole and the psyche. He stated that “... thoughts are similar to flow in vortex ... therefore it is sometimes rather difficult to change our ideas” [25, p. 98].

The empirical evidence of the deep cognition of the psyche indicates the possibility of a personal sensual and emotional feeling of a similar phenomenon. We have noticed the similarity of the black hole presentations in the Universe (photo 1–4 (NASA / ESA research company) with the personal drawings (see Fig. 1–5). In the personal psychological drawings of different respondents, the “black hole” is not represented directly with its autonomous and functional features, like everything that has been presented by the psyche outwardly. Such kind of presentation masquerades as a variety of psychic drawings themes. In other words, the effect of the black hole is presented in personal drawings on different themes. This may indicate a wide range of the “black hole” influence on a person’s psyche.



Photo. 1



Photo. 2



Photo. 3



Photo. 4

Let’s turn to a brief psychoanalysis of some of the personal drawings, containing the black hole sign. The empirical evidence has convinced that the “black hole” is often appeared to the ASPC participants in the form of a spiral and image of vortices close to the above-presented images of the black hole in the Universe (Photo 1–4). The sense of the black hole has mortido potential, as it is indicated archetypically by the “blackness”. The black hole motive has been observed in the drawings, regardless of the themes diversity. It demonstrates the

imperative energy of this phenomenon as well as its inclusiveness concerning human life.

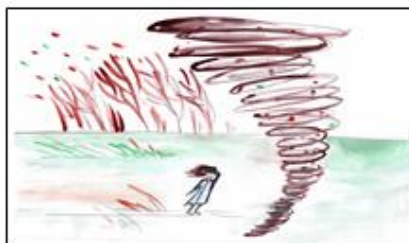


Fig. 1 I;am running straight towards



Fig. 2. The way I see myself

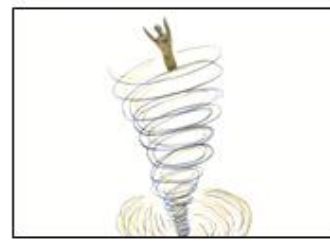


Fig.3. Crisis and emerging from it

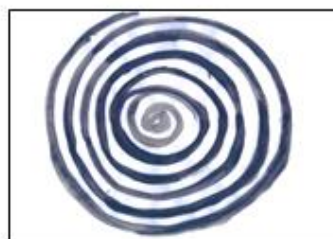


Fig. 4. Unhappyness perception



Fig. 5. Real self.Ideal self

As a rule, these themes have an emotional charge, namely: the unhappiness perception (Fig. 4); figure 3 (a hint of the act of “self-birth” through the hardships). All this points to the motivating force of crisis states; running straight towards disaster and approaching to it (Fig. 1); self-birth through the crisis (Fig. 3).

Thus, a vortex symbol may indicate a tendency to a “womb” defence creation around oneself against adverse (crisis) circumstances (Fig. 2). Such kind of necessary defence is not beneficial for the personal self-development; it sets restrictions and lack of freedom that is subject to psychological correction. The drawings of “a vortex” contain a “hint” of the personal weakness, because this is a definite dependence on something outward (not subject to a person). The vortex generates anxiety, the risk of being absorbed and self-absorption, a sense of fatum, turbulence and irreversibility. D. Bohm believes that the constancy of some “vortexes” (as a symbol of the black hole) in the person’s conscious impedes one’s mental development, makes one’s behaviour invariant, interferes with the flow of new information and ideas as well as the creative potential realization and causes isolation in communication with others people.

The obtained empirical evidence confirms the D. Bohm's statement. Figure 5 demonstrates uncontrollable gravitation (gravity), the personal dependence on the primary libido objects, being formed during the Oedipal period of development: the author is in the "darkness" of the cracked egg. This kind of an egg with a person's silhouette coming out points archetypically to his or her being in a womb. This fact is very substantial from a scientific point of view, as the idea of womb significance, especially the act of birth as a prerequisite for the appearance of the black hole effect has been confirmed. Further developments depend on the nature of the attitude towards a child of his or her inner circle. But, according to Eric Erickson, "even under the most favourable circumstances, this stage apparently introduces a feeling of inner schism and general longing for a lost paradise" into the psychic life of a person [28, p. 54]. Furthermore, E. Erickson points to the occurrence of a "life – long mighty combination of feelings of deprivation, separation and abandonment".

This is the point we wish to stress. It has prompted us to submit empirical evidence to this subsection. Uncontrollable gravity manifests itself in parent's dependence, in the impossibility of escaping from their force field and the encapsulation of one's own potential as well as the impossibility of its realization.

The psyche latent logic is as follows: there have been no conflicts and confrontations between the parties in the womb (the fertilized egg has had the unity of "all participants of the process"). This type of psyche "knowledge" is of pre-reflexive origin due to its archetypal nature; therefore, it may become a person's asset only in a diagnostic and correctional analysis that helps to reduce the tendency towards psychological death [3]. In other words, Figure 5 reflects the conscious submission of the unconscious energy pressure. Paradoxically, but being in this seemingly "poor state", the author of the drawing has interpreted it as "ideal"?! This hints at a womb as an "ideal" environment (a twenty-year-old female student's drawing). Stability (static character) with a hint of psychological mortification, which affects the vitality of a person, has been a



peculiar feature of such formations. The drawing of a part-time student of the psychological department is strikingly frank containing a hint of the “death” tendency (Fig. 6). The inconsistency of the visual image with the theme “I am among people” is notable. During the conversation it was found out that the author of the drawing had an intractable conflict with her mother, which had caused her leaving home and moving to another city, where she got a job in a psychiatric clinic. The drawing shows hate towards her mother (“to her womb, as well as to her own” one), unwillingness to be “born by her”. The cube itself is considered to be an archetypal image of the womb. The darkness around suggests the “black hole” in which the respondent feels hopeless. The respondent has never been pregnant in her life. But she chose the following way of visualizing the desire to eradicate the mother’s womb imitation in her, which naturally has been metaphoric. From the conversation, it became apparent that the respondent’s libido was towards her father. A cube has not been a reproductive womb. The respondent is being hidden there with all her problems and has become inaccessible to others (hands on a cube). Consequently, she is the carrier of her own black hole, made of hatred of the mother as well of herself, which creates the effect of the black hole. This effect has been determined by the mortido feelings which have influence on the entire personal life activity.



Fig. 6. I am among people

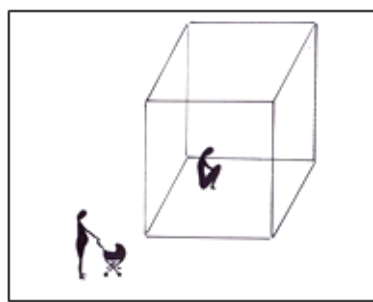


Fig. 7. Loneliness



Fig. 8. What is not acceptable in people

The similarity of the analyzed drawing with the respondent Y.’s one 7 (she has been uninformed about drawing 6) is striking. It is worth noting, that the “cube” is involved in loneliness as well as in the perinatal period: a figure near the cube (a baby carriage with a child, a woman’s pregnancy) is a hint of

fertility. So, it could be reasonably argued that the black hole in the human psyche is associated with the perinatal period, mortido energy, the tendency to psychological death, severe attraction towards parents (and their alienation), impotence and self-deprivation of the psyche. We are not able to provide full transcripts of analytical and dialogical work with the authors of the drawings, so we limit ourselves to a brief description.

Womb motives are presented in numerous personal and non-author drawings (artists' drawing canvases): M. Criste, V. Kush, V. Siudmak, D. Ho, Gurbuz Dogan Eksioglu. The attention is focused on "the black hole". Black holes can consist not only of empty spaces, but also have impact on important aspects of life. Drawing 8 "What is not acceptable in people" is perfect with configuration for the image of the black hole in its Universal expression (see photo 1–4). The theme of this picture indicates the danger of being pulled into the "hole" when communicating with such people. In this drawing the author also conveys her own anxiety, the fear of states similar to the "hole", which subjectively has created risk.

The effect of dynamic static in the black hole can have a diagnostic character in terms of communication between people in their desire to "defend their opinion."

The imperative position and conviction in one's self-righteousness obscure the interest in real dialogue. The interlocutor feels disappointed because the other person is too stuck on himself and he does not hear, as a result the conversation loses mutual interest. Such features of the psyche are incompatible with the profession of psychologist. For a psychologist who is "burdened with his or her own problems," the interests of another person are pushed back. This can distort the feedback meaning, and, most importantly, the psychologist himself can fall out of conversation, feeling a gaping hole inside. The empirical material shows that a person is capable of reflecting "emptiness" and presenting it visually in the form of the black hole in drawings or sculpting. All this

objectifies the destructive effect of childhood traumas, as well as the power of influence on the psyche during pregnancy.

M. Talbot writes: “In order to imagine what our losses could be, it is enough to have a look at the child. Children have not a chance to create sustainable vortexes in their consciousness so far, and therefore they interact so easily and flexibly with the surrounding world” [19, p. 99]. The phenomenon of the “vicious circle”, as well as the law of “coercion to repetition” fit in the black hole context. It has been set by the “Oedipal gravity”, consistent with the black hole as the primary basis for the occurrence of the Oedipal dependence dysfunctions associated with ambivalence of feelings, inferiority complex and feeling of guilt. This explains the mortido energy dominance in the Oedipal desires. As a result, blocking and substitution of the libido energy have occurred. Having considered the black hole in the psychology student’s drawings (Fig. 9 - 13) we are certain in the interrelationships between her personal problems and the feeling of “being unborn” that optimizes the need for self-birth.

Psychoanalytic work with the author of the drawings helped us to reveal the feelings hard for her, caused by the sense of being unaware. All this is manifested in the isolation from the world, passivity, the desire to overcome something like a film (see Fig. 9). Let’s present the self-analysis of the author of the drawings. The respondent N. (a third year psychology student) says: “When we were talking about an increased gravity towards family (mother), I felt it was about me.

I will present three drawings that may clarify the understanding of my efforts to cope with the problem, resembling the “drag into the black hole”. Figure 9 illustrates my attempts to be self-born. That is what is disturbing me. There (outside) is a lot of unknown for me. My eyes are closed, and I feel like I am covered with a film, as if being in the womb. The flames symbolize emotions. When I joined the ASPC group, I realized not only that it could not continue, but also believed that I could release my potential by introspection.

The “sign” on the forehead symbolizes the uniqueness and the desire for self-realization. My hand (Fig. 9) is trying to tear the film, but these holes are similar to realities recovering spontaneously. It does not depend on me, and it turns out that I am captured by a self-reproducing reality and every time I start all over again. During my participation in psychological and correctional studies, I have already understood a lot and became stronger. Thanks to the depth correction, I managed to free myself partially from the “film” that had prevented me from reality understanding. Figure 10 demonstrates the progress of my efforts. I became stronger and intended to continue working on myself. First of all, I need this. The living a sheltered life being weakened (pulling the film off) is the reduction of the mortido energy of (aggression, destruction). This is what exactly figure 10 illustrates. The face has become enlightened without the film. It seems that the black hole is the attractor of the mortido energy, that is, this energy often has a gravitational effect (like “devil”). Thus, I have realized that the black hole is not only an external formation, which can be visualized through drawings, but also an internal one, that affects all my life’s activity. It is (the hole) inside me. I feel it. I am sure that the black hole is of aggressive and destructive energy origin. The following drawing (fig. 11) I have taken on the Internet, but it reflects accurately my relationship with the partner. I would call it the “Mortification of personal relationships”. Skull symbolizes the fact that relations are doomed to dying. It is evident that both of us are involved. The only difference is that I am sitting, and he is “dancing” around me. He is facing me, but I am completely self-absorbed. In particular, I may feel angry, aggressive, disgruntled, annoyed, disappointed, etc. I know that all these are trajectories of my feelings, and I can’t do anything about it. They alternate frequently like in a vicious circle”.

The psychologist thanked student N. for a quite mature introspection and continued working with the drawing 11.

P.: The girl’s hand, as can be seen, is appealing to the teeth of the skull, that is, to the “mortido energy”. Her belly (although somewhat non-naturally) is

“filled” with this energy (the girl is supporting it with her hand). Obviously, this prevents them from building relationships; the girl’s look is towards herself, not a partner?



Fig. 9. My Desires



Fig. 10. How people see me and how I see myself



Fig. 11. Mortification of personal relationships



Fig. 12. MySelf-Rebirth



Fig. 13. MyPerspectives



Fig. 14. «Desirable Sense of Self» Mariola Bogacki



Fig. 15. Sense of Loneliness

N.: Only during psychological and correctional sessions I started to understand myself. At first, I was frightened, but then I remembered what you had told me: (to P.) to see means to be halfway to progressive changes.

I was inspired and began to pay more attention to my own psychoanalysis. It has resulted in insight and release from the mortido energy. I realized that I was “duplicating” my father’s behavior, I had suffered myself from (I often hid in the hem of my mother).

Then N. presented for the analysis her personal drawing “My Self-Rebirth” (Fig. 12).

N.: At night I had had a dream, which I depicted in the drawing (Fig. 12). It has helped me to understand adequately the inner process of my own self-

rebirth. My aggression is generated by the desire for supremacy (a “birthmark” on the forehead). I felt that I was “pregnant” with my three states. Below is a worthless, blind creature, but potentially aggressive, therefore it’s been muzzled. A distinctive birthmark (supremacy) is inherited from my father. The next figure is connected with my brother’s influence (the struggle between us who is better, closer to the parents). Further, at the top I am young, a first - year student. Being a second - year student I have already begun to realize the power of introspection, which gave me the conviction that much depends not only on the parents’ influence but also on ourselves.

I believed that one can succeed in introspection and inner self-development. I would call this process getting free from myself, and this is a true freedom! P.: When I look at your “belly full with animals”, I remember S. Grof’s words: “... the psyche not only combines jokingly human, animal or natural symbolic forms, but, apparently, is also capable of receiving information on the phenomenal world recorded holographically, about its present, past and future ”[6, p. 216].

Further, the respondent N. proposed the drawing “My perspectives” (Fig. 13). Wings stand for hope for self-making. Although they symbolize not only the feeling of being free (“from oneself”) but also a necessary help in self-making, especially since the “fire” in front has symbolized the emotional difficulties of this way.

*The presented fragment of the empirical evidence has refocused substantially the search vector of the personal problems causes from the Oedipal period to the perinatal one (the intrauterine state and the birth). The latter is often found in the drawings, as well as the tendency to the womb return and dependence on it. The above is indicated by the hint mechanism like the umbilical cord in the drawings (chains, ropes, etc.). The following two drawings clearly illustrate the above (Fig. 14, 15).*

The psychology student (named K.) chose a non-author drawing by M. Bogacki (Fig. 14) as a self-presentment, having called it “Desirable Sense of Self”.

A similar drawing called “Sense of Loneliness” has been regarded in conjunction with her personal thematic drawings (Fig. 15). At first glance, it looks unnatural, but for the respondent such body’s positions are acceptable and give a feeling of being in the womb (see Figure 15). The glass being located on the abyss edge (Fig. 14) emphasizes the risk. It indicates the author’s need for security. The respondent K.’s retrospection, presented above, as well as the comparative analysis of the visualized presentments (Fig. 14, 15) has confirmed the assumption that there is a relationship between the black hole and the perinatal period of a person’s development.

There is an interesting fact, that at the initial stage the black hole creates a shoulder-yoke effect (increased gravitation in outer space). It is often called the womb, for example: “... the black hole is a very sloppy eater, in fact only a few percent of the star has been absorbed by the womb, with the rest being thrown outward” [27]. The attention should be paid to the spontaneous interest of psychology students to the black hole phenomenon. In particular, one of them (named F.) cited the poem “The Black Hole” for a self-presentment.

The threads of Space are broken,  
Time of Destiny has been scattered  
Order plus mad Chaos - are  
the birth of the Black Hole.  
Its insatiable womb -  
Has been eating and devouring everything.  
How distorted mega-cosmos is!  
And time is flowing back here!  
It is like a bottomless pool.  
It is a product of existence.  
Space and time are drowning therein.  
It has been saving the energy.  
There are quite different laws here.  
Realities have intertwined therein.  
It has been devouring the whole Cosmos.  
It is only in itself. All in ITSELF!

Time and Space are compressed  
In an insignificant amount of Fate.  
Order and Chaos are inside  
They are the black hole's hostages...  
Billions of centuries will pass.  
A furious light of stars will die out.  
And black holes will collapse  
In the boundless complete light and darkness ...

He also added: "...I wish patience to those who are watching the sneakers of their relative sticking out of the black hole. That is me." In conclusion, F. explained: "... sometimes I look out from there," and suggested self illustration (Fig. 16).

In the context of the foregoing, the drawing "Real Self" by the ASPC participant comes to mind. She had portrayed herself as an egg with arms sticking out of it (Fig. 17).

The empirical evidence confirms the hypothesis of the laws unity. Everything is being subordinated to these laws in the world. The spontaneous behaviour of the respondent contributes to the expression of the psyche semantic reality in a symbolic-metaphorical form. It has been beyond the theoretical concepts but, nevertheless, emphasizes the perinatal period of development. We believe that it is the "intrauterine" factor that influences the foundations formation of the black hole. A sufficient role has been played by birth itself. To some extent, this is a prerequisite for the emergence (in a later period) of the Oedipus complex. The prenatal period of development we tend to associate with the category of "*the Oedipal completeness.*" It is due to the unity of the three: "mom, dad and me" relating to the Oedipus complex.

What is common between the birth and the Oedipal dependence? In both cases there is the impossibility of unity. In the first case it has been the immutability of the breaking "with the womb", in the second one (taboo on incest) - the impossibility of sensual unity with the close people and relatives (one has to realize that in adulthood, he or she should be independent and self-consistent). Throughout a person's life it has been reflected in the tendency of



the “intrauterine” state return. It is explained by the increased “gravity” impulses, the Oedipal attractions towards the primary libido objects (parents, relatives). This idea is confirmed by the personal drawings 18 and 19. A person has depicted himself like an embryo in intimate relationships (Fig. 18) and the imitation of the two spermatozoa merger in intimate and emotional relationships between loved ones (Fig. 19).



Fig. 16.



Fig. 17. «Real Self»

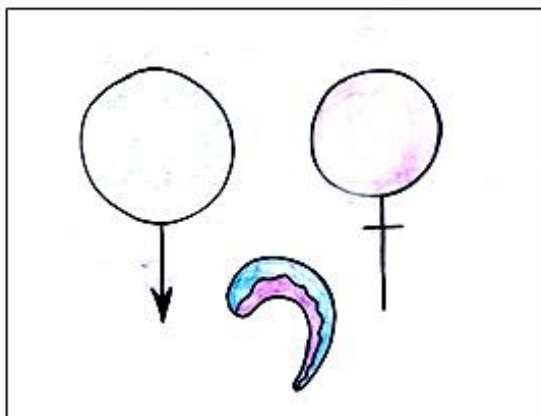


Fig. 18. Man, woman and me



Fig. 19 Emotional state of people close to me

The psychology students’ drawings also illustrate the importance of relationships with parents. Such relationships can grow worse during the Oedipus period. The “Oedipus completeness” differs from the Oedipus complex phenomenon (or the Oedipal dependence) in the priority of the residual traces influence of intrauterine consistency as well as the physiological unity of mother, father and child.

At the same time, the “idyll” of the intrauterine state predetermines the drama of its loss not only by the birth, but also by the “otherness” of the environment in which the newborn falls. This environment has been bearing the

risk of injury, illness, violation of the libido relationship parameters, etc. All this creates the prerequisites for the black holes formation. The emotional stress for a body caused by the birth itself is much more tangible (stress, shock) than the Oedipal prohibition imposed by society (taboo on incest). In addition, “taboo” has no biological influence on the body, and therefore is without the rival, so the physiological immutability of a child birth law is associated with a loss of biological security while being in the womb (catering to the “norm”).

“The Oedipal taboo” (taboo on incest) can be avoided not only by neglecting the “depravity” of actions (thoughts), but also by having possible non-traditional sexual realization. It provides escaping the “incest taboo” (i.e. consanguinity). A similar moment has been stated in religion by the “fact” of *the Virgin Birth*.

Therefore, we may suggest that the pre-reflective period of the psyche development, referred to as “the Oedipal completeness” is playing a crucial role in the black hole formation. The Oedipal completeness is based on the fact that a person is involved physiologically in the vagina, the womb and the mixing of blood (there has been already blood of his or her mother and father). Another specific problem is siblings. They often have a function of replacing primary libido objects. This explains the very notion of “the Oedipal completeness”. After birth the Oedipal completeness also has been finding a variety of “completing” ways (in case of problematic relations with parents there might be aunts, uncles, grandmothers, brothers, sisters). This process at least softens the “incest taboo” In the perinatal period, such organic unity, on the contrary, is considered to be the most life-giving and contributing to a child’s optimal development. Such kind of a “paradise” being violated by the act of birth gives rise (sharpens) to the most important personal problem: “to live or not to live?”

It lays the foundation for basal anxiety, which tends to be transferred to a person’s subsequent life. It determines the so-called “things left to do since childhood!”

The dependence on the intrauterine state hint in intimate relationships is illustrated in Figure 18 “Man, Woman, and Me” and 19 “Emotional State of People Close to Me.” The first figure illustrates an embryo, the second one - the fusion of two spermatozoa. On the one hand, the theme is abstract, but on the other hand it is scrupulous, with a hint of intimacy. The author defended herself by the phrase “people close to me”. Psychoanalysis of figure 19 made it clear that the psychology student had depicted herself as an embryo next to her farther.

Thus, the perinatal period has been significant not only from a physiological point of view, but also from a psychological one. The drawings have not only proved something, but also sharpened the presence of the black hole problem in a person’s psyche. This fact deserves more thorough research.

All the foregoing has allowed us to formulate an assumption that the primary impetus for the emergence of the “black hole” phenomenon in the human psyche is stipulated by the perinatal (intrauterine) period, especially by the act of birth as a form of a child’s transition to a “different” area (environment) of existence. The Oedipal restrictions (taboo on incest) penetration into a child’s psyche (aged from 2 to 5) give rise to *a deep feeling of guilt*, when a person feels “innocently guilty” (guilty without guilt). This is consonant with the position of Jesus Christ (messiah).

Psychodynamic theory takes into account that the psyche knows everything but a person does not know. This kind of latent knowledge relates to the perinatal period as a fundamental evidence of a person being involved in the womb and incest.

Isn’t that why every person’s psyche is burdened by (to a greater or lesser extent) the feeling of guilt and the Oedipal image is invariably associated with the human contacts problem, which in short can be defined as “guilty without guilt”. A person has committed something innocently, being driven by internal latent impulses, and not by a conscious decision. It means it was his or her activity, but not the action; involuntary act, but not intended wrongdoing (“sin”).

All this is coherent with the “the Oedipal completeness” that has already occurred involuntarily in the womb. This is the key to the *global inconsistencies in the coordination of the biological (physiological) and the social!* Empirical evidence has consistently affirmed the great significance of such factors as “life and death”, which are being actualized in the case of physical injuries, illness, death of relatives, crisis situations, etc. The Oedipal dependence threatens latently to break with the primary libido object (incest taboo). This process is being accompanied not only by a felling of the need for demarcation from parents, self-determination and self-development (self-birth), but also by attraction towards them. This is the origin of the double aspect of the psyche (“both”), which is manifested by the ambivalent feelings towards close, important people (parents). The importance of the issue raised requires its subsequent (thorough) study and presentation as a separate research.

In order to understand these aspects of the psyche, it is necessary to apply not only the verbal means. It helps to explain the need for a wide range of non-verbal means of knowledge that can objectify the psychic pre-reflective aspects, associated with the archetypal explication of the unconscious to be involved. The scientific understanding of the raised problems requires the scientific developments in other fields, particularly, quantum physics.

Relationships between S. Freud and A. Einstein have led to the psychoanalytic understanding approximation of the unconscious to the quantum position. This is evidenced by the following statement of the founder of psychoanalysis: “The unconscious exists beyond gender, space and time”.

Just as “common sense” becomes invalid in the microcosm (on a small scale), so “location” becomes meaningless in the unconscious because of its collapse into a holographically unified integrity in time and space. So, it makes impossible the academic study of the psychic. There latency of opposites (opposition) category of the ideal and material world has been of great importance. An equal interactions as well as internal and external dichotomy are functionally inherent in the psychic substructures. It requires connecting links to

be searched. It has been said that: “The wise is not the one who is trying to defeat evil, but rather the one who is able to maintain a balance between good and evil.”

The forces balance of the Universe is considered to be universal. It explains the psyche subordination to these forces. The protective system tries to maintain specifically the internal balance of the psyche by being divorced from reality. Such break from reality caused the problem of *psychic reflection*. The solution of the problem is extremely important in the context of a psychologist professional training for the future practice.

The microcosm stability has also been relative: it depends on the measurement method chosen by the researcher. Thus, P. Davis points out that “the macrocosm and microcosm are closely interrelated” [8, p. 22]. A. Einstein was absolutely convinced that the world of small particles was clearly (albeit invisibly) determined. His metaphorical statement: “God does not play dice with the world” has become famous. The foregoing increases the interest to “informational equivalents”, which overcome the inequality (asymmetry) of the psychic subsystems (their informational “joining”).

A. Einstein emphasized the importance of the angular momentum, which is especially important for depth cognition. An introduction to quantum physics *has allowed us to come to the conclusion that its laws and the laws of the psychic functioning have much in common*. This confirms the priority of the deep research concerning the ideas of the psychic visualization development in the form of self-presentations. Procedural diagnostics offers the prospects of encouraging the energy impulse through a psychologist’s questions, without violating the main requirement - the spontaneous respondent’s behaviour. This process is defined by the laws of action and opposed reaction and is functionally similar to the Universe.

Extremely important we consider the A. Einstein’s note on “... the existence of the objective reality in the psyche” (quoted in [8, p. 24]). We are convinced that the “objective reality” of the psychic is connected with the laws

of the unconscious functioning, that has caused the subjectivism of the conscious. We believe that social motives and the distortions of reality, caused by them (for the idealized selfinterests) are not specific for the Universe! The Universe and depth correction are united in the goal of internal balance achieving. But this, paradoxically, is also a characteristic feature of psychological defence, although it is being reached through distortion.

For presentation purpose, let us once again turn to an empirics fragment and consider the respondent A.'s drawing "Real Self. Ideal Self" (Fig. 20). The respondent is a psychologist. The figure shows the following: a) the cone inadequacy: the "ideal" one on the left (according to A.) is characterized as being multi-colored, having a certain intensity of the achievements "top", full of content; on the right, we observe only a contour that is empty (has no weight) and is colorless; b) their "equal weight" is illusory, but has been reflected in the drawing as something real. It is provided by the psychological defence distortions.

Thus, the *balance* importance as such is becoming a key concern, which unites the psyche with the Universe. But the ways to achieve it differ.

The Universe relies on the factual reality phenomena determination while the defense system of the psyche creates the effect of illusory reality in favour of the "idealized self". Such kind of reality is considered to be present only in a person's experiences.

In confirmation we will present another respondent N.'s drawing (Fig. 21), which clearly demonstrates deviations from reality (a chair behind the lecturing desk, a pigtailed girl and the inscription "Doctor of Science"). This is the reality of the internal, desired, subjective sense of self. "Children's logic of defense" here is the following: the desired means real!

The Universe "doesn't give a chair" in order to make amendments (to equalize) to the factual information of the natural phenomena on which it relies. And this is a blessing; otherwise we all would be in the other world. The attempts of the psyche to give desirable for valid, can serve as a recharge and

preserve the visible balance, which internally (by feel) seems to be real (till the contact with the true reality). The latter reveals the essence of the personal problem.

Quantum physics proves the inconsistency of a simplified, straight view on the relationship *between accessible and non-accessible observable phenomena*. S. Freud, having considered the unconscious to be not directly observable, paid *special attention to the possibilities of its specific actualization in the conscious*.

It is interesting to note, that he was trying to find the essence of the unconscious in insignificant (socially minor) manifestations of the psychic activity such as free associations, slip errors in speech and writing, dreams.

The study of the unconscious suggests the cognition of its **natural reunion with the conscious**.

Means that are close to the child's development period are the most appropriate for these purposes (when the invasion of social limitations into the psyche was minimal). Such an approach risks losing scientific status in the eyes of academicians, but becomes closer to the supremacy of the Universe laws in their inflexibility. Our position regarding "following the ..." the psyche phenomenon has become clear and justified. Only thus, by analyzing spontaneous behaviour (beyond the volitional control), we can understand the objective (natural) side of the psyche.

So, the origins of problem solving of the psychic integrity understanding are progressive. It helps to overcome the tendency towards autonomous and discrete study of the conscious and unconscious.

We argue that it is impossible to investigate only the "depth" or the "conscious" layers of the human psyche. The research should be focused on **the relationship between of the conscious and unconscious, as well as on the nature** of their natural reunion.

Classical psychology is defending itself from the unconscious by pointing to a paradox: it is impossible to understand the latent sphere of the psyche

directly, through the conscious. But if we translate the unconscious into the conscious language it will lose its meaning as “the unconscious psychic”. Some scientists completely ignore any empirical evidence of the existence of the unconscious phenomenon, claiming that “the problem of the unconscious is theoretical, and in order to solve it the theoretical solutions must be put forward; empirical reasoning has not been efficient” [4, p. 325]. A well-known Georgian psychologist A. E. Sheroziya had a different point of view: “Consciousness does not have a direct access not only to the unconscious, but also to itself, therefore, in any act of cognition, the efforts of consciousness are mediated by the same “intermediate body”, i.e. practice” [22, p. 756]. He also notes that: “... if physicists were ahead of Freud in a fundamentally similar situation, that happened probably because modern psychology was not prepared to perceive the discoveries of quantum physics and the theory of relativity ...” [22, p. 757].

S. Freud showed keen understanding of the unconscious and the specifics of its cognition. He discounted its use, having found out the limitations of this method in solving the integration problem of the conscious and the unconscious. However, he was struck by the fact that a person was able to rationalize the causes of any of the unconscious actions under hypnosis. “Although it has long been noted that the explanations given by people to their actions are not always credible, S. Freud had made those observations the cornerstone of the human behaviour theory,” writes T. Shibutani [23].

The “bridge” between experimental psychology and psychoanalysis can be considered the C. Jung’s experiments. Once, he completed the association experiment of W. Wundt having offered an experimental subject to explain his or her actions and thoughts (associations) that arose spontaneously as a response to the stimulus word.

K. Jung believed that particular explanation of a subject’s motive (cause) action to be the desired link determining the relationship between consciousness and the unconscious. The Freud’s problem statement of the “fundamental unity



of the human psyche” has become clear. Thus, he made it possible to comprehend this unity!

Thus, it becomes necessary to link polymorphic and complex structures of the psyche in the integrity of their functioning. Precisely this direction of the research has been specific for psychodynamic theory and the corresponding methodology.

For a long time it has continued to be a mystery, why a person’s visualized self-presentment outside (in the observed plane) does not provide a problem solution of the psyche depth cognition?

This has resulted in findings the ways to “animate” the presentment through dialogue with its author. During the process the psychologist plays the leading role, asking questions. These questions motivate the respondent to answers, which promote the diagnostic and correctional process. Thus it helps to determine the latent motive of personal problems.

Due to the development of natural processes cognition methods, the prospects of the realities convergence of the integral psyche perception with the results of the study of elementary particles are expanding.

Their dynamics is worth noting. An electron (spin  $\frac{1}{2}$ ), after spinning a full 360 degrees, cannot immediately return to a reference position, it has to complete two full rotations, that is, another 360 degrees rotation. Thus, in the simplest case, according to P. Davies, the return of an electron to its reference position occurs after 720 degrees rotation (see Fig. 22; according to: [8, p. 173]). It follows that a person is unable to perceive the world in full in comparison with what could be accessible.

The laws of the unconscious functioning are inherently close to the universe of nature. This is confirmed by the psychoanalytic work using visualized self-presentments.

For example: the psychologist proposed student K. to present himself. He molded a skull (photo 5), put it on the table and folded a sheet of paper so that a skull is being reflected in the glass (under the table). Having taken a photo of the

composition, he stated that the essence of his psyche is represented mainly in the “reflection” of the presentment he had created, and not in himself. Under such conditions, the psychic seems to exist and does not exist simultaneously.

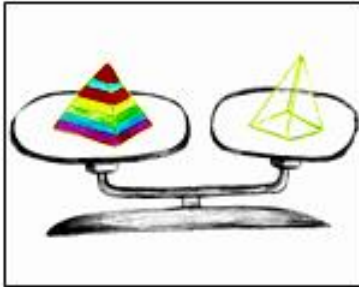


Fig.20. Real Self. Ideal Self



Fig. 21. I am at Work



Fig. 22. The Scheme of Electron Motion

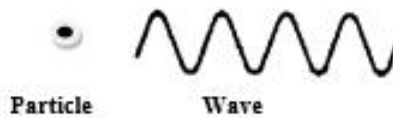


Fig. 23. Particle and Wave. Wave-Particle Duality

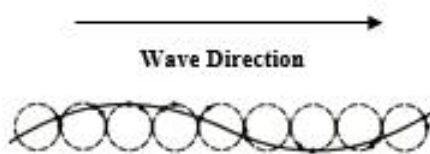


Fig. 24. Water Wave



Photo. S.K.'s Self Presentment

Let us come back to the analogies with quantum physics. In particular, the aforementioned empirical evidence is consistent with the thesis of A. Einstein “on the relativity of all spatial and temporal components” [8, p. 191]. F. Capra points out: “A particle can exist at different points and therefore represents a strange form of physical reality. We won’t be able to state that an atomic particle exists in a particular place. Nor can we state that it does not exist there.

As a pattern of probability, a particle can exist at different points being an amazing kind of physical reality, a mix of existence and non-existence. Therefore, we cannot describe the state of a particle in terms of opposable concepts, because the particle is neither present at a certain point nor absent in it. It neither moves nor is at rest. A pattern of probability is changing, i.e. the tendency of a particle to exist at certain points” [9, p. 175].

In order to describe this universal property of quantum reality, we addressed to the origins of the Isha Upanishad ([ibid. p. 176]):

It moves. It does not move.  
It is far away. It is close.  
It is inside of all this,  
And it is out of all this.

The foregoing gives confidence that contradictory (irreconcilable) concepts are nothing but different sides of the same true reality. The most demonstrative example of such a contradictory concepts synthesis is a combination of various manifestations of a particle that may be partly described in terms not only of particles, but also of waves. In terms of physics, matter based on atom has been of dual nature: it manifests itself in the form of particles as well as waves (Fig. 23, according to: [8, p. 173]).

F. Capra writes: “For a long time physicists could not accept the fact that matter manifested itself in mutually exclusive forms, i.e. particles were at the same time waves and waves were particles” [9, p. 173]. Therefore, one would assume that the right side of Figure 3.23 illustrates the wave motion of a particle. However, there are no wave-moving particles in nature (Fig. 24): the particles move in a straight line with a spin (rotation), so the wave is a particle at the same time (see the opposite direction of the spin on the left and right).

The parallel between psychology and quantum physics is circumstantial. But nevertheless, it allows us to clarify significantly our statement about the psychic act as the one that exists at the intersection point of the vertical and horizontal.

Depth psychological cognition in the ASPC system is carried out on the edge of correlation and belonging between the conscious and the unconscious. “Waviness” is provided by the dialogic interaction between the psychologist and the respondent in the process of diagnostic and correction.

Consider another example. The future practical psychologist O. presented himself (as was suggested) in three aspects: past, present, future (see photo

6).The “I am in the present” presentment (fragment (b)) indicates a lack of the psyche integrity.

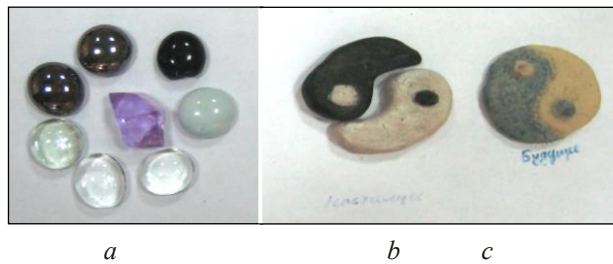


Photo 6. Respondent O.'s Self-Presentments. :a – «I am in the Past»,  
b – «I am in the Present», c – «I am in the Future».

Discretisation (gape, emptiness between the elements of Yin and Yang) is the feature that distinguishes the “present” from the “future” (fragment (c) describes the Y in and Yang integrity). It is remarkable that the psyche itself knows that it needs integrity for its optimal functioning (fragment (c))!

Diagnostic and correctional work with respondent O. actually represents an analytical process of “filling in the emptiness”. The latter is confirmed by the psychoanalysis of O.’s personal problem in the dialogical interaction with the psychologist. The psyche problem signal is indicated by the “empty space” between the parts of Yin and Yang that is not natural for the generally accepted standard of this symbol. The psychoanalytic dialogue expands the subject’s consciousness, deepens one’s introspection skills and contributes to the formation of an adequate understanding of the “personal contribution” to the personality problem, which is stipulated by the adversity of childhood, in particular family relationships.

We are convinced that just *implicative order* of the psychic serves as “a guide” of the dynamic direction of the psychological and correctional process, and, no matter how strange it may be, it is characteristic for the wave (Fig. 23). Molecules move not along the wave trajectory but together with a spin, keeping the vector of rectilinearity. Thus, the expression: “*particle – wave*” does not refer absolutely to trajectory of the particle movement. Movement of the waves is connected with the spin of the elementary particle, while rotating comes to a reference position, having made two circles, i.e.  $720^\circ$ . That is why the particle (as a

point) and the wave are represented by the same formulae. It is necessary to take into account, that “the atomic phenomena can be described only in the terms of probabilities” [8, p. 174].

The notion of the matter waves actually solves the paradox of the particles-waves giving them a new context that touches such *variation of contradictions*, as **existence and non-existence** (see. “Depth psychology. Tendency to the psychological death: diagnostics and correction” [3]). The mentioned book represents three universal contradictions of the psyche we have discovered: “to strength” and “to weakness”; “to life” and “to death”; “to people” and “from people”. It is known that physicists were not afraid of the functional peculiarities of the particles, so their researches were continued. Persistence and succession in the scientific research are the example for the psychologists, and the results of the quantum physics give a new but more adequate view on the psychic, subjected to the universality of the laws.

Depth format of realizing the psyche problems is very important in the context of future psychologists training to the practical work (and not only to the teaching one). A practical psychologist’s working success depends on his or her methodological literacy which implies understanding the functional peculiarities of the unconscious sphere.

Diagnostics-correctional practice, done in the dialogical interaction of a psychologist and a respondent, has a distinct orientation on the cognition of the psyche integrity. Phenomenological approach to understanding and studying the psychic implies the following: the principle of spontaneity and ease of behaviour; laws of wholism – unity of the ideal and the material, which explains orientation of ASPC on initiating the participants to spontaneous-visualized self-presentation of the psyche using additional means.

Creation of a visualized self-presentment in its essence has an archetypical conditionality which indicates the existence of pre-requisites of ideal realities explication outside in the nature of psychic. With its self-non-presentation an archetype itself does not have a concrete semantic meaning but possesses the

ability **of the symbolic** re-coding of the psyche latent senses in the sphere subjected to the Newton's laws (i. e. the laws of "the dense world"). Thus, visualized representation of the psyche is able to predetermine the possibilities of the depth perception in the plane of the observed.

Thus the act of self-presentation plays a double role for the subject's psyche: on the one hand it objectivises self-perception (self-reflexion), and on the other hand it disguises, keeps invisible the latent aspects of the psyche contents for I. Thus there takes place discovering of *the prerequisites for the realization of the complementarity principle in the nature itself of the archetypical essence of the psychic visualization*. It is of vital importance for a professional psychologist to learn and penetrate in the universal essence of the laws, the psyche is subjected to, and according to this to build a diagnostic process in the unity with psychological correction. It will allow overcoming the simplified view on the depth correction, for which training and test methods are unacceptable.

Earlier we have already found out that **meaning of the observed presentment** remains out of the consciousness field that is why it is necessary to have its further "**animation**" in the dialogical interaction between a psychologist and a respondent. "Animation" is actually an actualization of the inner psyche impulses, which predetermined the character of the visualizations. It is important to provide development of the implicative order in the process of the dialogical interaction with a respondent. So the visualization of the psychic only gives a chance for its adequate cognition, but not the specification of its result. Participation of an archetypetore-coding also does not provide the possibility of the rectilinear reading the information due to its integration with the defense system. That is why the senses of an archetype cannot be learnt (read) in "a formal and test way", it is necessary to discover them psycho-analytically. Under such specifications it is clear that the archetype itself, participating in "mediation" between two spheres, can help in widening a subject's self-comprehension via the deep filling of the archetypical image (symbol) by the individual and unique semantics. Under such conditions the

visualized presentment gains mediation functions between the outer and inner world. Usage of the visualized presentments requires a psychologist' knowledge of the functioning laws of the object world, which everybody forms individually since early childhood.

An archetype unites in itself the inner and the outer, so it easily "dichotomizes", i.e. comes from one form into another. The outer requires research by the dialogical interaction with a respondent, in which a psychologist's professionalism of the put questions means the inducement to the impulse of energy. A psychologist's questions should be diagnostically agreed with the implicative order of the subject's psyche. Explication of the presentment's hidden coded meaning is not one act procedure. The dialogue provides a multiple transition of the inner contents of psyche into the outer ones and vice versa, contributing to the prospect of the adequate learning of the psyche in its integrity.

The problem of "the animation" is worth a separate exploration and consideration from the methodological and practical points of view. It is necessary to pay attention to the instance of the unconscious Id – a born, instinctive heritage of Self, uniting in itself multidirectional energetic inclinations, namely "to life" and "to death". Accordingly Id is characterized by two important variations of energy – "libido" and "mortido". Id cannot rectilinearly come into the researcher's attention; it has only indirect influence on the subject's activity.

The displaced seats of Id impulses, keeping the energetic potential, declare of themselves via the imperative of the emotive reactions, connected with the mechanisms of projection, substitution, identification, transfer etc. Thus Id not directly but indirectly influences the formation of such variation of the unconscious, as *the subconscious*, to which we orient in our researches. The pre-conscious, due to the necessity of "cooperation" with the Super-Ego (controlling ("parent") instance), receives the experience of the social awareness, which contributes to the synthesis of the residual traces of the displacements and in this

way participates in forming *the implicative order* of the psyche. So the pre-consciousness has the ability of mediation between consciousness and basically unconscious (Id), which, according to our conviction, *has an indirect relation to forming «the order» through pre-consciousness.*

Pre-consciousness is close to “the potentially realized”, on which we rely in building a dialogical interaction with a respondent. If it were not so, then how would a psychologist’s questions find the emotional response in the respondent’s reaction by formulation of an answer? Conditionally we can determine: emotively-motivational aspect – *pre-consciousness*; cognitive aspect – *potential consciousness*; just the formulation of an answer – *consciousness*.

We agree with S. D. Maxymenko who called self-knowledge and knowledge of the other as “inspiration”. Namely he writes: “... a person step by step, using logic, starts understanding the known in the unknown” [12, p. 131]; “the engine of it is poverty, giving a constant energetic plan of the personality self-creation” [11, p. 9].

“Animation” (emotively-semantically “filling”) of the materialized presentments in the process of the dialogical interaction determines *the necessity of building a psychologist’s questions in the continuum of the respondent’s psyche transit trace aspects*. The flow of energy in the dialogical process stimulates not only the development of a respondent’s spontaneous-emotive activity, but also the manifestations synchrony of out-of-experience formations in it.

This is proved by the conclusions made by K. Pribram about holographic nature of the brain function. In the book “Languages of the brain” in the chapter “Holograms” he writes: “there can exist coding and further coding just at the result of returning to the primeval beginning of spinning at the fixed other stage” [18, p. 170]. We know that after spinning by electron a full 720 degrees there are the prerequisite of returning to a reference position (“primeval beginning”). According to this P. Davies states: “wonderful “dual” conception of



*the world which is characteristic to the electrons and other micro particles are usually considered to be the fundamental features of the nature*”, and “the subjective elements of the quantum physics require re-consideration of the traditional concepts about the physical reality and consciousness in the physical world” [18, p. 9].

In the context of the psychodynamic approach, accounting the awareness of the integrity of the psychic in its holographic-functional characteristics of “*the other*” sphere, adequate *consideration of the partial manifestations of the psyche opens the prospects of the cognition of the whole*. P. Davies remarks, that “... it would be a mistake to consider the elementary particles to be the material objects, which with the connection in assemblies create more large-scale objects... World is a totality of relations” [8, p. 26].

Thus, quantum physics is opposed to the Newton understanding of the substance, consisting of the particles as some “building blocks” for more capacious constructions. In the context of the depth cognition of the psychic it is important to understand its dual nature: the conscious is subjected to the Newton’s laws in the parameters of temporality (existence in time), and the unconscious is folded in time and space, which accords with the relativity theory. That is why *in the process of the depth cognition there opens the possibility to learn its integrity by separate manifestations of the psyche*. We support the opinion of S. D. Maxymenko, that psychological researches require methods, which are adequate to the perceived object. He emphasises, that “the method is the embodiment and methodological-reflexive expression of the theoretical position bases” [11, p. 8]. In the context of the depth cognition, which deals with the living, emotive-pulsing phenomenology of the psychic, the scientist’s critical words concerning academic methods gain especial significance. Namely, S. D. Maxymenko states: “Practically all the methods and methodical procedures are directed to “the stop” in time and disintegration of a complex object into the elementary particles, in this way a destruction of the object takes place“ [11]. The words of the famous methodologist of the Ukrainian psychology

S. D. Maxymenko prove the importance of “the second circle”, provided by a dialogue, contributing to animation of the self-presentment, implicitly containing “information equivalents” of the living tissue of the psychic.

*Here comes the conclusion: the important peculiarity of the psychic is duality (“dua”) of its nature and functions.* It interrelates with the duality of the elementary particle spin, which predetermines the necessity of two rotations ( $360 + 360^\circ$ ). Undoubtedly, a double wire loop (Fig. 24) gives but vague picture about such features of the elementary particles, but the essence of the psychic phenomenon duality deserves thorough further studying.

To uncover the meaning of the presentment sin “the visible” and to penetrate into “*the other*” (invisible), after its presentation it is necessary to make “a travel inside” aimed at “animation” of the materialized self-creation of the subject. We suppose to have many such “circles” (dialogical “pas”), up to the feeling of completeness of Gestalt cognition.

Thus, *without accounting the sphere of “the other” (unconscious) the psyche can be studied only by halves.* That is why the most actual is the research problem of “*the other*” sphere in the relations with the conscious requiring the methods which are adequate to the nature of the psychic.

Especially interesting is the presentment’s depicting of the emptiness in the process of self-presentation: modeling, drawing, subject modeling [26]. Emptiness is often represented not only by means of “absence”, but also via “something disappearing” or transformation of one into the other. For example, a case of stones modeling – a red heart was transformed in the course of time into a black one (the red one as if disappeared).

Everything mentioned actualizes the problem of studying **the distant informing**. The quantum physics states, that *two isolated particle sat a big distance from one another behave in accord.* “An electron in some mysterious way receives information... and behave sin the following way” [8 p. 22]. Taking into account, that macrocosm and microcosm are closely connected, depth cognition puts a task to discover *the reasons of violation the natural*

*interrelations between the consciousness and the unconscious*, which presents the direction of a psychologist's diagnostic-correctional attempts. Existence of "the quantum in definiteness" persuades us, that it is impossible always to know everything not only about a particle, but also about the phenomenon of the psychic, that is why such cognition is limited by the situation "here and now".

An important moment in the quantum physics is *introduction of an outer observer into the research for receiving more complete information*. We cannot but remark: "If a place for an observer has been found in the Universe, then his role in the research of the psychic is of vital importance". We follow the distinct exploring position: *cognition of the unconscious aspects in the subject's psyche is only possible under the condition of the other person's participation* (a specialist in this field), who with his actions (in our case – by means of asking questions and interpretation) builds in and discovers the order which is characteristic for the psyche.

In the context of the said a special meaning is given to the development of the ASPC participants' ability as "to be in the situation and simultaneously above it". Getting a psychological and correctional result appears to be dependent on the post-group period (2-3 months). In this time sensitivity is still being kept to the effects received in the group and, at the same time, an emotional detachment from them is being gained, it promotes strengthening and expansion of the conclusions rationality, coming from the current living situations. The said is of vital importance for a future psychologist's gaining skills of autopsychotherapy (self-diagnostics and the corresponding self-correction).

Returning to the quanta, it is necessary to mention, that their elusiveness is associated with the protecting mechanisms of the rationalization, which actualize in the subject's difficult situation. Like a quantum "escapes" under the condition softs "pinning", people tend to "escape" into the awareness of responsibility for the definite personal contribution to appearing conflict situations. A mechanism of rationalization (as a defense form) gains a leading

role in the communication sphere. With all the varieties of the protective rationalization an implicative regulation of the psychic displays itself in the iterative, unchanging manifestations of the behaviour, which are discovered during the longitudinal analysis (interpretation) of the behavioural material in its totality. It is necessary to take into consideration the behaviour importance of the intermediate interpretation conclusions.

A rich experience of the depth cognition practice with the usage of visualization of the psychic, in the form of objectification, gives the bases to agree with A. Einstein, asserting, that “under the quantum world with its unpredictability, in determination and chaos hides a common classical world of the concrete activity where the objects have distinct definite characteristics and regularities”. And further: “... this is only the facade, behind which “madness” gives place to the undivided dominance of mind” (citation after: [8, p. 23]). Our experience of the depth cognition allows to give a more precise definition: “the facade of the undivided reign of the physical world laws” has the continuation in “*the other*” plane (as well as vice versa), i.e. in the depth of the unconscious, which exists according to the other laws – out of the time and space. These worlds *are united due to the possibility of the mutual transitions through the mediation of the archetypical symbols, uniting the psychic into “the information equivalents”*. We are convinced, that “information equivalents” are in separably united truths, which do not depend on the functional asymmetries of the psyche spheres (conscious/unconscious). The problems of the depth cognition, analyzed in this book, deserve the future psychologists’ attention aimed at not only the development of their reflexive “erudition”, but also gaining the practical skills, which are necessary for helping people (and themselves) in solving personal problems.

The contents of the article open the prospects of the universe laws interpretation in the depth cognition of the psychic phenomenon in the dynamics of its contradictive tendencies and possibilities for their overcoming with the aim of reaching the inner harmony. All this is the personal guarantee of the

psychologist's high professionalism in the field of the diagnostic-correctional activity, contributing to harmonization of the psyche and personal self-realization.

**Conclusion. Psychology, as well as quantum physics, is subjected to the principle of complementarity**, which corresponds to the character of the functional peculiarities asymmetry in the unconscious sphere (as compared with consciousness). The methodological aspect of the psychodynamic research bases on the following positions:

a) subordination of the depth cognition process to the principle of complementarity which opens the new prospects to forming methodology and development of psyche cognition methods;

b) are searcher's understanding of the functional peculiarities of the unconscious, which considers the current moment of the spontaneous behaviour in its natural display;

c) unity of the chylonomic (material) and cholonymic (spiritual) realities, which provides the possibility of the psyche latent aspects research in Euclidean space with the participation of consciousness.

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## CHAPTER II.

# EDUCATORS' PROFESSIONAL DEVELOPMENT IN THE SYSTEM OF CONTINUING EDUCATION: INTERNATIONAL EXPERIENCE

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### “DEBATE” INTERACTIVE TECHNOLOGY IMPLEMENTATION IN THE EDUCATIONAL PROCESS (On the results of participation in the German-Ukrainian Project “Youth Debates”)

**Abstract.** This article focuses on the implementation of interactive technologies, namely “Debate”, into the modern educational process. It is one of the actual themes and important necessities of the present situation. It determines the proposed **study relevance** because it is important to teach students to have an active life position, to be able to argue, to defend their point of view. The main **objective of the study** is to summarize and generalize the practical experience of application debate technologies in Ukrainian and German educational practice, based on the results of participation in the German-Ukrainian Project “Youth Debates” and how to use debates at school while teaching different subjects. To achieve the objective some problems have been solved such as: to reveal peculiarities of teaching debate technologies in the context of modern Ukrainian postgraduate pedagogical education; to determine the steps of actions while introducing debatable technologies at school; to consider aspects of the practical implementation of debate



technologies in the educational process on the example of the educational institution "Gymnasium with secondary school of the first degree" Kostiantynivka city, Donetsk region, Ukraine: to regard the experience in organizing online debates using remote technologies in Ukraine.

While writing this article the following **research methods have been used**: 1) theoretical: system analysis, abstraction, generalization, comparison, systematization and classification of the received information and its interpretation; 2) empirical: method of survey and questionnaire, method of comparative analysis of the obtained results, expert evaluation. Several stages of preparation to debates have been taken into account. **The conclusions** show that debate is an innovative pedagogical technology aimed to develop a many-sided personality and creates conditions for the high school students' active civic position formation in a holistic pedagogical process, ensuring the dialogic nature of learning. Students can acquire both educational and cognitive abilities not only in the scientific sphere, but also obtain socially useful experience.

Debates, as pedagogical technology, can be characterized not only by criteria of manageability and reproducibility, but also by guaranteed efficiency. All of this allows us to solve the main task of the education system for a civil and democratic society - to foster erudite citizens. Only students with high culture and flexible thinking, purposeful, self-confident, free from stereotypes will be able to get integrated into European civil and cultural space.

**Key words:** postgraduate pedagogical education; interactive technologies; debate; modern educational process.

**Introduction.** Modern educational process in Ukraine needs a qualitative approach aimed at universal values priority in accordance to the global standards:

- Sustainable Development Goals, Agenda for the development up to 2030, adopted by the UN Summit in September 2015 (Goal 4. Ensure comprehensive and equitable quality education and promote lifelong learning opportunities for all);

- Universal standard that defines the possibilities of teaching in the field of adult education GRETA "Fundamentals for the development of a competitive approach to the competencies of teachers in teaching / education" ("Fundamentals of developing a procedure for cross-recognition of teachers' competence");

European Higher Education Area Qualifications Framework (European Higher Education Area Qualifications Framework, FQ EHEA);

- The International Standard Classification of Education (ISCED) is developed by UNESCO as a comprehensive statistical description of national education systems and a methodology for assessing national education systems against comparable international levels. The basic unit of ISCED classification is the educational program;

- The Incheon Declaration of UNESCO "Education 2030: Ensuring universal inclusive and equitable quality education and lifelong learning" (2015), provides for accessibility, openness, interculturalism, universalization of content, technological innovation.

- Belene framework for action adopted at the VI Belem Conference in 2009 "Life and lifelong learning for a successful future - the power of adult learning" and others.

The strategic objectives of postgraduate pedagogical education reformation are the following: teachers' involvement into a flexible retraining and advanced training system in new realms of science, advanced technologies and teaching methods implementation, data management improvement, etc. [1].

Modern pedagogical science tries to leave behind the authoritarian management paradigm, when a student is perceived as an "object" of educational influences. Modern education process is a system of independent cognitive activity organization, support and stimulation. Creative and cooperative conditions should be established during any educational process nowadays [2].

Thus, teachers themselves become co-authors of the educational process. The main idea of this strategy is to identify teachers' individual abilities and inclinations, ensure various favourable conditions for their further creative development and professional growth. This involves methodological reorientation of the educational process management, aimed at pedagogical workers' further professional and personal development, based on the implementation of humanization, differentiation and individualization principles during the postgraduate education process.

Educational and managerial processes improvement in the system of pedagogical workers professional development is possible through continual trainings of scientific, pedagogical and methodical staff of the postgraduate pedagogical educational institutions. In these circumstances it is possible to develop new modular curricula for teachers of different functional and professional levels, to implement various interactive technologies as a part of the In-service Teacher Training Institute educational activity. Thus, interactive technologies are gaining popularity in the common learning technologies system, as a part of the general educational process and teacher's professional development. Ability of critical thinking and successful communication in the modern social environment is a priority for the successful education process.

Debate learning technology is described in the Committee of Ministers of the Council of Europe Recommendations about secondary education improvement in Ukraine. Foreign languages school debates development has been considered as a successful educational technology for competencies formation in modern European education, as described in the "New Ukrainian School" concept and formulated in the regional program "European dimension in education, expanding cooperation. Educational process in Donetsk region in the 2017 - 2020".

To master many modern debate technologies is critically important for every individual with his/her own life philosophy. These technologies are also very important for the development of students' critical thinking and

argumentative skills. It could be determined and explained by intellectual competition popularity nowadays and need for their implementation as a kind of training programmes introduced at various educational institutions. To achieve the best result in students' development we should teach them not only to "play debates", but also to find subject contradictions, and provide persuasive arguments.

Learning debates also promotes students' ability of counter-arguments, listening and careful answering. The debates clearly show the attitude of the parties to socially important topics. Debate is not a separate isolated skill: the students who take part in it develop not only communication and oratory skills, but also political maturity and intelligence. Debates also contribute to the solution of educational, developmental, social problems. Thus, the introduction of interactive technologies in the educational process - namely debate - is an important necessity of the present situation. **It determines the proposed study relevance.**

Interaction of participants in the educational process is a basis of interactivity. It has been successively used since ancient times, but rarely introduced in educational institutions, especially in the area of higher education. There was almost no proper methodological support of the management process, its theoretical understanding, experimental testing and modernization. Learning process technologization is very important nowadays. We should provide it with a relevant personal orientation, taking into account all peculiarities of the modern educational system.

Considering the introduction of debate technologies in pedagogical practice, we should note that certain aspects have already been explored by many Ukrainian and foreign researchers from different points of view. Thus, the prominent philosopher and linguist M. Bakhtin convincingly proved that dialogue was the most effective tool to unite people. Because of his works publication, the essence of each word and each discourse could be understood as polyphonic ones. Their meaning depends on a great number of previous contexts

and the "dialogical principle" of discourse: every word, sentence or text bears the imprints of all those people who have ever used this word, sentence and narrative. N. Voloshin has considered the peculiarities of debates as a speech genre. O. Didukh has also studied English-language debates and linguistic peculiarities. Scientists O. Smirnov and Y. Yeregin have determined the general structure of debates and functions of their participants and considered debate-forecasting possibilities. E. Oreshina has explored various communication methods in the form of debates, particularly in universities. She developed a new approach to the structure of debates, participant's functions, etc. O. Kalinkina, T. Svetenko, M. Lyubetsky, A. Panchenkov, D. Taran and O. Frankovska have explored and adapted various debate reflections.

Because of "pedagogical technology" concept analysis, S. Sysoyeva has determined more than 300 of its features, for example: a pedagogical system; a system-activity approach to the educational process; a rational way to achieve a consciously formulated educational goal; a science; a pedagogical activity; teacher's art; a model; means of optimizing and modernizing the educational process; a procedural component of education development; an integrative approach in education [3].

It has been determined that any pedagogical technology must meet the basic processability criteria: consistency (the processes of consequentiality, interconnectivity, integrity), manageability (the possibility to diagnose objectives achievement and learning process planning), an efficiency (it should be selected according to the results and optimal costs and must guarantee certain standard of learning achievement), reproducibility (a possibility to be used in any similar educational institutions and by other scientists) [1]. However, the work of scientists has ignored the issue of direct introduction of interactive learning technologies in the system of future teachers' training, who will further use them in their work with students in various classes. The identified problem also requires in-depth analysis, a scientific approach and a more detailed research.

**The aim of this article** is to summarize the practical experience of implementing debate technologies in educational practice.

The aim of the article is to solve the following tasks:

- To reveal the features of debate technologies in the context of modern Ukrainian and German education;
- To determine the algorithm of actions in the implementation of debate technologies;
- To consider aspects of practical implementation of debate technologies in the educational process on the example of the educational institution "Gymnasium with secondary school of the first degree" Kostiantynivka city, Donetsk region,
- To regard the experience in organizing online debates using remote technologies in Ukraine.

While writing this article the following **set of complementary research methods has been used:**

1) theoretical: system analysis, abstraction, generalization, comparison, systematization and classification of the received information and its interpretation; 2) empirical: method of survey and questionnaire, method of comparative analysis of the obtained results, expert evaluation.

Considering debate as a kind of educational technology, we have specified its definition based on various interpretations. A generalized definition of the term “debate” means a clearly structured and specially organized public exchange of views between several parties on a topical issue. Any debates should be democratic just like a method, because they involve honesty, opportunity equality, and respect for the opponent, tolerance and, at the same time, critical thinking [4].

Thus, there is a need to analyse the debate technology algorithm, its stages and possibility of a practical application.

Each stage of the debate, in turn, consists of certain steps. Debates begin with students focusing on the discussion topic. They are faced with a problem,

and then they should formulate the debates purpose. Next, students should update their general knowledge on the issue, identify keywords, analyse and find out the essence of the problems. The next step in this stage is to draw up a research plan.

Then all the necessary information should be collected for its further analysis. Creative thinking should be used to make statements and objections. Speakers' speeches, depending on the level of students' readiness, are composed by debaters individually or as a team.

Preparations for the debate require a large amount of information processing, and it is much larger than the minimum offered by the curriculum. The educational result of independent research at the stage of preparation for debates is manifested not only in the new information gathering, but also in mutual learning through additional information acquisition by each student, and in students' primary research skills mastering. The developmental effect on the stage of preparation is manifested in active curiosity, students' cognitive interest in research methods of thinking mastering.

The next step is the actual debate stage. Debates should be held according to the rules that ensure opposing views and opinions conflict. First, the participants by lot (or by preliminary agreement) express their positions: assertions or objections. Then the debate is held according to the approved regulations. The speakers of each team try to convince the neutral judge that their opinion is the most acceptable. The stage of the debate ends with the analysis of the game. The referee has to make his decision and determine the winning team. The stage of reflection involves the following procedures: debates description, analysis and constructive criticism. Students should be provided with recommendations based on their identified personal changes [5;6].

This year Germany's debating movement "Jugend debattiert" is celebrating its 20th anniversary. The project was initiated by then Bundespresident Johannes Rau with the aims of encouraging young people to engage in society and

promote crucial debating skills. To extend relevant methodologies to all school subjects was a further motivation of his. Actually, under the patronage of the current Bundespräsident Mr Steinmeier and in partnership with all federal parliaments, the project has become known as a crucial event bolstering the democratic engagement and education of the youth. 1.320 schools from all regions of Germany partake in the annual debates and competitions taking place within schools, on a regional and national level. This project has a democratic and educational character. The realisation is largely sponsored by the non-profit Hertie and Heinz Nixdorf funds and additional since 2019 the Ministry of Education and Science has also been contributing.

Generally, high schools teach debating methodologies in the 8th or 9th grade. Competitions start out small in individual classes. Within their age brackets winners then compete against other classes and eventually against other schools in the presence of spectators. The debate competitions at all levels take place in 2 age groups: (8-10 grade, 11-12 grade). Usually, it is different age-appropriate topics that are dealt with. In addition to or instead of teaching debating in class, some schools organise extracurricular debating clubs that cater to students interested in strengthening their debating competence.

Since Germany's school system is organised on the federal level, these are the federal ministries that determine learning contents meanwhile the overarching aspects of school education are in the state responsibility, by the Ministry of Education and Science. Decisions on how to implement methodologies related to "Jugend debattiert" can thus freely be made by the federal states.

For example, the Ministry of School and Education of North-Rhine Westphalia supports the implementation of „Jugend debattiert“ by signing a five-year contract with a sponsor of the project, the Hertie fund. As the federal state with the highest numbers of schools it is also the one with the biggest debating competition, involving 281 schools and 47.000 students. The ministry handles organisation, implementation and administration. Although debating



techniques are taught from the 5th grade onwards, students only begin to take part in competitions from the 8th grade.

Several education ministries of federal states support the application of the methodologies drawn from “Jugend debattiert” in languages and history lessons at the least. For example, the contents of the “Handout for German lessons: innovative and competent”, edited by ISB State Institute for school quality and educational research of Bavaria (1), highlights the need to learn how to debate, as part of nurturing the core competencies of “speaking and listening“. To develop these skills diverse exercises were recommended for use in language lessons, which primarily promote oral expression and active listening. For instance, students are required to repeat and summarise what the previous speaker has said before adding their thoughts, as a way of promoting careful listening and referring. Then, on the next step, through repetitive idiom will be replied to the opponent.

It is important to highlight that “Jugend debattiert” as a method in the classroom is not only aimed at talented students who have already discovered their ability to articulate themselves on a high level.

The ISB Institute emphasized that the methods of “Jugend debattiert” can generally be exercised by the entire classes and are applicable to all subjects. Debate according to the rules of “Jugend debattiert” is methodologically suitable to promote various competencies in schoolchildren:

- linguistic skills, especially the ability to speak
- the ability to form one’s own opinion by dealing with current political issues
- media literacy, as independent research on the topics is an indispensable prerequisite for successful debating
- the ability to work in a team, as solutions can only be found together in the debate“ [1].

“Jugend debattiert” especially promotes teamwork in classes, since students’ work together researching one common subject and identify pro and

contra arguments, thus incentivising them to interact respectfully and constructively. The aim is not to win or have the best arguments, but to find a lot of them, learn to understand which aspects they belong to and determine whether they are really new and unusual. This process then also bolsters creative thinking and encourages collaboration with others to achieve a diverse and nuanced outcome [7].

In Ukraine, as in other European countries since the 90's there are various debate movements for school children, competitions, tournaments in both Ukrainian and English. In some schools, debate clubs have been operating for many years, where in the context of extracurricular education, teachers and trainers teach students the techniques of parliamentary debate and world debate.

Since 2016, with the financial support of the German Ministry of Foreign Affairs and the methodological support of the Hertie Foundation, the NGO International House Sonnenberg in cooperation with EdCamp in Kharkiv a pilot project "Youth Debates" has been launched. To begin with, 8 schools from Dnipropetrovsk, Kharkiv, Zaporizhia and Mykolayiv regions joined this initiative, where teachers received methodical training from experts in Germany, where they got acquainted with the practice of adapting debate methods to the educational process in schools, and attended the final of that year's national tournament. "Jugend debattiert" in Berlin.

In 2020, 70 schools from 20 regions of Ukraine were already operating according to the "Youth Debates" method, mainly in extracurricular education, in the form of a debating circle or club. Classes were conducted by certified teachers weekly, from the beginning of the school year. In December, students already mastered the methodology and participated in qualifying competitions at the school level, between neighbouring regions, and the winners - in the national semi-finals and finals "Youth Debates".

Every year, new schools join the project, where teachers initially participate in a selection competition. Among 60-70 applicants, project managers select 15-16 teachers, according to the criteria of participation.

Methodical training conducted by German trainers follows a step-by-step structure introduced in Germany: first, it is a two-day seminar consisting of 2 modules: explanation of concepts and rules, training exercises, presentation of examples of individual debate elements, review of evaluation criteria. A significant part of the workshop is the second module, i.e. debating from different positions, as well as evaluating the debate as a jury member and giving personal feedback to each participant.

After this training, teachers receive working manuals for teachers and students and acquire the necessary qualifications to prepare students. After the first year of work in the project, the second two-day training is planned; it is aimed at improving skills, deepening understanding of the methodology, as well as criteria and rules of evaluation. This training also consists of two parts, where the second takes place in the form of an educational debate. After that, teachers receive a certificate confirming their qualifications to prepare students to participate in debate competitions.

In recent years, students of the educational institution "Gymnasium with secondary school of the first degree" from Kostiantynivka have been actively involved in two projects: "Youth Debates" and "Parliamentary Debates" of a British format.

"Youth Debates" project aims to attract students, help them learn not only to speak properly, but also respect the opinion of the interlocutor; not only to listen, but also to hear; draw attention to socio-political issues. The main difference from other debate practices is the focus on collaborative work: it is impossible to win if you only bring yourself to the fore. The ability to debate involves, above all, tolerance, respect for other participants, giving others the opportunity to speak, the ability to build their own statements in such a way that after them there is something to talk about.

According to the rules of the "Youth Debates" four students take part in the debate, the former two represent the PRO side and the latter two – CONTRA one. Topics must be set in advance. But participants find out what side ("for" or

"against") they have to present only in half an hour before the debates start. The winner is the one who gives everyone the opportunity to join the discussion, facilitates a productive discussion, maximally "advances the discussion", providing an opportunity to cover the problem in depth and in many ways.

The "Public Debates School" was held in 2018 for five days with the support of the United Nations Development Program and consisted of two modules for its participants from Luhansk and Donetsk regions. This initiative is funded by the Project "Restoration of Governance and Reconciliation in Conflict Communities in Ukraine", implemented by UNDP in Ukraine with the support of the Swiss Confederation, the Government of Sweden with organizational support by "Donetsk Debate Centre" NGO.

The established rules of the debates (compared) are the following (see Table 1):

*Table 1*

**Debates Rules**

<b>Educational debates in the format "Youth debates"</b>	<b>Parliamentary debates according to the British format</b>
1) The main purpose of the debates is to cover the problem as much as it possible from all points of view; 2) The winner of the debates is not a team, but an individual, although it is ensured by the interaction of partners within the team; 3) The team is formed just before the game starts. Four participants take part in the competition. 2 defend the position - "pro", 2 - "contra". The game consists of 3 parts - introductory, open (free) discussion and the final part.	1) This format allows everyone to take an opinion of each player. It is also possible to prove that each idea has a right to exist. It is necessary to develop an action plan to solve a specific problem. 2) The parliamentary debates focus on quick thinking, logical reasoning and analysis, research-based rhetorical skills and pre-collected examples. 3) There are four teams: two on the "Government" side and another two on the "Opposition" one. Every team consists of two debaters and should consider a topic proposed by a "Parliament". A different topic is suggested for each round. According to the results of the game, the teams should be divided into places from the first to the fourth.

In addition to the foregoing, the rules have been established for judges (see Table 2) as well as for debates preparation stages (see Table 3).

**Research results.** The results of debate technologies development were presented during the "Management of preparation and support of inter school debates of high school teams in European languages" cluster within the regional

creative laboratory "Modern educational trends". This event has been conducted by the Department of International Integration of Donetsk Regional In-service Teacher Training Institute. During the work of the laboratory the answer was given to the question: how to develop interactive technology that is necessary for any teacher. First of all, interactive learning technology should provide not just a mechanical shift from one method to another, but an algorithm for logical transition through active methods from one stage of the educational process to another to ensure its integrity, quality and their harmonious integration into the learning process [3].

*Table 2*

**Judges' debates rules**

<b>Educational debates in the format "Youth debates"</b>	<b>Parliamentary debates according to the British format</b>
<p>Players' evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. Knowledge – ability to understand the issue;</li> <li>2. Express one's own opinion - ability to formulate player's opinion;</li> <li>3. Conduct a dialogue - ability to react to other participants actions;</li> <li>4. Persuasion - ability to justify one's position.</li> </ol> <p>For each criterion there is a clear evaluation report, given - from 10 to 5 points. Maximum - 60 points. Three jury members 20 points each.</p>	<p>Debates evaluation levels:</p> <p>Were there significant violations of the rules in the game (obvious disrespect, unfair interpretation, etc.).</p> <p>Did the performances of the players correspond to their roles?</p> <p>Which of the positions of the parties («for» or «against» the resolution) was more convincing in terms of argumentation?</p> <p>Which of the teams better defended the position of their side?</p> <p>The players of which team performed better in form.</p> <p>90 points are great. The performance corresponds to the semi-final or final level, contains much strengths and mostly no weakness.</p> <p>80 points are good or above average. The performance corresponds to the level of the playoffs, and contains obvious advantages and minor disadvantages.</p> <p>70 points are average. The performance contains both strengths and weaknesses in approximately equal amounts.</p> <p>60 points are below average or bad. The performance has obvious shortcomings and only minor strengths.</p> <p>50 points are very bad. The performance has fundamental shortcomings and very few or no strengths.</p> <p>The referees, when allocating team places according to the results of the debates, must be guided by the following criteria (in order of importance).</p>

The results of participation in the project are the following: Alina Ugrimova, the 10<sup>th</sup> grade student of Kostyantivka Gymnasium with secondary school, became a winner of the regional tournament, semi-finalist of the All-

Ukrainian debate tournament of the German-Ukrainian project "Youth Debates" and took the second place in the School of Political Debates.

*Table 3*

**Debates preparation stages 2017-2018 on the example of Kostyantynivka**

<b>Educational debates in the format "Youth debates"</b>	<b>Parliamentary debates according to the British format</b>
<p>29/04/2017 - the presentation of project "Youth Debates " at the Third National (non)conference for school teachers EdCamp Ukraine 2017 in Kharkiv.</p> <p>12/06/2017-17/06/2017 – teachers’ group study trip to Germany for the training, participation, at the competition of "Bundesfinale Jugend debattiert 2017" in Berlin. «Bundesfinale Jugend debattiert 2017».</p> <p>01/07/2017-25/08/2017 - work with methodical materials, preparation of the project presentation in schools and the training for participating educators in Dnipro city.</p> <p>September-October 2017 - group work with students, debate training tournaments, and school final competitions.</p> <p>10/31/2017 – there was a meeting with German projectmanager Olga Pischel and Viola von Cramon and Ukrainian educators at "Gymnasium with secondary school of the first degree". Teachers and students meet project leaders in order to share their impressions and experiences further socially relevant topics were discussed.</p> <p>11/11/2017 - Regional qualifying debate competition on the topic: "Should grades be cancelled in senior classes?" took place.</p> <p>November 11, 2017 at the «DRUZI вільний простір» (Kostyantynivka city) regional debates ``Should homework be canceled at school" took place. The winners of school tournaments (Kostyantynivka Gymnasium with secondary school of the first degree and secondary school №15) took part in the all-Ukrainian semifinal: Oleksandra Katasonova (Slovyansk city) and Alina Ughrymova (Kostyantynivka city).</p> <p>09/12/2017-10/12/2017 - All-Ukrainian debate tournament semi-final and final took place in Kharkiv city.</p>	<p>February 15-18, 2018 - the first school module: three-day training "Public speaking and debate skills. SCORE Index and organization of public debates on its results" for 20 people from Luhansk and Donetsk regions took place;</p> <p>20/02/2018-12/04/2018 - teams preparation to participate in public debates;</p> <p>April 13-15, 2018 - the second school module: a two-day practical debate "Argumentation and communication skills formation for young people. SCORE index and organization of public debates according to its results".</p>

Anastasia Serbinova, the 10<sup>th</sup> grade student of the same educational institution, took the second place in the tournament of the School of Political Debates; the coach Stanislava Stasenko organized classes with teachers of Ukrainian, English, German languages and history, acquainted them with the debate technologies, elements of which they now use in their lessons. Nowadays, preparations for the next tournament have already started, namely English debates tournament on the "Bullying" topic.

Since the beginning of the COVID 19, 2020 pandemic, in order to reduce interpersonal contacts, it has become clear that the organization of debates of German-Ukrainian project "Youth Debates" requires a change in the format of conducting face-to-face to online using remote technologies.

By definition, distance technology means technology in which all participants are simultaneously in the web environment remotely: chat, audio, video conferencing, social networks, etc. / or asynchronous / interaction between distance learning subjects, during which participants interact with each other with time delay, while using e-mail, social networks.

In the city of Vinnytsia, in order to continue working under quarantine restrictions, so-called "debate schools" using remote technologies have been organized and held. The participants of the debate school are students not only those who have previously participated in the "Youth Debates" format, but also those who have debated in other formats. So, the group consists of 20 people who represent 8 educational institutions of Vinnytsia.

To organize a debate school with the use of distance technologies one needs to do: to choose a platform for training, practice and an actual debate, which will ensure the work of the group and subgroups; form a list of participants through questionnaires (in order to disseminate information, you can involve the Department of Education, social networks and the media); carefully plan the course of lessons, which should include breaks in work with computer equipment; features of the organization of online communication.

During distance learning, a debate school has been held using distance technologies. At a preparatory phase, a board in the Trello application has been created for the team's quick communication. It contains information about the school work plan, contacts of principals and other necessary information. It has been later supplemented by topics for debate and contacts by experts who have joined the school.

Also during the preparatory phase, online questionnaires with questions have been created to help selecting potential participants and feedback questionnaires to summarize. The Zoom platform has been chosen for the debate school. It has opportunities not only to organize collective work, but also to unite individuals into groups.

The organizational stage includes the formation of the school curriculum, its adaptation to the online format, communication with experts involved in the program (individuals who can give participants more information from their own experience on the content of selected topics of debates). At the same time, a database of program participants has been formed, instructions for organizing work in groups have been developed, and presentation materials have been prepared. During the main stage, a clear timing of classes for productive work of participants has been determined, training is conducted, the program has been adjusted on the basis of feedback questionnaires (if necessary) and final debates have been held. The final stage includes the analysis of the final feedback questionnaires, the final SWOT-analysis.

The list of topics for debate can be determined by "brainstorming". For example the following:

1. Should the form for writing a motivation letter to the university be introduced?
2. Should the use of plastic bags be banned in Vinnytsia stores?
3. Should mandatory volunteering hours be introduced for students in grades 9-11?



Among the positive factors of conducting debates with the use of remote technologies are the following: the opportunity to continue developing debate skills, wide geographical coverage of participants, involvement of experts from different parts of Ukraine and the world, improving camera skills. The disadvantages are: the lack of teamwork and live contacts, which makes it difficult to create an emotional atmosphere so important for the debates.

Based on the above, **we can draw the following conclusions:** the debate is an innovative pedagogical technology aimed to develop a many-sided personality. In addition, the debates create conditions for the high school students' active civic position formation in a holistic pedagogical process, ensuring the dialogic nature of learning. Students can acquire both educational and cognitive abilities not only in the scientific sphere, but also obtain socially useful experience.

The debate, as a pedagogical technology, can be characterized not only by the criteria of manageability and reproducibility, but also by guaranteed efficiency. Everything mentioned allows us to solve the main task of the education system for a civil and democratic society - to foster erudite citizens. Only students with high culture and flexible thinking, purposeful, self-confident, free from stereotypes will be able to get integrated into European civil and cultural space.

Teachers, striving to educate a person of a new free society are responsible for their position and able to make decisions. They have long been convinced of the need to have a dialogue between the subjects of learning. Dialogue is understood as an equal interaction between a student and a teacher, created to prepare young people for a constantly dialogic and contradictory adult life. Determination and courage in expressing one's opinion, readiness to argue one's position in various life situations, maximum tolerance in expressions and behaviour will be formed only with the use of active dialogic learning technologies. Along with this, the debate can be seen as a means of improving pedagogical skills, honing the oratory and communication skills of a teacher. At

the same time, it is a way to an active position in life. The abilities to express one's opinion publicly, to choose one's own way of solving a problem and to convince others of its expediency are important in modern life for everyone [8].

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## **TEACHER CANDIDATES' BELIEFS ABOUT CROSSLINGUISTIC PEDAGOGY, CODE-SWITCHING, AND CODE-MIXING: A SNAPSHOT FROM UNIVERSITY OF HAMBURG**

**Abstract.** The last decades have seen the active embracement of classroom multilingualism in educational settings. The relevance of this study is justified by the increasing cultural and linguistic diversity in Western societies, the high demand for teachers who understand the value of multilingualism, have deep knowledge of multilingual language practices, are able and willing to provide an appropriate learning environment for language learners.

The main objective of the study is to investigate the pre-service language teachers' beliefs about crosslinguistic pedagogy, code-switching, and code-mixing as the leading examples of this pedagogy in educational settings. An online questionnaire was shared among teacher candidates (n=20) enrolled in teacher education programs at the University of Hamburg. The respondents were asked to answer the questions concerning their background and to mark on a Likert scale whether they agreed with the statements provided to them or would find the implementation of certain methodology useful.

The findings suggest positive attitudes towards multilingualism and a high level of awareness regarding the importance of previously acquired languages for subsequent language teaching and learning. However, some discrepancies between knowledge, beliefs, and practice are indicated. The results allow us to conclude that target-language-only use in language classes is still a highly desirable goal for pre-service language teachers. Some possible implications for curriculum development arising from the study are discussed.

**Keywords:** teacher candidates' beliefs, multilingualism, code-switching, code-mixing, teacher training.

**Introduction.** Due to the ongoing globalization and international migration, the traditional patterns of language use in Western societies have changed considerably over the past decades. Many Western European nation states have an increasing number of immigrants who differ culturally and linguistically. Even though in many countries it is still common to use one language for governance, administration, in courts, and schools, individual and societal multilingualism is on the rise.

During the last decades, Germany has been Europe's most popular destination for international migration [1]. Since the 1990s, the country has become heterogeneous socially, religiously, and linguistically. According to the 2017 *Mikrocensus*, the residents with a migrant background accounted for approximately 19.3 million or 23.6% of the total population of the country three years ago [2].

As a result, in the big international cities like Hamburg, almost half of the school pupils have a migration background. Thus, it is commonplace to see monolinguals, bilinguals, and multilinguals sitting together and learning foreign languages in the classroom. Fortunately, bilingualism and multilingualism are no longer regarded suspiciously among experts who point out more advantages than disadvantages for language learners. Various studies have demonstrated that speakers of two or more languages can experience advantages over monolinguals when learning new languages, as “Explicit comparison of languages, e.g. metaphors, or the relation of sound and script, seem to dock well on cognitive and linguistic dispositions of bi- or multilingual learners” [3]. Furthermore, the study of Hesse and Göbel indicates that the presence of multilinguals in foreign language classrooms can result in a better performance of all learners, not only users of several languages [4].

A growing body of research has illustrated the positive outcomes of crosslinguistic interaction in educational settings [5; 6; 7; 8]. Various studies in

Second Language Acquisition (SLA) and Third Language Acquisition (TLA) have demonstrated that building on prior linguistic knowledge increases metalinguistic awareness (MLA) [9; 10; 11; 12]. Moreover, facilitative effects of prior linguistic knowledge have been shown to foster language learning, as perceived similarities can help to infer characteristics of the subsequent languages [13]. This effect manifests itself predominantly between typologically related languages [14; 15].

New demands for language teaching and a growing body of research have resulted in the embracement of classroom multilingualism and a “multilingual turn” in education [16]. It highlights the role of previously acquired languages as a precious tool for teaching and learning. Researchers argue for support of multilingualism and pedagogical translanguaging in educational settings [17; 18]. It should help language learners “to maximize understanding and achievement” [19] and to overcome the monolingual principle that hinders language practitioners from making connections to the already existing knowledge of language learners [20; 21; 22; 23].

Nevertheless, “researchers and practitioners having embraced the new paradigm are still faced with the widespread assumption that language classrooms should be restricted to exclusive target language (TL) use” [24]. Additionally, while language practitioners tend to express positive attitudes towards multilingualism, they have limited knowledge on how to embrace it in the classroom. Thus, one of the main problems of implementing crosslinguistic pedagogy is the absence of specific examples. “It is thus crucial to provide concrete examples of what such approaches could look like and how they contribute to additional language learning” [24]. Code-switching and code-mixing can serve as the primary illustrations of crosslinguistic interaction in the language classroom, as they occur within a multilingual setting where speakers share more than one language. However, there seems to be the need for language teachers “to understand the necessity for learner codeswitching (changing languages during speech) to accommodate cognitive processing of

new concepts for memory reinforcement and comprehension” [25]. It is a beneficial communicative strategy for bi/multilingual students and educators in transferring and clarifying the knowledge. Hobbs [25], summing up the literature on the topic, states that code-switching helps learners to “a) achieve understanding; b) reinforce information; c) facilitate discussion abilities; d) reinforce identities; e) increase motivation”.

These possible advantages of code-switching and code-mixing contradict the common assumption that only TL should be used while all the other languages known to language learners should be avoided in the classroom. Predictably, within such a negative attitude towards the use of previously acquired languages, code-switching and code-mixing are seen as a sign of weakness or lack of competency [26; 27]. Overall, the counsel to use TL only is justified by the belief that the use of previously acquired languages in the classroom results in more disadvantages than advantages for language learners.

The answer to the question of whether multilingual pedagogies will be successfully implemented depends not only upon the knowledge of relevant methodology but also on future teachers’ ability to adapt their practices to the societal demands, implement the appropriate strategies in the classroom, and to reflect upon their beliefs and attitudes. Language practitioners choose whether to integrate the knowledge of previously acquired languages into the classroom, ignore it, or even penalize for the use of the non-target languages. After all, language practitioners “play a crucial role in deciding whether multilingualism in the FL classroom will be just another fad or whether it will change FL teaching and learning in a sustainable way” [3].

It is therefore crucial to research pre-service teachers’ beliefs towards multilingualism and implementation of multilingual teaching practices. In this paper, it is investigated how multilingualism and crosslinguistic pedagogy are perceived by pre-service teachers. Furthermore, the article examines the teacher candidates’ views regarding code-switching and code-mixing in educational settings. Finally, the research offers some suggestions for possible innovations

of teacher training programs.

**Aim and tasks.** The present study aims to investigate the pre-service language teachers' beliefs about crosslinguistic pedagogy, code-switching, and code-mixing as the leading examples of this pedagogy in educational settings. It provides an insight into beliefs about the best practices in the language classroom by revealing pre-service teachers' perceptions of effective teaching. Considering that "beliefs are often deeply-rooted and not easily accessed when directly addressed" [24], the study was designed to unfold the participants' perceptions of the practicality of crosslinguistic pedagogy.

The research questions guiding this study are: 1) What are pre-service teachers' perceptions of multilingualism? 2) What are the students' perceptions regarding monolingual vs. multilingual classroom practices? 3) What are the participants' attitudes towards code-switching and code-mixing in educational settings?

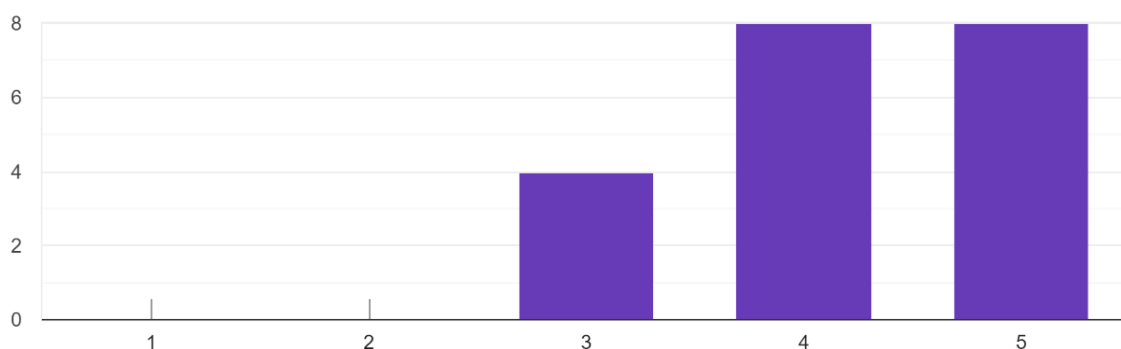
**Research methods.** 20 female teacher candidates (aged 21 – 35, median 24.5 years old) enrolled in teacher education programs at the University of Hamburg were asked to take part in the study. All participants were taking linguistics/language courses (English, German, French, Spanish) as a part of their major or minor. With a view to answering the research questions, an online questionnaire was shared among the research participants. This questionnaire was used as an effective tool to tap into the pre-service teachers' beliefs.

Firstly, the participants were asked to answer the questions concerning their background, such as age, gender, mother tongue(s), the level of education and semester they were enrolled in during the study, the subjects they would like to teach in the future, language use, etc. Then, the respondents were asked to mark on a Likert scale ranging from 1 (completely disagree / not useful at all) to 5 (completely agree / very useful) whether they agreed with the statements provided to them or would find the implementation of certain methodology useful. The questions examined pre-service teachers' beliefs about multilingualism, the importance of previously acquired languages for

subsequent language teaching and learning, attitudes towards the use of other languages than TL, code-switching, and code-mixing in the language classroom.

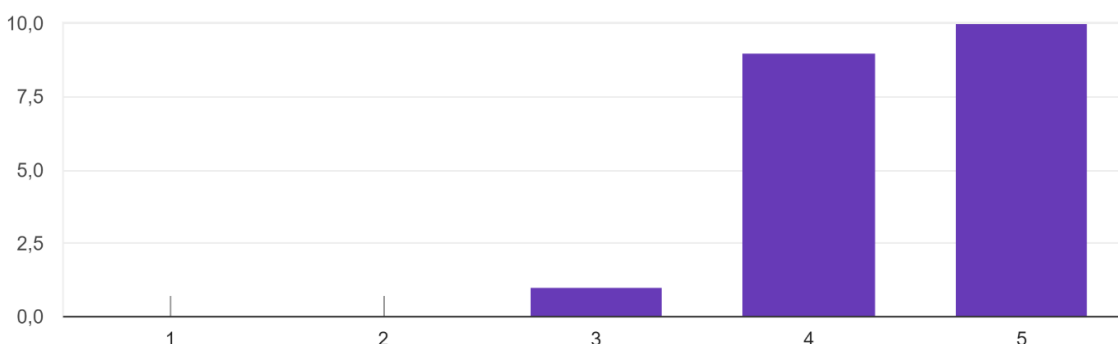
**Research results.** The results of the study show that the majority of the students who took part in the study (n=12, 60%) speak three or more languages, that is, they are multilingual. Not surprisingly, their attitudes towards multilingualism and subsequent language learning are overwhelmingly positive. They seem to have little to no doubts about the general value of crosslinguistic pedagogy. For example, 80% (n=16) agreed with the statement “The more languages one knows, the easier it is to learn new languages” (see Figure 1) and 95% (n=19) supported the idea of drawing upon pupils’ knowledge of L1/L2 when teaching L2/L3/Ln (see Figure 2).

The more languages one knows, the easier it is to learn new languages.  
20 Antworten



**Figure 1. The value previous language knowledge for subsequent language learning**

To what extent do you think it is useful to draw on students’ knowledge of L1/L2 when teaching L2/L3/Ln? (Please indicate on a scale from 1 (not useful at all) to 5 (very useful)).  
20 Antworten



**Figure 2. Drawing on students’ knowledge of L1/L2 when teaching L2/L3/Ln**

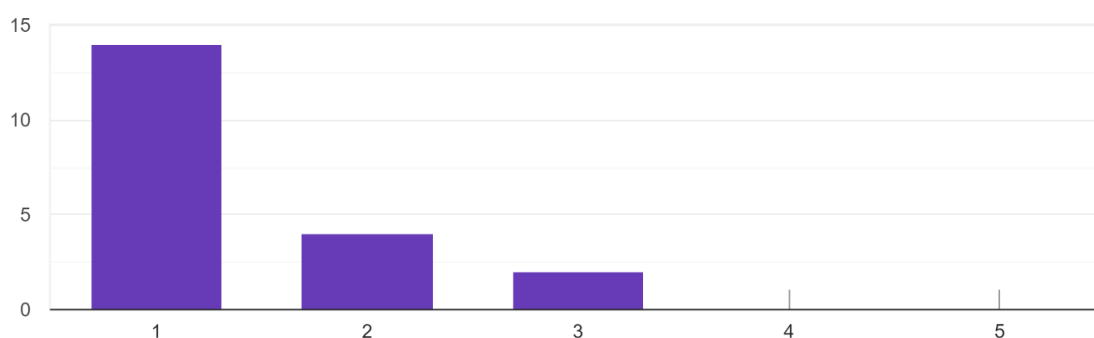


However, only 45% of the participants (n=9) could answer in the affirmative that the textbooks they had used included activities in which students were required to draw on what they had known from before, such as by exploring similarities and differences between languages or reflecting on which learning strategies can be transferred from L1 to L2/L3/L4 or vice versa.

The teacher candidates tend to have positive attitudes towards code-switching and code-mixing. For example, only one participant indicated that the use of code-switching and code-mixing in the classroom is a sign of lack of competency and nobody agreed with the statement that it is a sign of laziness (see Figure 3).

Use of code-switching and code-mixing is a sign of laziness.

20 Antworten



**Figure 3. Negative attitudes towards code-switching and code-mixing**

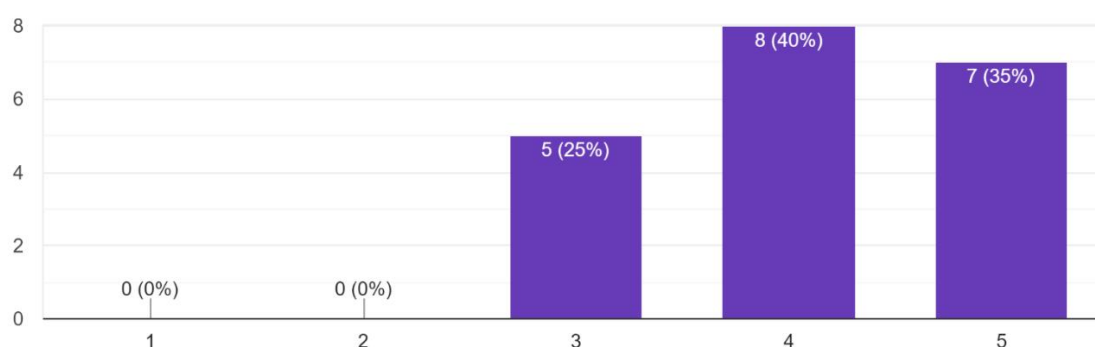
The questionnaire revealed that the pre-service teachers are aware of some of the functions of code-switching indicated by Hobbs [25] and mentioned earlier. For example, 70% of the research participants (n=14) agreed with the statement that code-switching and code-mixing make explaining new words easier. 75% (n=15) of the study participants indicated that code-switching and code-mixing make pupils feel comfortable (see Figure 4).

However, the questions that were aimed at revealing the students' perceptions regarding monolingual vs. multilingual classroom practices demonstrated that some participants would allow their pupils to use several languages with some limitations. For example, 60% indicated that they would

permit the use of code-switching and code-mixing in the students' conversation with their peers and 50% admitted that they would permit it in students' conversation with their teacher. While 40% of the pre-service teachers would accept code-switching and code-mixing in oral tasks, only one teacher candidate indicated that she would accept it in written tasks. Interestingly, one research participant who was in her first master's semester and had had two years of teaching experience during the study indicated in her comments that "If it is an English class, I will not allow other languages to be spoken other than English but if it is mathematics, then yes".

Code-switching and code-mixing make pupils feel comfortable.

20 responses



**Figure 4. Beliefs about functions of code-switching and code-mixing**

Finally, 75% of the study participants indicated that they had read something about multilingual language practices, 60% of them had used multilingual language practices during their classes. 77.8% of those who had used them during their language classes showed interest in getting more information about the topic and having more practice (taking part in a workshop, for example). 85.7% of those who had not used multilingual language practices before indicated that they would like to get more information about the topic and get some practice.

**Discussion.** These results indicate that teacher candidates who participated in the study are aware of some benefits of bi-/multilingualism and they agree

that previous experience learning a (foreign) language benefits subsequent language learning. At the same time, while the pre-service teachers have mostly positive attitudes towards multilingualism and are aware of some of its benefits, they are skeptical about implementing changes.

This is in line with previous studies on attitudes towards multilingualism and multilingual practices in the language classroom [28; 29; 30]. TL-only policy and penalizing the use of other languages are still seen as a norm. As Haukås [30] indicates, teachers may express positive beliefs about multilingualism in general, but that does not mean that they engage in multilingual practices with their pupils. In this study, a similar situation is observed: teacher candidates have positive attitudes towards bi-/multilingualism, but they are somehow skeptical about the actual use of multilingual teaching practices and embracing multilingualism in the classroom. This can (at least partially) be explained by the teacher candidates' feeling that their textbooks do not provide enough support and/or they need to get more knowledge and see successful examples of the application of the new methodology.

**Conclusions.** This study suggests that despite the generally positive attitudes towards multilingualism, the multilingual teaching practices are not seen as valuable as TL-only use in the language classroom. It seems that the monolingual approach is still deep-rooted in the pre-service teachers' beliefs on language teaching and learning. These somehow contradicting attitudes may demonstrate that the field of language teaching is still moving from the TL-only principle towards acceptance and use of several languages in the language classroom. This underlines the important role that teacher education has in supporting this shift by providing the teachers with the necessary skills.

Based on these findings, one can derive some implications for how to implement multilingual components into language theory and practice. Firstly, it is necessary for future language practitioners to get sufficient understanding of how languages interact in the multilingual mind. Such information could be

included into courses on language acquisition, teaching theories, applied linguistics, and (language) teacher education. Then, teacher candidates should get detailed knowledge of how to implement multilingual pedagogies in the classroom. Teacher training programs need to support pre-service teachers towards their future professional careers and provide them with learning and teaching materials, workshops, and successful examples of how multilingual teaching practices can be applied in the classroom.

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**CHAPTER III.**  
**METHODOLOGICAL ASPECTS OF DESIGNING**  
**THE INDIVIDUAL TRAJECTORY OF TEACHER'S PROFESSIONAL**  
**DEVELOPMENT**

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**PREPARATION OF FUTURE PHYSICAL EDUCATION TEACHERS**  
**FOR THE APPLICATION OF INDIVIDUAL EDUCATIONAL**  
**TRAJECTORIES OF STUDENTS' ACTIVITIES IN THE**  
**EDUCATIONAL PROCESS**

**Abstract.** Main objective. Theoretically substantiate and experimentally test the model and methods of training future teachers of Physical Culture. The pedagogical factors of future teachers of Physical Culture training to the implementation of individual educational trajectories in the educative process. The thesis deals with the problem of future teachers of Physical Culture training to the implementation of individual educational trajectories in the students' activity.

Future teachers of Physical Culture preparedness to the implementation of individual educational trajectories of students' activity" has been defined, the concepts " future teachers, individual educational trajectory, educational environment have been defined; the essence and the structure (motivational,



cognitive, activity and reflexive components) of future teachers preparedness to the implementation of individual educational trajectories of students' activity have been revealed.

Methodology. Literature analysis, pedagogical research.

Results The pedagogical factors of future teachers' of Physical Education training to the implementation of individual educational trajectories in the educative process.

Significance. Organization of future teachers' of individual work according to individual educational trajectories have been theoretically substantiated.

***Key words:** future teachers of Physical Culture, pedagogical factors, individual educational trajectory.*

### **Introduction.**

Modern transformations in politics, sociology, economy, taking place in Ukraine, primarily influence on the changes in the educational system. The Laws of Ukraine "On Education", "On Higher Education", as well as the National Strategy for the Development of Education of Ukraine state that the main values of education are focused on the child and the formation of such qualities that ensure its readiness for social and professional self-determination [3].

It should be mentioned that under changing conditions of the teacher – child interactions, the emphasis shifts on the predominant development of the subject-conditioned cognitive abilities of the student. Thus, the condition realization are required the child's personality individual development become impossible [10].

The modern school provides its gradulators high-quality education. Also, personal significant knowledge and methods of the child's activities are formed at school [8].

The development of an individual educational trajectory of each student can help to improve the teacher's professional activity. However, unfortunately, modern teachers do not pay enough attention to the individual educational

trajectory's development. The reason might be that the teachers are simply not ready for such activities yet [6].

Higher pedagogical educational institution teachers face the task of future teachers' preparation for the use of individual educational trajectories in further professional activities, and the physical education teacher are not the exception, [3].

Thereby, the main goal of the modern educational system is its students' orientation and meeting their individual educational needs. Studying for individual educational programs is a relevant task today [1].

The individual educational trajectory underlies the specialized education concept. The use of an individual curriculum allows realizing various personal educational needs of students, their families, vocational education institutions and comprehensive institutions of different types [10].

Today, a significant place in modern research is occupied by the problem of the educational process individualization, the individual educational trajectories development and implementation in the students' training [4].

Independent activities play an important role in future teachers of physical education preparation for the use of individual educational trajectories, since such activities give opportunities to involve each student, all the participants in such situations that take into account dynamism, changes of pedagogical actions and their instability [8].

Thus, the higher educational institutions face the task of qualified training of future teachers. Moreover, the field of physical education in particular sports is not an exception. It is necessary to educate future physical education teachers just for the development and implementation of individual students' educational trajectories [2].

Higher educational institution teachers should teach future physical education teachers to develop their own individual educational trajectory as much as possible. This trajectory primarily has to promote their self-development and self-realization in the future professional activities [10].

It should be noticed that the problem of teachers' educational activities individualization in various spheres was considered in the scientific works of domestic and foreign scientists [4].

Scientists substantiate that the individual educational trajectory is a certain modernized approach to every student, taking into account his individual and psychological characteristics, character properties and temperament in the learning process [6].

Modern scientists also separate the problem of the educational activities individualization in the system of students' independent work. Scientists also examine the problem of formation of individual educational trajectories of students on the different approaches basis [8].

It should be mentioned that scientists in their proceedings increasingly began to associate the students' individual educational trajectories with implementation of their personal meaningful activities [5].

However, despite the presence of a great number of scientific researches devoted to the development and implementation of individual educational trajectories, the problem of future physical education teachers' training to such activities is covered at an insufficient level [1].

We believe that the individual educational trajectories' development is extremely important for future physical education teachers [3].

In return, in modern pedagogical practice, there are a number of contradictions between:

- formalized traditional future physical education teachers' training;
- insufficient application of an individual approach to the implementation of the training process;
- lack of effective pedagogical technologies that would take into account the individual and psychological characteristics of students;
- potential possibilities for the process of future physical education teachers' professional training on individual educational trajectories;
- lack of a system means;

- lack of methods and techniques that purposefully influence the process.

The relevance of the development and implementation of individual educational trajectories, the problem of future physical education teachers' training to professional activities, as well as the insufficient scientific and methodological development of this problem led to the choice of this topic for scientific research of modern researchers around the world [7].

The modern Ukrainian educational space is enriched with a personal oriented approach in the process of learning, education and development of those who are taught. This process must be built taking into account individual characteristics of every participant of educational process [9].

The implementation of the approach mentioned above provides the development of individual educational trajectories of learning and development of each personality involved in the suggested educational process [1].

The problem of the individual educational trajectories use in pedagogical activity was the subject of research of many domestic and foreign scientists [3].

Scientists mention the need to create a single and at the same time diverse educational environment. This environment should create such special conditions that would determine the students' choice of educational trajectories. These trajectories must meet personal needs and aspirations [5].

Consequently, the individual educational trajectory is a completely purposeful educational program, determined by educational needs, individual abilities and capabilities of those who study. Educational trajectory provides the achievement of set educational goals [8].

In the process of applying individual educational trajectories of future physical education teachers, the teachers are aware of the need to give students the right to choose. The educators act as a consultant and the adviser and teach taking into account personal interests of each student, educational activity features, the ways to work with educational material. In addition, it is necessary to take into account the specifics of educational trajectories assimilation in the different types of professional activity process.

Preparation of future physical education teachers for the use of individual educational trajectories should be considered as an integral pedagogical process, which is characterized by students acquiring the necessary professional knowledge, skills and abilities, the development of their creativity, positive motivation for the implementation of effective ways of using students' individual educational trajectories in the educational process [1].

The preparedness of future physical education teachers for the application of individual educational trajectories of students' activity in the educational process is understood as the result of training [4].

Training is characterized as skills and knowledge on the design and implementation of an individual educational trajectory of students' activity in the educational process at school, as well as their ability to evaluate and adjust the advancement of students due to an individual trajectory during school studying [7].

On the basis of the generalization of theoretical data, the structure of preparedness of future physical education teachers for the application of individual educational trajectories of students in the educational process was determined. Its main components were: motivational, cognitive, active, reflexive [2].

Pedagogical conditions for the effective training of future physical education teachers for the application of students' individual educational trajectories in the educational process were chosen:

- stimulation of future physical education teachers' personalized attitude towards students;
- educational process orientation on the development of future physical education teachers' individual style of activity;
- organization of future physical education teachers' independent activities as for the individual educational trajectories.

It should be noticed that the specified pedagogical conditions were considered in the complex, since all of them are interrelated and influenced the

process of future physical education teachers' training for the application of individual educational trajectories [10].

The **purpose** of the research is to substantiate theoretically and test experimentally the model and methodology of future physical education teachers' training for the application of students' individual educational trajectories in the educational process.

Objectives of the research: to substantiate the essence and structure of the phenomenon "preparedness of future physical education teachers for the application of students' individual educational trajectories" scientifically; clarify the concept; to determine the components, criteria, their indicators and characterize the levels of preparedness of future physical education teachers to the application of individual educational trajectories of students' activities.

**Research methods** for solving the outlined tasks, achieving the goal used general scientific methods of studying the theoretical level of the problem of research, analysis and generalization of the experience of educational works in higher pedagogical educational institutions, methods of empirical research (questionnaires, observations, conversations, study of practical students' activities during the school pedagogical practice, self-esteem, psychological methods, tests, questionnaires, etc.), mathematical processing of data.

To implement experimental research work on the preparation of future physical education teachers for the application of individual educational trajectories in the educational process the criteria, indicators were determined and the level of preparedness of future physical education teachers for the use of individual educational trajectories of students' activities was characterized.

The criteria and indicators of the levels of preparedness of future physical education teachers for the application of individual educational trajectories of students were chosen:

- instructional - positive motivation for pedagogical activity, personality orientation to pedagogical activity, motivation for learning,
- content - the presence of knowledge as for the organization of students'

creative activity and the organization of training according to individual and educational trajectories, individual style,

- technological - the presence of organizational and communicative skills, the ability to make independent decisions, creative abilities,

- evaluation - the presence of reflexive skills, the ability to evaluate self-development and professional and pedagogical activities, satisfaction with the organization of classes on individual trajectories activities [3].

According to the criteria and their indicators, the levels of preparedness of future physical education teachers to the application of students' individual educational trajectories activities are characterized: sufficient, satisfactory, low [1].

The latter were determined by the average value of the manifestation of the selected criteria indicators. Distribution boundaries are set to:

- 1.5 – 2.4 points – low level;
- 2.5 – 3.4 points – satisfactory level;
- 3.5 – 4.0 points – sufficient level, which had such characteristics.

The sufficient level of preparedness of future physical education teachers to the application of individual educational trajectories was distinguished by the formulation of positive motivation for the implementation of future professional activities and training, which is supported by a constant desire to learn new things, the desire for self-improvement and self-realization.

The students of this level showed persistence to the implementation of the set professional goals, had well-developed communication and organizational skills, were able to organize the team activities as well as the activity of each student separately due to the introduction of individual educational trajectories in the educational and training processes of students in accordance to their interests.

Students who meet a sufficient level are able to:

- think independently and act creatively;
- apply the acquired knowledge in non-standard situations;
- identify and to reveal the individual capabilities of each student, to develop his natural inclinations as much as possible.

Future physical education teachers of this level are distinguished by the ability to establish friendly relations in the student team quickly. Teachers of this level demonstrate the presence of intellectual knowledge clearly and show creative activity and proficiency in the application of individual educational trajectories in the educational process willingly, developing new tasks aimed at the development of individual abilities of each student.

In this category, their individual style has already been formed, they constantly improve it through self-education and the desire for professionalism.

Students of a satisfactory level of preparedness for teaching physical education to the use of individual educational trajectories do not objectively assess their activities. Their desire is primarily focused on pedagogical activity and mostly depend upon the circumstances.

That is, their social and material values dominate the needs of self-expression. Usually they cannot accept the other thoughts and points of view calmly and tolerantly

In this category, relations with surrounding people have a certain unstable character, that is, they have an increased conflict. Self-esteem and self-analysis of personal qualities and professional actions of such students are mostly biased, overestimated.

Creativity and activity as for the use of individual educational trajectories in the educational process with students is not clearly expressed. Students of this level have:

- superficial knowledge about the application of individual educational trajectories in practical activities,
- act templateally, make mistakes;
- do not take into account the individual and age characteristics of students;
- there is no desire for self-development and development of tasks with increased complexity.

Such future teachers are not able to implement various types of creative independent work (discussions, project works, presentations) in the educational



process. They cannot develop individual educational trajectories for students with different levels of learning success; they have difficulties in reflecting their activities.

Students of this level unfortunately do not engage in self-development, they do educational and out-of-school activities without much interest.

The low level of preparedness of future physical education teachers to the use of individual educational trajectories include students who are not interested in working with students, do not show interest in pedagogical activities aimed at the development and disclosure of the student's individual abilities.

Such students have elementary skills in the use of individual educational trajectories; they carry out educational activities by means of testing and errors, they do the tasks for the development of individual educational trajectories irresponsibly, they are not interested in self-improvement, do not show perseverance in achieving setting goals.

Students of this level do not differ in creative abilities, and therefore do not consider it mandatory to identify the individuality of each student and direct educational activities specifically on the development of creative thinking, independence; they are not able to create non-standard educational situations.

Low-level students are not able to control their emotional state, often come into conflict, cannot get on with students in the school team. They are only sometimes experienced introspective and self-esteem of personal qualities and professional actions, they have difficulties in identifying and correcting mistakes in the process of professional activity.

**Results.** In the course of the scientific research, the methodology of diagnosing the levels of readiness of future physical education teachers to use individual educational trajectories of learners' activity was developed and experimentally tested.

The model and experimental method of preparing future physical education teachers for the use of individual educational trajectories was developed. During

the research, the results of the ascertaining and formative stages of the study were presented.

The obtained results of the observational stage of the study were calculated by arithmetic average mean. This enabled to determine the existing levels of readiness of future physical education teachers to use individual educational trajectories.

Thus, the majority of students showed the low level of readiness (44.1% of the students of EG (Experimental Group) and 43.0% of the students of Control Group (CG). Satisfactory level was stated among 42.6% of EG students and 43.7% of CG students.

13.3% of future teachers of EG and CG have the sufficient level of readiness to the application of individual educational trajectories of learners in the educational and training process.

During the formative stage of the experiment, an experimental methodology was developed and a model of preparing of future physical education teachers to use individual educational trajectories of learners was developed. This model contains the purpose, components, criteria, stages, pedagogical conditions, means of their implementation and the final result.

Targeted work on preparation of future physical education teachers for application of individual educational trajectories was being carried out with the students of the experimental group during three years (students of 2 - 4 years) at the classes of "Theory and methodology of physical education", "Biomechanics", "Sports metrology ", " Applied Kinesiology ", in the process of teaching of a special course " Designing students' learning activities according to individual educational trajectories ", as well as in extracurricular and independent creative work of students.

The purpose of the first - introductory stage – was the acquisition of the necessary knowledge for the design and development of individual educational trajectories of learners in the educational process by the students.

At this stage, a special course "Designing students' learning activities according to individual educational trajectories" was introduced. This course provided future teachers with the necessary knowledge on the application of individual educational trajectories of learners during their pedagogical practice in secondary schools and their further professional activities.

Effective forms and methods of realization of the purpose of the introductory stage were provided by lectures, seminars, debates, discussions, mini-lectures which were based both on the presentation of educational material by the teacher during the special course and anticipation of students' independent research activities.

During the lectures of the special course the essence of key concepts "individualization of learning", "individual educational trajectory", "individual educational route", "educational environment", "individual program", "educational product" were defined; the students were acquainted with the algorithm of individual educational trajectory on the study of the theory and methods of physical education, and with the algorithm of the organization of independent work during training.

The acquired knowledge was consolidated in practical classes, which included debates "Individualized learning: pros and cons", "Does each student need his/her own educational program?"

Also, knowledge was consolidated during the seminars "The essence of the organization of independent work in the study of biomechanics of human movement", round tables "Types of personality-oriented learning in the study of sports metrology", compiling notes, thesauri of pedagogical terms, writing essays, reports, etc.

It was necessary to take into account the theoretical knowledge that students acquired during the lectures while providing different activities, methods and techniques used in practical classes.

Therefore, future teachers were asked to develop an individual educational trajectory of their fellow student, using the algorithm for designing an educational trajectory.

The students selected different types of tests, exercises in order to identify the level of a fellow student's knowledge and created an individual educational program for a certain level of knowledge of English.

The purpose of the second - the main stage- was the formation of practical skills and abilities of students to apply individual educational trajectories of learners in the educational process.

Forms and methods of realization of the purpose of the main stage were:

- Trainings,
- Role games,
- Solving pedagogical problems,
- Conflict resolution,
- Independent work of students.

At this stage, special attention was paid to involving students in interaction with each other.

Emotional contacts that contributed to the ability to work in a team were established. At this stage, the students also learned to listen to the views of their peers.

It was necessary to provide students with positive motivation, to work out sociability with them, to cultivate an active life position and mutual respect of the students at this stage.

Students performed search and creative tasks, prepared essays, projects, made professional portfolios, acted out pedagogical situations, compiled their own English-Ukrainian dictionaries, rendered articles.

Interactive, game, and indirect methods, etc. were used during the teaching of the discipline "Biomechanics". Thus, students composed situational tasks according to the trajectory of a certain movement. Students took part in the

business game "Choosing a profession", a game of dramatization with acting out situations to demonstrate the movements of the upper extremities.

After reading the scientific literature on the chosen research topic students described biomechanics. The use of such creative tasks contributed to the formation of students' speech skills, the development of their skills to integrate the received practical information.

At the classes of "Sports Metrology" the students were proposed to make a summary plan of training in the chosen sport, which would determine the purpose of the lesson and develop a system of application of physical exercises to perform during training.

Students made recommendations for improving the quality of training, discussed the identified errors, and analyzed the training of their fellow students.

Such work contributed to the manifestation of individual style of activity, the development of intrinsic positive motivation of students, as well as a serious attitude to future pedagogical practice.

During the classes on "Applied Kinesiology" the method of projects on the topic "Bio kinetics" was used, during which students had to choose any holiday, prepare a presentation using visual materials, posters or videos.

The students compiled a portfolio on the topic "Outstanding Athletes", selected a list of Olympic champions, didactic visual material, and presented the content of the portfolio.

Future teachers were asked to prepare a report on "Peculiarities of conducting a lesson on physical education for primary school children" for independent work

Also, independent work included writing an essay "Peculiarities of physical education lessons for children in specialized institutions", reviews of a feature film which was watched by the students according to their choice. Students worked with special Internet sources, reference books, got acquainted with the autobiographies of outstanding Ukrainian athletes, etc.

While designing their own individual educational trajectory during training, students need to interact with the teacher, who acts as a mentor, advisor, consultant, and who is able to organize their professional activities in such a way as to teach students to transfer responsibility for independent personal and educational programs on themselves, that is, to come to absolute independence through interaction with the teacher [1]. The teacher provides assistance to each student individually.

From this position it is necessary to approach the organization of independent activity of the physical education teacher on individual educational trajectories. It should be emphasized that such activities require increased emotionality, imagery of thinking, the richness of artistic associations from a person.

In extracurricular activities, future teachers took parts in the TV show *Travelers' Club*, the tournament of experts *What? Where? When?*, the mass event *Students' Autumn*.

During extracurricular activities, students got acquainted with the history and culture of other countries, the peculiarities of communication in other countries, improved their speech skills, etc.

The purpose of the third - practically-oriented stage - was the use of students' acquired knowledge, skills and abilities during their pedagogical practice, in the course of fulfillment of individual creative tasks.

In addition to the tasks assigned to future physical education teachers according to the program, they were asked to choose two fellow students with different grades and make individual educational trajectories for them: to get acquainted with class registers, conduct interviews, find out their individual characteristics, personal qualities, difficulties or successes in the study of sport disciplines.

At the same time, this research allowed students to understand the need of developing their organizational, communicative, reflective and other qualities necessary for further professional activity in a better way.

The final conference highlighted the difficulties experienced by future teachers in compiling individual educational trajectories, the lack of knowledge and skills they had, and the points they should pay attention to in order to improve their preparedness for such activities in the future.

At the final stage of the experiment, the control experiment was conducted in order to determine the effectiveness of certain pedagogical conditions and developed experimental methods (Table 1).

As it can be seen from Table 1, 41.2% of students (previous result- 13.3%) achieved the sufficient level of readiness for the use of individual educational trajectories in the experimental group; 47.8% of respondents achieved the satisfactory level previous result - 42.6%); 11.0% of future teachers remained at the low level (previous result - 44.1%).

The results were slightly lower in the control group: 24, 2% of students achieved the sufficient level (previous result- 13.3%); 55.5% of respondents achieved the satisfactory level (previous result- 43.7%); 20.3% of future teachers remained at the low level (previous result- 43.0%).

**Table 1**

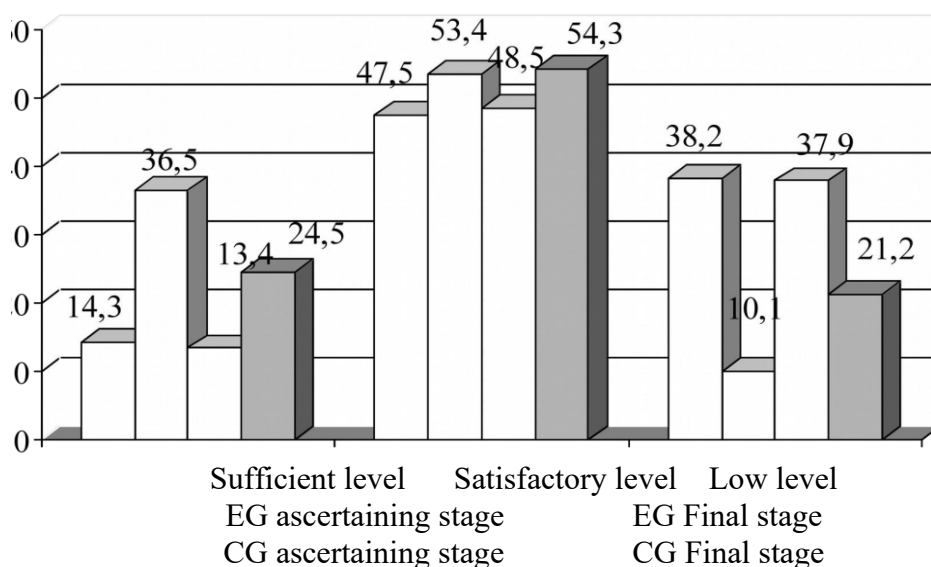
**Dynamics of levels of preparation of future physical education teachers for the use of individual educational trajectories**

Groups	Stages	Sufficient level		Satisfactory level		Low level	
		abs.	%	abs.	%	abs.	%
EG (120 participants)	Beginning of the research	16	13,3	51	42,6	53	44,1
	Final stage of the research	49	41,2	58	47,8	13	11,0
CG (118 participants)	Beginning of the research	16	13,3	51	43,7	51	43,0
	Final stage of the research	29	24,2	65	55,5	24	20,3

The dynamics of changes in the results of the levels of preparation of future physical education teachers for the application of individual educational trajectories of students according to the guiding criteria at the ascertaining and final stages (in%) is shown in Figure 1.

The changes that occurred in the levels of readiness of future teachers to apply individual educational trajectories of students according to this criterion, are not so significant in the control group compared to the experimental group.

At the sufficient level, the results increased by only by 11.1%; at the satisfactory level the results increased by 5.8%, and at the low level the results decreased by 16.7%.



**Figure 1. Dynamics of changes in the results of the levels of readiness of future physical education teachers to apply individual educational trajectories of learners' activity according to the guiding criteria at the ascertaining and final stages (in %)**

The data obtained at the final stage of the study indicate that the results on the content criterion have changed in both groups. We explain this by the fact that students received some knowledge on pedagogical activities, the organization of creative activities of students during the study of psychological, pedagogical and professional disciplines.

Instead, the students of the experimental group showed better level of knowledge both on the construction of individual educational trajectories of learners and its importance in the educational process. This group was provided with purposeful work during a special course "Designing of individual



educational trajectories", which helped improve the level of preparation individual educational trajectories of learners according to the content criterion.

To verify the obtained results, the calculation of the  $\lambda$ -criterion between two empirical data (according to the  $\lambda$ -Kolmogorov-Smirnov criterion) was used.

According to the results of the formative stage of the experiment,  $d_{emp.} > d_{0.01}$  was obtained. Therefore, the obtained data of the final stage of the experiment turned out to be statistically significant.

**Conclusions.** In the course of the research a theoretical generalization and a new solution of the scientific problem of future physical education teachers' preparation for the application of individual educational trajectories of students in the educational process is carried out.

All of the above allowed us to substantiate and build a model and methodology for ensuring this process, to develop and experimentally test the pedagogical conditions in the system of professional training of future teachers.

Based on the analysis of psychological and pedagogical literature, we can conclude that such qualities are:

- ability to make a non-standard solution; searching-problem style of thinking;
- ability to create problematic, non-standard educational and upbringing situations; originality in all the spheres of activity;
- creative imagination, developed imagination;
- specific personal qualities (courage, willingness to take risks, ingenuity, determination, optimism, enthusiasm, perseverance, confidence, intelligence, intuitive sense of new and original, etc.).

These qualities contribute to the successful independent activity in preparing the future teacher of physical education for the use of individual educational trajectories.

It is determined that professional and pedagogical training of future teachers of humanities is a set of professional knowledge, skills and abilities, the

mastery of which in the process of studying in higher pedagogical educational institutions provides professional skills of future teachers in their pedagogical activities at school.

The formation of individual psychological, moral, ethical and professional qualities of the individual contributes to the development of individual teaching style.

The educational environment is seen as a set of social, cultural, psychological and pedagogical conditions under which the formation of personality happens. Individual educational trajectory is characterized as a purposeful educational program, which is determined by the needs of education, individual abilities and capabilities of the learner and ensures the achievement of educational goals.

Its pedagogical support allows:

- to ensure that students master the content of state standards of school education,
- to promote the development of individual abilities of students,
- master programs in school subjects,
- to ensure professional self-determination, to create the necessary theoretical and practical basis for continuing education in the professional sphere.

It is revealed that the readiness of future teachers of humanities to apply individual educational trajectories of students in the educational process. This is the result of training, characterized by skills and knowledge in the design and implementation of individual educational trajectory of students in the educational process of the school. It is also necessary to separate their ability to timely assess and adjust the progress of students on an individual trajectory during schooling.

The components of preparation of future physical education teachers for the application of individual educational trajectories of students in the

educational process are determined. This process includes: motivational, cognitive, activity and reflexive criteria.

It is accepted to carry indicators also: setting (positive motivation and orientation of the person on pedagogical activity and training). It is necessary to note the semantic component, namely the availability of knowledge about the organization of creative activities of students and learning on individual educational trajectories, individual style of activity.

Special attention should be paid to the technological aspect in the form of organizational and communication skills, ability to make independent decisions, creative abilities.

The evaluation component is accepted in the form of the reflective skills presence, the ability to assess self-development and professional and pedagogical activities, job satisfaction with the organization of classes on individual trajectories.

In the course of the research the levels of readiness of future physical education teachers to apply individual educational trajectories of students' activity in the educational process were characterized: sufficient, satisfactory, low.

It is proved that the preparation of future physical education teachers for the application of students' individual educational trajectories is effective in the implementation of such pedagogical conditions as:

- stimulation of future teachers of physical education personalized attitude to students; orientation of the educational process on the individual work style development of humanities future teachers;
- organization of future physical education teachers' independent activity according to individual educational trajectories.

Based on the results of the ascertaining stage of the experiment, a model and experimental method of preparing future physical education teachers for the application of students' individual educational trajectories during their training

were built and tested. It was provided for the purposeful work, which included such stages as: introductory, basic, practice-oriented.

The purpose of the introductory stage was students' acquiring knowledge on the organization of student learning according to individual educational trajectories. Lectures, seminars, debates and a special course "Designing students' learning activities according to individual educational trajectories" were the means of implementing pedagogical conditions.

The main stage involved the acquisition by future teachers of students' practical skills and abilities to apply individual educational trajectories, working them out through the introduction of active teaching methods, role-playing games, conducting extracurricular activities and students' independent creative activity.

At the practice-oriented stage, students implemented the acquired knowledge, skills, abilities during the pedagogical practice.

It is established that according to the formative stage results of the experiment there were significant positive changes in the future teachers of the experimental group.

Thus, a sufficient level of preparation of future teachers for the use of students' individual educational trajectories in the educational process reached 45.8% of students of EG (was 15.3%) and 25.4% of CG (was 14.3%), satisfactory - 41, 8% of EG respondents (39.7%) and 55.2% CG (40.7%), 12.4% of future EG teachers (45.0%) and 19.4% CG remained low (was 45.0%).

The study does not cover all aspects of the problem of preparing future teachers of physical education to use individual educational trajectories of students in the educational process.

We see the prospect of further research in the preparation of teachers-practitioners in the system of postgraduate education to apply individual educational trajectories of students in the educational process, study foreign experience and implementation of its progressive ideas in the practice of higher pedagogical school.

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### **FORMATION OF AN INDIVIDUAL PROFESSIONAL TRAJECTORY OF THE DEVELOPMENT OF A TEACHER IN THE CONDITIONS OF THE INNOVATIVE EDUCATIONAL ENVIRONMENT**

**Abstract.** The relevance of the study covered in the work is primarily connected with the introduction of changes in modern education, and provides an opportunity to explore the process of creating an individual professional trajectory of the teacher in the innovative educational environment.

The main objective of this study is to determine ways of formation of an individual professional trajectory of the development of a teacher in an innovative educational environment. The paper proposes a concept according to which the implementation of an innovative strategy for the organization of methodical work in the pedagogical college will not only contribute to the formation of professional competence of teachers, but also ensure the construction of an individual trajectory of professional growth of each teacher. The solution of this problem will allow teachers to focus on the constant search for optimal forms, methods and techniques of didactic interaction, aimed at continuous improvement of their own intellectual and methodological level.

The study was done on the basis of the Communal Institution «Pokrovsk Pedagogical College». In the process of the study the necessity of providing change of type of pedagogical thinking from reproductive to productive, from the setting for passing knowledge to an independent purposeful construction of

educational dialogue, ability to self-expression and creativity; self-realization, moral and professional self-improvement was justified.

**Results.** On the basis of generalizations of empirical and theoretical results of the study the theoretical and methodological bases of studying are allocated and effective forms and methods of innovative methodical work which will promote realization of an individual professional trajectory of the teacher are generalized. The methodical tools of the organization of innovative methodical work are developed, the efficiency of its influence on increase of a level of professional competence of teachers is analyzed. The effectiveness of the introduced innovative forms of methodical work on the growth of professional skills of teachers is determined. The model of individual professional trajectory of the teacher of the pedagogical college is suggested.

**Conclusion.** The issues of the study are also of great significance for educational practice because they contribute to the solution of an urgent problem - the creation of conditions for innovative educational environment in the pedagogical college.

The research may be of interest to a wide range of readers who are interested in this issue, as well as teachers of the institutions of higher education.

**Key words:** individual professional trajectory of the development of a teacher; innovative potential of the teaching staff; self-diagnosis; self-actualization.

**Introduction.** The general direction of reforming the educational sphere in Ukraine is the need to ensure its compliance with European standards, the needs of modern life, purposeful focus on quality and affordable education. In this regard, the level of society's requirements for professional competence of teachers increases, there is a need for highly qualified pedagogical specialists who are willing to restructure professional and pedagogical activities in accordance with modern conditions: they are able to design, generate ideas, plan their implementation and evaluate on the basis of relevance, scientificity, predictability, optimality and controllability.



The "Strategy for Sustainable Development of Ukraine until 2030" emphasizes that continuing education should become a process of continuous development of the individual, his knowledge and competencies, as well as the ability to act in new conditions [1]. Therefore, the issue of professional development of a teacher on the basis of andragogy according to a certain individual educational trajectory is relevant.

The Law of Ukraine "On Education" states that "individual educational trajectory is a personal way to realize the potential of the personality of the learner, formed taking into account his abilities and experience, is based on the choice of education types, forms and pace of education, subjects of educational activity and their proposed educational programmes, disciplines and the level of their complexity, methods and means of teaching "[2].

This allows the teacher to build their own trajectory of professional development, as modern society requires the education of competent and mobile professionals, focused on self-development, continuous self-improvement and lifelong learning.

Continuing education of a teacher in individual educational technology is the subject of research by many scientists. Academician V. Oliynyk emphasizes the reorientation of the process of postgraduate pedagogical education to enable professionals to choose the content and forms of professional development that will promote not only professional but also personal growth of employees in the field of education [3].

Y. Hrechanyk focused on the formation of acmeological competence of teachers in the system of postgraduate pedagogical education, developed a model of acmeological assessment of management activities for professional development of teachers [4].

Many scientists interpret the individual educational trajectory as a purposeful educational program that ensures the continuous development of the teacher. Some scholars believe that the individual educational trajectory is a set

of specific didactic and methodological tools to ensure the development of the teacher, based on his individual characteristics.

A. Khutorskyi considers the individual educational trajectory as a personal way of realizing the potential of the personality of everyone in education [5].

O. Borovik, clarifying the essence of the concept of "individual trajectory of professional development of a teacher", defines the requirements and conditions of designing an individual educational trajectory as a means of implementing a personal approach to professional self-development of a teacher [6].

H. Poliakova notes that the most effective way to implement continuing education and self-education of a teacher is to build and implement an individual trajectory, which can be carried out in search of effective forms in the system of continuing education and modeling of self-education and self-development. Modeling the individual trajectory of continuing education and self-education takes into account the influence of external and internal factors on the need for education and self-education, has a cyclical nature of identifying and meeting needs [7].

Individual educational trajectory, according to L. Kirishko, O. Polovenko, provides the expansion of educational space, the choice of the most effective, convenient for teachers ways and means of continuing education, increasing professional competence, qualifications and competitiveness of teachers in the market of educational services [8].

Theoretical analysis of the literature shows the urgency of the problem of forming an individual professional trajectory of the development of a teacher in an innovative educational space.

Taking as a basis the work of O. Borovik [6], H. Polyakova [7] on modeling and monitoring of professional activity, the work of O. Polovenko, L. Kirishko [8] on the directions of creating an individual trajectory of continuing education and self-education of teachers, a study of the process of creating an individual professional trajectory of a teacher in an innovative

educational space was conducted in the Communal Institution "Pokrovsk Pedagogical College".

**The object of research** is the process of professional growth of teachers of the pedagogical college in the educational space.

**The subject of research** is the influence of innovative forms and methods of methodical work on the construction of an individual professional trajectory of a teacher.

**The purpose of the study** is to theoretically substantiate the effectiveness of innovative forms of organization of methodical work and experimental verification of their impact on teachers' motivation for self-education as the main means of professional self-improvement, which is implemented in the development of individual professional trajectory.

The study is based on the hypothesis that the implementation of an innovative strategy for the organization of methodical work in the pedagogical college will not only contribute to the formation of professional competence of teachers, but it will also provide an individual trajectory of the professional growth of each teacher.

According to the purpose **the tasks of research** have been outlined:

1) to analyze the content of the organization of innovative methodical work on the effectiveness of its impact on increasing the level of innovative potential of the teaching staff;

2) to determine the level of abilities to creative self-development of the teacher [10];

3) to generalize effective forms and methods of innovative methodical work which will promote realization of an individual professional trajectory of the teacher;

4) to conclude methodical recommendations on formation of a professional trajectory of development of the teacher in the conditions of innovative educational space;

5) to develop a model of individual professional trajectory of a teacher;

6) to check the effectiveness of the developed model experimentally, to determine the effectiveness of the introduced innovative forms of methodical work on the growth of teachers' professional skills;

7) to determine the benefits of using an individual professional trajectory of development of a teacher.

The initial provisions of the study are based on the Laws of Ukraine "On Education" [1], "On Professional Higher Education" [11], "On Professional Development of Employees" [12], the National Strategy for Education Development in Ukraine until 2021 [13], the national programme "Education" (Ukraine of the XXI century) [14].

The practical significance of the study lies in the formation of:

- positive motivation of teachers to update the educational process in the pedagogical college in accordance with the Concept "New Ukrainian School";

- methodical and technological readiness of teachers for the introduction of innovative technologies in the educational process;

- modeling of individual professional trajectory.

The study was carried out using a set of the following methods:

- formal-logical (empirical observation, conversation, comparative analysis, synthesis, forecasting);

- diagnostic (questionnaires, interviews, expert observation);

- methods of active learning (trainings);

- statistical (comparison, rating).

**Results.** Education reform involves the implementation of the concept of lifelong learning, the concept of continuing education, which provides a gradual development of creative potential of the individual and the specialist, the acquisition of competencies to increase competitiveness, integration into the global educational space. All of the above actualizes the search for effective ways of professional development of teachers in an innovative educational environment.

The study was done on the basis of the Communal Institution "Pokrovsk Pedagogical College", which trains specialists in the specialties "Primary Education", "Secondary Education (Labor Education and Technology)". The study was conducted in several stages.

The diagnostic and ascertaining stage provided for the study of the level of innovative potential of the pedagogical team, the ability to creative self-development.

During the diagnosis, the method "Assessment of the Level of Innovative Potential of the Teaching Staff" by T. Morozova was used. This technique is multifunctional and allows to identify the level of innovative potential of the teaching staff, the range of conditions that affect the development of innovative activities of the teacher, to identify difficulties and obstacles in mastering and developing innovations.

The survey involved 40 teachers of the pedagogical college who have different teaching experience.

78% of respondents indicated the need for changes in learning technologies.

91% said that the college has created all the appropriate (material, technical, psychological and methodological) conditions for the implementation of innovative educational activities.

Among the obstacles to mastering and developing innovations, about 60% note the following:

- lack or insufficient development of research skills;
- lack of necessary theoretical knowledge and practical skills of innovative technologies;
- lack of time.

In order to determine the impact of innovative transformations on the quality of the educational process, a survey of teachers "Needs in the nature of innovative transformations" was conducted.

1. Does the introduction of pedagogical innovations improve the quality of education?

2. Are you interested in innovations and experiments in teaching?

The answer "yes" was chosen by 71% of teachers who are prepared for innovation. The answers "no" were chosen by 9% and "not sure" - 20%, respectively. Such indicators show that not all teachers have a strong personal motivation to experiment and develop experience on the basis of innovations that significantly affect the results of pedagogical activities and allow them to achieve optimal results.

The data obtained during the diagnostic and ascertaining stage of the research testify to the general positive dynamics of development and introduction of innovative pedagogical technologies in the practice of the pedagogical college. Most respondents note positive changes in the educational process, the conditions of educational activities. According to the majority (71%) of respondents, the introduction of pedagogical innovations, of course, contributes to improving the quality of education, increasing the level of professionalism of the teachers, the competitiveness of educational institutions.

The modern teacher must be ready for the perception and assimilation of new pedagogical technologies and their application in the educational process, i.e. in innovative pedagogical activities. The carriers of pedagogical innovations can be only creative individuals capable of reflection, self-development, self-actualization, professional self-improvement.

Readiness for innovative activity is an internal force that forms the innovative position of the teacher. Sources of readiness for innovative activity reach the issues of personal development, professional orientation, professional education, self-development and self-determination of the teacher.

In order to study the abilities of the teacher to creative self-development in the process of innovative activity the self-diagnosis "Ability of the Teacher to Creative Self-development" (according to the method of I. Nikishina) was conducted [10]. The results of the self-diagnosis are the following: 51% of

respondents have active self-development; 32% of respondents do not have a stable system of self-development; 17% of respondents have stopped self-development. The self-diagnosis made it possible to determine the level of awareness of the essence and internal preconditions of the process of one's own professional self-improvement.

Methodical work in pedagogical institutions of professional higher education, in particular in pedagogical college, should reflect not only features of updating of educational process, the change of traditional system of educational practice into the innovative one, but also give the chance for professional self-determination and self-improvement of teachers, construction of their individual professional trajectory.

At the formative stage of the study, pedagogical monitoring of the analysis and synthesis of pedagogical, psychological, general scientific principles of problems, needs and opportunities of teachers was carried out. As a result, the following components were designed:

- methodical recommendations on the formation of an individual professional trajectory of the teacher's development in the conditions of innovative educational space;

- the model of methodical support on formation of individual professional trajectory of development of the teacher in the conditions of innovative educational space;

- the model of an individual professional trajectory of the development of a teacher.

Based on the monitoring conducted by the initiative group of the teachers of the Communal Institution "Pokrovsk Pedagogical College", it was determined that the methodological work in the pedagogical college is implemented through traditional, non-traditional and innovative forms of its organization. Such non-traditional forms of collective methodical work with teachers as methodical festivals, kaleidoscopes, pedagogical studios, panoramas, methodical dialogues and rings, methodical auctions, pedagogical trainings, pedagogical tournaments,

pedagogical coaching, methodical briefings, brainstorming, etc. are considered effective. .

The modern vision of the problems of the educational field allows the teaching staff of the college to find original solutions for effective participation in regional, national and international scientific, innovative educational projects. Modernized material and technical support of educational activities such as an interactive language classroom, computer science classrooms, multimedia complexes, automated library system, educational and training class "New Ukrainian School", Language Center of Warsaw University of Economics and Humanities, pedagogical research center "Innovative technologies in modern education" enable the modernization of the institution and focus on the best European standards.

The direct participation of each teacher in innovative methodological activities provided the formation of an atmosphere of creativity, mutual support, awareness of the benefits of using individual professional development trajectory, implementation of strategic objectives of the current stage of education, the ability to model an individual professional trajectory.

To solve the problems of forming an individual professional trajectory of the teacher's development in the conditions of innovative educational space, a complex system of psychological and methodological support for modeling one's own professional trajectory has been developed, in particular:

- psychological and pedagogical diagnostic tools have been selected such as methods "Diagnosis of the Model of Pedagogical Communication" (M. Yusupov) [15], "Diagnosis of Needs for Self-development" (V. Maralov) [16], test "Assessment of the Ability to Self-development and Self-education" V. Andrieieva [17];

- training sessions were held: "A Real Teacher. Who is he?", "Psychological Aspects of Teachers' Adaptation to Work in an Innovative Educational Environment", "Psychological Readiness of Teachers for Innovative Activity", "Innovative Technologies and Methods of Education";



- the information bank on the readiness of teachers for changes in the implementation of the Concept "New Ukrainian School" was created.

We consider the individual professional trajectory of the teacher's development as an appropriate choice of content, forms, methods, technologies, methods of education based on the coordination of individual goals, needs, motives of the teacher's interests and goals and requirements of the pedagogical college. The individual trajectory of professional development of a teacher reflects three main areas of activity:

- 1) self-education of the teacher;
- 2) the activities of the teacher in the professional community;
- 3) participation of the teacher in methodical work.

Starting to plan the individual trajectory of professional development, the teacher must formulate:

- the purpose and objectives of their own professional development, which are correlated with the plan of the educational institution and its main educational program; the level of development of students;
- professional skills that need to be developed or formed;
- means (models, mechanisms, methods, techniques, technologies) of the decision of the set purposes and tasks.

The purpose and result of the implementation of the individual trajectory of professional growth is the development of professional competence of the teacher.

The trajectory of the professional growth of a teacher provides the appropriate amount of knowledge, skills and abilities to apply innovative technologies:

1. The teacher must know:
  - history of technology;
  - theoretical substantiation of new results;
  - problems that can be solved with this technology;
  - results that can be obtained after its application in practice;

- methods and techniques used in this technology;
- methods and techniques of higher education;
- stages of mastering technology by a teacher and a student.

2. The teacher must develop:

- a version of the educational program;
- an educational and methodical map of the discipline;
- plans of different types of classes provided by the new technology, training modules and handouts for them;
- content of educational projects;
- tasks for students in relation to educational projects;
- new texts of multilevel tasks for control, test control tasks.

3. The teacher must be able to:

- apply in practice the methods and techniques of a new technology;
- conduct training sessions of different types;
- analyze classes and identify shortcomings;
- teach students new methods of educational activities;
- perform introspection;
- evaluate the effectiveness of the use of new technology, using diagnostic methods;
- to control the independent work of students, etc.

The timeframe for the individual trajectory of a teacher's professional development can vary from one year to five years, depending on the difficulties identified, the specific situation in the educational institution and local tasks (for example, preparation for certification or preparation for the introduction of new state standards etc.).

According to the results of the research, the methodical recommendations on the ways of forming the professional trajectory of the teacher's development in the conditions of innovative educational space have been concluded. The acquired experience shows that it is necessary to begin development of one's trajectory of professional and personal growth with definition of the purpose

(mission), methods (ways) of achievement of the set purposes, the resources necessary for the decision of the set tasks. It is important to take into account possible limitations (obstacles, problems, shortcomings) that will arise on the way to achieving the goal, as well as to understand the prospects and opportunities that open up in the event of achieving the goals.

The self-analysis of one's own capabilities will help to develop the structure of an individual professional trajectory. The teacher is asked to answer the following questions:

1. What is the purpose of my professional development?
2. What hinders the achievement of the goal (mission)?
3. How will I solve the tasks? When? Where? With whom?
4. What abilities will be needed to implement the planned? Which ones already exist? Which ones need to be developed?
5. What is important to do to achieve these goals? What action should be performed in the first place?
6. What prospects will open if the planned is carried out?

Thus, the algorithm for developing an individual trajectory of professional development of a teacher involves:

- 1) the diagnosis of professional skills, self-determination of the teacher;
- 2) drawing up of an individual route of professional development on the basis of the received results ;
- 3) implementation of the route;
- 4) reflexive analysis of the effectiveness of an individual professional trajectory.

With reference to the works of H. Poliakova, O. Polovenko, L. Kirishko, the structure and main directions of professional and pedagogical self-improvement of the teacher have been determined:

- 1) development of professional competence that will ensure the success of professional activities and contains the following components: cognitive (ability to learn and apply knowledge), functional (ability to implement and replenish

ways of action, performance of functional duties), behavioural (ability to show behavioral components which are adequate to the situation) and personal (ability to show personal and professionally significant qualities);

2) development of one's own intellectual and general cultural potential that will provide systematic replenishment of one's own resource (as the specificity of the pedagogical activities is to give knowledge, abilities, emotions), keeping up to date, satisfaction of spiritual needs;

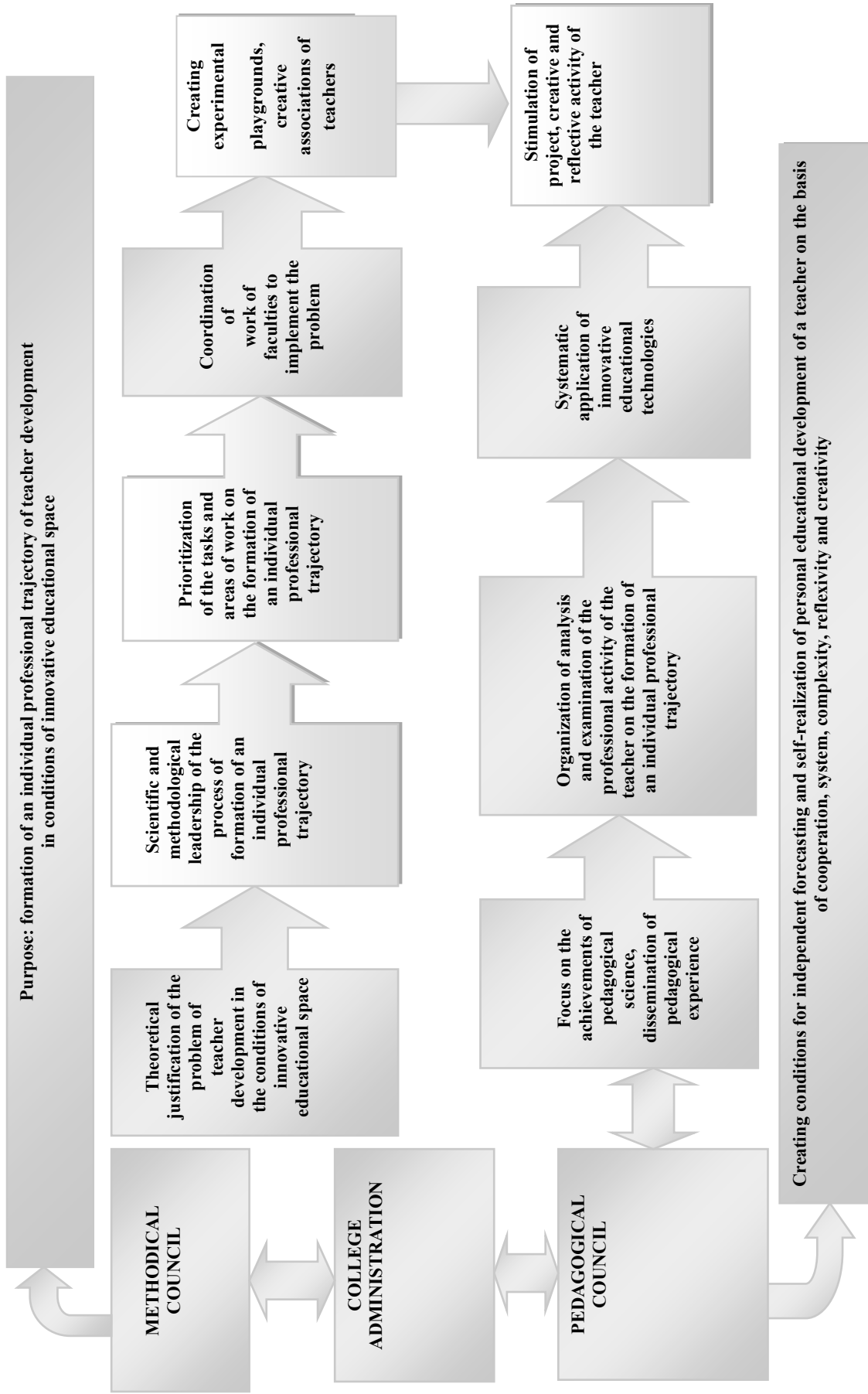
3) development of one's own sphere of communication and interaction with other people that will allow to communicate effectively, to build and develop interpersonal (formal and informal) relations, to work in a team, to influence others and, if necessary, to protect from psychological pressure of others, to be a member of collective of their organization, to make efforts to form a favorable socio-psychological climate;

4) readiness for innovative pedagogical activities which is a special personal state, which implies that the teacher has a motivational and value attitude to professional activity, possession of effective ways and means to achieve pedagogical goals, the ability to be creative and critical thinking;

5) mastering the practice of self-management, which will allow to manage the most important resource - their own time and activities, using the technologies of rational planning, self-organization, self-control, make decisions to ensure their own success;

6) the development of pedagogical reflection will help the teacher to form the self-assessment of the results; identify prospects for further work; adjust and improve their own professional path. A well-developed ability to professional reflection is a prerequisite for self-education of the teacher, creative search, development of an individual style of pedagogical activities.

These areas formed the basis of the model of an individual professional trajectory, on the basis of which the teacher must develop their own development strategy. This is a personal way of realizing the personal potential of each teacher in education (see Figure 1).



**Figure 2. Model of Methodological Support of Formation of An Individual Professional Trajectory of Teacher Development in Conditions of Innovative Educational Space**

At the control stage of the study among 45 teachers: 1) monitoring of teachers' mastery of innovative technologies was carried out; 2) a quantitative indicator of teachers' readiness to model an individual trajectory of the professional development and its implementation during the intertest period was determined.

In comparison with the data obtained at the diagnostic and ascertaining stage of the study, it can be noted that the number of those who systematically apply innovations increased from 23 to 34 (+ 20%). Accordingly, the number of teachers who use innovative technologies situationally (under certain conditions) decreased from 19 to 11.

Teachers systematically use the following innovative technologies: interactive technologies, design, health, information and communication technologies, games, level differentiation, development of critical thinking, problem-based learning, personality-oriented approach, integration, collective action, creative, modular development, individualized team technologies, project technologies of knowledge acquisition, training, online education, distance learning.

There have also been significant changes in the quantitative indicators of teachers' readiness to model an individual trajectory of the professional development. The number of teachers who managed to model and start implementing their own trajectory increased by 29% (from 17 to 30 people). Accordingly, the number of teachers who have not yet decided on the path of professional self-development has almost halved (from 7 to 4).

The number of those who did not start modeling their own trajectory of professional growth remained unchanged (11 people).

The innovative activity of teachers of the pedagogical college not only contributed to the formation of professional competence of teachers, but also allowed to ensure the construction of an individual trajectory of professional growth of each teacher, which directly affected: recognition of the quality of

educational activities of the college staff at the national and international levels; increasing the competitiveness of college graduates (employment increased to 88%); raising the level of professional skills of college teachers (the institution employs 5 candidates of science, 23 teachers with the highest qualification category).

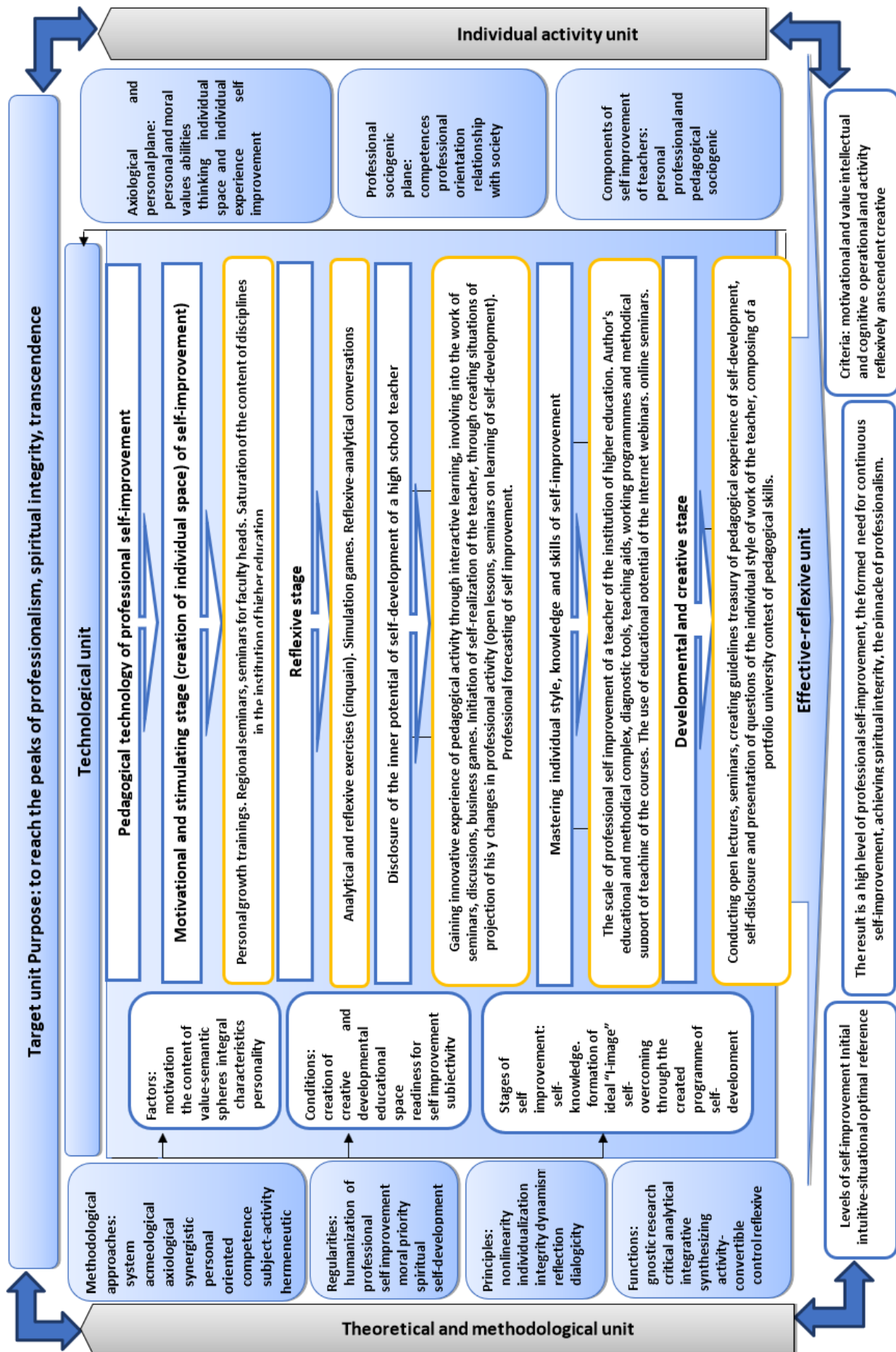
**Discussion.** The scientific and methodological basis of the study are the scientific works of Y. Hrechanyk [4], V. Oliinyk [3], H. Poliakova [7], A. Khutorskyi [5], the experience of methodological services of the communal institution "Kirovograd Regional Institute of Postgraduate Pedagogical Education named after V. Sukhomlynsky "(O. Polovenko, L. Kirishko [8]).

The results of the study confirm the opinion of A. Khutorskyi that the individual educational trajectory is an individual way of realizing personal potential in education [5].

The professional growth on an individual trajectory is possible under the following conditions: planning taking into account one's own needs; motivation in studying a specific topic; selection of the most effective form of the activity taking into account the individual characteristics of the subject of the study; reflexive awareness of the obtained results with their further analysis and adjustment of their activities.

However, the study also showed that the result of the implementation of the individual trajectory of the professional growth is the development of the professional competence of the teacher. This, in its turn, affects the quality of knowledge of students and the competitiveness of educational institutions.

Based on H. Yelnykova's work on modeling and monitoring of professional activity, H. Polyakova identified the areas of individual trajectory of education and self-education: development of professional competence, mastering the practice of self-management, development of one's own sphere of communication and interaction with other people, development of one's own intellectual and cultural potential.



**Figure 2. Model of formation of an individual professional trajectory of teacher development**



This became the basis for determining the structure of the model of the individual trajectory of the professional development of the teacher. The main directions of professional and pedagogical self-improvement of the teacher were supplemented by another one, namely: the development of pedagogical reflection. In our opinion, this will help the teacher to form a self-assessment of the results, determine the prospects for further work, adjust and improve their professional path.

The study allows to draw the following conclusions:

1. Methodology "Assessment of the Level of Innovative Potential of the Teaching Staff" by T. Morozova allowed to determine the range of conditions that affect the development of innovative activities of teachers and factors influencing their self-development. Most respondents note that the pedagogical college has created appropriate conditions for the introduction of innovative educational activities. Regarding the factors that hinder the development and self-development of teachers, regardless of the length of service, they include lack or insufficient development of research skills, lack of time, low level of necessary theoretical knowledge and practical skills of innovative technologies.

2. The conducted self-diagnosis "Ability of the Teacher to Creative Self-development" (according to the method by I. Nikishyna) made it possible to determine the level of abilities to creative self-development of the teacher. According to the results of the self-diagnosis, more than 50% of respondents are teachers with active self-development, which contributes to the organization of the teacher's activities according to an individual educational trajectory.

3. The effective forms and methods of innovative methodical work which promote realization of an individual professional trajectory of the teacher have been generalized.

In our opinion, such non-traditional forms of collective methodical work with teachers as methodical festivals, kaleidoscopes, pedagogical studios, panoramas, methodical dialogues and rings, methodical auctions, pedagogical

trainings, pedagogical tournaments, coaching, methodical briefings, brainstorming, web-quests, etc. are effective.

4. According to the results of the research the methodical recommendations on formation of a professional trajectory of development of the teacher in the conditions of innovative educational space have been concluded.

5. The model of an individual professional trajectory of the teacher consisting of the following components has been developed: development of professional competence; development of one's own intellectual and general cultural potential; development of one's own sphere of communication and interaction with other people; readiness for the innovative pedagogical activity; mastering the practice of self-management; development of pedagogical reflection.

6. This made it possible to test the effectiveness of the developed model, to determine the effectiveness of the introduced innovative forms of methodological work for the growth of professional skills of teachers. As a result there is increasing of the level of professionalism of college teachers (the institution employs 5 candidates of science, 23 teachers with the highest qualification category).

7. The study allowed to determine the benefits of using an individual professional trajectory of development of the teacher for both educational institutions and teachers. The following advantages of application of individual professional trajectory of development of the teacher for college can be allocated:

- increase of professional competence and qualification of the pedagogical worker in the most rational and effective way promotes motivation of education of the collective;

- ensuring the competitiveness of the educational institution due to the high quality of educational services;

- the possibility of self-development of each teacher increases the level of qualification of teachers, reducing their turnover;

- career development planning in different ways is a source of determining the needs of employees in professional education;

- individual professional trajectory of development promotes effective teacher training, motivates to use new technologies;

- modeling of individual professional trajectories of development of the teacher leads to effective organizational changes in the educational institution.

For pedagogical workers of college it is possible to define the following advantages of application of an individual professional trajectory of development of the teacher:

- expanding the educational space, the ability to choose the most effective, most convenient for the employee ways and means of continuing education;

- growth of professional competence and qualification of the pedagogical worker that provides his competitiveness;

- formation and development of universal skills which diversifies the spheres of professional activity;

- raising the professional level provides opportunities for career growth and improving the living standards of the employee;

- individual professional trajectory of the teacher's development increases motivation, work efficiency and causes satisfaction;

- modeling of individual professional trajectories of teachers' development increases their ability to adapt to changes and work in difficult living conditions, prevents stressful situations.

The main advantage, of course, is the implementation of purposeful development of the teacher by agreeing on the purpose of the educational institution and the teacher.

The conducted research does not exhaust all aspects of multifaceted professional development of a teacher according to an individual educational trajectory. In our opinion, research on the search for an effective model of the individual educational trajectory of the teaching staff based on a synergetic approach is promising.

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## **DEVELOPMENT AND SELF-DEVELOPMENT OF TEACHER'S PROFESSIONAL SKILLS IN MODERN CONDITIONS**

The main  
objectives of civilization – teaching  
a humane being  
to think

**Introduction.** Teacher's profession, as one of the oldest one, occupies a special place among other professions because it is the beginning of all of them. Economic, political conditions, ecology are changing, new states appear, each stage of the society development corresponds to its form and content of the processes of teaching and education of new generations, transference of accumulated knowledge, experience, traditions to them. At the same time, teachers' main tasks - education and training - have been unchanged over the centuries, however, we note that today these functions are extremely complex. Computer technology is affecting almost every area of life, changing it; communication opportunities are growing, computer programs, performing an auxiliary function, support the learning process. The main thing today in the system of education, in our opinion, is that, along with the extremely rapid growth of information in the world, there is a possibility of immediate access to it in almost any form to anyone on Earth. Soon each student will have an access

to the necessary information and the teacher's role will change significantly. Without exaggeration, this is really a "revolution in learning", which changes not only the teaching process but also our way of life, communication, thinking, etc. [2].

Traditionally, we have put forward the teacher's educational function in the first place. Later, when the amount of knowledge had increased to the impossibility of comprehending it by one person, the didactic function began to be formulated as follows: not to transfer knowledge but to teach how to acquire it. "The teacher's activity is not only to transmit information to students but the ability to be the organizer of its assimilation, the leader in the labyrinth of knowledge" [3]. In the conditions of modern development of the society the task of the maximum disclosure of the potential of each person, his development, formation of the person as the subject of the public life, preparation for constant improvement, self-development and self-realization has been set. Teaching technologies should be such as to be able to carry out individual-oriented training of teachers for their professional activities because professional activity, competence, and later - pedagogical skills and creativity are possible only at the individual-creative level of self-realization. Such teacher's training, its developmental nature should be considered as a priority trend in improving the system of education, in general and professional and pedagogical training of teachers, in particular. The latter, both theoretically and practically, should be able to analyze his own professional capabilities and on this basis should be ready to work out a program of their actions to improve his professional level at all stages of practice.

**Main part.** The uniqueness of the teaching profession is that it belongs to the mass professions, and on the other hand, has an extremely large number of requirements for the performer. Therefore, the teacher is often compared to an actor, director, manager, etc. After all, pedagogical action, which is the organizational basis of the process of creating a person as a creative person does not accidentally include all kinds of human creativity. This structural complexity

and a high level of "multifaceted" pedagogical activity leads, according to experts, to the fact that a significant number of specialists in secondary, vocational and higher schools involved in pedagogical action are not properly prepared for it, ineffective, do not have its sufficiency for gaining pedagogical authority in students. Therefore, the talks that a highly worthy teacher can be easily formed from a specialist trained at the university, who has the appropriate field of knowledge, evoke depressing impression among those specialists who professionally, creatively perform their pedagogical duties for many years [8, p. 48]. "Pedagogical education is not limited to traditional "subject training". To become a teacher is a long and complex process in which he socializes, masters his knowledge of subjects consistently, acquires communicative experience, masters his pedagogical techniques, educational technologies, etc. Theoretical concepts of pedagogics for the teacher play the role of the most general guidelines. The teacher carries out a specific situation of his professional activity, his development and the development of students' personality in the process of real interaction with them, their parents and the immediate environment. Solving unforeseen problems, as well as previously planned, often has to be done without special training, impromptu. Pedagogical knowledge used by the teacher in such cases is "living knowledge", that is used and corrected in this particular situation. General theoretical principles here serve only as guidelines and may not always help in teacher's specific search. Thus, knowledge that is not included in the structure of teacher's real experience is useless. A teacher always carries out pedagogical action adequate to the given situation and his own possibilities. It is clear that the direct transformation of theoretical concepts and principles of pedagogics into teacher's effective actions does not occur. The holistic image of pedagogical action consists of worked out by the teacher, on the basis of science and his practical experience, idea about the student, his abilities, what should be: the lesson, the student's knowledge, the spirit of the school, colleagues and a teacher himself. The very nature of pedagogical action, as noted by the academician I.A.Ziaziun, suggests that a



teacher from the very beginning should be formed as an author, creative subject and not as a performer of instructions: the latter is not effective in any case [3, p. 370]. The nature of pedagogical action is such that it is impossible to master it in the course of traditional teacher's professional training. Pedagogical competence is a product of self-development of the future teacher in the professional environment accompanied by masters. The acceptance of pedagogical action as a sphere of self-realization, in which the future specialist is aware of his capabilities, convinced of his abilities and is "interesting to himself, is the most important among the signs of pedagogical competence". This is exactly the kind of a teacher the school needs, he is a self-sufficient individual and does not feel inferior.

Modern professional conditions require a number of new professional and personal teacher's qualities, such as systematic creative thinking, critical thinking, informational, communicative culture, competitiveness, leadership qualities, life optimism, the ability to create a positive image, the ability of meaningful analysis of his activities, constant improvement of his intellectual level and professional growth, the ability to act in conditions of uncertainty and, of course, the availability of skills and abilities of independent cognitive activity and appropriate methodological skills to transmit the above mentioned to their students. And this is not a complete list of those factors and professional knowledge that a teacher must master and constantly supplement, develop through self-education and in the process of gaining professional and life experience. The specific conditions of his work place such requirements on him which are sometimes difficult to comply with. After all, "according to psychologists, the structure of pedagogical work has more than 200 (!?) components" [5, p.133]. The question arises: Can a teacher fulfill all the requirements, perceive everything comprehensively? Obviously, he can't simultaneously monitor the teaching of the subject, the expressiveness of his behavior and the behavior of all students. Thus, there is a question about the

correctness and timeliness of the choice of the teacher's object of the increased attention depending on all other circumstances of the educational process.

Previously, the main teacher's function was to provide students with a certain predetermined amount of knowledge of the curriculum. Today, the teacher is a methodologist of the self-educational process who does not have a clearly defined program direction, he is rather an accomplice of the interaction, a motivator and a consultant. His task is to initially motivate the student to active searching activities, and only then to help him develop further searching strategy. Therefore, a teacher in such educational system must have two extremely important skills. In particular, he must be psychologically justified to motivate the student's research activity and further correct this activity because this activity can acquire quite unpredictable directions; secondly, the teacher, in terms of his competence, must be ready to counsel in situations for which he is not prepared in advance, and therefore he must find a solution together with students, *impromptu*. An important feature of such teacher is the fact that he and his students are in the position of active ignorance. Following the unknown "route of knowledge" with them, the teacher constantly discovers a lot of new things for himself.

The leading objective in the educational process today should be conscious and purposeful self-improvement of the individual and the task of the school should be creation of the necessary conditions for this. The ability to work independently and creatively is one of the main criteria that characterize teacher's readiness for professional activity in the context of continuous education. Such skills can't appear in students without the appropriate system of organization of the educational process and its provision, the nature of the relationship in the system of "teacher-student", the desire and stimuli in teaching and learning.

The development of pedagogical professionalism is a process of improving the structure of teacher's activity and personality who must develop because it is the essence of his existence, professional requirements of education and the

society, existence as a person, transmitter of knowledge, educator etc. In general, the system of higher, secondary and postgraduate education is based on the concept of continuous education which is implemented both by ensuring the appropriate content of educational activities at all levels of education and the requirement of forming the need and ability of the individuals for self-study, self-development, optimization of the system of retraining and advanced training of employees.

Self-development of a personality can be considered, according to T. Fedirchuk, as a mental self-affirmation, constant enrichment of the personal in a personality throughout all his life. In the process of acquiring certain personal maturity a person implements his personal, spiritual self-transformation purposefully [10, p.27]. Considering self-development of a personality as a specific, multifaceted, ambiguous process, G. Tsvetkova notes: "the phenomenon of self-development - the main internal mechanism of the personality's development ... the fundamental ability to be a real subject of his life, to change personal life to the subject of practical transformation" [11, p.70]. Thus, self-development occurs within the individual life path. True self-development presupposes that a person becomes the author of his life, when under the influence of certain motives specific goals are set and achieved. In accordance with these goals, forms of self-development are used: self-affirmation, self-actualization, self-improvement. Self-actualization is realization of oneself in the world through cognition, achieving the fullness of self-realization and self-improvement is the most adequate form of self-development, a condition of pedagogical professionalism [11, p.71] with which, in our opinion, one cannot disagree. This process can be seen as a psychological mechanism for overcoming the contradictions between "I" - real and "I" -ideal, deepening the harmony between them on the way for creating professional "I". The result of self-improvement is a conscious professional development which is reflected in the growth of the level of professionalism as a qualitative characteristic of the subject of labor. Fundamentally "reflection is considered as

an inherent and a developing human ability by scientists and mastering of reflexive thinking can be represented as mastering of the individual's formation and the development: the reflective person becomes the subject of his life... for a person, who dedicated himself to pedagogical profession, reflection is of particular importance ". In the process of reflection, a teacher not only deeply understands himself, the motives of his actions, the desire to renew but he is also able to comprehend the world of other people (colleagues, students, their families, etc.) [3, p.503].

The "I" – teacher's concept is a rather complex personal structure. It determines how the individual relates to it, sees opportunities for the professional development in the future. The perception of the above mentioned largely determines the definition of his behavior, methods of pedagogical actions and activity, ways of self-improvement. Professional tasks of a teacher, who masters a new educational technology for himself, is to require a new attitude to himself, penetration into his own inner world, professional self-improvement, rejection of the authoritarian style of communication etc. Only personal "I" gives meaning and significance to educational and cognitive activities. It is clear that these factors must always be taken into account by the teacher in organizing students' self-educational activities.

So, today (as never before - it is important!) on the agenda there should be the development of each individual to an active subject of the social progress changing the tasks and functions of all participants in the cognitive process. The "division of human life" for the period of knowledge acquisition (learning...) and the next stage of giving oneself up disappears. It is clear that education will never come in time with new discoveries and theories, will not be able to meet the requirements of practice if it is not based on the results of continuous development of active and self-organized personality. Thus, one of the most important areas in the theory of learning is not only to obtain a certain amount of knowledge but the main thing is to teach students methods of acquiring this

knowledge for lifelong learning that is formation of a new culture of intellectual activity.

It is believed that only such a shift of emphasis will solve the problem of forming their own personal approach and method of professional activity. Success will be in the case when the focus will be on the individual with his individual style of work, his views, interests, approaches who has sufficiently mastered the methods of organizing independent cognitive activity. The future specialist (by whom wouldn't he work!) must learn to choose from the available information exactly what suits him best, to use the experience of colleagues in new conditions creatively forming his own style of activity, his position. Thus, when it comes to the personality-oriented process, the teacher "becomes a co-author of goals, content, forms and methods of pedagogical interaction, the creator of such educational situations when his professional intentions are realized" and, of course, the personality of students [3, p. 371]. In these conditions, the pedagogical activity itself has an authorial nature because pedagogical technology cannot be artificially introduced from outside but must be "born" in the teacher's own experience. Gaining experience of reflection, making non-standard decisions is possible only in a situation that requires the expression of teacher's and student's personal position. Then, in the case of designing a situation of the development of effective interaction of these subjects, the pupil is given the role of an active subject responsible for his personal growth, when he consciously, in cooperation with the teacher, determines the goals and ways of self-improvement and self-development.

Self-educational process, in the broad sense of the word, is the improvement of one's knowledge and skills in various fields, in the narrow sense - the improvement of knowledge and skills in a particular activity. The main conditions for self-educational activities are motivation, planning, skills and willingness to act accordingly (work with information) and self-control. The content of self-education should correspond to the professional level of the specialist and experience, his interests and inclinations. We can assume that self-

education is education that is acquired in the process of independent cognitive activity without taking a systematic course of study in an educational institution. The main means of self-education are independent study of literature, participation in seminars, conferences, refresher courses, special pedagogical trainings, study of advanced pedagogical experience, etc. Mass media are also sources of self-education.

Self-education requires from the subject of knowledge a vision of the meaning of life in learning, conscious determination of the goal, the ability to think independently, self-organization and self-control. To be able to use the acquired knowledge in practice is not enough to listen and perceive information, its fixation. Each subject of cognition (first of all lecturer, teacher) must be able to recognize, analyze information, compare it with the known, apply in practice, "pass" through their feelings, their life experience, thus forming an image of pedagogical action and activity.

There is no doubt that professionalism of the contemporary teacher should be based on the continuity of personal and professional self-development: constantly learning yourself, searching for new ideas, tools, ways to improve the learning process. In today's conditions, the teacher's role is growing, he must constantly (throughout his life!) learn himself in accordance with changes and growing requirements as well as teach his students to learn - at the beginning of the educational process, of course. After all, folk wisdom says that "you can't teach a person, but a person can teach himself." It is also worth mentioning Heraclitus' statement that "it is a human nature to cognize oneself and to think." And this is noted in the VI century BC! It should be noted that even in those distant times, a number of philosophers, educators and teachers, considering the improvement of man in the process of self-knowledge, self-education, thought in categories that are relevant today (Thales, Confucius, Heraclitus, Democritus, Plato, Aristotle, who lived in the VII-IV centuries BC). But historically, these statements were not as relevant at the time as they are now. Even in the first half of the twentieth century, the organization of independent cognitive activity has

not yet become as urgent as it is today. In fact, the statements of self-education were declared as an **opportunity** to cognize yourself and the world around you, but today statements about human development through self-knowledge, self-education and self-improvement sound like an urgent **need**. Interesting and fair about this problem is noted in the book "Joint Action" by its author, Professor I.P. Pidlasyi: "You can study not only at school or university. You can learn yourself. And much faster and better" [7, p.221].

So, today the main thing in education should be orientation on the independent cognitive activity of the subject of learning, the development of his originality and uniqueness, the creation of conditions for the formation of this quality. This is a new philosophy of education in which the pupil, student, teacher (lector) as unique and inimitable individuals, in fact, are always the subjects of educational and cognitive activities. At the same time, the role of the teacher (lector) changes significantly: from a "transmitter" of information he becomes an accomplice, consultant and co-organizer of the educational process. Thus, instead of external conditionality, in teacher's techniques there should be a methodology directed on the formation of student's constant motivation for the cognitive act, transfer of this act in need.

If the problem of self-education is considered deeper, it becomes clear that it is characterized by a fairly wide range of actions - self-organization, self-development, self-improvement of the specialist. After the "classical" components of the scheme of human development (environment and heredity) such factor as self-development seems to be less studied than the first two nowadays. However, it should be noted that the biographies of some world-famous people, the results of their activities clearly show the extremely great opportunities in human development which are inherent in their actions for introspection, self-education and self-development (Benjamin Franklin, Jean-Jacques Rousseau, Leonardo da Vinci, Michael Faraday, Antoni van Leeuwenhoek, Thomas Edison and other great "self-taught"). The above mentioned includes many other "self", which are not always explicitly present in

the process of creative cognition, professional development, personal development. These are: self-affirmation, self-awareness, self-knowledge, self-assessment, self-motivation, self-determination, self-approval, self-actualization, self-diagnosis, self-renewal, self-design, self-preparation, self-affirmation, self-formation, self-order, self-management, self-commitment, self-report. And this is not a complete list of "selves" which, in our opinion, should be taken into account in the real educational and cognitive activities, its planning, organization, adjustment and others.

A special role here reflection should come forward as the ability to analyze, comprehend, understand the contradictions and problems that arise in the process of cognitive action, to identify ways to solve the problem. Thinking as a mental process of independent search aimed at cognition, the discovery of a new, sometimes vital, is always a creative and complex process. In the process of thinking, the object that is known is included in new connections and then as a result acts in a new quality which naturally leads to the emergence of new concepts and relevant characteristics which require from the teacher to pay special attention to the organization of mental actions. objects of cognitive activity. The ability to think analytically today is extremely important, it allows you to navigate the world in terms of scientific and technological progress, the high level of informatization of the society, the appropriate vision of themselves in these conditions to solve problems related to cognition and creative growth. A priori, such skills are needed by everyone - regardless of their profession, qualifications, place of work, position, etc.

Modern science, creating fundamental knowledge and foundations of technology stimulates the development of critical thinking, creative initiative, promotes human self-development as a person and a professional. Fundamental pedagogical research reveals the links and interactions between different aspects of education itself as well as between education and the society as a whole. The priority problems are the ratio of vocational training and development, structuring knowledge of students and pupils in terms of informatization of the



society and the rapid growth of information, overcoming the "knowledge" approach to the content of education, sensitization of knowledge, overcoming monologue character in the educational process, activization of independent and educational and cognitive activity.

To ensure the effectiveness of continuous education, teachers need to develop their own system of self-study; reflecting, analyzing the educational process, experimenting, improving it; teach students to learn independently. Note that the learning of a pupil or student always acts as a certain system of consistent cognitive actions that are aimed at the implementation of curricula and programs and provide for the achievement of a certain goal. A special role here is given to the process of acquiring and mastering knowledge, the formation of relevant skills and abilities. This applies to both educational and scientific knowledge, training or certain actions to meet other cognitive needs (contemplative knowledge, just interesting to know, etc.) [9].

The process of acquiring knowledge is to some extent quite complex and even in the first approximation has a number of elements (actions); first there is a search for the necessary information [1, p.8,74], then by mental activity the following processes should take place: information recognition; comprehension of information, understanding; perception; generalization; evaluation of information in general, ideas about it; analysis: what is the main thing here, where and how it can be used in further work; highlighting the most important for memorization (memory work); selection of material that should be summarized, saved on a computer, written down, prepared for abstracting, etc.; to find out incomprehensible (or unclear) aspects of the analyzed material (consultations with experienced colleagues, teachers, searches in reference books, encyclopedias, dictionaries, etc.); mnemonic actions; schematization when a certain structuring and processing of information is carried out (specific transformation, reduction, grouping, verbalization); reproduction of knowledge; how the acquired knowledge can be used to create new knowledge (in research work or in the research aspect). Thus, the subjects of cognitive activity must

constantly "include" analytical and critical thinking. In addition, everyone should take care to develop their own style of thinking and working with information. The internalized **part of information**, "processed" by the mental actions described above, **becomes knowledge** that can already be used in communication, in professional activities, and in the process of search, research, etc. Based on the above mentioned, it becomes obvious that information and knowledge - the concepts are not identical, they cannot be equated. If, for example, information can be passed from hand to hand (as a product in a store, etc.) or in the electronic form, **knowledge is not transmitted** but only **obtained** as described above (in some approximation, of course). And "to share thoughts", "to convey thoughts, feelings", and even "to transmit knowledge" - it is obvious that such expressions cannot be taken literally. Thus, the teacher never passes the knowledge to the student, but provides him with information for analysis (more will be later).

Taking into consideration the limited ability to cognize the world by an individual and the extremely rapid growth of information even during one human life, it can be noted that people in their cognitive efforts are increasingly "immersed into unknown", which, of course, is "hidden" and mostly unconscious. One can travel by numerous paths of knowledge indefinitely but the significance of the results and their feasibility are not guaranteed. Many scientists and teachers note that the current crisis of education is based on limited worldview, inability to feel and wonder, the desire to explain everything only with the help of science. And this creates the destruction of the emotionally-valued sphere of both the student and the teaching staff. The world of technical devices, electronic machines, everything quasi-human destroys the dialogue structure of the individual. At the same time, such educational environment which provides the subject of cognitive activity with the opportunity to acquire relevant knowledge, is increasingly losing its main function - to transmit experience, culture, to form a person's personality, etc. Thus, education should provide everyone with an understanding of the

complexity of the processes that take place in the society, and help to resolve this confrontation. Every educator needs knowledge and skills to navigate the world around him in terms of scientific and technological progress, the high level of informatization, appropriate vision in these conditions to solve issues related to the processes of cognition and creative professional growth.

An important parameter in the design of the educational process is always the creation of psychological comfort, respect of the student's personality by the teacher. Learning is easier and more enjoyable when you feel some success, so you should create a situation of success and support during every lesson. Positive teacher's I-concept, the principle of activity and interactivity, forms and methods of teaching belong to those conditions that ensure the successful development of the student's personality. The teaching profession is inconceivable without constant professional search and self-improvement: he must always be a role model for his students. It is well known that a teacher is able to educate and teach his students while working on his own upbringing and education (K.D. Ushynskyi). Positive interaction between teachers and students in teaching is an indicator of a high level of teacher's professionalism, his pedagogical skills.

The question arises: what is pedagogical skill? There are many definitions of this concept. The clearest definition of this pedagogical category is given in the textbook for higher pedagogical educational institutions "Pedagogical skill" (1997) edited by the academician of NAPS of Ukraine I.A. Ziazyun: "pedagogical skill is a set of personality traits that provides self-organization of a high level of professional activity on the reflexive basis" [5, p.30]. We can answer this in short: it is a high level of teacher's professional activity. "Skill is a special state that can be considered as a kind of ethical measure of professional actions" [3, p.405]. Pedagogical skill, as I.A. Ziazyun notes, begins with the transfer of creative efforts to themselves, to their activities, their experience, their individuality. Indicators of professional skill are manifested in the appropriate to the situation level of teacher's actions, the achievement of high

results in the educational process. Thus, mastery is a harmony where the teacher's personality prevails, and then there must be obligatory high levels of professional knowledge, pedagogical techniques and abilities.

To master pedagogical skills requires systematic preparation for each lesson, studying the experience of colleagues, borrowing all the best, useful, necessary to improve the techniques of pedagogical techniques (voice, volume, intonation, diction, speech technique, self-regulation of physical and mental states, etc.), to pay due attention to the intensification of students' educational and cognitive activities, to form in them the value of self-development, to teach them to "learn" and provide all the necessary opportunities.

One can't disagree with the opinion of the famous scientist V.P. Zinchenko that the main thing in professional training should be self-education. It is known that you cannot teach, you can only learn. Future professionals "need to learn to consider and analyze their knowledge from inside, not just outside. It is not a question of appropriating someone else's experience but of acquiring one's own which is much more difficult. Another experience should not be so much appropriated but to gain "lessons" from it. It is necessary to have not only the interest and desire to learn, but the willingness and ability to make an effort to be taught to learn [4, p.23]. In all cases, self-education is necessary, the purpose of which is to master the basics of educational activities. In the conditions of the day time form of education into these activities are "included" faster than into other forms of education. Secondary school graduates clearly lack educational skills, and "refinement" takes place (if it happens!?) in a higher educational institution. Unfortunately, school education almost does not form the ability to think independently, creatively and critically. There is no doubt that a creative teacher will not be able to form and develop himself without these skills, without which education will not be effective.

A master-educator is an actor who to some extent "plays" institutionalized knowledge, personifies and "embellishes" it with the life context, his attitude to it, infecting students with the interest to the world around him and certain

knowledge, including. Usually students perceive the teacher not only as a mediator but also as direct source of knowledge, as personalized knowledge (it was such before!). In this case, the coefficient of trust to the teacher and to what he informs to his students should increase. Due to this, the requirements to the teacher's personality, his morality, etc. are very important. This is not about personality problems in general (this is an extremely large layer of science), "minimum and at the same time the ultimate, maximum requirement is that he must be human and understand that there is no student whom you would not love". Without this, education will not be able to fulfill its most important function - "growth of humanity", as defined by I. Herder [4, p.25]

Every teacher should remember that in the learning process he passes on to students **his knowledge** (as a conscious part of the information he processes and his attitude to it - consent, misunderstanding, doubts, empathy, etc.) and thus forms an attitude towards them. In this case, **the teacher's knowledge** for students is **information** that they must analyze, understand, update, etc. for the purpose of use (as noted on p.6). Knowledge is one of the components of the educational space while information is nobody's territory; information is provided, for example, by the announcer. In the language of the speaker, even good, there is no fund of personal, experienced knowledge. In his message no new knowledge, thought, doubt, new understanding can be born, "the announcer kills knowledge, turns it into information; teacher, on the contrary: animates information, turns it into knowledge "(V.P. Zinchenko). The reason is different identification: the narrator at best identifies himself with the text, investing himself in it, the teacher identifies himself with students, investing himself in them. This, of course, applies to the level of teacher's skill which is not achieved immediately. Every creative teacher seeks himself and his style of communication with students, seeks and finds common language with them which cannot be unnoticed and contributes to the emergence of empathy and understanding in the latter. Thus, the knowledge of such teacher is not transmitted, but "born" immediately in the presence of students.

**Conclusions.** It is clear that a teacher must know and love his subject, be erudite, attractive, otherwise he (even with the pedagogical technique) will not be able to capture students with interest and love for his subject. The necessary condition for the development of teacher's pedagogical professionalism (skill) is a constant expansion of his professional and general thesaurus, erudition, self-improvement as a person. Only the presence of stable socio-pedagogical qualities in an individual (organizational skills, creativity, empathy, principledness, exactingness, restraint, tact, observation, etc.) allows the formation and development of pedagogical skills. A teacher who strives to reach the level of a Skillful Teacher must constantly improve his individual style, develop positive qualities and neutralize personal weaknesses. An important priority for the teacher of the new Ukrainian school is also his readiness to help the formation and development of students' necessary skills of independent learning, critical and logical thinking, which will ensure their self-improvement, self-education and self-development. Thus, the development of teacher's professionalism, as a multi-purpose task, can be realized by constantly enriching his intelligence, improving pedagogical techniques and methods, constant search to improve the effectiveness of pedagogical actions and activities.

After all, "a teacher must know everything, everything!" (A.P. Chekhov). The above parameters, of course, do not exhaust the level and perfection of teacher's professional skills, there are no limits to improvement.

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## **INTRODUCTION OF INNOVATIVE TECHNOLOGIES TO THE SYSTEM OF CONTINUOUS EDUCATION OF PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF EDUCATIONAL REFORM**

**Summary.** The article presents the results of a study conducted by the Department of Primary Education of the Donetsk In-Service Teacher Training Institute on solving the problem of forming the readiness of primary school teachers to work in the New Ukrainian School by means of innovative technologies. To achieve this goal the theoretical and practical research methods were used. The final indicators of the assessment of the level of readiness of primary school teachers to work in the New Ukrainian School on the basis of introduction the innovations indicate the effectiveness of the selected innovative instruments of continuing teachers' education.

**Keywords:** continuing education, innovative technologies, primary school teacher trainings, New Ukrainian School.

**Introduction.** Pedagogical innovation is becoming increasingly important in fulfilling the tasks of the modern educational system. Solving the problem of primary school teacher training at the stage of reforming general secondary education is becoming the leading direction of deepening and expanding the mastering of teachers' skills in the process of continuing education.

The intensity of changes in modern theory and practice of primary school is such that educational systems are difficult to overcome the trend towards everything new. This, in particular, is stated in the Concept of implementation the state policy in the field of reforming general secondary education "New



Ukrainian School’’ for the period up to 2029. There is a need to form the teachers’ readiness to navigate in systems, technologies, assess them adequately, make right decisions on the way to the introduction of the New Ukrainian School in the educational process – that is, dynamically and flexibly influence on the progress in this direction. Therefore, the whole system of teacher training, on the one hand, should be aimed at forming a high level of professionalism and new thinking, developing an individual teaching style, and on the other – to focus and be ready to implement innovative approaches to the educational process in the New Ukrainian School by content and forms.

The leading trend of the modern innovation processes in the field of education and upbringing is technologicalization.

However, there are a number of problems in the process of innovation, the dominant of which is the formation of readiness the New Ukrainian School teachers to work in changing social conditions, to organize the education of primary school students on the basis of modern innovative pedagogical technologies. In this sense, O. Dubaseniuk's statement on the problem of contradictions between the traditional and new approaches to the professional development of teacher's personality, based on the principles of interdisciplinary synthesis and integrative approach, one of which is the contradiction between the need in creating an innovative and developing professional environment and insufficient level of scientific and methodological support of this environment is important for us [1].

Therefore, today the need of organizing the activities of primary school teachers assimilation of new educational technologies in the process of continuing education through innovations has increased significantly. Actually, the regulation of primary school students’ educational activities in accordance with the requirements of the updated basic State Standard of Primary Education (Resolution of the Cabinet of Ministers of Ukraine of February 21, 2018 № 87 (with changes)) is clearly distinguished in advanced educational technologies

that create realistic conditions for the development, form a new way of thinking, have a positive impact on the teachers' professional development.

The process of forming the readiness of primary school teachers to implement innovations in the system of continuing education, in our opinion, has not been reflected as sufficiently justified in terms of a systematic approach yet. The research analysis on this issue shows that the filling of the category of "readiness" is determined by the type of activity, the mastery of which is the purpose of training. In our case, these are innovative technologies for in-service teacher training in order to master their readiness to implement innovations at the stage of reforming general secondary education.

The theoretical sources of our research were the scientific works of I. Bogdanova, O. Vozniuk, O. Dubaseniuk, L. Lisina, S. Sysoeva, and others. Despite of the achievements in solving this significant problem, a number of didactic aspects of primary school teacher training in the system of continuing education need to be studied, among which in terms of educational reform is the informational base of innovative technologies, related to the content of new educational material, the variability of the use of specific teaching methods in primary school, psychological and pedagogical limitations in the application of the technological approach to education; pedagogical guidance of junior school education in the process of using innovations.

Thus, postgraduate training requires solving problems and finding ways and means that will allow to take a new step in ensuring the professional standard of primary school teacher – "Primary school teacher of the general secondary educational institution", that is to bring it to a higher level of professional competence: professional and pedagogical, informational and digital, social and civic, language and communicative, etc. This necessitates thorough teachers training using new teaching methods and technologies, including information and communication.

*Analysis of recent publications, previously unresolved issues, analysis of literature sources on the issue.*

The problem of using innovative technologies in the practice of In-Service Teacher Training Institutes in order to prepare primary school teachers for innovations is considered in many ways.

O. Dubaseniuk expressed the opinion that innovations in the system of professional and pedagogical education have a dual direction. They provide for changes not only in the system of actual pedagogical training, but also have to take into account the changes that occur in all types of educational institutions, as well as historical and pedagogical trends in this area [1].

I. Bogdanova considers the problem from the point of view of the teacher's readiness for innovative activity and allocates the following indicators:

- awareness of the need to introduce educational technologies in their own pedagogical practice;
- awareness of the latest pedagogical technologies, knowledge of innovative methods of work;
- focusing on creating their own creative tasks, methods, setting up on experimental activities;
- readiness to overcome difficulties related to the content and organization of innovation activities;
- possession of practical skills of mastering pedagogical innovations [2].

L. Lisina in her work outlined the structure of innovative activity of the teacher as a personally motivated elaboration of existing educational projects, their independent interpretation, isolation and classification of problematic pedagogical situations, active search for innovative information, acquaintance with innovation; professionally motivated analysis of own possibilities on creation or development of innovations, decision-making on use of new; formulation of goals and general conceptual approaches to the application of innovation; forecasting changes, difficulties, means of achieving goals, results of innovation activities; discussion with colleagues, administration of ways to implement innovations; development of the conceptual basis and stages of experimental work; implementation of innovative actions; introduction of

innovations in the educational process and tracking the sequence of its development; control and correction of implementation the innovation; evaluation of the results of implementation, reflection of the teacher's self-realization [3].

Based on the above, we reveal the specifics of innovation activity in the Donetsk In-Service Teacher Training Institute, which is characterized as a set of educational and research activities, where we give special preference to the application of innovations in training New Ukrainian School teachers.

***The purpose of the article*** is to determine the features of the introduction of innovative technologies in the system of continuing education of primary school teachers in the context of educational reform.

***Presenting the main material.*** The introduction of innovative pedagogical technologies at the stage of postgraduate training of primary school teachers is considered by us on the basis of encyclopedic knowledge as a process of creation, introduction and dissemination in the educational practice of new ideas, tools, pedagogical and managerial technologies, which results in an increasing the level of achievements of the structural components of education and the transition of the system to a qualitatively new state [4].

We consider it expedient to use the definition of "pedagogical technology" by S. Sysoeva: pedagogical technology – is created adequately to the needs and capabilities of the individual and society theoretically sound educational system of socialization, personal and professional development and human development in an educational institution, which, due to orderly professional actions of the teacher with optimal resources and efforts of all participants of the educational process, guaranteed to ensure the effective implementation of a consciously defined educational goal and the ability to optimally reproduce the process at a level that corresponds to the level of pedagogical skills of the teacher [4].

In the procedurally effective aspect, we understand pedagogical technologies as the implementation of the pedagogical process, the functioning of all personal, instrumental and methodological tools.

Since pedagogical technology (according to G. Selevko) must meet the basic methodological requirements, criteria of manufacturability, which include: conceptuality, system, controllability, efficiency, reproducibility [5], the leading idea of using innovative pedagogical technologies in primary school teacher training was to improve the actual training process through the following approaches: the integrity of theory and practice, the inclusion of the main provisions of the technological approach to the content of innovative methods and their use in practice of the Department of Psychology and Personal Development, in particular, the Department of Primary Education of Donetsk In-Service Teacher Training Institute.

The possibilities of solving the problem of introducing the innovative technologies in the practice of continuing education of primary school teachers we see in the consistent use of the principles of a systematic approach and personal-activity approaches to teaching.

The analysis of scientific data made it possible to determine the pedagogical conditions adapted by us to the audience of students according to O. Pometun [6], which contributed to the efficiency and effectiveness of the process of introducing the innovative technologies in postgraduate education of primary school teachers, namely: creating a safe and comfortable environmental content, which corresponds to the content, activities and innovative methods; providing interactive subject-subject interaction in the process of professional development; development of cognitive interests of listeners through the emotional sphere of perception the new material; selection of active forms of activities.

Given the above, we define the role of research and pedagogical staff of the Donetsk In-Service Teacher Training Institute in the effective development of the entire system of continuing teachers' education as a purposeful creative

activity to create, use and disseminate relevant, socially significant innovations for positive development of the teachers' professional skills.

The Department of Primary Education within the global research theme of the Institute "Designing the individual trajectory of the regional teachers' professional development in the context of the strategy "Lifelong Learning" creates opportunities for the effective implementation of innovative technologies through research on "Creating an effective personal and professional support system growth of a primary school teacher of the New Ukrainian School".

The process of using innovative technologies in the system of continuous professional training of primary school teachers is provided on the basis of the principles of separation of innovative technologies: perspective, democracy, humanism, integrativeness, realism, integrity, manageability, economy, relevance.

The introduction of educational innovations by the Department of Primary Education took place in some stages.

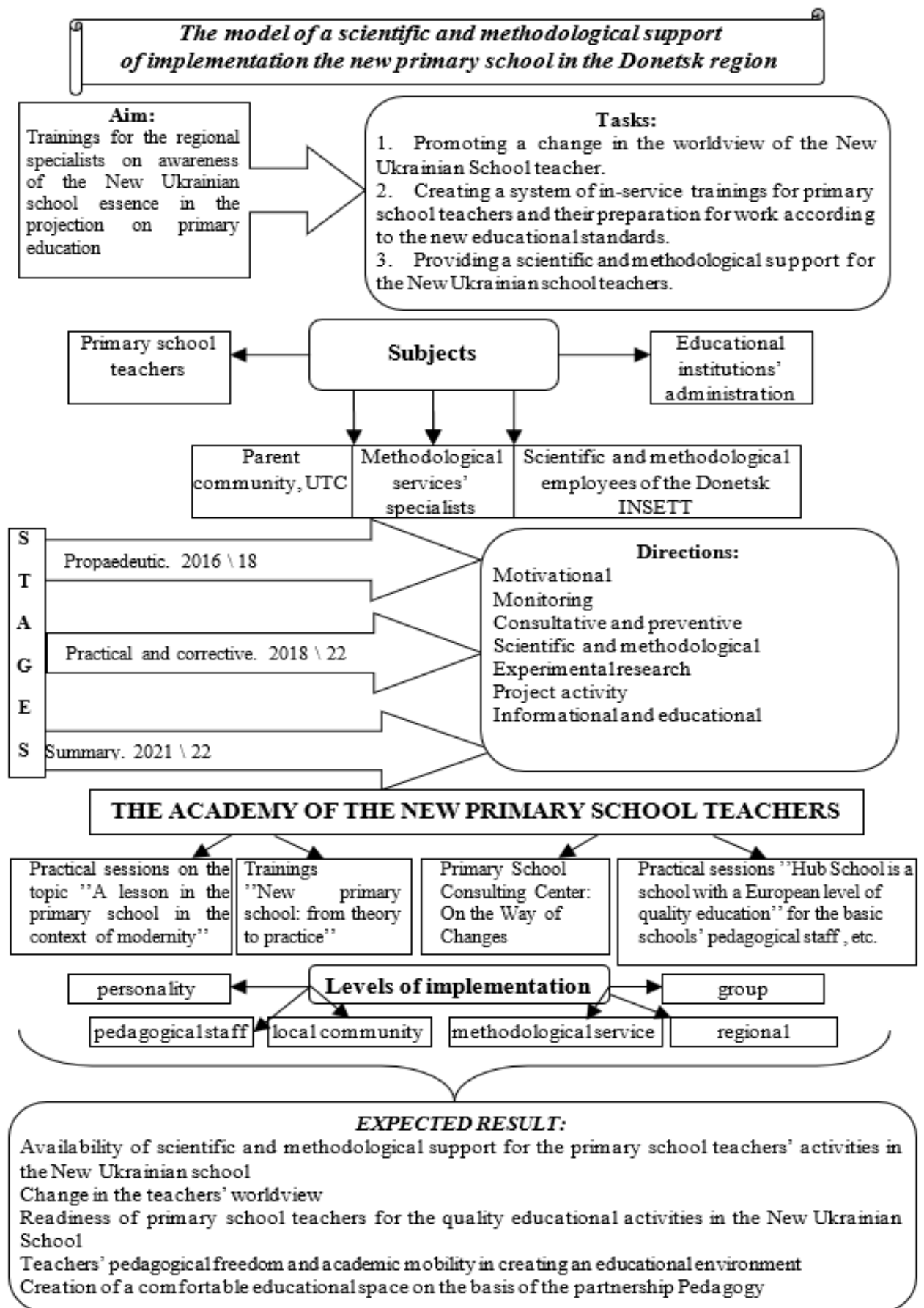
*At the first stage*, a Model of scientific and methodological support for the implementation of a new primary school in the Donetsk region was developed (Fig. 1), working curricula were developed aimed at forming the professional competencies of primary school teachers in accordance with the new professional standard [7].

It is envisaged that the implementation of the model of scientific and methodological support for the introduction of a new primary school in the Donetsk region takes place in several stages:

***1) Propaedeutic stage of 2016-2018.***

*Purpose and tasks:*

- activities to change the teacher's worldview;
- explanation of the essence of newly created normative documents;
- preparation of teachers for the implementation the New Ukrainian School tasks;
- retraining of specialists to work according to the new State Standard;



*Fig. 1. Model of scientific and methodological support for the introduction of a new primary school in the Donetsk region*

- providing the scientific and methodological support to each teacher;
- development and implementation of an adaptive and network system of the teachers' support in the conditions of the New Ukrainian school;
- piloting the first class of the New Ukrainian School according to the new Standard;
- providing the scientific and methodological support to the pedagogical teams of secondary schools, which are included in the All-Ukrainian experiment.

## ***2) Practical and correctional 2018-2022.***

### *Purpose and tasks:*

- practical implementation of the model of scientific and methodological support for the introduction of a new primary school;
- conducting monitoring studies on its effectiveness and efficiency;
- provision of consulting services.

## ***3) Summary and final 2021-2022.***

### *Purpose and tasks:*

- systematization and analysis of the obtained results, comparison with the expected ones;
- registration of work results;
- improving the technology of scientific and methodological support for the introduction of a new primary school;
- generalization and dissemination of the best advanced perspective experience of primary school teachers in the conditions of work in the New Ukrainian school;
- information exchange, coverage of experience in the media.

## ***4) Directions of work according to the model:***

*The motivational* direction is aimed at forming motivation to improve the professional competence of teachers to work according to the new educational standards of primary school, to understand the worldview of the New Ukrainian school teacher.



*Monitoring* provides monitoring the educational space transformation into an innovative comfortable environment in which the child's personality acquires skills and abilities to acquire knowledge throughout life independently and apply them in practice; the expert assessment of the effectiveness of implementation the principles of the New Ukrainian School in the teachers' work.

*Consultative and preventive includes:*

- methodical assistance of the educational process organization and the implementation of the tasks of the State standard of primary general education;
- promoting the creation of social, psychological and methodological aspects of providing the optimal conditions for the teachers' orientation in reforming the New Ukrainian School on the basis of the innovative technologies introduction;
- development of the pedagogical teams' creative potential through increasing the level of each teacher's professional competence, improvement the level of technological preparation.

*Scientific and methodological* is implemented by providing:

- interaction with leading scientific, methodological, public institutions and centers of the International, All-Ukrainian and regional levels dealing with the issues of the New Ukrainian School;
- methodological assistance in organizing the integrated learning, thematic and activity approaches, in modeling the educational programs, planning the thematic education, organizing the educational environment in primary school;
- methodological support in the creation and testing of innovative technologies that contribute to quality education.

*Experimental and research* is aimed at conducting the experimental research work on piloting the first grade of the New Ukrainian School according to the new State Standard, designing the educational environment in the New Primary School, etc.

*Project activity* - in the implementation of projects "Reforming the system of teachers' training and professional development", "New educational

environment” and ”New Ukrainian school” within the regional program ”Education of Donetsk region: national and European vectors of development. 2017-2020”, scientific and pedagogical project ”The Intellect of Ukraine”, projects, etc.

*Information and educational* includes the development and discussion of the draft State Standard of Primary General Education, the principles of the New Ukrainian School, conducting the methodological coachings ”The work of primary school in a changing environment”.

**The main form** of scientific and methodological support for the introduction of a New Primary School in the Donetsk region is ”The Academy of New Primary School Teachers”, which includes:

1. The advanced trainings on ”Designing an educational environment in the New Primary School”.

2. The advanced training courses ”Hub School is a school with a European level of quality education” for the basic schools’ pedagogical staff.

3. ”New primary school: from theory to practice” trainings.

4. ”Implementation of innovative educational methods during the work with the first-graders” workshop.

5. A methodological coaching ”The primary school’s work in a changing environment”.

6. A scientific-methodical and didactic support for the primary school teachers’ training.

7. A consulting Center ”Primary School: On the Way of Changes”.

8. Discussion and elaboration of a new State standard of primary general education, new programs and textbooks.

9. Monitoring studies of the implementation the strategy of preparing primary school teachers to work in a new 12-year school.

10. Implementation of the project ”Reforming the system of teachers’ training and their professional development”.

11. Implementation of the pilot project ”Development and implementation

the educational and methodological support for primary education in terms of the new State Standard's implementation''.

12. Implementation of the scientific and pedagogical project ''The Intellect of Ukraine''.

13. Conducting mentoring visite-meetings.

14. The School of the New Ukrainian School Methodologist.

15. The rubricator ''New Ukrainian school is a step into the future''.

***Expected result, forecasting:***

- availability of scientific and methodological support for the primary school teachers' activities in the New Ukrainian school;

- change in the teachers' worldview;

- readiness of primary school teachers for the quality educational activities in the New Ukrainian School;

- teachers' pedagogical freedom and academic mobility in creating an educational environment;

- creation of a comfortable educational space on the basis of the partnership Pedagogy.

*At the second stage*, the development of educational and methodological support for the advanced trainings of primary school teachers' was organized, namely, an educational and methodological cycle of advanced training courses ''Designing the educational environment in the new primary school'' for the New Ukrainian School primary teachers was prepared which included: the program of the advanced training courses, the workbook of the advanced training courses' listener, an electronic case (presentations to the modules, video materials, etc.). These materials were presented at the All-Ukrainian meeting for the New Ukrainian School regional coordinators (March 15, 2018), during the round table ''Designing the educational environment in the new primary school'' at the IX International Exhibition ''Innovations in Modern Education'' and VIII International Exhibition ''World Edu'' (March 15-17, 2018).

*The third stage* was related to the direct practical innovative technologies introduction in the educational process by teachers of the new Ukrainian school. At this stage, the following were developed: "Guide to the New Ukrainian School" (Issues 1-3), "The Practical Guide for the New Ukrainian School Methodologist". These manuals were presented during the master class "Implementation of innovative technologies in the educational process of the New Ukrainian School" at the X International Exhibition "Innovations in Modern Education" and the IX International Exhibition "World Edu" (March 14-16, 2019).

Scientific and methodological support and support for the introduction of innovative technologies was provided by trainers of the New Ukrainian School, who worked on the main task – through the active practices to form a primary school teachers' willingness to work in a new educational environment and perform new teachers' roles. During such sessions, interactive teaching methods with the use of information technologies, role and game techniques were used, projects were developed and defended, methodological and didactic materials were developed, etc.

Innovations in the process of continuing education of the New Ukrainian School teachers of Donetsk region are presented in table 1.

The effectiveness of using the innovative technologies at the stage of primary school teachers' postgraduate trainings was seen in the formation of their readiness to work in the New Ukrainian School.

We defined readiness for work in the New Ukrainian School as a set of components: motivational and valuable, cognitive, activity and reflexive.

The motivational and valuable component presupposed the presence of beliefs in the significance of this activity, awareness of it as a necessary condition for the successful professional development, efforts to implement it creatively, recognition of oneself as a subject of innovative activity and its positive perception.

Table 1.

**The use of innovations in the process of  
a primary school teacher's postgraduate education**

<b>Innovations</b>	<b>Description</b>	<b>Expected results</b>
The technology of project activity	The project "Learning to live together"	Formation of social and civic competences
Game technologies	Training "Game and activity teaching methods in primary school"	Formation of professional and pedagogical, information and digital, social and civic competences
Problem-searching technologies	Creative studio "On the wave of modernity"	
Interactive learning	Trainings for the regional trainers' professional development who will conduct training sessions and supervision; trainers-teachers who will supervise in the conditions of the New Ukrainian school	
Modular learning	Training session on the integration of education based on life skills from the course "I explore the world" to the software and methodological support of the New Ukrainian School within the project "Safe and child-friendly school"	

The cognitive component of readiness determined the acquisition of knowledge about the goals and main objectives of using the innovations in the educational process of the New Ukrainian school, their role in the development of the primary school students' personalities, the content and structure of primary school teachers' innovative activities during the implementation of this activity, the main functions of the teacher in a given process, factors and nature of didactic difficulties of the teacher, which take place in the process of the professional activity in the New Ukrainian school.

The activity component of readiness provided the ability to identify the purpose, objectives and the object of innovation, planning and organizing it in the New Ukrainian School's educational process.

The reflective component of readiness provided the formation of primary school teachers' (New Ukrainian School teachers) adequate self-esteem in the process of their activities in new conditions.

To determine the level of formation the components of primary school teachers' readiness to work in the New Ukrainian school (sample of 572 people)

we used: observation of activities, questionnaires, self-analysis of their own activities in the New Ukrainian school and self-assessment of their work. The results are shown in table 2.

The final indicators of assessing the level of primary school teachers' readiness to work in the New Ukrainian school, we consider it appropriate to adjust the work with primary school teachers in the direction of forming the adequate self-esteem, namely, to offer a practical special course "The comparative characteristics of the teacher with the normative model of the New Ukrainian school teacher" worked out Appendix A "The form for teacher's self-assessment" (New Ukrainian school: a guide for teachers) [8].

*Table 2.*

**The results of assessing the level of primary school teachers' readiness to implement innovations**

The components of readiness	Levels of readiness		
	Optimal	Allowable	Critical
Motivational and valuable	78 %	19 %	3 %
Cognitive	75 %	23 %	2 %
Activity	85 %	14 %	1 %
Reflexive	58 %	31 %	11 %

These prerequisites determine the need for the scientific and pedagogical reflection and systematic revision of theoretical and methodological, content and methodological dominants of the process and the results of primary school professionals' trainings, taking into account current issues and prospects for the national education's innovative development.

***Conclusions and recommendations:***

Among the main factors of success in reforming the full general secondary education of Ukraine, one of the decisive ones is the specialists' professionalism, their competence readiness for the consistent innovative activities aimed at implementing the priorities of the New Ukrainian School Concept into the educational practice. The research and experimental work promotes the active introduction of pedagogical innovations in the forms and methods of teaching primary school teachers.

The level of primary school teachers' readiness to work in the New Ukrainian School will depend on the effectiveness of innovative learning technologies' introduction in the system of continuing education.

The peculiarity of introducing the innovative technologies of primary school teachers' continuing education in terms of educational reform as one of the ways to solve the problem of teacher's readiness to the introduction of innovations which is the ability of teachers to take responsibility for social and cultural functions of the profession, to understand the social purpose of the professional activity.

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## CHAPTER V.

### DEVELOPMENT OF SOCIAL-SCIENCES AND HUMANITIES EDUCATORS' PROFESSIONALISM IN THE PROCESS OF FORMATION THE GENERAL CULTURAL COMPETENCE OF SCHOOLCHILDREN

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### TEACHER-STUDENT INTERACTION IN THE PROCESS OF WORKING WITH SOURCES DURING THE LESSONS OF HISTORY

**Abstract.** Society is based on the interaction with each other of each member of society. What is important is the interactions that take place between everyone. The aim of our study is to characterize the use of interactivity in history lessons in the process of working with sources. Subject - interactions between child and adult in school practice in the process of working with historical sources.

The research methodology, which includes several groups of methods, helped us to achieve the planned. The first group - general scientific methods. First of all - historical and logical with their inherent analysis, synthesis and systematic approach. At the level of individual sources, each is first perceived as a holistic phenomenon, then for deeper study it is broken down into parts, and then, at a new level of knowledge, it is considered as a whole. Interdisciplinary methods are inherent in various sciences. The third group - general historical methods, which are inherent in historical knowledge as a whole. Source methods allow you to work directly with the source.

The issue of interaction has been considered by researchers in various fields, as it is intertwined and multifaceted. Among them are teachers, psychologists, sociologists and others. In lessons, students learn to formulate their own opinions, discuss, listen to another person, respect diversity. The modeling of social situations and their experience - empathy - is also indicative. The creative perception of the material, the development of skills of independent work, a friendly climate in the classroom remain important. The presented material encourages the joint creation of educational space in general secondary education institutions. The lessons of history are important in this. They encourage the formation of key competencies and skills of adult life. The prospect of the study may be to study the role of the teacher in the multifaceted perception of history.

**Key words:** education; interaction; teacher; student; school; process.

**Introduction.** Society is based on the each other's interaction with each its member. Communication itself is an indispensable mechanism and a luxury in human's life. It facilitates not only the transmission of certain information from one source to another, from one generation to another, but also translates and decodes the experience of society, which consists of individual views, aspirations, attitudes and results. What is important is the interactions that take place between everyone. If we turn to the understanding of the definition of "interaction", the "Explanatory Dictionary of the Ukrainian language" mentions the daily people's interaction, the process of interdependent influence of individuals, social groups and systems on each other. From the standpoint of politics, which affects our awakening, it is the political actors' interaction with each other and with the institution of power. In computer networks, interaction is understood as the procedure of transmitting data blocks. In everyday interpretation – "inter" means "between", "action" - action, i.e, interpersonal interaction. It is inherent in all spheres of life. It acquires special importance in education [1].

**Purpose and objectives.** Taken the above into account, the purpose of our study is to characterize the usage of interactivity during the lessons of history in the process of working with sources.

**Methods of the research.** The first group is general scientific methods. First of all - historical and logical with their inherent analysis, synthesis and systematic approach. At the level of individual sources, each is first perceived as a holistic phenomenon, then, for deeper study, it is decomposed into parts, and then, at a new level of knowledge, is considered as a whole. Interdisciplinary methods are inherent in various sciences. The third group is general historical methods, which are inherent in historical knowledge as a whole. Source methods allow you to work directly with the source.

**The results.** The issue of interaction has been considered by researchers of various fields, as it is tangential and multifaceted. Among them are teachers, psychologists, sociologists and others. The first focused on the conceptual apparatus, the conditions of effective interaction of participants in the educational process, exploring different levels of education and different subjects. The technology of interactive learning is studied by O. Pometun and L. Pirozhenko [2], O. G Zuckerman, I. Yakimanska and others [3].

We can find the development of pedagogical communication's elements in the works of V. Sukhomlynsky, the work of teachers-innovators of the 70-80's (Sh. Amonashvili, E. Ilyina, S. Lysenkova, etc.), the theory of developmental learning. The authors focused not only on the knowledge component, but also on education, which is aimed at forming and developing valuable attitude to themselves, others, nature, art, the state - the whole society, which we understand as humanity, in children and adults. After all, we are not only members of a certain group, but also consider ourselves from the standpoint of the universe [4].

Back to the early twentieth century V. Vernadsky, President of the Ukrainian Academy of Sciences in the era of national governments, emphasized the need of studying society and the environment for a proper assessment of

modern knowledge and technology, and for scientific creativity, awareness of the importance and continuity of scientific work. He emphasized the achievements of all sciences, in particular, he gave equal status to the humanities, natural and technical sciences, as well as other areas of human life. Scientific activity is tireless, purposefully organized work. It is not surprisingly, that he drew attention to the necessity of a systematic approach to the study of the history of scientific knowledge, pointed to the inadmissibility of considering the development of science in a country separately from the world's history of theoretical thought, which is based on any part of science. Psychologists addressed the issues of interpersonal interaction, based on intra-motivational aspects and manifestations of behavior in the process of communication, strategy development and decision-making. These include I. Bech, W. Bondar, H. Liimetz. A separate group of works consisted of works on conflict studies. Such researchers are: A. Girnyk [5], T. Karlov [6] and others [7].

Sociological and philosophical sciences present the influence of communication between people: within a group, team or large corporation, each element of which has certain features [8]. Researchers pay attention to the role of different communications on public views, actions and their mobility within [9]. Interaction is based not on joint communication as such, but on joint actions of individual participants that create a real situation of interaction. It is impossible without the simultaneous or prior goal achievement and the implementation of another's (others') action. So, coordination and reconciliation create the basis for joint activities. M. Obozov developed a model of joint activities' regulation, where the main definitions are "activity" and "interaction". Mr. Bales draws attention to the emotional nature of interaction, which allows you to demonstrate satisfaction / dissatisfaction with the action with a subjective attitude to each other and the common issues solution. It also involves the development of hypotheses and their discussion. Indicative are the factors of influence, which include the specifics and complexity of the tasks;

duration of joint activities; the relationship between group members and its structure [10].

Participants of the educational process thus achieve a threefold goal: cognitive, which is to disseminate or acquire new knowledge and skills; motivational, aimed at stimulating others to certain actions or obtaining the necessary incentives; expressive, which demonstrates feelings and emotions. The simplest scheme of interactions contains five types of objects: views (or ideology), informational space, institutional structures, collective informational models of the environment and a person. According to modern didactics, the formation of personality and its formation occurs under the conditions of creating a positive mood, feeling equal among equals, providing a positive atmosphere in the team to achieve common goals, awareness of the value of joint activities, respect for the opinion and work of others. At the same time, cooperation plays a leading role. This is also noted by O. Pometun, who identifies several vectors of cooperation: child with a teacher, children with each other, joint activities in a group or in the classroom and teachers with each other.

However, we will focus on the first indicator, as the adult seeks to demonstrate his / her own knowledge, skills, attitudes and values to the students and pass on their own experience, teach to apply knowledge in life, prepare him (student) to be responsible for his time management, plans and activities. It is difficult to do this without referring to primary sources. This is especially true of historical science, which engages children in the past, shows cause-and-effect relationships, engages students in the present, and develops adult life skills. History forms the key competencies for a student's life and directs his / her activities to develop skills that are not unique for this subject. As the "Concept of NUS" stated, it is the ability to read and understand what is read, because understanding the proposed material forms a further foundation for the accumulation and the world's understanding, it protects children and adults from manipulation and distorted perception of events, phenomena, activities of other people. Based on this, the child learns to express his / her own opinion orally - in

the classroom, at home, in the community through direct communication, perhaps through writing a piece of work, essay, social networks' repost. This, in turn, is a guarantee of the proposed product presentability - above all, intellectual or creative and attracting the readers' or contributors of different audiences attention: age, professional, social and political. The ability to work with the primary source of information forms a critical attitude to what is happening or offered to society's members or society as a whole. It is necessary to approach the proposal carefully, searching for answers to the questions: "What kind of information is this?", "What is it?", "Why was it created?", "Who did it?", "What audience is it intended for?", "What is the end result of its consumption?". We teach the student to justify the position logically, using the expressions: "I think that...", "I rather tend to that because...", "Rather, I am against the fact that...", "Doubts because...". Thus, children are psychologically, intellectually and practically ready to defend their own position, creating a basis for further initiative, solving certain problems, assessing risks and making decisions. Emotion management also remains important, because children have not formed a psyche yet, which can lead to changes in mood, attitudes, and so on.

The teacher acts as a facilitator, coach, consultant, who directs his activities to the mutual result, after which there is a reflection on what has been done take place. Both the teacher and the students take responsibility for what they have done or what they have not achieved. Such interaction allows to provide and create information accessible for understanding and perception, its transformation in the further activity. Students learn to formulate their own opinion, discuss, listen to another person, respect diversity. The modeling of social situations and their experience - empathy - is also indicative. Creative material's perception, development of independent work skills, friendly climate at the lesson remains important [11].

Let's focus on the school and the role of the teacher in this through involvement in adult interaction by working with historical sources and the

adults' participation in creative groups. An important prerequisite for the formation of positively conscious student's personality is his views, which are based on his / her knowledge. Modern children, as well as adults, are surrounded by a variety of information that flows in a frantic stream past or through our lives. And history lessons help us to perceive the most necessary and a kind of "classic", and perhaps quite mobile. The latter in itself is a lesson! Janusz Korczak also noted: "I have noticed that only stupid people want everyone to be the same. Smart people are happy that there is day and night, summer and winter, young and old, that there are butterflies and birds, colorful flowers and different colored eyes, that there are girls and boys. And those who do not like to think, the variety that makes the mind work, annoying". It was the younger generation who relied on re-reading the image of domestic and foreign society. At the same time, teachers continue to fulfill their mission and vocation.

Quite logical questions arise: *Why do we use sources in our lessons? Why do textbook authors present them to us? Why, studying a certain question, do we encounter different opinions? Is it not possible to write as it was, or as it should be, and end it, or not start a controversy?* Students should be encouraged to create some associative clusters with the term "source" in the classroom. They will usually indicate definitions related to water, and water is life. Similarly, history cannot be studied without sources. You need to keep in mind certain features of the sources:

- they are witnesses of their time, as they reflect certain aspects of life;
- historical sources are limited in the objectivity of the reflection the historical reality, because their creators are people, and everyone has their own vision;
- they are inexhaustible in content, may have double or more meanings;
- historical sources differ in form, content, origin, etc. [12].

The modern scientific-pedagogical and pedagogical community has developed certain criteria for working with sources, which must be taken into account in the educational process [13]. In particular, V. Mysan [14] and Y.

Komarov [15] dwelled in detail on these important aspects of working with children in their works [16].

Improving and effective work of a teacher is associated with raising his professional level through formal, non-formal and informal education. This remains an important guarantee of quality education and quality training of modern graduates: individuals, innovators and patriots. The pandemic has changed the challenges for 21st century society. It demonstrated the bare necessity of using a variety of learning technologies such as information and telecommunications. At the same time, everyone faced a lack of interpersonal communication. The educational process has been going on like this for a long time. In the system of postgraduate pedagogical education in Donetsk region, it has also changed. We needed to take these challenges into account. Interaction was done online best through webinars, discussion platforms, classes, workshops, and others. At the same time, we took into account the peculiarities of communication with adults, combining educational, professional and social environments. The first is the direct processing of the necessary training (proposed) material. The second one is the combination of gained with the direct professional responsibilities, which are carried out constructively. Social environment is the impact of processed information on the individual's professional or life choices. Adult education is open and aimed at self-development and improvement. We also took into account the fact that teachers not only improved their professional level, but also worked in educational institutions.

The activity principle is focused on a practical work and the use of acquired knowledge in their diverse lives: personal, professional, etc. Research activities are aimed at scientific and methodological work, which includes acquaintance with scientific and methodological literature, preparation of speeches, publications, participation in competitions. Communicative remains the most important because of presenting the results of their own activities through discussions, conferences, seminars, etc. Support, motivation, elective education,



development of educational needs, reflection are the keys to successful development of the teacher.

**Discussion.** Based on the achievements of scientists and practitioners, we note that interactive communication is the key to a successful educational process and contributes to the student as a responsible citizen of Ukrainian society, ready to work psychologically, intellectually and creatively in a team, make decisions and be responsible for his / her own future and the future of the community. An adult is a mentor and assistant.

**Conclusions.** Thus, the presented material encourages the joint educational space's creation in general secondary educational institutions. The history lessons are important in this. They encourage the formation of key competencies and skills of adult life. The prospect of the study may be the studying of the teacher's role in the multifaceted perception of history.

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## **PROFESSIONAL SELF-DEVELOPMENT OF LANGUAGE AND LITERATURE TEACHERS AS PERCEIVED BY POSTGRADUATE PEDAGOGICAL EDUCATION COURSES ATTENDEES**

**Summary.** The article studies the language and literature teachers' understanding of the characteristics and stages of professional self-development, their ability to plan their career growth. Attention is paid to the democratic principles and human-centered approach. The novelty of this article lies in the definition of the leading determinants of self-education as a factor of personal growth and professional development, the formation of a culture of personal development, emotional and volitional self-regulation.

The methodological basis of the study is identified by the following approaches: acmeological, axiological, anthropocentric, learning-by-doing, competence, culturological, personal, synergetic, systematic. The subject of the study is language and literature teachers' understanding of their professional development and postgraduate pedagogical education. Thus, this research demonstrates the relevance of the issues raised in this article. Future research needs to clarify the problems that hinder the creativity of teachers to deepen the knowledge about the theoretical and methodological principles of professional self-development, stimulate teachers to improve their professional competencies, focus on the creation of their trajectory of personal development.

**Keywords:** personal development, professional self-development, postgraduate pedagogical education, language and literature teachers.

**Introduction.** Nowadays, the ongoing democratic changes in educational institutions highlight the role of continuous acquisition of knowledge and the

readiness for professional self-development of teachers. This research studies the problem of teachers' beliefs and their understanding of the issues related to their professional self-growth. The novelty of this article lies in the definition of the leading determinants of self-education (as a factor of self-development) and professional self-growth, the experience of creative self-educational activity of language and literature teachers, their emotional experience of the value of theory and methods of professional self-education; establishment of a culture of self-development of the ability to self-regulate emotionally and volitionally and mastering the values of the content of postgraduate pedagogical education; reflexivity based on the interim results of the self-development process.

O. Semenoh noted that the society of the XXI century is waiting for a language and literature teacher with philological, psychological, and pedagogical knowledge, a developed language intuition, with folklore, literary, and artistic potential, creative style of thinking, flexible mind, oratory and business communication skills, who knows about the development of his/her nation. "The language and literature teacher needs to know new learning technologies; methods of formation of skills of independent work, development of creative abilities, logical thinking of students; (s)he should be able to design, construct, model, and conduct lessons and educational classes with elements of information and computer technologies..." [1].

The philosophy of anthropocentrism which, according to V. Kremen, is a theoretical component of the national idea, provides for the functioning of such educational institutions in which a democratic, humane educational environment is created. The subject of the educational process determines the level of his/her professional competencies and plans his/her personal and professional self-growth [2].

There are several interpretations of the concepts of *self-development* and *professional self-development* in the psychological and pedagogical literature. S. Sokolovska [3] explains self-development as "a purposeful, conscious process of forming oneself as a person which lasts throughout life and determines the

qualitative development of a holistic personality” [4]. She explains the professional self-development of a teacher as “a conscious purposeful process of personal and professional self-improvement for creative self-realization in the process of performing professional activity” [5]. According to A. Kononenko, “professional self-development of a teacher is an internal process aimed at achieving professionalism which is a qualitative self-change of the personal and professional sphere and professional activity” [6].

The methodological basis of the study is *the acmeological approach*. It considers the possibility of achieving the person’s peaks of creative and personal self-development. It helps to identify the hidden and unrealized opportunities to form a positive self-concept of the teacher. *The axiological approach* emphasizes the value of continuous professional self-development of professional activity. *The anthropocentric approach* considers the teacher's personality as a goal and subject of professional self-development, emphasizes the importance of the individual value system in human life. According to it, a human being creates a system of landmarks, goals, ideals that determine the logic and dynamics of her/his life path, and therefore (s)he is responsible for choosing his/her destiny and place in the world. *The activity approach* states that the activity of the subjects of the educational process results in self-actualization, acquisition of knowledge, self-organization, self-realization, self-control, and self-development. *The competence approach* promotes mastering of the methods of personal and professional growth, readiness for continuous professional development, the formation of practical skills of professional self-development. *The culturological approach* involves culturally appropriate development, considers the phenomenon of culture as a core in understanding and explaining human beings, their consciousness and life, sees the assimilation of culture as a process of personal discovery, creation of a world of culture in itself. Participation in the dialogue of cultures stimulates the actualization of individual and personal values of culture. *The personal approach* is aimed at the interaction of the subjects of the educational process. This contributes to the

personal and professional growth of the teacher by supporting his/her individuality, ability to self-development and self-assessment, learning through the cooperation of all subjects of the educational process. *The synergetic approach* considers teacher's self-development as an open, self-regulating holistic system that is characterized by dynamism, complexity, uncertainty, and autonomy. It ensures harmony and productivity of human life in society and its continuous personal and professional growth through the active use of both internal resources and opportunities which are determined by the conditions in the outside world. *The systematic approach* is associated primarily with the need for an interdisciplinary approach to the study of the concepts of *professional self-development* and *continuous professional self-development of teachers* [7].

**Aim and tasks.** The purpose of this study is to examine the teachers' understanding of the specifics of professional self-development and their ability to plan their careers. The objectives of this study are:

- a) to investigate the factors that inhibit the professional self-development of the language and literature teacher and those that contribute to this process;
- b) to determine the level of skills and qualities of the teachers that help them to grow personally and professionally;
- c) to study the level of skills of the language and literature teachers that help them to plan their professional self-growth;
- d) to suggest possible ways for the teachers to adjust their guidelines for self-development.

**Research methods.** An online survey was shared among 126 teachers of the Ukrainian language and literature. Their teaching experience ranged from 4 to 46 years (4–10 years – 39 participants; 12–25 – 59 participants; 30–46 – 28 participants). They were asked to write detailed answers in the questionnaire. The participants shared their vision on the problems that are related to the teachers' awareness of the scientific and theoretical components, possible stages of the formation of a culture of professional self-development, their willingness to identify ways and plan stages of personal and career self-growth. By counting

the same or different (sometimes non-standard) answers, the results of the survey were systematized and generalized, and the answers to the questions were compared and calculated.

**Research results.** Our research has demonstrated that the teachers of the Ukrainian language and literature (53%) answering the questions about the problems associated with the formation of a culture of professional self-development, their willingness to identify the ways of personal and career self-growth, their ability to plan the next stages of their career development, understand the concept of *personal self-development* as a comprehensive development. It is initiated by the subject with the help of nonviolent methods, through independent activities aimed at raising one's level of education, civility, etc., that is, external factors that motivate personal self-growth are not taken into account. About 37% of the study participants admitted that the teacher should be stimulated by external factors: social processes, scientific and technological development, international and interethnic integration processes, etc. About 7% of the study participants could not answer this question. According to 28% of the teachers surveyed, personal self-development is more important than professional, a true teacher, a professional must first develop such qualities as "a sense of dignity, national consciousness, pedagogical ethics, self-control, the ability to adequately assess their success and failures".

Reflecting on the question of what meaning they attach to the concept of *professional self-development*, the language and literature teachers answered that it is a process of personality formation. Its main purpose is to reach the top of pedagogical skills, high results of educational activities through self-education, training courses, participation in competitions, pieces of training (37%), learning other languages and subjects with the subsequent integration of this information (7%). For 21% of the study participants, the concept of *professional self-development* means lifelong learning, keeping one's finger on the pulse of challenges, analysis of modern technologies. For them, it is a need required by the development of society. "This is personal development +



knowledge, experience, applied in the profession” (21%). As one can see, some teachers also emphasized that their professional self-development is possible only with the established personal qualities that a modern teacher should have. The life experience would also lead to professional self-growth. 7% of the teachers emphasized that this process is possible under favorable conditions in their educational environment, in particular with proper professional interaction.

All the participants of this study unanimously answered that a high level of self-development can be achieved only with a democratic approach to school management. Democratic, partnership, friendly relations between the subjects of the educational process contribute to high results, while authoritarian approaches generate formalism and passivity.

At the same time, 30% of the surveyed teachers answered that they cannot always use democratic methods in educational activities with their pupils. The explanation for this phenomenon is probably that the ideological, moral, and authoritarian psychological traits of some teachers were formed during the period of totalitarianism, and educational institutions were doomed to serve the dominant ideology. This suggests that one of the primary tasks of a teacher who is striving for self-development is to focus on updating one’s value paradigm. This promotes the development of democratic, partnership principles in the educational process.

The next question was to share the impressions about the importance of continuous professional self-development for a teacher. Almost everybody (93%) expressed the belief that the vocation of every teacher is to improve his/her professional qualities (one study participant stated: “on a scale of importance – 100%”) because “time does not stand still, so you need to constantly learn something new, to be interested in it”, to be competitive on the labor market because “professional self-development is a process of personality formation”; “You can teach others only when you are constantly improving yourself, moving with the times, navigating in the modern world, developing following the current trends, as teaching requires the use of various new forms

of teaching and education”. The educators understand that the continuous professional development of a teacher ensures the future of our society, a true educator “will never stop there, and life gives him/her more and more new tasks that need to be solved in new ways”.

The teachers of different ages and work experience have shown a desire for career growth. The young teachers realize that they cannot focus only on the knowledge that they have acquired while studying at higher education institutions. They emphasized the need for self-education activities: (“I acutely lack knowledge of my subject”). The recipients with thirty years of experience wrote that they do not have the right to focus only on the competencies acquired over the years: “the teacher must not lag behind modern technology to be interesting to their students, which means that the professional self-development must be continuous”. 86% of the study participants were convinced that everybody should be engaged in personal and professional self-growth throughout life. According to 14% of the respondents, it is necessary “when there is free time” or “when it is convenient”.

23% of the teachers wrote that thanks to their self-development activities their self-esteem and material well-being had increased, they felt “self-respect of colleagues, students, parents”, as they “constantly learn something new”. Therefore, the teachers get moral satisfaction by being constantly engaged in their career self-growth.

At the same time, the language and literature teachers noted that there are several obstacles to their readiness for professional self-growth, such as the imperfection of the educational system, the large amount of work that teachers have to do (competitions, tournaments, overload), lack of technical support, lack of time and limited resources, burnout, a large number of secondary responsibilities which sometimes have little to do with teaching (“a large number of unnecessary mandatory REQUIRED activities”) and which must be performed, unfavorable environment, lack of clear motivation, insufficient competence of teachers, inability to plan time, as well as a low level of

professional training. The ways to overcome this problem, according to the survey, are stimulation and motivation of teachers for creative work as a guarantee of personal and professional self-development. Only 7% of the teachers believed that “there are no problems at all concerning the teachers’ readiness for professional self-growth if a person has already chosen a pedagogical profession”.

Some educators (14%) pointed to the psychological factor as an obstacle and a cause of their inability or unwillingness to improve personal and professional self-development, “some character traits, health problems” play a role, too. 7% of the respondents indicated that the distance from the regional center, from cultural and educational institutions is an obstacle to their self-development.

33% of the study participants could not answer the question of what character traits that hinder their self-growth they would like to get rid of (they did not know them or such traits, in their opinion, were absent). Among the shortcomings pointed out by teachers were excessive demands, an exaggerated sense of responsibility (inflated expectations), and self-criticism. 21% of the study participants indicated excessive emotionality, insecurity, the habit of doing things earlier than others, shyness, disbelief in their strength, dependence on conventions, plans, and the expectations of unrealistic “sky-high results”.

According to the study participants, professional self-development is facilitated by both external and internal factors that depend on the teacher. First of all, this process is facilitated by the educational environment, such as a well-established system of methodical work, the presence of specialists “from whom you can learn”, the examples and influence of colleagues, support and attention of the head of the institution, personal examples from the administration, the opportunity to gain recognition in the team, the innovativeness of the institution, favorable working conditions, the opportunity to experiment, a well-established system of material incentives, an atmosphere of cooperation and support that has developed in the team, the opportunity to acquire new knowledge and skills in

advanced training courses, distance learning courses on portals, webinars, etc. Much depends on the teacher, first of all on his/her interest in the results of pedagogical activities, the desire to develop him/herself, feel the need for self-improvement, “to have an interest in work, in everything new that comes”. Similarly, according to 28% of the teachers, it is necessary to have formed values to improve the teaching profession, to feel responsible for the development of pupils, to have a desire to help them in personal development, in their creativity.

The next question was to determine the ways and means for effective professional self-development of a language and literature teacher. 21% of the teachers did not answer this question, 14% wrote that they needed more scientific and theoretical knowledge and practical skills on this topic. 100% of the teachers said that they wanted to know more about themselves. The other recipients offered such ways as self-knowledge, self-education, self-control, self-realization, self-improvement, “overcoming one's own fears, self-belief!!!” As one can see, many teachers feel the need to increase the basics of psychological and pedagogical knowledge, psychological support, practical methodological assistance, emphasizing that the system of postgraduate pedagogical education is designed to help master these competencies. In addition to self-educational activities, training, interactive forms of co-creation, the teachers (among the recipients were mostly teachers of rural regions) noted that they lack visits to theaters, museums, movies, exhibitions, various planned excursions with students.

100% of the teachers indicated that they were ready for change. 65% of the study participants wrote that they are constantly analyzing their behavior, actions, work and trying to change themselves. “And from the height of years... this desire becomes greater in life and at work”, shared her thoughts one of the respondents.

Answering the question of what qualities a teacher should have for effective professional activity (it was necessary to formulate several important

features), the majority of the study participants (67%) indicated such qualities as a high level of professional and pedagogical training. 33% of them believed that responsibility and discipline are among the important personal characteristics. Only 27% of the study participants indicated that the teacher should be creative; 13% of the study participants wrote that teachers should be self-critical, humanistic, be able to understand students and parents, love their work and children, have a sense of humor. 7% of the study participants considered optimism to be one of the important teachers' characteristics. Interestingly, some study participants believed that a teacher should be "universal: an actor, when necessary – a clown, an educator, an assistant, and a supporter" and "have a sense of humor".

**Discussion.** As one can see from the results of the survey, teachers tend to understand the need to be motivated for personal self-development (although sometimes they noted its absence). This coincides with the opinion of O. Kucheriavyi who believes that "the components of career development integrity are the formation of a specialist's motives for career activity that ensure goal-setting and planning of individual career processes as self-creation; direct organization of the career movement, stimulation of activity in the career growth of its subjects, control over the quality of the career process" [8].

Unfortunately, teachers underestimate such a necessary feature for the formation of their self-developing processes as the ability to think creatively, because, according to the famous psychologist L. Vygotsky, "...the task is not to develop a certain number of skills but... the creative abilities to orient fast and skillfully" in any life situations [9]. O. Demianchuk also states that the ability to think creatively is inherent for a professional teacher and a creative personality, it is characterized by appropriate features, provides "integrity and openness to uncertainty, paradox, lability of thinking, supersituationality promotes creative imagination, fantasy, ability to connect unconventionally pedagogical problems and situations, plasticity of thinking" [10]. N. Bohdanova calls 'life-creation' the highest manifestation of essential forces, vital and creative potential of the

individual. It is a “Spiritual and practical human activity that is aimed at conscious, independent and creative definition (design) and realization of one's own life as an individual and personal life project. Life-creation presupposes a conscious and purposeful attitude to the main crucial problems of life” [3].

The positive thing is that the study participants acknowledged the fact that the teachers' activity today is extremely multifaceted, their approaches to work need constant updating and enrichment. As O. Semenoh states, the modern European teacher of language and literature should have a self-concept that “combines European and national identity, has a developed self-awareness, self-esteem, self-regard, has a stable system of motives and needs to constantly improve his/her profession, can adapt to constant change, can adequately assess the situation and make the right decisions .., s/he is a professional teacher, who has a thorough cultural, professional, psychological, pedagogical, and methodological training, has a humanistic pedagogical position, philological, psychological, and pedagogical thinking, information and research culture, is universally educated, an erudite, a creative master communicator, an intellectual, an innovator” [11].

**Conclusions.** This research has demonstrated the relevance of the issues raised in this article. Postgraduate pedagogical education promotes continuous personal and professional self-growth of language and literature teachers by involving them in the various types of educational activities, such as further education, special courses, pieces of training, workshops, etc. It is necessary to continue researching to clarify the problems that hinder the creativity of teachers, to promote the deepening of their knowledge about the theoretical and methodological principles of creating a culture of professional self-development of language and literature teachers, to stimulate teachers to improve their professional competencies, to focus on the creation of a harmonious self-concept, individual and personal trajectory of self-development, to promote the establishment of a reflective culture based on the interim results of the self-development process.

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## **RESEARCH ASPECT OF THE WORK OF THE METHODIST OF THE DEPARTMENT OF PUBLIC DISCIPLINES: KEY FEATURES AND MECHANISMS**

**Summary.** The purpose of the study is to analyze the features of methodological support of teachers of history, law and civic education by highlighting the elements of media literacy, focusing on memorable dates in the history of the Ukrainian state-building process through the prism of research in teacher training.

Emphasis is placed on practice-oriented formats of classes. Some of the key (as of today) aspects of thematic vectors of teacher training (media literacy, commemoration of memorable events within the Ukrainian statehood, etc.) are highlighted. During the coverage of various vectors within the framework of work with students of advanced training courses, a structural-chronological approach to the coverage of the issue was applied.

It is determined that the implementation of practice-oriented formats of activities contributes to the development of teachers' key and subject competencies, the formation of valuable skills and abilities necessary for orientation in the vortex of different areas of research.

**Keywords:** web content, historical sources, media literacy, research direction.

*Est quoque cunctarum novitas carissima rerum.*

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**Introduction.** We live in a period of progressive activities related to decentralization and the rapid education reform. "Est quoque cunctarum novitas carissima rerum", which translated from Latin means: "Novelty is the most expensive thing of all things". This statement does for our modern educational realities best of all. A teacher of history, law and the integrated course "Civic Education" must have a range of knowledge, skills and abilities on the implement of key and subject competencies of students. In this context, one of the leading places is occupied by professional development of teachers. At the same time, self-educational activities are also an integral form of replenishing one's own treasury of knowledge for the implementation of today's tasks.

**Aim and tasks.** The aim of the study is to highlight key aspects of thematic vectors of in-service teacher training, within which the core is the introduction of media literacy elements into the educational process, themes of scientific processing of web resources and web sources, focusing on the content of memorable dates, public holidays, etc.

**Research methods.** In this regard, the study of historical experience, analysis and evaluation of historical events, facts, previous theories in the context of their origin and development are of particular importance. The general scientific methodology for studying the object of study is a system-activity approach, which has become widespread in modern scientific developments. This approach indicates a certain component of human activity. Among its most important components are necessity - subject - object - processes - conditions - result. This creates an opportunity to comprehensively explore any area of human activity.

**Research results.** In today's educational realities and in the conditions of a stratified Ukrainian society, the "element" mentioned above is important for building a democratic community of citizens with a conscious attitude to various political, social, spiritual, educational and economic processes. It is through the prism of the educational process that it is possible to form a critical and holistic worldview of our young compatriots in order to develop our state in a

democratic way. The conceptual basis of the individual's attitude to certain historical events through the prism of retrospect is influenced by many "agents of socialization": the media, the educational institution, the circle of communication, specifics of work / study, views prevailing in the family, etc. Taken the above into account, it is advisable to find mechanisms that help to protect the growing generation from "historical fakes", which negatively affect the formation of national self-identification and the creation of a holistic Ukrainian narrative.

Domestic scientists have joined the study of media literacy in modern realities. O. Volosheniuk, V. Ivanov, L. Kulchynska presented a range of views on the terms "media education" and "media literacy", analyzed the basic models of media education and media literacy [1]. O. Belyak highlighted the peculiarities of the development of media education in Ukraine [2]. M. Koropatnyk explored the processes of formation of media education and media literacy in the historical context of the origin and development of mass media [3]. O. Shunevych explored the vectors of media literacy formation in the process of teaching the Ukrainian language to students [4]. Examples of historical "fake" distortions are the coverage of political vicissitudes that took place in the Hetmanate in the eighteenth century by representatives of Soviet historiography. The periods of the rule of the Cossack leaders, the forced offensive of the Russian tsarism are briefly presented, and the hetmans are represented mainly as "traitors." We should critically analyze the scientific achievements of domestic historians and their predecessors.

The conscious attitude to the source base used in the works of scientists and the involvement in independent work in the archives is a mechanism of action to fight "historical fakes" that are spreading in Ukraine and abroad. Electronic libraries (Reading [5] and Diasporiana [6]) promote acquaintance with the wide content of research of the scientists who are representatives of the Ukrainian diaspora. In modern conditions, the Russian Federation is trying hard to influence the consciousness of the Ukrainian citizens. It should be noted that

among a number of Russian historians who study historical events that took place during the XVI-XVIII centuries, the obvious exception is T. Tairova-Yakovleva, a well-known historian (a researcher of Ukraine in the XVI-XVIII centuries), a doctor of historical sciences, Professor of the Department of History of the Peoples of the CIS of the Institute of History of St. Petersburg University, Director of the Center of study of the history of Ukraine of the Institute of History of St. Petersburg State University, who is a member of the scientific council of the "Ukrainian Historical Journal". She does not only work in Russian archives, but she also participates in the study of archival materials preserved in Ukraine actively. T. Tairova-Yakovleva's worldview concept is similar to that produced by Ukrainian scientists. An example of this is the coverage of the activities of Hetman of the Zaporozhian Army I. Mazepa and his transition to the side of Swedish King Charles XVII - the act that was covered as a treacherous act in Soviet times/

In the difficult conditions of the attack on the state sovereignty of Ukraine, we have to live in the conditions of information confrontation, when an attempt is made to level the Ukrainian identity. In order to resist this, one should be critical of various information resources in general, and in the historical dimension in particular. Among the information complex it is possible to single out those sites on which the source base formed from archival documents, from materials, which are the result of a comprehensive analysis of different points of view of historians on certain historical vicissitudes is located. The use of information resources, the content of which has verified information, taking into account the latest research of scientists will be useful. Among them there is a site of the Institute of History of Ukraine (in addition to a powerful array of literature, it presents a number of projects: "History with Meat", "Declassified History", "LikBez. Historical Front", "The MAPA: Digital Atlas of Ukraine", "Holodomor in Ukraine (1921–1923, 1946–1947), etc.)", the official web portal of the State Archival Service of Ukraine (section "Documentary exhibitions online" [7], the National Library of Ukraine named after VI Vernadsky [8].

The teacher's preparation for lessons should be informative and multifaceted. In this context, the development of research skills of the subject teacher is important. In particular, in addition to full-time, distance advanced training (for teachers of history, law and the integrated course "Civic Education"), one of the leading places is occupied by the activities of permanent seminars that are actively functioning in the intercourse period. Their work allows to provide training of a competitive specialist in the conditions of modernization of education in Ukraine to the innovative pedagogical activity; to disseminate, generalize and implement APE (advanced pedagogical experience) of master teachers in the educational space of the region. The seminar as a form of training is characterized by flexibility. As a result of conducting practice-oriented classes, the level of advanced training students increases not only in the context of awareness of a number of issues, but their creative (as their students') activity, that becomes a successful guarantee of mastering new "methodological interests" intensifies.

In the current educational realities, raising the level of awareness of teachers of social sciences concerning working with web resources on historical themes and various types of historical sources is an urgent need. The ability to research historical sources and navigate in the information environment contributes to the formation of critical thinking of students and teachers. The web content is a direct translation loan word from English, where the word "content" means "content". This is a collective term for any information contained in an information resource. When it comes to web resources, the better it will be, the better it is for promoting the site. For example, content of news sites, blogs, etc. At the same time, in the context of teaching and studying the history of Ukrainian state formation, it is advisable to create web content on certain topics. Key milestones in the history of the Motherland can be highlighted by creating online folders with different types of materials that would combine the use of web resources, historical sources and also work with them. It is advisable to create a folder ("e-content"), in which the necessary

materials with a range of applications. In particular, it (it) can be called as follows: "Elaboration of web resources and historical sources." In the folder you can place:

- electronic materials taken from the well-known historical sites (to the independent choice of teachers and students; the main condition: articles, monographs, preprints, textbooks and encyclopedias must relate to the general theme presented in the content folder);

- articles by students / teachers;

- exercises that involve working with historical sources of various kinds;

- reference lists of sources and literature, which cover the process of Ukrainian state formation in historical retrospect [9].

Thus, thematic online cases, which are freely available on the "Internet-Cloud" at the disposal of a teacher, will promote the creative mastery of historical material with the involvement of elements of scientific activity and media literacy. Folders can be formed on the themes of individual lessons / blocks of themes / historical personalities / different areas: politics everyday life, economics, etc. It is possible to select your own thematic works on the issues mentioned above. Example:

- useful sites for young scientists and their mentors [10];

- materials of history teachers of Donetsk region concerning the works on the theme "A selection of historical sources on the theme of the school course of history of Ukraine (the 11th grade), tools for them";

- articles and theses [11].

It is advisable and effective in the context of practical orientation of the events to conduct the above-mentioned permanent seminars. At the same time, on the eve of their conducting, the tasks should be clearly outlined. They should also be read and taken into account by seminar participants. In this case, it is advisable to set the following tasks:

- to provide methodologists and teachers-mentors with the recommendations on the organization of research activities in the places and the preparation of scientific research;
- to comprehend the importance of an individual educational route for self-determination and self-realization of an intellectually developed personality;
- to promote the formation of students 'and teachers' skills in searching for, selecting different types of historical sources and working with them;
- to analyze the All-Ukrainian competitions in worldview disciplines and provide recommendations for students' self-preparation.

It is expedient to characterize the current trends of historical research and their informative content in the classes, conducting workshops on the information potential of different types of sources. We consider it is expedient to pay attention to the daily life of the population of different epochs, which create a general picture of the existence of a certain epoch. The local lore potential of historical research is also important, because its material allows you to "touch" history to bring students and adults closer to the historical essence of society, to realize their own significance. Thus, oral history acts as a method, a theory and a source. The use of it encourages the analysis and the balanced evaluation of information. It is important to understand the features of the structural elements of scientific research, the algorithm of their writing, the features of the bibliographic description and academic integrity.

One of the vectors closely connected with the national-patriotic upbringing of the growing generation is the commemoration of memorable dates and the celebration of public holidays. An outstanding place in this context belongs to information resources. Each of us is focused on living in peace and harmony. We strive to build a strong state and boldly walk our path. Usually a number of rudimentary aspects, which do not allow to orient oneself consciously in the vortex of world events in general and in the context of domestic ones in particular get in the way. A prominent place is occupied by the content of information materials on the coverage of information about public holidays and

significant dates, on the basis of which ceremonial events are held in general secondary educational establishments. It is expedient to consider all the events within the limits of historical retrospective, to emphasize attention on historical origins. It will be useful to use a number of information resources, the Internet content of which has verified information, taking into account the latest research of scientists that are within the concept of teaching the history of Ukraine. Among them there is the "Ukrainian Institute for Holocaust Studies" Tkuma", which has a splendid library [12], "The Ukrainian Institute of National Memory", which has a number of thematic projects involving various types of sources, information on the celebration of significant dates and events in the history of Ukrainian state formation, which can be used during holding events [13]. You can see on the official website of the state scientific institution "The Institute for Modernization of the Content of Education" in the section "Education" [14] the experience of conducting national-patriotic education in establishments of general secondary education of Ukraine.

**Discussion.** Given this, it is necessary to change the paradigm of celebrating public holidays in Ukraine and honoring significant dates. It is expedient to pay close attention to the use of new historical sources of various kinds, which have been not previously known to the general public in the educational and extracurricular process, analyze them systematically to determine their features and gradually create a single holistic narrative. It is possible to:

- to use methods of staging historical events, the involvement of audiovisual sources, Skype connections with famous scientists, witnesses of the events of that time, paying special attention to the organizational stage in preparation for events in which group work should prevail, etc. The most important thing is to find new, media literate and tested content in an authoritative historical environment.

One of the key tasks is to draw interdisciplinary parallels by attracting on achievements from different disciplines: history, the Ukrainian language and



literature, geography, art, etc.; to give preference to game forms of information presentation. It is advisable to use information posted on the blogs of students / teachers posted on the Internet, in which they will briefly talk about key events related to important public holidays and significant dates. In this way, children will develop informational, axiological and other competencies. It is from how we will educate students now, the future of Ukraine depends. We should also remember the words of famous O. Dovzhenko: "A nation that does not know its history is a nation of blind people" [15].

**Conclusions.** Thus, research activity occupies one of the leading places in the today realities in general and in the work of the methodologist of the department of social disciplines in particular. Through the prism of this vector, it is possible to implement several thematically oriented areas of work with the teaching community, which teaches history, law and an integrated course in educational institutions effectively.

"Civil education". The prominent place occupies popularization of practice-oriented events, which will be held in the format of seminars, trainings, etc.; development of educational modules, in which the idea of drawing parallels between historical events, symbolic legal dates and public holidays will be the "red thread" [16]. At the same time, attention should also be focused on enriching teachers with knowledge of media literacy, forming elements of critical thinking that they can use during their lessons [17].

The methodical support of teachers on the above vectors is on the way to effective implementation. The involvement of educators in research work in ZSSO should help create the conditions for identifying and selecting gifted children, ensuring the spiritual, intellectual, creative development of the growing generation, social and professional self-determination of a personality. Research activities help teachers and students to master the skills of self-acquisition of new knowledge based on elements of methodology and methods of scientific analysis, development of thinking, stimulating the complex formation of cognitive abilities, etc.

Course and intercourse formats of advanced training require the head of advanced training skills to master the range of innovative methods and technologies for the development of different types of thinking, key knowledge for conducting the lesson on a competency basis and active self-motivational activities for further participation in thematic intercourse events dedicated to current pedagogical issues.

In the coming years, the prospect is to update the forms and methods for organizing and conducting retraining of teachers and their participation in a number of intercourse activities that will produce research, project activities, active implementation of elements of distance learning, etc.

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SCIENTIFIC EDITION

COLLECTIVE SCIENTIFIC MONOGRAPH

**Designing an Individual Trajectory of Educator's  
Professional Development in the Context of the  
Concept of «Lifelong Learning»**

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