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## Сучасні підходи профілактики девіантної поведінки у діяльності психологічної служби

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**Анотація.** У статті представлено сучасні підходи до профілактики девіантної поведінки, що використовуються психологічною службою. Актуальність цієї проблематики пов'язана зі стрімким поширенням девіантної поведінки серед осіб підліткового та юнацького віку. Метою дослідження є аналіз особливостей діяльності психологічної служби у сфері роботи з особами з девіантною поведінкою. У роботі використано теоретичні методи аналізу проблеми дослідження, на основі яких висвітлено перспективу подальших досліджень в емпіричному напрямі. Відповідно до поставлених завдань, проаналізовано основні напрями та завдання діяльності психологічної служби на сьогодні. Висвітлено особливості девіантної поведінки серед підлітків і молоді, основні її причини. Описано актуальні підходи щодо запобігання поширення та зменшення девіантної поведінки в роботі психологічних служб. У процесі теоретичного дослідження з'ясовано, що сучасні підходи до профілактики девіантної поведінки, якими оперує психологічна служба, характеризуються наявністю у її працівників первинних теоретичних знань про особливості девіантної поведінки, зокрема, причини та фактори її виникнення. Обґрунтовано спрямованість профілактичної роботи на усунення та запобігання виникнення девіантної поведінки у межах завдань і компетенцій психологічної служби. Вказано, що з урахуванням теоретичних основ щодо поняття девіантної поведінки, працівники психологічної служби формують план надання психологічної допомоги, який передбачає системність, поетапність профілактичної роботи. Підтверджено необхідність використання сучасних методів профілактичних підходів, серед яких, тренінгові заняття, використання інформаційних технологій і психологічні арттерапевтичні техніки. Саме такий підхід, виявлений у результаті теоретичного дослідження, забезпечить ефективність профілактичної роботи психологічної служби в напрямі профілактики девіантної поведінки

**Ключові слова:** підлітковий вік, консультування, психологічна допомога, психологічне забезпечення, соціальне благополуччя

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## Modern Approaches to Deviant Behaviour Prevention in Psychological Service Activities

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**Abstract.** The study presents modern approaches to deviant behaviour prevention used by the psychological service. The relevance of this issue is associated with the rapid spread of deviant behaviour among adolescents and youth. The aim of the study is to analyse the peculiarities of the psychological service's activities in the field of working with people with deviant behaviour. The study uses theoretical methods for analysing the researched subject, on the basis of which the prospect of further examination in the empirical area is highlighted. In accordance with the tasks set, the authors analysed the main areas and objectives of the psychological service's activities for today. The study highlights the features of deviant behaviour among adolescents and youth, its main causes. The authors described current approaches to preventing the spread and reduction of deviant behaviour in the work of psychological services. In the course of theoretical research, it was identified that modern approaches to deviant behaviour prevention, which are operated by the psychological service, are characterised by the presence of primary theoretical knowledge among its employees about deviant behaviour features, in particular, the causes and factors of its occurrence. The focus on eliminating and preventing the occurrence of deviant behaviour within the tasks and competencies of the psychological service is substantiated. It is indicated that considering the theoretical foundations of deviant behaviour, employees of the psychological service prepare psychological assistance plan, which provides for systematic, step-by-step preventive services. The study confirms the necessity of using modern preventive approaches, including training sessions, the use of information technologies, and psychological art therapy techniques. This approach, identified as a result of a theoretical study, will ensure the effective prevention of deviant behaviour by psychological service

**Keywords:** adolescence, counselling, psychological assistance, psychological support, social well-being

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## INTRODUCTION

At present, researching the issue of deviant behaviour spread among adolescents and youth occupies is relevant. This is due to the crisis periods that occur in the age stages described above. Quite frequently, deviant behaviour among adolescence is accompanied by its occurrence at earlier ages. The psychological service reduces deviant behaviour spread in society and prevents its occurrence. Therefore, it is important to analyse the current state of psychological service development, the quality of services provided, which will ensure the identification of methods and approaches that can be used in working with the described categories of people.

The analysis of recent studies on this issue allowed stating that the activity of the psychological service is based on current trends in science and society development. Accordingly, the main tasks are the timely, systematic provision of appropriate psychological conditions for persons who are under the care of the psychological service. This means studying clients' psychophysical development, analysing their behaviour and activities, taking into account age and psychological individual characteristics. Summing up the main psychological service tasks, it is evident that all of them are aimed at preserving the psychological health of individuals and providing psychological support. The main modern tasks of the psychological service are covered in the studies of S.D. Maksymenko [1] and V.G. Panok [2].

The research of deviant behaviour spread among the young population is characterised by investigating the causes of deviant behaviour, its consequences for psychological health and personal development. M.I. Mahdysiuk [3, p. 57-59] and R.P. Fedorenko [4] studied the peculiarities of deviant behaviour among adolescents. Features of preventive services and psychological assistance to persons with deviant behaviour are researched by R.V. Kozubovskiy [5, p. 99-103], L.M. Volnova [6]. Scientists are certain that deviant behaviour prevention should be holistic, step-by-step, and structured.

Modern scientific views of foreign scientists, in particular, Yu.A. Kleiberh [7], suggest that deviant behaviour prevention among the young population should be based on the elimination of causes that have a direct impact on the occurrence of this behaviour. That is, the preventive services of the psychological service on this issue are focused not on working with deviant people, but on preventing the spread of the causes that provoke this behaviour. Summing up the main psychological service tasks, deviant behaviour features, the authors can state that the preventive services should be based on characteristics of age and environment, use new and effective methods.

Therefore, *the purpose of the study* is a theoretical substantiation of modern approaches to deviant behaviour prevention in the practical activities of the psychological service. The *task* of the proposed theoretical research is to analyse deviant behaviour, the areas of its prevention, which can be used directly in psychological service activities; to study the current state regarding the quality of psychological assistance provided by the psychological service to persons with deviant behaviour. Based on the study purpose and tasks, the authors analyse the current state of the issues regarding deviant behaviour prevention, since ignoring these issues may result in the spread of criminal behaviours among the young population. The spread of criminal behaviours will pose an even greater threat to society and to the personality development of a teenager.

## LITERATURE REVIEW

In the course of the theoretical research, current approaches and interpretations of the studied subjects are highlighted, namely deviant behaviour, psychological service, and deviant behaviour prevention. According to the relevance of the study subject and its main concepts, they are diverse and are examined by researchers of various specialities. This is due to the fact that deviant behaviour is related to psychology, pedagogy, legal science, and so on. Therefore, the prevention services are characterised by different levels, the main tasks. The psychological service in this area is based on the main theoretical and practical provisions on providing psychological assistance to prevent deviant behaviour.

Representatives scientific foreign and Ukrainian views on deviant behaviour are Yu.A. Kleiberh [7], L.M. Volnova [6]. Analysis of their studies allows stating that deviant behaviour is considered as a spectrum of root causes that provoked it. That is, researchers assert that deviant behaviour is characterised by a general orientation of the individual, and this indicates its deliberate manifestation. However, deviant-like behaviour that is committed at a time when the person was in a state of danger, threat, or non-standard situation is not considered deviant. According to L.I. Mahdysiuk [3, p. 57-59; 4], deviant behaviour should be considered as a phenomenon provoked by numerous factors that affect the state of the individual in general, and the consequence of this state can cause deviant behaviour. In addition, deviant behaviour today is considered a phenomenon accompanied by the influence of previous circumstances that provoked it, which negatively affects psychological health and human development. This is the opinion upheld in the studies of T.Z. Herasymiv [8].

Accordingly, the analysis of the above-mentioned

Ukrainian studies allows asserting that the issue of deviant behaviour prevention is relevant and requires detailed study since the work of psychological services should be aimed at hindering the rapid spread of deviant behaviour among the young population. In the studies of R.M. Andrusyshyn [9, p. 197-200], investigating the influence of factors that shape personal anomalies – deviant behaviour is considered as one of the prevention features. Upon studying the features of deviant behaviour development and relying on the main provisions, preventive measures can be established. The researcher is also certain that deviant behaviour is a consequence of non-compliance with social norms by a person, that is, deviant behaviour is a retreat from generally accepted norms. Such behaviour leads to disturbed interaction of the individual and other society members, which causes conflicts, aggression, and general deformation in the individual's behaviour, the way they meet their needs. Therefore, deviant behaviour is a contradiction between the social requirements and norms, which disrupts the stability and causes behavioural deviations. However, deviant behaviour prevention involves not only establishing the relationship of the individual with society but also solving and preventing personal issues associated with the psychological climate in the family, relationships with parents.

It is the psychological service that is responsible for deviant behaviour prevention in society. This subject was considered by A.G. Obukhivska, V.D. Ostrov [10] who are convinced that one of the tasks of modern psychological service employees is to work on prevention. This activity hinders the spread of deviant behaviour not only among adolescents and youth but also among the general population. However, a substantial issue in deviant behaviour prevention is the small number of employees in the psychological service, as well as the lack of clear regulatory documentation that would allow using modern preventive psychological methods.

### METHODOLOGY

In the course of theoretical research of modern approaches to deviant behaviour prevention by psychological services, the methods that allowed analysing the latest scientific developments and establishing a clear idea of studied issue state were applied. The methods in the proposed study were theoretical, namely, analysis of scientific literature, generalisation, classification, systematisation, grouping, criticality. The selected methods allow obtaining new scientific results of the study. The modern studies that best describe the researched issues are analysed using the method of the critical evaluation of information. Grouping, classification, and systematisation provide for

the clear and logical presentation of theoretical research materials, which, in turn, allow generalising the results.

The described research methods provided not only a clear presentation of the material but also systematically presented the results of a theoretical study on the factors, causes, and stages of deviant behaviour prevention by the psychological service. The scientific literature analysis provided for the investigation of research areas on deviant behaviour prevention based on foreign and Ukrainian scientists' studies. This method, in the form of comparing and analysing approaches to preventive activities by the psychological service, has been successfully applied.

Furthermore, the study includes figures that establish the logical perception of the researched material using visualisation tools. The use of this method made it possible to demonstrate in a structured way the material on the preventive activity stages, as well as external social factors of deviant behaviour and their characteristics.

The research stages are characterised by the choice of a relevant subject, the analysis of modern scientific provisions regarding this subject. The applied methods made it possible to analyse the selected issues up-to-date and in-depth at each stage. The above determined the purpose and main tasks of studying the main modern approaches to deviant behaviour prevention by psychological service. The results obtained will serve as a perspective for an empirical study of the relevance of the issue.

### RESULTS AND DISCUSSION

Deviant behaviour prevention in the activities of the psychological service requires a detailed study of causes related to such behaviour. Based on these causes, psychological service employees can direct preventive measures to eliminate them. However, it is worth noting that the psychological service, due to its purpose, cannot focus exclusively on this issue. Therefore, it is essential to analyse in detail the tasks and purposes of the psychological service in Ukraine.

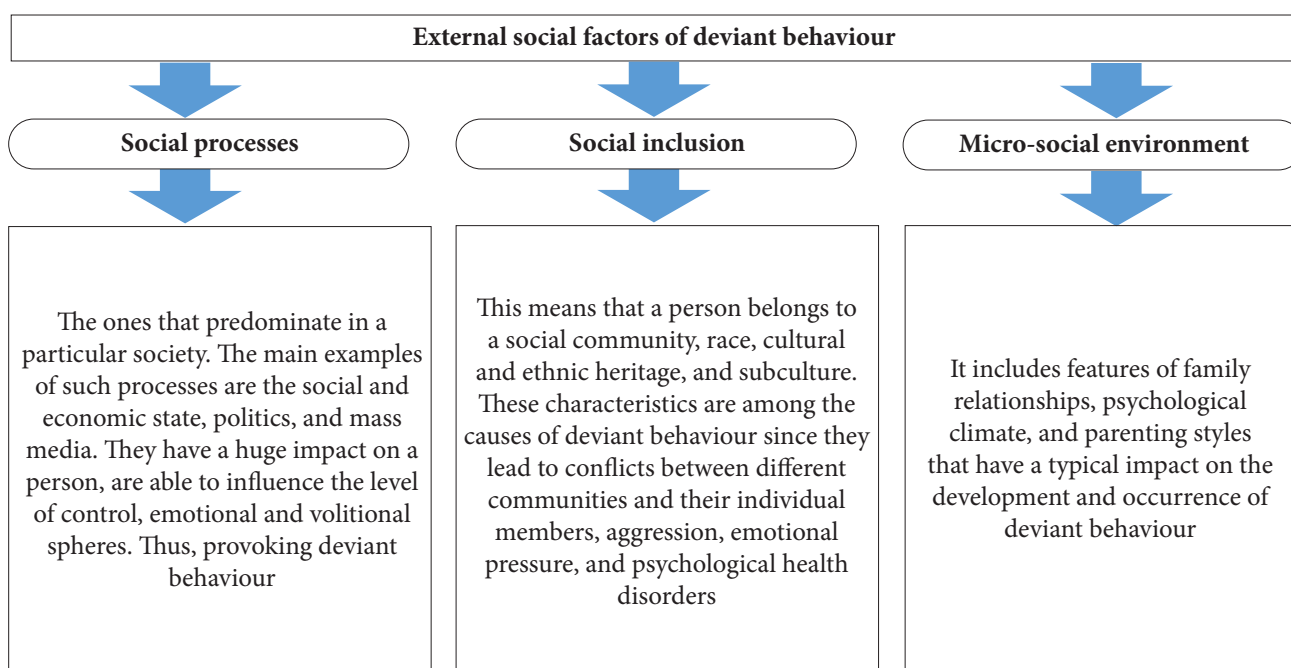
The psychological service, as an integral part of the state system for the protection of citizens' mental and social health, provides not only psychological but also social assistance to the individual both in crisis situations and in the process of development and self-development. The need for psychological service is evidenced by the rapid deterioration of people's psychological health and well-being. Therefore, the issue of deviant behaviour is not prioritised, since the range of work of a practical psychologist within the psychological service is quite large. The main purpose of the psychological service is to increase the productivity of people who seek help by means of applied psychology and, therewith, to protect their mental health and social well-being. Therefore, it is

evident that the range of activities also includes working with deviant people. Logically, due to the different activity areas of psychological service, preference is given to hindering the spread and preventing deviant behaviour. This strategy is conditioned by the fact that less personnel and funds are required for prevention than for the correction of deviant behaviour [1; 10].

To effectively prevent deviant behaviour by the psychological service, first of all, it is necessary to establish an idea of its actual causes. According to the analysis of scientific literature, it is clear that deviant behaviour is developed under the influence of social and personal factors. An important role is played by the family when referring to the deviant behaviour of adolescents and youth. It concerns the upbringing, specific features of communication and relationships of a teenager with parents can be the causes for deviant behaviour. The person's age, adolescence, in particular, has a great impact as well, as it is characterised by an age crisis, which indicates the transition of teenagers to adults, their desire

to be adults. Frequent conflicts in the family, misunderstandings, and rejection by parents provoke young people to want to assert themselves and express themselves in their own ways, which may not comply with generally accepted norms. Therefore, preventive activities should be aimed at ensuring that psychological service employees work not only with deviant people but also with their immediate circle, parents, and relatives [7; 11].

Moreover, it is necessary to take into account external influences on deviant behaviour development, as noted by V.O. Skrebets [12], since they can cause not only deviant behaviour, but also aggressive, addictive, or other undesirable behaviours. Such external influences include physical conditions, namely environmental and climatic factors. These factors are the causes of various phenomena that provoke such behaviour in people. There are also other external social factors that are the causes of deviant behaviour. Such external social factors include (Fig. 1):



**Figure 1.** External social factors of deviant behaviour

**Source:** developed by the authors based on the research of O.B Melnychuk [13] and L.I. Mahdysiuk [14]

In modern studies of deviant behaviour, various authors identify some other factors that cause deviations. One of the factors is individual differences between people, their specific individual qualities (temperament, character, views, expectations). Frequently, the individual causes-factors of deviant behaviour are connected to the differences between the status and social roles of people who provoke conflicts [6; 8].

Summing up, regarding the causes and factors

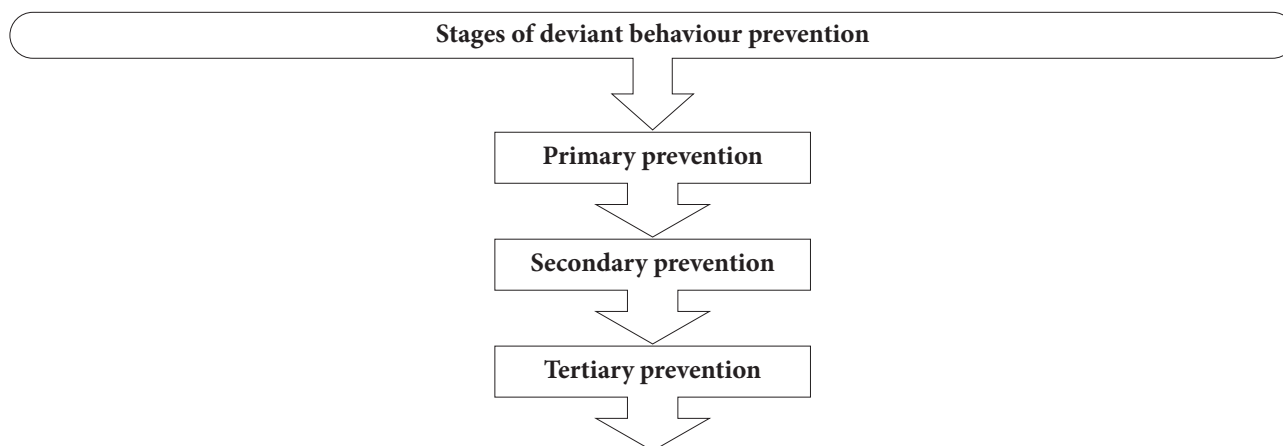
of deviant behaviour, the authors share the opinion of N.M. Zobenko [15, p. 36-40] that deviant behaviour as a social phenomenon is a form of disorganised worldview and behaviour, and is characterised by inconsistency with moral and legal norms and expectations of the society in which the individual is located. In adolescence, deviant behaviour can be related to upbringing or uncertainty of personality. At a more mature age, deviant behaviour appears as a result of unfavourable personality development

influenced by both individual and external factors [14; 15, p. 36-40].

The analysed scientific literature clarified that in psychological service activities, it is important to base deviant behaviour prevention on its main causes. The prevention of deviant behaviour involves complex and stage-by-stage measures aimed at outstripping its occurrence. The term “prevention” means “outstripping” or “anticipation” – an activity that is aimed at avoiding

the occurrence and spread of negative social phenomena and their consequences [2; 16].

The psychological service activities include several prevention types, in particular, psychological, social, and pedagogical. All of them are interrelated since prevention methods have different areas and prevention involves consistency and complexity. Deviant behaviour prevention consists of not only a combination of its different types but also its stages, namely (Fig. 2):



**Figure 2.** Stages of deviant behaviour prevention

**Source:** developed by the authors based on research of L.M. Volnova [6] and O.B. Melnychuk [13]

Each stage is characterised by the peculiarities of influence and orientation [6; 10; 13]:

- primary prevention is large-scale and considered the most effective since it is based on a systemic comprehensive study of the conditions, factors, and causes of deviant behaviour. This structure makes it possible to create and further develop conditions that contribute to the prevention and preservation of an individual’s psychological health. The psychological service at a specific stage takes modern primary prevention measures of deviant behaviour, which affect adverse factors, reducing their impact on the individual, thereby increasing resistance to these adverse threatening factors;

- secondary prevention involves diagnosing various aspects of deviant behaviour occurrence. That is, it allows identifying and studying the causes of deviant behaviour in each person individually. It is based on the general results of diagnostics, and, in accordance with the identified results, a plan for correcting the identified features is established. This prevents the spread of deviant behaviour.

- tertiary prevention is characterised by a complex of social, educational, and medical-psychological measures that are aimed at restoring an individual’s personal and social status, returning them to their usual living conditions. The psychological service at this prevention stage is represented in the form of various help centres: rehabilitation centres, clinics, anonymous psychological

assistance, and so on. That is, tertiary prevention is aimed at preventing the transition to a more complex and severe form of deviant behaviour. The main purpose of the described preventive stage is to increase the so-called remission period and consolidate new socially accepted forms of personal behaviour [6; 10; 13].

In general, as for the preventive stages of deviant behaviour (primary, secondary, tertiary), they are interrelated, and also differ in the impact level in accordance with deviant behaviour complexity. It means that the primary prevention used by the psychological service is aimed at a large number of people and is implemented using modern preventive methods: psychoeducation, psychological support, social advertising. These methods have a psychological impact on people, and their purpose is to inform them about the danger and its consequences. Primary prevention is informational since its implementation methods make it possible to inform people about the consequences of antisocial actions, addictions, and legal norms regarding various aspects of antisocial behaviour. Secondary prevention has a restrictive effect, which is aimed at limiting the spread of negative phenomena, including deviant behaviour. Such prevention is widespread and therewith has an individual character, based on the individual work of psychological services. Tertiary prevention is essentially oriented at stopping the transition to a more severe stage of a particular disorder, such as

deviant behaviour. At this stage, the psychological service considers an individual character and is aimed at developing behavioural strategies that will correspond to generally accepted norms [13; 17, p. 97-102].

The effectiveness of preventive activities by psychological services in relation to deviant behaviour, according to researchers, depends on considering the factors described above [6; 10]:

- the level of theoretical knowledge on the issues of deviant behaviour, namely causes, forms, and consequences;
- theoretical knowledge on personality development peculiarities at each age stage, which will allow understanding the individual causes of deviant behaviour;
- obtaining the information about the peculiarities of upbringing, relationships in the family, which allows analysing individual social causes of deviant behaviour;
- creative approach to the performance of professional duties, which is based on scientific, systematic approach;
- ability to build communication, interact with groups of people of different numbers and interests;
- ability to work in a comprehensive group of specialists to solve issues related to deviant behaviour prevention;
- the proficiency level in modern approaches and methods of preventive and correctional activity [6; 10].

The modern approach to deviant behaviour prevention that the psychological service can and should use is the involvement of people with deviant behaviour in activities that allow them to self-fulfil and self-express. These are various exhibitions, excursions, demonstrations of the state and features of staying in rehabilitation centres. It is also effective to use modern films and videos that promote a healthy lifestyle, and biographical films based on real stories of people with similar issues. Involving the family of a person with deviant behaviour in preventive activity is essential. It is appropriate to do at the tertiary stage, precisely when direct individual work takes place [5, p. 99-103].

At each type and stage of prevention, psychological service employees should not only rely on knowledge about the features of deviant behaviour but also use modern approaches and methods in their professional activities. At present, psychology is developing in terms of practical assistance with modern methods. They include art therapy in many of its types – fairy-tale therapy, music therapy, isotherapy, mandalotherapy, etc. Art-therapeutic methods are not only correctively oriented, but they are also effective with regard to preventive measures since they are aimed at self-cognition, individual characteristics, which will allow running diagnostics at the secondary prevention stage and planning a behaviour strategy development at the tertiary stage [4].

An effective and modern method of preventing deviant behaviour, which can be used by employees of the psychological service, is training sessions. Such

sessions can be implemented at the primary and secondary stages since they provide for mass participation and prevention. The involvement of deviant people in training will allow capturing a large number of such people; each participant individually will be able to observe their own and others' behaviour; with the support of trainers and other participants change their behaviour, learn about themselves [4; 17, p. 97-102].

Thus, deviant behaviour prevention should begin with studying the features of its causes and consequences, taking into account individual characteristics. Then, at every stage and level, use modern comprehensive measures that are aimed at diverse areas. This will make it possible to reach a large number of people with deviant behaviour, thereby also providing an opportunity for individual work with such people to psychological service employees. Such activity will be effective and aimed at outstripping and preventing the spread of deviant behaviour.

## CONCLUSIONS

Based on theoretical study results on modern approaches to deviant behaviour prevention in the psychological service activities, the authors analysed the causes and occurrence factors of such behaviour, features of the preventive activities by psychological service regarding the deviant behaviour, which allowed establishing the current state of psychological assistance quality to deviant people. The study includes theoretical substantiation of features that refer to modern approaches to deviant behaviour prevention in the practical activities of psychological services.

Therefore, modern approaches to deviant behaviour prevention are based on the theoretical knowledge of psychological service employees about the causes and factors that can influence the occurrence of such behaviour, and preventive activities are implemented in accordance with the tasks of the psychological service, which are characterised by prevention stages and forms. The approaches include modern psychological methods and techniques for preventing deviant behaviour. That is, deviant behaviour prevention involves identifying its causes, including external or individual factors: upbringing, relationships in the family, individual personality characteristics. Based on knowledge about the possible causes of deviant behaviour, there is a step-by-step, holistic, systematic, group, or individual prevention of deviant behaviour for persons under the care of psychological service. When working with this issue, psychological service employees apply modern approaches to prevention, including the involvement of various information technologies, training sessions, art therapy techniques. A holistic and comprehensive modern approach to deviant behaviour prevention will ensure its effectiveness in the implementation of psychological services.

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## Ретроспектива надання допомоги дітям з різноманітними порушеннями розвитку в Україні: Х–ХХ століття

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**Анотація.** Вивчення та історико-педагогічний аналіз надання допомоги дітям з порушеннями психофізичного розвитку дають змогу простежити формування освітньої системи та знайти шляхи її вдосконалення. Метою статті є дослідження питання підтримки дітей з різноманітними варіантами порушеного розвитку у проміжку Х–ХХ століття в Україні, аналіз та обґрунтування проблеми. Для досягнення мети вивчались архівні джерела та наукові доробки вчених, які досліджували це питання. Обґрунтовано основні хронологічні події піклування про дітей з різноманітними порушеннями, які стали в подальшому основою для розвитку спеціальної освіти. На основі літописів по Іпатіївському та Лаврентіївському списках з'ясовано усвідомлення суспільством важливості виховання дітей з порушенням слуху та мовлення, а також вивчення елементів грамоти та навчання ремеслу. Досліджено історію піклування про дітей з порушеннями фізичного та інтелектуального розвитку в Україні проміжку Х–ХХ століть. У статті окреслена інформація про факти перших спроб надання педагогічної допомоги в навчанні так званих «малоздібних» учнів у системі державної освіти, чому передувала реформа в галузі освіти. Проаналізовано історичні дані щодо ставлення суспільства до дітей з різноманітними варіантами порушеного розвитку в Україні у період Х–ХХ століття, а також окреслено динаміку розвитку у сфері надання допомоги дітям з порушеннями психофізичного розвитку в цей період. Висвітлено факти про переведення проблеми виховання дітей з інтелектуальними порушеннями в приватні заклади та відкриття психіатричних лікарень, у яких надавалася допомога особам з порушеннями в розвитку. Розкрито внесок І. Сікорського у проблему надання допомоги й опікування тим, чий психічний недорозвиток є психолого-педагогічною проблемою. Для більш глибокої ретроспективи надання допомоги дітям з різноманітними варіантами порушеного розвитку в Україні Х–ХХ століття необхідно дослідити аргументи відкриття й організації державної допомоги різним категоріям дітей з порушенням психофізичного розвитку

**Ключові слова:** історія спеціальної педагогіки, психофізичний розвиток, історія дефектології, корекційна педагогіка, спеціальні заклади, інтелектуальні порушення, спеціальне навчання

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## Retrospective of Providing Assistance to Children with Various Developmental Disabilities in Ukraine: 10<sup>th</sup>-20<sup>th</sup> Centuries

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**Abstract.** The study and historical and pedagogical analysis of aiding children with mental and physical disabilities make it possible to trace the development of the educational system and find ways to improve it. The purpose of the study is to investigate the issue of supporting children with various variants of developmental disorders during the 10<sup>th</sup> and 20<sup>th</sup> centuries in Ukraine, analysis and justification of the problem. To fulfil this purpose, archival sources and scientific studies of scientists who studied this issue were investigated. The main chronological events of caring for children with various disorders, which later became the basis for the development of special education, are substantiated. Based on the chronicles of the Ipatiev and Lavrentiy lists, the public's awareness of the importance of raising children with hearing and speech impairments, as well as studying the elements of literacy and learning the craft, was clarified. The history of care for children with physical and intellectual disabilities in Ukraine during the 10<sup>th</sup>-20<sup>th</sup> centuries is examined. The study outlines information about the facts of the first attempts to provide pedagogical assistance in the education of the so-called "limited abilities" students in the public education system, which was preceded by the reform in the field of education. Historical data on the attitude of society towards children with various developmental disabilities in Ukraine in the period of 10<sup>th</sup>-20<sup>th</sup> centuries are analysed, as well as the dynamics of development in the field of assistance to children with mental and physical disabilities in this period. The facts about the transfer of the problem of raising children with intellectual disabilities to private institutions and the opening of psychiatric hospitals, which aided persons with developmental disabilities. The study covered I. Sikorsky's contribution to the problem of providing aid and care to those whose mental underdevelopment is a psychological and pedagogical problem. For a deeper retrospective of aiding children with various variants of developmental disabilities in Ukraine in the 10<sup>th</sup>-20<sup>th</sup> centuries, it is necessary to explore the arguments for opening and organising state assistance to various categories of children with mental and physical disabilities

**Keywords:** history of special pedagogy, psychophysical development, history of defectology, correctional pedagogy, special institutions, intellectual disabilities, special education

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## INTRODUCTION

Rethinking the existing pedagogical phenomena and the scientific heritage of scholars and practitioners of the past takes place along with the changes in modern society. The study and analysis of historically determined developments relevant for special education led to changes in the system of national education, in particular, in special pedagogy. They are associated with the need to comprehend the past, an objective assessment of the development of historical conditions, the study of scientific and pedagogical views, concepts, theories and the experience of scientists over the past years.

Studies by V. Zolotoverkh, L. Odinchenko, M. Suprun, S. Fedorenko, A. Shevchenko, M. Yarmachenko and others reveal the evidence of the establishment and development of special education sectors in Ukraine [1; 2], J.P. Blavatsky, P. Lantolf, M.E. Pender [3], P. Maderer, A. Skiba, L. Siegelbaum, B. J. Gleason [4] and other researchers of the post-Soviet era [5; 6]. L. Vygotsky, L. Zankov, G. Kobernyk, O. Luria, S. Mironova, V. Sinyov, K. Turchynska, etc. studied the issue of special education and education for children with intellectual disabilities in their studies [7], namely linking the problem of differentiated learning of children with mild and moderate degrees of mental retardation in the 1970s (G. Mersyanova, V. Turchynska and others); study of the features of speech functions in intellectual disorders in the late 1980s and 1990s; study of speech disorders in children with intellectual disabilities (L. Paramonova and others); study and improvement of the educational and correctional process of special educational institutions for children with intellectual disabilities of varying severity since the end of the 20<sup>th</sup> century and to this day (I. Dmitrieva, V. Lypa, V. Sinyov, S. Mironova and others); study of speech development disorders in children with intellectual disabilities of varying severity, development and implementation of a system of their correction in the process of speech therapy (N. Bal, E. Sobotovich and others) [8].

The Ukrainian defectological system (currently – correctional pedagogy and special psychology) of the late 20<sup>th</sup> century is studied, described, and compared with the Western one by foreign researchers L. Silver, B.J. Gleason, etc. [4; 9]. In their studies, researchers outline the formation and autonomy of each of the branches of special pedagogy during this period. They pay attention to the gradual development of special care for children with various variants of impaired development and describe in detail the work of special institutions [4-6].

Historical and pedagogical approach to the study of experience, theory and practice of helping children with different variants of dysontogenesis is the basis for the development of special education today. The study and constructive analysis of the scientific heritage of

teachers of the past make it possible to use it in modern conditions, to trace the genesis of problems in the development of the educational system and to find ways to improve them. In this regard, the relevance of the study is conditioned by the need to answer the topical question associated with understanding the past, an objective assessment of historical realities, studying the historical roots of social-pedagogical ideas, facts, theories, concepts, pedagogical experience of scientists and practitioners of past years; the need to overcome the fragmentation of historical and pedagogical knowledge in providing assistance to children with various variants of impaired development.

*The purpose of the study* is to carry out historical and pedagogical analysis and determine the possibility of implementing in the modern system of special education historical facts in terms of providing assistance to children with various developmental disabilities during the 10<sup>th</sup> and 20<sup>th</sup> centuries in Ukraine.

## METHODOLOGY

The theoretical and methodological basis of the research is the position on the connection of historical research with modernity (S. Babishin, A. Mazurkevich, A. Sukhomlinskaya, M. Yarmachenko and others), the role of the individual in the development of science (I. Bekh, A. Boyko, V. Bondar, I. Zyazyun, N. Nichkalo and others); theory of social-historical conditionality and correctional orientation of education of persons with psychophysical development disorders (V. Bondar, I. Eremenko, S. Mironova, V. Sinev, E. Sineva, M. Suprun, V. Tarasun, L. Fomicheva, O. Khokhlina, A. Shevtsov, M. Sheremet and others) [1]; teaching on the causes of speech disorders, their prevention, correction methods, features and possibilities of development of persons with hearing and speech disorders (L. Zhuravleva, S. Konoplyasta, E. Sobotovich, V. Tarasun, L. Trofimenko, L. Fomicheva, M. Sheremet and others) [8] methodology of research on the history of correctional education in Ukraine (T. Bernik, Vit. Bondar, V. Gladush, V. Zolotoverkh, L. Kulik, M. Suprun, S. Fedorenko, M. Yarmachenko and others) [2].

Research methods: theoretical analysis, synthesis and generalisation of information and facts from scientific, methodological and archival sources; search and bibliographic method; system-structural; chronological and method of actualisation of historical experience contributed to the study of the scientific problem from the standpoint of historical description, theory and practice.

Based on the methodological and theoretical foundations of the research:

- the study of archival documents, special and scientific-pedagogical literature was carried out, the processing

of which was conducted through theoretical analysis and generalisation of information and facts about the provision of assistance to children with various variants of impaired ontogenesis in Ukraine during the 10<sup>th</sup>-20<sup>th</sup> centuries;

- collected information about the attitude of society to children with developmental disabilities in the specified period, this was facilitated by the search and bibliographic method;

- analysis of archival and scientific-pedagogical sources gave grounds based on the use of general scientific methods (analysis, synthesis, comparison, systematisation, generalisation), to highlight the main facts of helping children with various variants of dysontogenesis in Ukraine in the 10<sup>th</sup>-20<sup>th</sup> centuries;

- chronological and system-structural methods made it possible to consider and structure the collected information in chronological order;

- to determine the value of the collected facts for the theory and practice of modern special education made possible the method of actualisation of historical experience.

## RESULTS AND DISCUSSION

Community, medical, and later pedagogical assistance to children with physical and intellectual disabilities depended on many factors. First of all, the state of the economy, as well as determined by the political, moral and religious worldview, the development of education, health, science and culture. The transformations that took place in Ukraine during the 10<sup>th</sup>-20<sup>th</sup> centuries make it possible to rethink and evaluate the trends of interaction between the state and society in the field of special pedagogy, to trace the conditions of development of care for children with different variants of dysontogenesis. Considering the historical facts of the development of pedagogical thought, educational practice makes it possible to understand many aspects of various branches of defectology. The authors briefly outline the most important trends in chronology.

The history of caring for children with physical and intellectual disabilities in Ukraine dates back to ancient times. Sources of the 10<sup>th</sup>-14<sup>th</sup> centuries testify that public views on such persons were formed on the basis of the so-called Helmsman's books and system of public guardianship and were realised through care of needy and poor people. Official documents on the guardianship of children with such violations date back to the 10<sup>th</sup> century, when the Prince of Kyiv, Volodymyr Sviatoslavovych, by a decree of 996 obliged the church to take care of them [1; 10].

The "Tale of Bygone Years" says that churches and

monasteries were the first to look after "inferior" persons. After accepting Christianity, Volodymyr Sviatoslavovych began the construction of hospitals, shelters and chapels, and took special care of the sick and the "poor". There is evidence that in the Kyiv-Pechersk Lavra in the first half of the 11<sup>th</sup> century a shelter for children was opened, in which, in addition to orphans and the sick, there were always "deaf blind fools" [1, p. 12].

Among those who were taken care of by the community were people with congenital physical and intellectual disabilities. For the maintenance of institutions of public charity, a tithe was allocated from the prince's income. In Kyivan Rus, Byzantine laws were borrowed, which were included in the civil pilot books. In particular, Articles 23 and 33 of these laws provided that parents of one or more children with disabilities may lose part of the property and it may be given to children, by inheritance law, provided that parents do not want to take care of their children with special needs [1; 10]. At the Kyiv-Pechersk monastery, Theodosius of the caves organised an alms-house and a church for "the poor, the sick, the blind and the poor". For their maintenance and training, he donated the 10th part from the profits of his monastery estate [1, p. 13].

Based on the chronicles of the Ipatiev and Lavrentiev lists, it can be concluded that even then people were aware of the importance of raising children with hearing and speech impairments, as well as that in an institution organised in Kyiv by Anna Vsevolodovna, V. Monomakh's sister, children with disabilities were not only received guardianship and care, but also studied the elements of literacy, learned crafts [11].

In the scientific works of A. Dyachkov, M. Yarmachenko, H. Zamsky, there are many facts that in the 10<sup>th</sup>-12<sup>th</sup> centuries in Kyivan Rus they not only studied and looked after children with disabilities, but also taught them the basics of literacy, painting, singing and various crafts. Due to this development of Kyiv's culture, the monastery organisation took care of children with physical, sensory and intellectual characteristics and reached a high level of development at that time. Evidently, already in the early stages of society, civilisation goes from rejection and aggression against the inferiority of these people to understanding the importance of providing them with basic assistance [12].

With the disintegration of Kyivan Rus, feudal principalities declined, and attention to the needs of education and care for children with disabilities weakened. According to M. Yarmachenko, in fact, no normative act aimed at the development of public guardianship was adopted until the 15<sup>th</sup> century. And only in the 15<sup>th</sup>-17<sup>th</sup> centuries in Ukraine began to spread alms-houses,

hospitals, which were recognised as “specific measures to help the sick and disabled”. They were very common not only in cities, but also in villages. However, the purpose of these institutions was not clearly defined, since these institutions accepted “crippled, decrepit, insane adults and children, disabled people and other persons who for various reasons lived at the expense of society”. During this period, the forms of guardianship of children and adolescents were insufficient, since they were limited only to a tolerant and tolerable attitude [1]. At this stage, the first attempts were made to keep such persons within monasteries, which played a positive role in the formation of humanistic tendencies. Until the end of the 19<sup>th</sup> century, there were no attempts to educate these children socially. People with disabilities could not even count on a neutral attitude towards them on the part of society, since at that time there was an opinion that congenital deformities are a punishment for people’s sins [10].

In the middle of the 18<sup>th</sup> century, almost every province created “orders of public guardianship”, which were entrusted with the duty to supervise public schools, orphanages and spiritual homes, hospitals, homes for incurable and insane children”. The order of the public shelter in Kyiv began its charitable activities by opening “provincial God-pleasing institutions at the Kirillovsky monastery, which were called Kirillovsky”. In 1840, a special department for minors was opened at the Kirillov alms-house, which was reorganised in 1856 into an orphanage for children aged 7 to 12 [1, p. 17].

The development of psychiatry in the middle of the 18<sup>th</sup> century was a positive impetus for the emergence of the medical field in the care of children with disabilities, because there was a need not only for care but also for the treatment of such people. During this period, the Kharkiv psychiatric school was formed. In 1834, Professor P. Butkovsky, head of the Department of Psychopathology at Kharkiv University, prepared the first “Textbook of Psychiatry”, and in 1836 opened the first not only in Ukraine but also in the Russian Empire shelter for mentally retarded children, called “School in the gates of the hospital”. The nature of this complex and little-studied state was studied on the basis of the shelter, where attempts were made to teach children with intellectual disabilities and to take care of themselves. In the second half of the 20<sup>th</sup> century in the Russian Empire, the first attempts were made to provide pedagogical assistance in teaching so-called “disabled” students in public education, which was preceded by a reform in education aimed at raising the level of general education [11; 12].

According to H. Zamsky, in 1863 progymnasiums were opened in the system of military gymnasiums, to which children with low grades and bad behaviour were sent. Among them were students with persistent mental

retardation. This is confirmed by the specifics of the organisation of educational work in progymnasiums. In particular, general education in them was combined with labour: children were taught carpentry, metalwork, gardening, horticulture, in the learning process were widely used visual aids. Much attention is paid to the physical development of students’ cognitive abilities. It is likely that over time, grammar schools could be reorganised into auxiliary schools, the need for which was defended by doctors, teachers, and public figures [11].

To prevent cases of erroneous selection of children in the gymnasium, the management of educational institutions has developed appropriate instructions. It provided for the transfer of students to the gymnasium only after all the measures of pedagogical influence on the child were tested. In particular, for children with persistent mental retardation, an extended period of study was provided: “In the first grade – three to four years, in the second – three years, in the third – two years. If under such conditions the child’s success did not improve, he was transferred to the gymnasium” [1, p. 19].

In the 1880s, gymnasiums were closed and in the future the issue of raising children with intellectual disabilities was solved only in private institutions, the network of which was not sufficiently developed. After the Zemsky reform of 1865, the activities of zemsky psychiatrists also intensified in Ukraine: M. Drozdnis, V. Gilyarovsky, D. Greidinberg, N. Krainsky, O. Maltsev, V. Yakovenko, and others. Focusing on finding new forms in order to expand the network of medical institutions, psychiatrists drew the attention of a wide range of professionals and the public to the critical condition of people with mental illness and various anomalies. As a result of such activities, new psychiatric hospitals were opened, and the number of places for patients increased. At that time, reports from psychiatric hospitals in Poltava, Kharkiv, Kyiv, Chernihiv, Kherson and other provinces began to appear. It was noted that children with intellectual disabilities are also in departments for the mentally ill [13].

Numerous observations of doctors convince of the need to distinguish mentally ill from children with intellectual disabilities, the organisation for the last additional educational institutions. Under the influence of the medical and pedagogical community, there is a growing concern not only for the fate of children with severe mental retardation who need treatment and care, but also for those with developmental delays, which is a pedagogical problem. Professor I. Sikorsky also pointed out that developmental delay is a pedagogical problem for some children. In 1882, at the Fourth International Congress of Hygienists in Geneva, in his report, he first expressed concern not only for those suffering from deep disorders and in need of medical help or care, but

also for those whose mental retardation is a pedagogical problem [1; 13].

Due to the private initiative of progressive doctors, the development of charity and support of zemstvos, starting from the second half of the 19<sup>th</sup> century, medical and pedagogical institutions for children with intellectual disabilities were created. On their basis, the means of pedagogical, therapeutic and health-improving influence on the development of this category of children were tested [17]. With regard to Ukraine, these problems have been developed more slowly in theoretical and practical terms than, for example, in Russia. And only at the end of the 19<sup>th</sup> – beginning of the 20<sup>th</sup> centuries in psychiatric hospitals of Kharkiv, Kherson, a department for children with intellectual disabilities was opened [6].

Evidence of the beginning of the organisation of higher special education in Ukraine can be the opening in 1908 of the Froebel Women's Pedagogical Institute in Kyiv, where for the first time in Ukraine began training special education teachers. The founder and first director of this institute was Professor I. Sikorsky, head of the Department of Psychiatry and Nervous Diseases of the Kyiv University of St. Vladimir [13].

At the end of the 19<sup>th</sup> century, the Ministry of Education had enough arguments to open and organise state aid to various categories of children with mental and physical disabilities. However, officials of the Ministry of Education did not make efforts to solve this important social-pedagogical problem, but on the contrary even slowed down the initiative to organise special institutions in the structure of public education. As a result, in Ukraine at the beginning of the 20<sup>th</sup> century, no significant changes in the public upbringing of children with disabilities were observed. Analysing the state of affairs regarding the detection and education of children with intellectual disabilities in the Russian Empire, V. Kashchenko noted that neither the city government nor the zemstvo assembly did anything to develop the specialty of assistance to children with intellectual disabilities [1; 12]. The most productive in this period was the activity of Professor I. Sikorsky. In some scientific works, as well as in a speech at the Second Congress of Domestic Psychiatrists, which took place in Kyiv in September 1905, he convincingly argued the need for medical and pedagogical assistance in Ukraine to children with various psychophysical disorders [1].

We can summarise that from the 10<sup>th</sup> to the 14<sup>th</sup> century, for people with developmental disabilities, education and the formation of basic work skills dominated. In the 14<sup>th</sup>-17<sup>th</sup> centuries, the guardianship of these children without training in labour activity came to the fore. Only from the 18<sup>th</sup> century, with the development of psychiatry, there was a reorientation of the priority task for

treatment and assistance to persons with developmental disabilities. And already from the middle of the 19<sup>th</sup> century active training of these persons began.

The implementation of the historical and pedagogical analysis of the content, support and rudiments of teaching the elements of literacy, the art of children with developmental disabilities, contributed to the study of the dynamics of modernisation of the pedagogical education system in the specified period. Interest in this problem reveals not only the idea of the essence of the historical and pedagogical process, but also shows the dependence of the education and upbringing of children with disabilities on the state educational policy, social pedagogical movement, religious influence, in many respects on the individuals who headed these processes, public opinion and beliefs, determines the continuity and interconnection, the nature and scale, the effectiveness and prospects of the development of the education system of children with various developmental disabilities.

## CONCLUSIONS

Research and analysis of the provision of assistance to children with various developmental disabilities in the period from the 10<sup>th</sup> to the 20<sup>th</sup> century has become the basis for modern principles and the implementation of regulatory legal acts on teaching and accompanying children with various categories of disorders. Thanks to the historical retrospective in the 11<sup>th</sup> century, there should be an extensive network of institutions of special education.

The long history of the development of a system of assistance to children with developmental disabilities has influenced public empathy, which can be traced in the present. Descriptive-empirical methods, which have been actively used since the 10<sup>th</sup>-12<sup>th</sup> centuries in working with children with developmental disabilities, gradually moved to practical methods that are actively used in special pedagogy of the 21<sup>st</sup> century: at first, the medical direction prevailed (there was a need to study the causes and manifestations of various variants of impaired development), and then it was supplemented by the psychological and pedagogical method (an extensive system of providing assistance to children with various variants of dysontogenesis was created). Generalising the retrospective analysis of rendering assistance to persons with disabilities, we note the active use at earlier historical stages of the development of society (10<sup>th</sup> century) of such methods as conversation, observation, were basic in bringing up persons with disabilities at that time. Since the 18<sup>th</sup> century, applied research methods have been used to study children with impaired psychophysical development. Starting from the middle of the 20<sup>th</sup> century and ending with the introduction of an inclusive form

of education, today correctional pedagogy and special psychology has an extensive system of preschool, school special and even higher education for children with developmental disabilities and continues to improve the fine differential diagnosis of children with different variants of dysontogenesis.

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## Професійна діяльність вчителя початкової школи з учнями покоління Альфа

### Історія статті:

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**Анотація.** У статті обґрунтовано актуальність проблеми професійної діяльності вчителів початкової школи з учнями покоління Альфа, подано хронологію поколінь у Західній Європі, здійснено теоретичний аналіз публікацій науковців щодо вивчення особливостей покоління XXI ст. з активним впровадженням у соціум цифрових технологій. Метою дослідження є аналіз особливостей дітей покоління Альфа й обґрунтування методів і прийомів професійної діяльності сучасних вчителів початкової школи з ними. У сучасному світі стрімко розвивається сфера цифрових технологій, а діти вже з народження піддаються їхньому впливу. У процесі дослідження авторами здійснений аналіз наукової літератури з філософії, психології та педагогіки, здійснений аналіз чинників впливу на формування психологічних особливостей школярів покоління Альфа, проведено бесіди з передовими вчителями та тренерами щодо оптимізації освітнього процесу в початковій школі. Автори рекомендують методи та прийоми для організації освітнього процесу в початковій школі, які спрямовані на досягнення мети та реалізації завдань задекларованих у Державному стандарті початкової школи та Концепції Нової української школи: ненасильницьке спілкування, сторітелінг, тімбілдинг, ігрові ситуації, інтерактивні технології та методи проблемного викладу. Акцентується увага на пошуку шляхів поєднання цифрових технологій з методами навчання, які б сприяли розвитку творчого та критичного мислення. Практична цінність наукового дослідження полягає в аналізі особливостей сучасних молодших школярів, що народилися та виросли в цифровому суспільстві, та представленні методів активізації їхньої пізнавальної активності та формування суб'єкт-суб'єктних відносин на партнерських засадах

**Ключові слова:** молодші школярі покоління Альфа, методи професійної діяльності, вчитель сучасної початкової школи, ненасильницьке спілкування, сторітелінг, тімбілдинг, ігрові ситуації

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## Professional Activity of Primary School Teachers with Alpha Generation Students

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**Abstract.** The study covers the relevance of the professional activity of primary school teachers with Alpha Generation students, presents the chronology of generations in Western Europe, and examines the studies on the features of the 21<sup>st</sup>-century generation with the active introduction of digital technologies into society. The purpose of the study is to analyse the characteristics of Alpha Generation children and to reason the methods and techniques of professional activity for modern primary school teachers. In the modern world, the field of digital technologies is rapidly developing, and children are already exposed to them from birth. In the course of the research, the authors analysed the scientific literature on philosophy, psychology, and pedagogy, examined the factors influencing the development of psychological characteristics of Alpha Generation schoolchildren. The authors also interviewed leading teachers and coaches on optimising the educational process in primary school. The authors recommend methods and techniques for organising the educational process in primary schools, which are aimed at achieving the purposes and implementing the objectives declared in the state standard for primary schools and the New Ukrainian School concept: nonviolent communication, storytelling, team building, game situations, interactive technologies, and methods of issue presentation. Attention is focused on finding ways to combine digital technologies with teaching methods that would contribute to the development of creative and critical thinking. The practical value of research consists in analysing the characteristics of modern primary school students born and raised in a digital society and presenting methods for activating their cognitive activity and developing subject-subject relations on a partnership basis

**Keywords:** primary school students of the Alpha Generation, professional activity methods, modern primary school teachers, nonviolent communication, storytelling, team building, game situations

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## INTRODUCTION

The modernisation of primary education is necessary for a new generation of students in grades 1-4, who were born in a fully digital society and perceive it in a new way. A modern primary school teacher, according to the NUS (New Ukrainian School), should have the competencies to skillfully organise the educational process with younger students of a new generation [1]. Confirmation for this is found in the methodological recommendations for teaching in primary schools for the 2019-2020 academic year within the course "I explore the world", which states: "a competency-based approach is a key feature of presenting the content, process, and results of learning in an integrated course. This implies not only a sufficient amount of information on the studied subject, its quality but also ensuring the research activity of students in identifying cause-and-effect relationships; providing an advantage to knowledge that can be obtained independently, applying the acquired experience in new situations" [2].

The pedagogical history provides numerous outstanding names of classical teachers (Ya. Komensky, S. Rusova, V. Sukhomlinsky, K. Ushinsky) [3], whose achievements are taken as a basis today. This is the solid foundation that allows building a modern education using practical experience confirmed by time. Therewith, researchers note that now the need to foster personal qualities that combine a high level of humanism, spirituality, tolerance towards all ethnic groups and the desire for spiritual and moral self-improvement is being actualised [3]. Technological change in society, enriching the environment with digital technologies leads to a change in the very way of learning. The student changed from a passive recipient in a classical school of the last century to a participant in cognition in a 21<sup>st</sup>-century school. Generation Z students mastered new knowledge resources, the internet, along with teachers of Generation Y, X. Along with the teacher, they influenced the way knowledge was obtained.

The field of digital technologies, which is rapidly developing in the modern world, already affects the child's consciousness from birth. At an early age, they begin to master a variety of gadgets, learn to use the Internet. At present, younger students are descendants of Generation Y, less often Generation X. They are completely different from previous generations: they cannot be forced to do something without desire, because coercion as a method of learning does not work on them; they will be interested in receiving knowledge if they realise why they need it; they will not be able to get good results in completing tasks if there is no motivation to learn. It is very important to develop effective teaching methods and techniques based on research of Alpha Generation students'

characteristics that can motivate them to actively cooperate, contribute to better information acquisition and assimilation, and develop skills to apply them in the process of reflection. The mentality of modern students and graduates of pedagogical universities should be distinguished by their readiness for constant changes because the intensification of digital technologies is taking place at a faster pace. Modern primary school students were already born during the period of active introduction of digital technologies, so the teacher should act as a facilitator, tutor, mentor. A student comes to school with a general understanding of digital technologies and some skills in working with them, and the teacher must guide them on an effective path to achieving the purpose. It is important to note the noticeable dependence of modern children on digital technologies, which leads to inadequate perception, reduced self-control, a tendency to avoid responsibility, et cetera. L. Ilnitskaya focuses the attention of researchers and practitioners on the fact that internet-addictive behaviour encourages a departure from reality to the virtual world [4]. In this virtual world, it is easier to find friends, meet urgent needs, et cetera.

Therewith, researchers I. Kornienko and B. Barchi upon conducting the study with ANOVA analysis of variance using the anatomy knowledge test and a four-dimensional school engagement scale prove the effectiveness of knowledge acquisition using VR tools [5]. The relevance of the issue is also confirmed by the clearly defined purpose in the state standard for primary education. Nevertheless, the document clearly identifies value orientations, among which the authors highlight "the development of a free personality by maintaining independence, independent thinking, optimism, and self-confidence" [6].

*The purpose of the study* is to analyse characteristics of Alpha Generation children and reasoning the methods and techniques of professional activity for modern primary school teachers. *The research objectives:* to describe the features of primary school students of the Alpha Generation; to reason the methods and techniques of professional activity for modern primary school teachers with Alpha Generation students.

## LITERATURE REVIEW

Psychologists and teachers have repeatedly addressed the issue of studying the characteristics of Generation Z and Alpha students and searching methods for organising the educational process: L. Korostil [7], G. Soldatova [8], O. Strutinskaya [9], A. Miroshnikova [10]. In particular, the researcher L. Korostil, based on the study results, presents "psychological and pedagogical recommendations of foreign and national researchers to teachers

on shaping an adequate learning style for Generation Z students” [7]. G. Soldatova draws the attention of modern psychologists and teachers to the fact that modern children actively develop such psychological functions as transactive memory, decreased concentration, sensory deprivation, clip thinking, and identity building. Therefore, according to the author, improving digital competence is the most important task of modern time [8].

Features of the modern generation students in the context of a digital society development were studied by O. Strutinska. The researcher described both “the positive impact of digital technologies on modern youth development (factors of children’s involvement in the use of digital technologies; the impact of working in an online environment and communication using digital devices on modern generation development) and considered some of the negative consequences of their influence, described the most common threats in children’s work on the internet and possible ways to ensure their information security” [9]. A. Miroshnikova makes interesting conclusions about interaction with the “digital” generation of children. The author believes that the students should engage in the following activities:

- speaking in “tweets”, that is, briefly and intermittently. Send tasks to gadgets. It is better to divide any task into a dozen small ones. Describe every step and not rely on curiosity;
- modern children have little knowledge about basic everyday things. Therefore, it is necessary to draw conclusions about the maturity of a student based on their intellectual work, and not on social adaptability;
- presentation of the material in the lesson, curiosity, and the game element have never been so important. If there is no upgraded material base, the original printouts and non-standard cabinet design should be used;
- the teacher should provide time in class for feedback from peers, experience exchange, and group tasks. A social network group for the class should be created. However, it should be run by children, not adults. Occasionally, a teacher should post something there that will encourage discussion of training;
- the training should rely on the love of publicity. The students should be asked to make a video about their experiment performance. The children will do this more willingly than write down the results in a notebook” [10].

Features of Generation Z and Alpha and methods of pedagogical interaction with them are also described in the studies of such foreign authors as D. Coates, M. McCrindle, S. Popov, A. Sapa, E. Shamis [3]. Despite a significant amount of research on the chosen issue, not all aspects of the professional activities for primary school teachers with Alpha Generation students have been completely covered in the scientific literature.

## MATERIALS AND METHODS

Research methods that were used to achieve the purpose and solve issues: analysis of scientific literature on philosophy, psychology, pedagogy to determine the main characteristics of the 21<sup>st</sup>-century Generation (Z and Alpha); examination and description of factors influencing the development of children’s psychological characteristics; study of textbooks and educational manuals for primary school on methods and techniques for organising professional activities with modern primary education applicants; interviews with leading teachers and coaches in order to generalise and concretise the most optimal methods and techniques for obtaining information and its application, the acquisition of subject-subject interaction skills and teamwork; observation on cognitive learning activities of primary school students.

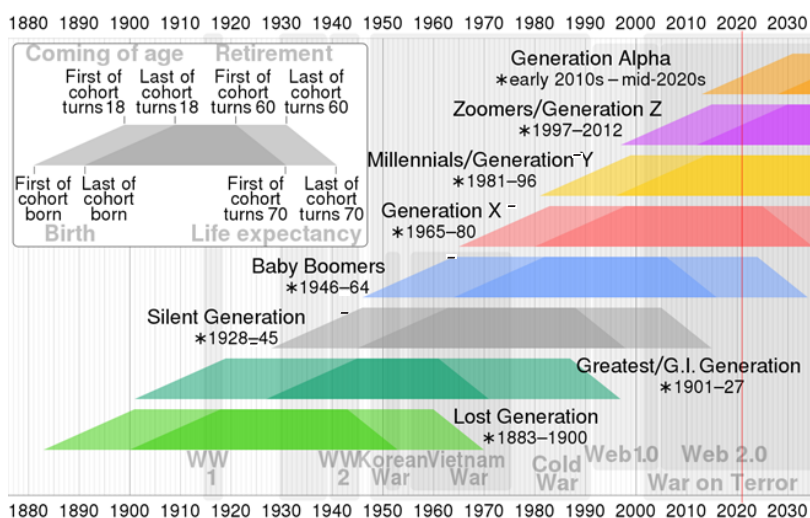
Despite the fact that the term “Alpha Generation” appeared in scientific resources quite recently, mainly in its definition there are similarities with Generation Z features. It is advisable to determine this definition in accordance with research results by both foreign and Ukrainian researchers. The theoretical source analysis allowed determining the life cycle period and features of the Alpha Generation, which affect the personality development of younger schoolchildren and the dominant sphere of their activity – interaction with digital technologies. To describe the factors influencing the development of psychological characteristics in Alpha Generation schoolchildren and the selection of methods and techniques for implementing the educational tasks in primary schools, the authors analysed the content of textbooks and educational manuals for primary school (for linguistic and literary, natural, informational, mathematical branches).

Therewith, to identify the dominant methods of obtaining information for their organised implementation, the applicants for primary education in Mukachevo city were interviewed. The participants of the experiment were 28 schoolchildren, including 16 girls and 12 boys. The interviewed individuals were chosen using the non-probability selection method. All parents allowed their children to participate in the experiment. All participants’ parents were aware of their right to refuse at any time and gave informed written consent. The procedure was the same for each student. Participation was voluntary, and responses were anonymous. All respondents expressed a positive attitude to the use of Internet resources, and after the survey, mostly, were still willing to give reasons. Teachers who participated in the experiment were also instructed. Teachers were given questions about the educational process organisation in accordance with modern educational reforms. The study was agreed on the condition of anonymity.

## RESULTS AND DISCUSSION

According to the Strauss-Howe generational theory [11], “the history of social processes is cyclical and ‘repeats’ every 80-90 years. During this period, society goes through four stages: rise, awakening, decline, and crisis”. Researchers distinguish the following generations, starting from the end of the 19<sup>th</sup> century: The Lost Generation, The Greatest Generation, The Silent Generation, Baby Boomers, Generation X, Millennials, Zoomers, and the Alpha Generation (Fig.1). Generations of the 21<sup>st</sup> century are Zoomers and the Alpha Generation. They were born in a world

that is characterised by clicking on buttons, scrolling, swiping. This century is called the Information era, children receive it from everywhere. The task of the teacher is to develop the student’s ability to distinguish objectively presented information from false, and skillfully apply it in solving issues. Digital technologies affect all structural components of the educational process. This is especially noticeable when children move from text tasks to digital media apps that focus primarily on images, such as Instagram and Snapchat.



**Figure 1.** Graph of the main demographic groups since the end of the 19<sup>th</sup> century in Western Europe  
**Source:** [12]

Generation Z and Alpha are modern schoolchildren and students of higher education institutions, whose world of values is largely subject to online socialisation. Demographer M. McCrindle notes that the Alpha Generation is children born in the period from 2010 to 2024 [13]. These are, in his opinion, screen children who are “tied” to displays, whose consciousness is developed mainly in the virtual world. For the most part, the virtual world becomes the only place where the children feel confident, have no fear and worries. Social negative phenomena such as bullying, humiliation, lack of support from parents and other adults in the children’s setting lead to the fact that they avoid reality, find “their own environment” with like-minded people, where they are comfortable in a friendly virtual world without restrictions and borders. According to V. Ognevnyuk: “it is here, unlike in real life, that they quickly meet their heroes and friends, change their identity and experiment with their status, interpret and spread information. In the virtual world, they are free to choose the content and style of communication, make decisions, etc.” [14, p.17].

“Children of the Alpha Generation are the generation of Google babies. They learn how to use Youtube

before they learn to read and write. Whereas, a smartphone or iPad is a toy that falls into their hands before they turn one year” [13]. It is difficult for them to comprehend that once there were no mobile phones and the Internet, they do not understand why there is a handset in the phone and how to switch TV channels unassisted, et cetera. According to M. McCrindle, the Alpha Generation should “create their own identity on a blank canvas”, which will be unique [13]. Since 2016, Children of the Alpha Generation have started school. These are younger students who:

- are subject to training only if they realise the ultimate purpose;
- prefer agreements over coercion;
- are most focused on partnerships and cooperation;
- require certain methods of incentive and reasoned approval;
- do not follow formal rules and are guided by self-control;
- are characterised by multitasking, mobility, and dependence on digital technologies;
- will be the impetus for new changes in this century [1].

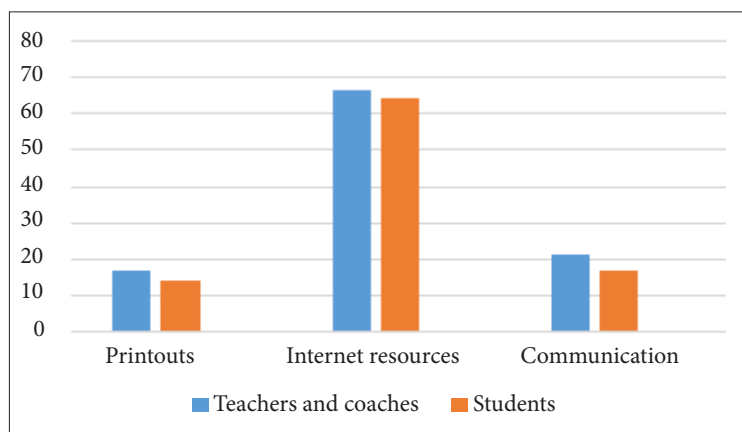
Therefore, a modern primary school teacher cannot

follow past stereotypes in terms of way of thinking and activity, the teacher must become a facilitator, a carrier of a new approach and modern technologies for optimising the educational process in accordance with the requirements of New Ukrainian School. To support the above arguments, the authors interviewed primary school teachers, coaches, and applicants for primary education, who were asked a number of questions. The study focuses on the two most important issues for research:

1. “What are the most optimal methods and techniques for obtaining information?”

2. “What methods of developing the subject-subject interaction skills and teamwork are the most effective?”

For the first question, respondents were offered three groups of methods: printouts, internet resources, and communication. Figure 2 presents the results in the respondent groups.



**Figure 2.** Survey results on the most optimal ways to search for information

For the development of subject-subject interaction and teamwork, teachers prefer methods of cooperative learning. In order to organise students for cognitive activities, the teacher of the Alpha Generation must master nonviolent communication technique. Nonviolent communication is a method created by American psychologist Marshall Rosenberg, which is based on feelings, in particular empathy. Empathy is a fundamental principle of child-centrism, which, for its part, is the basis for NUS. Nonviolent communication is interaction without aggression, incrimination, and cruelty, it is the ability to understand what you need and what you want from another person, and express your needs in a safe form. First of all, teachers need to learn how to control their own emotions and behaviour to be able to regulate the emotional state of the child. The teacher's behaviour sets the tone for communication with students and helps motivate children to make certain decisions [15]. Nonviolent communication helps to develop both respect for each other and for themselves in younger students. Such communication type involves reporting facts without evaluation. The “you (the class) don't respect me” should be rephrased as “you haven't prepared a story about the Red Book plant for today”. This communication type provides for simply stating a fact that the student must agree with. At the next stage, it is worth noting that “when you do this, it upsets us. You have already performed such a task correctly”. At the initial stage, this activity requires

effort, which is rewarded with wisdom in relationships and the joy of mutual understanding.

Nonviolent communication can be combined with storytelling technique. Storytelling is the ability to convey the necessary information through a fascinating narrative to influence the affective and cognitive sphere of listeners, which, in turn, acts as a motivation and guide in daily activities. Storytelling implements comprehensibility, as younger students better perceive stories than directives and definitions. Thus, there is a hero in the story who develops when solving issues (conducting observations and experiments, etc.). Therefore, it is interesting for students to observe the results of the hero's activities. Clip thinking, developed in younger schoolchildren due to the influence of digital technologies, ensures that they perceive plot stories better than scientific texts. Each story affects the child's emotions, so it is easier to reproduce it in memory.

It is important to use methods of activating educational and cognitive activity. These can be “productive (the studied material is applied in practice), heuristic, or partially search (the student finds individual elements of new tasks by solving cognitive issues), problem (the student is aware of the issue and finds ways to solve it), interactive (active interaction of all students, during which everyone understands their activities, feels their success) methods” [16, p. 135].

In organising younger students for cognitive

activity, it is advisable to take into account that Alpha Generation children learn if they understand why they need this information, if they are motivated to deepen their knowledge on a particular subject. Therefore, the teacher needs to focus on the possibility of integrating knowledge and skills in different disciplines and critically evaluating how these parts interact. An example is studying the content of the subject “What is a calendar for” within the discipline “I explore the world” in the 2<sup>nd</sup> grade. Integration of knowledge and skills regarding the natural and technological educational sectors contributes to creating the autumn calendar by students during reflection [17, p. 40-43].

The educational process of modern primary schools is based on subject-subject interaction, on partnerships. The New Ukrainian School notes the basic principles of partnership pedagogy:

- “respect for the individual;
- benevolence and positive attitude;
- trust in relationships;
- dialogue – interaction – mutual respect;
- distributed leadership (proactivity, right to choose and responsibility for it, horizontal relationships);

- principles of social partnership (equality of the parties, voluntary acceptance of obligations, mandatory implementation of agreements)” [1, p. 14].

Among the characteristics that will determine the demand for specialists in the labour market of the New Ukrainian School [1, p. 4] (individuals who are able to learn throughout life, think critically, set purposes and achieve them, work in a team, communicate in a multicultural environment, and have other modern skills), the authors highlight “work in a team”. The teacher’s use of various activities aimed at team cohesion and developing skills for solving common tasks in the team, which is called “team-building”, will help to establish the ability of younger students to work in a team. Team building is a collective term for various activities used to enhance relations within a group of people.

Gaming techniques can create a sense of unity and cohesion. For example, the game What is in the box? helps to unite group members, discuss common issues and create a favourable psychological environment in the team. It lasts approximately 30 minutes. Up to 25 people can participate. For a high-quality game, it is necessary to familiarise participants with its rules (Fig. 3).

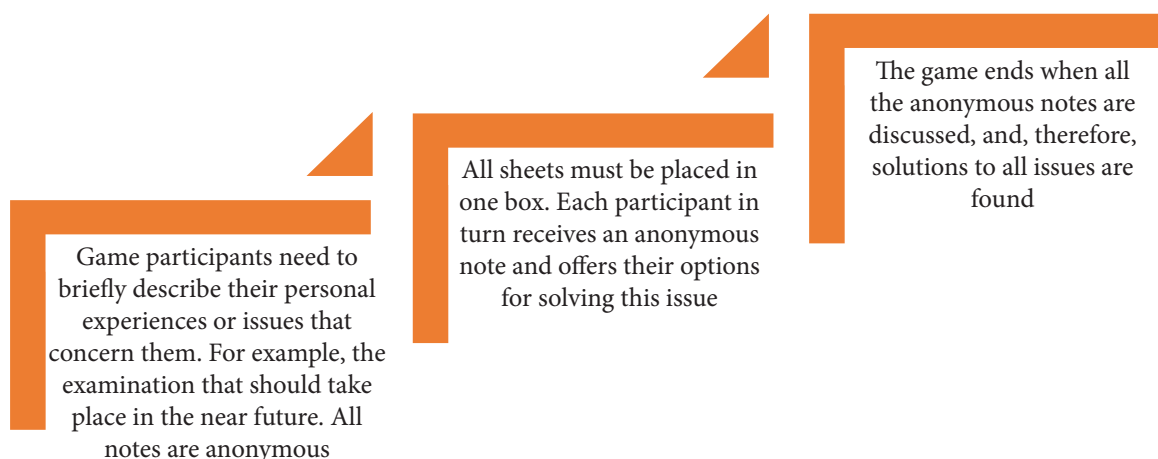


Figure 3. Rules of the game “What is in the box?”

The game “Who is around me” (10-minute duration) will help to unite the students, improve their mood, and introduce them to each other. Figure 4 presents the rules of the game. Approximate statements can be: “has a pet”, “rides a bicycle”, “has a brother/sister”, “was abroad”, etc.

Although Alpha Generation children take material values for granted, as they grew up in a society where all their basic needs are already met, the exemplary statements should not include materialistic questions such as “What kind of smartphone do you have?”.

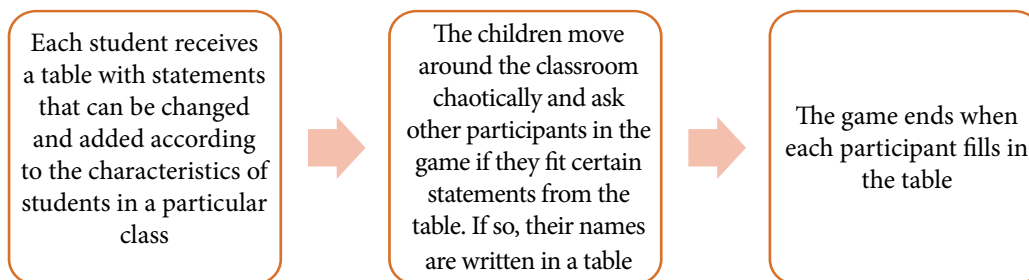


Figure 4. Rules of the game “Who is around me?”

Observations of younger students show that Alpha Generation children are not focused on following certain rules or subordination. For students, the most important are the teacher's principles and views, which, in fact, can spark the respect or the desire to imitate them by children. Considering all the arguments and trends, it is worth noting that the created educational environment in the classroom does not always meet modern requirements. It refers to a lack of touch boards and smart tables to draw, solve issues, and build simple models on, and watch videos on YouTube, etc. However, the emergence of alternative private schools brings closer the time when touchpads and interactive services will be available to everyone. Thus, it is easier for the Alpha Generation to get information. Nonetheless, it is important for the teacher to remember that there will be no personal development without critical and creative thinking.

A child's attachment to a gadget can only be overcome with a larger gadget. The "digital" generation should get new boards. This generation makes it possible to combine digital technologies with interactive ones, which are aimed at motivation in solving: the global river pollution issue (exercise "Fish skeleton"), the development of a moral and value attitude to nature (exercise "Model-environment of living organisms"), attention issues (The exercise "Traps". Finding and composing "traps" develops the child's cognitive interest, teaches them to reason, explain certain phenomena, monitor their own and others' mistakes), et cetera. The Alpha Generation student is interested, hyperactive, open-minded, creative, mobile, gadget-dependent, straightforward, confident, and sociable.

## CONCLUSIONS

Modern society puts forward new requirements for educational process organisation in primary schools, which would direct students not only to acquire knowledge, but also teach them to think critically, be tolerant, and be able to actively cooperate in a team using modern digital technologies. The modern world is extremely changeable,

which has influenced the development of hyperactivity, openness, creative inclinations, mobility, gadget dependence, straightforwardness, self-confidence, and sociability in younger schoolchildren. Alpha Generation children are being born since 2010, these are screen children who are "tied" to displays, whose consciousness is established mainly in the virtual world. For the most part, the virtual world becomes the only place where the children feel confident, have no fear and worries. The Alpha Generation students need an attitude that the authors present in the form of recommendations:

- the children should feel free in their actions both in the classroom and during extracurricular hours; in choosing the method of completing tasks and the presentation of results (within acceptable limits);
- having the opportunity to receive ready-made information from various digital means of communication in a very short time, the teachers should not give children ready-made conclusions, but provide a subject for thinking;
- it is advisable to model the educational process in such a way that students themselves notice a false result or their own mistakes;
- the students should be taught to be ready to change their own minds;
- the schoolchildren should be encouraged to analyse the viewed or read information.

Based on the study results, the authors propose to use numerous methods that would diversify and enrich the activity types for students in the classroom: team building, game techniques ("What is in the box?", "Who is around me?"), critical thinking ("Fish skeleton", "Model-environment of living organisms", "Trap"). However, the study does not fully cover the issue of organising the activities of primary school teachers with Alpha Generation students. In further research, the authors' attention will be focused on deepening and identifying new approaches to educational process organisation as a platform for establishing an active life position of a modern primary education applicant.

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## **Мотиваційні складові системи змішаного навчання для викладачів і студентів**

### **Історія статті:**

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**Анотація.** Актуальність дослідження проблеми змішаного навчання та мотиваційної складової зумовлена дедалі більшим її розголосом серед сучасних науковців і викладачів. Мета цієї роботи полягає у відображенні сценарію розвитку сучасних освітніх тенденцій, а саме поступового переходу на гібридний формат навчання, що є неминучим для сучасного суспільства. Для дослідження проблеми мотивації студентів і викладачів під час застосування змішаного навчання було використано теоретичний, емпіричний і порівняльний методи дослідження. Вказані методи допомогли глибинно розкрити тему дослідження, виокремити та проаналізувати окремі елементи проблеми та зрозуміти головну ідею досліджуваного об'єкта. З'ясовано, що змішане навчання – новий освітній підхід, який комбінує переваги традиційної системи отримання знань та е-навчання. Показано, що таке навчання вважається ефективним підходом і користується популярністю серед навчальних закладів через його позитивний вплив на мотивацію студентів. Обґрунтовано, що гібридна форма допомагає викладачам залучати студентів в навчання та сприяє розвитку соціальних та практичних вмінь. Підтверджено, що з розвитком змішаного навчання студенти почувуються впевненіше та вмотивованіше, а викладачі професійно розвиваються та стають хорошими фахівцями. Технології спростили молоді життя, а викладачів наблизили до студентів. Доведено, що з розвитком змішаного навчання з'являється можливість отримання матеріалів з актуальною інформацією, відпрацювання практичних навичок «hard skills» здійснюється за допомогою сучасної техніки, нових версій навчального програмного забезпечення. У такий спосіб у статті було відтворено проблему змішаного навчання, як такого, та аргументовано необхідність детального розгляду будь-якої наукової проблеми з урахуванням усіх її первинних чинників і подальших наслідків

**Ключові слова:** гібридна освіта, мотивація, інформаційно-комунікативні технології, організація навчального процесу, традиційне навчання

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## Motivational Components of a Blended Learning System for Teachers and Students

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**Abstract.** The relevance of the study of blended learning and the motivational component is attributed to its increasing publicity among modern scientists and teachers. The aim of this study is to display the scenario of modern educational trends development, namely, the gradual transition to a hybrid education model, which is inevitable for modern society. Theoretical, empirical, and comparative research methods were used to research the issue of motivation of students and teachers in the application of blended learning. These methods helped to examine in depth the research topic, highlight and analyse individual components of the issue, and understand the key idea behind the object under study. Blended learning has been found to be a new educational approach that combines the advantages of both the traditional system of knowledge acquisition and e-learning. It is shown that this type of education is considered an effective approach and is popular among educational institutions for its positive impact on student motivation. It is confirmed that the hybrid learning model helps teachers attract students in the learning process and contributes to the development of social and practical skills. With the development of blended learning, it is affirmed that students feel more confident and motivated, and teachers develop professionally and become good specialists. Technology has simplified young people's lives and brought teachers closer to students. It has been proved that with the development of blended learning, it becomes possible to obtain materials with relevant information, to practice hard skills using modern technology, new versions of educational software. Thus, the article reproduced the issue of blended learning, as such, and argued for the need for a detailed consideration of any scientific problem, taking into account all of its primary factors and further consequences

**Keywords:** hybrid education, motivation, information and communication technologies, organisation of the educational process, traditional training

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## INTRODUCTION

Nowadays, blended learning is very popular among the world's higher education institutions. The gradual introduction and use of blended learning as an innovation leads to a number of changes in the training activities of both the student and the teacher. The student is given space for freedom and feels responsible, where learns to make deliberate choices and take responsibility for their consequences. The teacher, for their part, discover new roles for themselves, there is a transition from a teacher-translator (the usual form of oral story-lecture) to a tutor (assistant, a key figure in the online environment, who accompanies and advises). The key tool of the educator becomes the learning environment, in which the boundaries between the classroom and the online environment are blurred.

Hybrid learning is, first of all, an opportunity to combine the benefits of traditional and e-learning, efficient and productive time use, student training improvement through a comfortable combination of e-learning and classroom-based classes, the ability to study relevant and modern theoretical material in an online environment by using the correct online sources and, at the same time, the practice of certain skills can be obtained while studying in classrooms. However, before introducing the latest type of training as blended, there is a need to understand various factors that indicate the willingness of the student or teacher to approve such a learning approach, because not everyone is familiar with the e-format of learning and not everyone considers it to be quality. In cases where the teacher plays a major role between the student and the type of training, the success of implementing the desired approach depends on this.

In practice, there are some teachers who are not ready for changes in educational system themselves, since innovations tend to involve additional functions and responsibilities, which significantly reduces the motivation of teachers. Therefore, if we do not outline the motivational components for a new approach to learning, and do not provide an incentive to implement the latest training technologies, then all efforts and ideas will be rendered meaningless. Problems of motivation and blended learning are paid attention to by many foreign scientists, in particular Ch. Graham and J. Stein [1], R. Rafiola and R. Setyosari [2], S. Tucker, T. Wycoff, J.T. Green [3], B. Vever, M. Voent [4], R. Fisher, A. Perényi, N. Birdthistle [5], M. Biddle, M. Hoover [6], D.U. Bolliger, C. Halupa [7] et al, however, despite the popularity of blended learning, there is currently no specific model describing motivation that would have an impact on teachers' and students' beliefs and opinions on online learning.

Thus, *the purpose of this study* is to identify factors

that motivate the teachers of higher education institutions to integrate the blended learning approach into their courses, and students to quality interaction of the learning process and information and communication technologies, and, as a result, effective knowledge acquisition.

*The object of this study* is to identify the motivational components that positively set the teacher and the student to use blended learning to replace traditional learning.

## METHODOLOGY

In accordance with the deliberative and general nature of the topic of the article, a number of general scientific methods were used during the research. The issues of student and teacher motivation from the use of blended learning methods were analysed using the following general scientific methods: empirical, theoretical, and comparative. Such methods were chosen to better understand and delve into all aspects of the issue of motivation and blended learning. Relying on the empirical method, the study was carried out in stages. The first stage involved choosing the object of research and stating the topic. The next step is an in-depth analysis of all aspects and elements of the chosen research topic. The final stage of the method was to describe the results obtained and write conclusions. [8]. Empirical research, as a rule, begins with the observation of a specific object, in this case tracing the trend of using blended learning by students and teachers, as well as study the issue of motivation in the use of blended learning.

In the process of using the theoretical method, it is advisable to include the synthesis method while researching the problem. This method, on the one hand, complements the method of analysis and, at the same time, allows us to study the problem in fragments, identify individual aspects of the object and, accordingly, combine and compare all the elements of the study into one whole [8]. Based on the theoretical method, through analysis, abstraction, generalisation, and analogies, the necessary amount of materials was collected, mainly focusing on publications of foreign scientists in connection with the widespread practice of using blended learning in World higher education institutions. Based on the analysis of studies, opinions, statements, or assumptions of scientists, it is possible to better understand the motivational factors of students and teachers by thoroughly comparing all points of the learning process in traditional, classroom-based and online formats. Such data can be best traced not only in scientific publications, but also on the basis of reviews, comments on educational forums, blogs, articles from students or teachers themselves. The third method used in the study is comparative.

The comparative method determines truth and facts by comparing, establishing similarities and differences between the objects studied [9]. In this specific study were compared: traditional and online learning, namely, the effectiveness of these types of training, the level of student engagement and satisfaction and comparison of workload of teachers when preparing for lectures, practical classes in a classroom-based format and online classes; advantages and disadvantages of blended learning, which students and teachers face when organising the learning process, and as a result, the identification of motivational components from both ways of learning organisation, based on the opinions of students and teachers. When researching a topic of deliberative nature, it is necessary to focus not only on the views of scientists, but also to take into account the opinions and impressions of the participants of a given type of training, whereas scientific statements usually originate from the observations of those who are directly involved.

## RESULTS AND DISCUSSION

### ***Blended Learning as an Educational Trend***

Modern educational trends have set a new style in teaching, which is no longer possible to reject, but to which it will be necessary to gradually adapt. Blended learning is a relatively new educational approach that has increasingly been the subject of discussion by a large number of scholars and educational opinion leaders in recent years. This approach combines the advantages of a formal, traditional knowledge acquisition system and e-learning. Allegedly it is on the basis of this approach to find a reasonable combination of external influence and personal initiative in acquiring knowledge, working according to the above-mentioned approach. Even the minimal implementation of blended learning supports motivation due to the presence of freedom in the online environment, that is, there is an opportunity to pursue their own interests, and, as a result, self-actualisation, the development of personal responsibility for learning outcomes. Blended learning is considered an effective approach to teaching both a huge number of students and each student individually [10]. In addition, blended learning model is now popular among educational institutions due to its positive impact on the motivation and academic performance of students in general [11]. Hybrid learning helps teachers engage students in active learning that contributes to the development of such skills as communication, information literacy, creativity, and collaboration, which translate into the ability to use digital technologies for a variety of purposes. While blended learning has its advantages, there are also

certain disadvantages associated with its implementation, such as the lack of regular meetings with teaching staff. The lack of sufficient institutional support during hybrid learning can also reduce the motivation of teachers to shape their training courses into a blended format, which can hinder their desire for change [12]. For a better understanding, it is worth examining in greater detail what specific motivational factors influence and motivate students and teachers to use blended learning.

Foreign scientists, such as M.G. Brown, M.T. Hora, G. Torrisi-Steele, S. Drew et al, note that factors responsible for teachers' motivation to accept blended learning as such, considering interest, independent learning, personalised learning, computer self-efficacy, social perception, external expectations, and skill improvement [13]. The same scientists identified other influential factors grouped into two categories, namely: external and internal, based on the experience of individual teachers in the practice of blended learning [14]. Internal influences have their own catalyst as an individual cognition of the teacher. A striking example of this is the teacher's pedagogical philosophy [15]. Depending on the teacher's analytical interest, external influences can be called cultural, structural, or educational. Also, teacher motivation includes: perceived usefulness, professional support, training, institutional infrastructure, senior staff involvement, and effectiveness. Such factors are important variables in the application of technologies among teachers of higher educational institutions [16]. High utility encourages teachers' intention to integrate technology into their teaching activities [17]. The lack of technological literacy slows down the use of blended learning among teachers, while interaction with technology encourages the intention to combine learning activities with information and communication technologies. Consequently, the difficulties faced by teachers in terms of technology depend on insufficient technological literacy [18]. It is also a fact that teachers expect comprehensive technical support and readiness from educational institutions for classes on professional development technologies, which significantly affects the motivation of teachers to use a particular technology for teaching [19]. Lack of access to appropriate hardware and software can dramatically demotivate teachers and, as a result, create a reluctance to continue using the blended learning approach. From such assumptions, it can be concluded that the interaction of teachers with technology has a positive effect on the motivation to apply blended learning.

### ***The Problem of Blended Learning from the Perspective of Teachers***

Teachers often raise the question: "How much time should

be devoted to classroom activities and online events?” [20]. One of the problems of teachers during the practice of blended learning is the academic load. Blended learning takes time. According to the reviews and comments of teachers, which can be seen on various educational communities, social media pages, most of the time spent on the practice of blended learning fell on research activities and the development of the curriculum, which negatively affects the academic load [21]. Conforming to reviews of the above-mentioned studies on this topic, it is clearly seen that the cost of processing educational materials for traditional and online formats requires a lot of time [22]. Based on these scientific opinions, only a properly selected academic load, taking into account both formats of knowledge provision, positively affects the motivation to apply blended learning, otherwise it can dramatically demotivate the teacher. The organisational willingness to contribute to blended learning and to the development of a system of communication between students, teachers, and the administration of the institutions are also considered vital for the motivational influence on the use of blended learning. To make blended learning successful, institutions need to have clear and supportive institutional policies, guidelines, and practices on the idea of blended learning courses, as they are reported to be largely underdeveloped in higher education institutions. According to these statements, a properly configured institutional environment has a positive impact on the motivation for applying blended learning among teachers.

The interaction between the student and the teacher has its own impact on the motivation of teachers. Students usually give positive feedback on hybrid learning practices, and based on this, teachers continue to implement online tools in their respective courses [23]. With the rapid development of technology, students rely less and less on teachers as a source of knowledge, and in order to meet student expectations, teachers are learning, improving, and therefore becoming better professionals.

### ***Student's Perspective on the Issue of Blended Learning***

Speaking of student motivation for blended learning, the first thing students consider is freedom of action, comfortable working conditions and workplace, saving time and gaining knowledge from high – quality resources while developing technical skills. The problem of motivating students to blended learning should be considered through the lens of the following factors. First of all, attention is paid to the supply or provision of educational materials. Predominantly, “Soviet” habits are still practiced in higher education institutions – the teacher comes to the classroom, takes out a paper lecture written manually back in the 1980s, and continues to read it out

to more and more courses each time, considering it a high-quality scientific heritage that will never become obsolete. Also, as an example, we can often see in the laboratory classes of courses on information technology, the use of far from new technical equipment filled with outdated software. We can already draw the first conclusions that such traditional training cannot motivate anyone. With the development of the blended learning approach, students feel more confident and motivated, as it becomes possible to obtain modern “fresh” materials with up-to-date information, perform certain laboratory work using modern and powerful equipment, new versions of the necessary educational software, and so on.

The issue of students’ motivation to blended learning should also be considered through the lens of the student’s work with educational materials. It is becoming increasingly difficult to motivate a student in traditional education. The student pays attention to dry and non-visualised lectures up to 1 minute of time, which gradually became a problem for the teacher and, to a certain extent, a challenge. With the introduction of blended learning, the problem of data visualisation has come to the foreground, and now it is almost impossible for a student to imagine gaining knowledge without a visual representation. Only in this way is the student motivated to delve into, understand, read into what is shown before their eyes. Admittedly, this method can hold the student’s attention for some time, but still the data visualisation technology significantly prevails and yields its results.

Taking into account the interaction of the student with the teacher, it is worth noting that in the traditional format of training there are few variants of this interaction, typically, this is the format “the teacher speaks, the student listens” or “the teacher asks, the student answers”. Only recently have there been live discussions on different topics, organisation of round tables, participation in situational cases for the relevant topic of the course. With the advent of Information Technologies, students have become closer to teachers – joint participation in blogs, forums, Messenger chats, groups, where you can receive an answer for your question from teacher in a matter of minutes, discuss tasks that the student is working on, optionally, consult or just chat, discuss any scientific topic. Technology has simplified the lives of young people, and brought teachers closer to students, which allowed teachers to improve and adapt to new realities.

Interaction between students during the learning process cannot actually be described as improved or worsened. In both cases, students find a common language, join groups, work together on tasks, projects, and so on. In the case of the blended learning approach, students become more cohesive and sociable with each other,

since being at a distance, the goal of performing certain tasks does not disappear anywhere, and performing such tasks requires a lot of deliberation, discussions, brainstorming and other communication techniques. Online, students can maintain communication for a long time in a comfortable environment. Working in a traditional classroom-based format, students have somewhat limited time to discuss projects, tasks, or other activities, and there is not always the motivation and energy after a series of lectures and practical sessions. Using online platforms, communication becomes more comfortable and efficient.

At the Middle East Technical University (Ankara, Turkey), local scientist Omer Delialoglu conducted a small series of surveys with students on the motivation for hybrid learning [24]. The students were interviewed for 40-60 minutes. These interviews were recorded with the consent of the students for a detailed analysis of students' motivation for blended learning. The results of these surveys were as follows: students are motivated to study computer networking courses, as this provides them with deeper knowledge of the way technology works. Students are also impressed by the style and structure of mixed courses. The course, which was conducted completely online, did not interest students so much, and the 50/50 course is considered the best learning solution. Students also claim that they enjoy practicing and applying the information they find and study on the internet. According to students' comments, cognitive tools gave the blended course an element of professionalism, making it different from the standard one. One of the students commented: "The tools on the training site were very useful. I used them to quickly obtain information from web sources". The website, filled with educational ma-

terials, was found to be very user-friendly, beautiful in terms of graphics, and well-organised in terms of accessing information. Students liked the navigation structure and information presentation structure [24].

## CONCLUSIONS

The following conclusions can be drawn from studying the issue of students' and teachers' motivation: everyone is used to the traditional format of learning, and not everyone is impressed by the pressure of information technology on the learning process, which we can now observe. However, it is worth understanding the fact that technologies will not disappear anywhere, but on the contrary will absorb the educational sphere, so the transition to a hybrid learning format is inevitable. In the case of teachers, there is only one way - the way of constant development, improvement of new pedagogical technologies and skills, adaptation to new educational realities as quickly as possible, since the role of a teacher is equal to a performer, consultant, a person who provides educational services, and these services must be of proper quality. The main task for teachers is to find "the golden mean", a motivating factor that can concentrate the student's attention and interest them in educational material. In the case of the student, the situation is much simpler, since students are more inclined to experiment, to try something new, they are interested in studying remotely, so the motivation from using information technology is much higher, but it is not conclusive. This form of learning also has its obstacles which are worth addressing, learning to avoid them during training and self-discipline based on them, namely social networks as a distraction, low quality, inaccuracy of information, irrelevance of educational materials, et cetera.

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## **Аналіз ефективності уроків фізичної культури в спеціальних медичних групах**

### **Історія статті:**

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**Анотація.** Актуальність роботи зумовлена стабільним підвищенням рівня загальної захворюваності учнівської молоді. Метою роботи є встановлення ефективності уроків фізичної культури в молодших школярів, які за станом здоров'я належать до спеціальної медичної групи. Під час дослідження були використані такі матеріали та методи: аналіз документальних матеріалів, педагогічне спостереження, пульсометрія. Вивчено питання про структуру захворювань молодших школярів, які відвідують заняття в спеціальній медичній групі. Встановлено, що кількість учнів, які за певним станом здоров'я можуть належати до спеціальної медичної групи, становить 53,3 % від усіх школярів, які зараховані до неї. Аналіз діагнозів свідчить про грубі порушення в процесі їхньої постановки: відсутність чіткої розшифровки, позначення станів, що не потрапляють під використання в якості діагнозу, постановка діагнозів несумісних з віком учнів. Проведено аналіз уроків фізичної культури молодших школярів 7–10 років, які віднесені за станом здоров'я до спеціальної медичної групи. Визначено, що частота серцевих скорочень досягала верхньої межі максимального резерву пульсу для дітей спеціальної медичної групи в мінімальній кількості вправ, водночас сумарна тривалість виконання становить у середньому 2 хвилини 40 секунд, що робить принципово неможливим підвищення аеробних можливостей організму школярів. З'ясовано, що уроки оздоровчої спрямованості не вирішують завдання, які пов'язані з підвищенням сили постуральних м'язів, з розвитком координаційних здібностей, не мають цінності спеціальної рухової корекції певних захворювань і патологічних станів молодших школярів. Виявлені особливості навчально-виховного процесу в спеціальній медичній групі дають змогу констатувати порушення таких дидактичних принципів, як принципи доступності, активності, систематичності, індивідуалізації. Найявна система фізичного виховання молодших школярів, віднесених за станом здоров'я до спеціальної медичної групи, характеризується явною невідповідністю проєктивних, змістовних, процесуальних та обліково-контрольних установок

**Ключові слова:** фізичне виховання, спеціальна медична група, заклади середньої освіти, молодші школярі

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## Analysis of the Effectiveness of Physical Education Classes in Special Medical Groups

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**Abstract.** The relevance of the study stems from the steady increase in the sickness rate of young students. The purpose of the study is to define the effectiveness of physical education classes in junior schoolchildren who, for health reasons, belong to a special medical group. The study used such materials and methods as: documentary analysis, pedagogical observation, and heart rate monitoring. The authors examined the structure of the illnesses of junior schoolchildren attending classes in a special medical unit. 53.3 per cent of all students may belong to a special medical group for certain health reasons. The analysis shows severe irregularities in making diagnoses: lack of a clear interpretation, absence of a description of conditions that do not fall within the scope of the diagnosis, and the formulation of diagnoses incompatible with the age of students. The study analysed physical education classes of junior schoolchildren aged 7-10, classified as a special medical group for health reasons. Performing a minimum number of exercises, the heart rate of children of the special medical group reached the upper limit of the maximum pulse reserve. At the same time, the total performance duration average 2 minutes 40 seconds. Hence, the improvement of the aerobic abilities of schoolchildren is impossible. The study found that health-oriented classes do not solve the problems associated with increasing the strength of postural muscles and do not develop coordination abilities. They have no value in the special motor correction of certain diseases and pathological conditions of junior schoolchildren. The revealed features of the educational process identified in the special medical group enable violating such didactic principles as accessibility, activity, systematism and individualisation. The existing system for the physical education of young schoolchildren assigned to a special medical group for health reasons shows evident discrepancies between the projective, substantive, procedural and control systems

**Keywords:** physical education, special medical group, secondary education, primary school students

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## INTRODUCTION

For several decades the State education system in Ukraine has been undergoing a difficult period of reform under the conceptual provisions of the Law "On Education" [1] extended and supplemented by the new State Standard for Primary Education and considering the "Recommendations of the European Parliament and the Council of Europe on Building the Key Competencies of Lifelong Education" [2]. The changes have not spared the system of physical education of secondary education students as well. There are many social reasons for its improvement, the main of which include:

- the insufficiently developed cultural component of students' physical education [3; 4];
- rigidity and over-generalisation of the projective approaches of State programmes that do not take into account the ontogenetic characteristics of the psychophysiological development of the child [5; 6];
- one-sided emphasis on mass education in organised forms of physical education for secondary school students, which is detrimental to the progressive ideas of individualisation [7];
- insufficient selectivity in the approach to the physical education of children, which depends on health and level of physical and motor preparation [8; 9].

The main aspects of the educational process for children classified with health problems are identical, both in the basic and in the special medical group (hereinafter referred to as "SMG"). However, students with SMG have lower absolute values of physical and motor fitness [10]. This situation leads to the virtual elimination of such a category of schoolchildren from participation in extracurricular and out-of-school organised physical culture and sports activities, significantly reducing physical training and health improvement possibilities.

Apart from the three main tasks of physical education for healthy SMG schoolchildren (improvement of general physical ability (stamina), harmonious development of the core muscles with an emphasis on correcting muscle imbalances and improved coordination), such tasks as the correction of functional disorders of the musculoskeletal system (which generally occur in such groups) and the motor rehabilitation after the disease that caused the admission of the child to the special medical group [11] should also be added. Hence, the study examines the quality of implementing the above tasks within the existing system of organising classes in special medical groups.

In a system of universal human values, a high level of health, physical fitness and mobility is fundamental for realising the full potential of a human being [12]. Awareness of the need for a qualitative change in the organisational and technological aspects of students' physical

education at schools (especially its health-maintaining component) has led to the emergence of many scientific and methodological publications concerning different nosologies and study in secondary schools. They offer a great variety of options to increase children's motor activity, improve their health, teach the basics of sports, etc. [13-15]. However, paradoxically, neither in the curricula of physical education for different educational institutions nor in the numerous works devoted to improving physical education in educational institutions, priorities for developing individual physical qualities in these groups are not specified.

On the one hand, the quest for harmonious development is well-founded. Yet, when it comes to the constant lack of time to engage in physical activity, it is necessary to proceed from the degree of significance of each physical quality regarding its healing effect. In theory and method of mass forms of health-improving physical culture, these key points have been clear long ago. It is generally accepted that amid the harmonious development of the core muscles and high coordination capabilities, stamina is an essential physical quality that impacts human health significantly [16].

Scholars and the educational community are particularly concerned about the insufficiency of physical education's components to maintain and develop the health of primary school students [17]. The scientific literature contains various, often contradictory, data on the health status of students. Nevertheless, scientists and specialists agree on the serious negative trends in the number and structure of students' illnesses during their secondary education [18-20]. Hence, the problem of physical education of junior schoolchildren with health disorders remains highly relevant. Working with students classified as a special medical group (SMG) for health reasons is one of the priority areas in developing physical education's health component for children aged 7-10.

*The purpose of the study* is to define the effectiveness of physical education classes in junior schoolchildren who, for health reasons, belong to a special medical group.

### *Objectives of the study:*

1. To analyse the grounds for releasing junior schoolchildren from physical education and enrolling them in special medical groups.
2. To determine the main focus and effectiveness of classes in special medical groups.

## MATERIALS AND METHODS

The study employed the following methods: theoretical analysis and synthesis of literary data, analysis of documentary materials, pedagogical observations of health-oriented physical exercise (analysis of lesson – chronometer

and heart rate monitoring). The methods used are well known in physical education and do not require further reasoning.

To examine prerequisites for exempting junior schoolchildren from physical education and enrolling them in special medical groups, the study analysed the illness structure of students aged 7-10 attending SMG classes. The study analysed 107 medical records of junior schoolchildren attending secondary schools in Odesa: Educational Complex No. 84 "Specialised school of I-III degrees with in-depth study of foreign languages – secondary school of I-III degrees" Odesa City Council of Odeska Oblast, Educational Complex "Intellect". All children aged 7-10 (62 boys and 45 girls) had sufficient reason to be exempt from physical education or enrol in a special medical group. The reasons included the following pathological conditions: disorders of the locomotive, cardiovascular, central nervous, autonomic nervous, peripheral nervous, endocrine, respiratory, digestive, and blood systems; diseases of EENT, skin and visual organs; visual impairments, developmental disorders, urinary defects, allergies, etc. The information on the main diagnosis, its formulation, and availability of its interpretation were the major aspects of medical records analysis. The study identified and analysed the main diagnoses for exemption from physical education classes or admission to SMG and examined records that did not contain precise data on the main disease and proved to be the basis for enrolling children in SMG.

Timekeeping and the construction of physiological performance curves (heart rate monitoring) helped to determine the effectiveness of health-improving physical education in the junior classes. The study analysed 19 SMG physical education classes lasting 30 minutes held by teachers in the first half of the school year (October – December 2020). The analysis of the lessons bases on the perspective of possible influence on the level of general physical efficiency, postural muscle functionality and course of the disease (direct cause for being enrolled in SMG).

The effect of exercise on the level of the cardiovascular system functionality was evaluated from the standpoint of the duration of continuous or variable work at

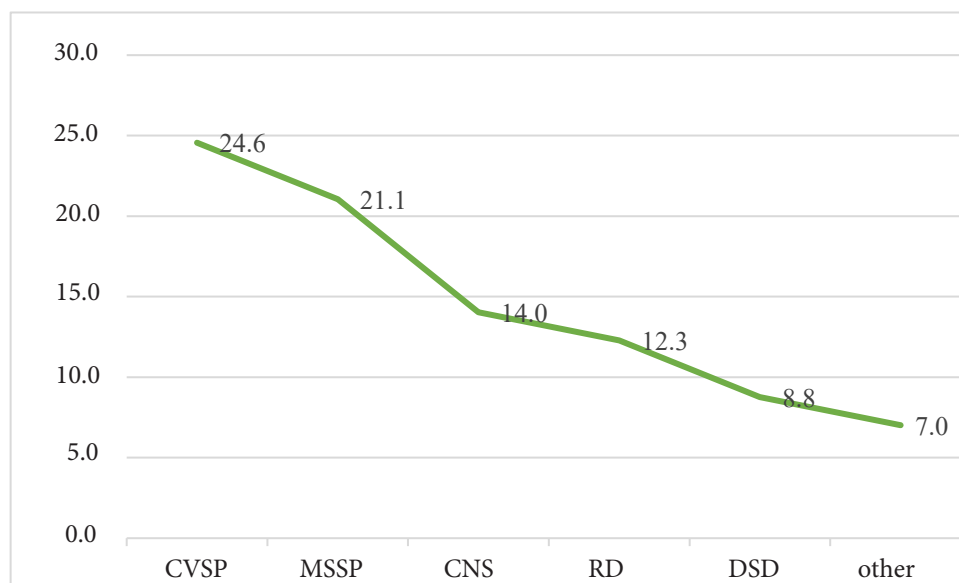
a certain heart rate [21]. Considering the recommended minimum level of maximum heart rate reserve for developing the overall physical working capacity of persons not associated with the muscular activity is 40%, the upper limit of the maximum heart rate reserve was set as 20%. It represents 118 bpm for the age of 10 years with an average output pulse of 90 bpm.

The following components were the subject of analysis and observation: time limit for exercises (which

## RESULTS AND DISCUSSION

is essential for the purposeful development of basic physical qualities, individual muscle groups, etc.); pedagogical orientation (first of all, the study recorded the presence of special exercises on the development of postural muscles functional strength and coordination abilities, the presence of special motor correction of certain diseases, and pathological conditions of an individual child); differentiation, and exercise safety. The results of pedagogical observation were recorded in the protocol. When considering improving the organisation of physical education in the lower grades of secondary schools, it is particularly worth mentioning the principles of exemption from physical culture and the formation of special medical groups. Today, based on in-depth medical examination, practically every child can be exempted from physical activity or assigned to a special medical group. On the one hand, this is related to the fact that there are only a few absolutely healthy children. On the other hand, the absence of a clear legalised list of diseases and pathologies justifies exemption from physical education classes or admission to special medical groups.

The study analysed the structure of diseases of 107 students attending classes in SMG of different schools in Odesa on a formal basis (examination of medical records of children aged 7-10). This led to the conclusion that the number of students classified as SMG for certain health conditions barely exceeds half (53.3 per cent). According to the analysis of diagnoses justifying exemption from physical education lessons or admission to SMG, the most common are pathologies of the locomotor, cardiovascular, central nervous, respiratory, and digestive systems (Fig. 1).



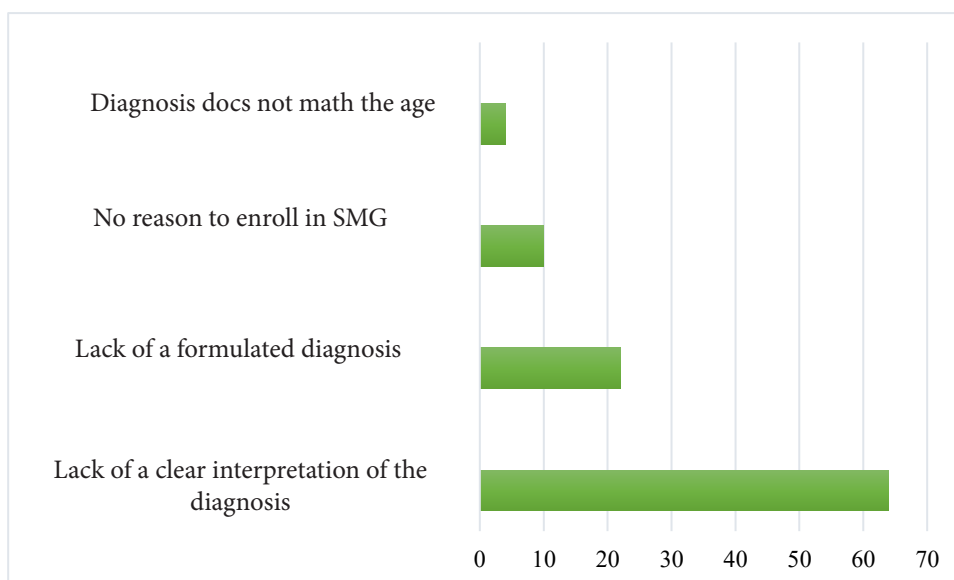
**Figure 1.** Pathology of various organs and body systems of children aged 7-10 belonging to a special medical group (%)

**Notes:** CVSP – pathology of the cardiovascular system; MSSP – pathology of the musculoskeletal system; CNSP– pathology of the central nervous system; RD – respiratory diseases; DSD – digestive system diseases

**Source:** developed by the author

Qualitative analysis of the diagnoses reveals serious irregularities in the process of diagnosis, the main ones being (Fig. 2): lack of clear interpretation, which, from a medical and legal point of view, makes it impossible to use it as an argument for objectively classifying students

into medical groups; inclusion of a large number of children’s conditions, not consistent with diagnosis; classifying schoolchildren to SMG with no serious reasons; diagnosing students of diseases, incompatible with their age and successful educational activities.



**Figure 1.** Disorders in the process of diagnosing students aged 7-10 who belong to SMG or are exempt from physical education (%)

**Source:** developed by the author

Most diagnoses require interpretation (64%), without which they cannot serve as criteria for allocation to medical groups (for example, chronic bronchitis – without specifying the type of inflammatory process (cathartic, purulent), functional characteristics, disease phases (aggravation, remission), cardiac rhythm disorders – no indication of the nature of the disorders; mitral valve prolapse – no indication of degree, presence or absence of regurgitation, morphological changes to the valve, changes to the EKG, etc.) The whole series of states does not fall into the concept of “diagnosis” (22%), for example, anomaly of the biliary tract, functional murmur, vertebrogenic disorder, lordosis.

There have been cases of school children with no serious reason to be classified as SMG (10%). It is astonishing that children with diseases like mild myopia, chronic pharyngitis or deviation of the nasal septum are enrolled in special medical groups or exempted from physical education. A number of illnesses that have given rise to an exemption from work or admission to a special medical group are curable. This results in a complete recovery or a long-term remission, during which children are well placed to engage in physical education in the main medical group.

Based on the age of the persons surveyed and their full participation in the educational process, it is hard to believe in the diagnosis (4%) of “idiopathic intracranial hypertension” or “scoliosis IV degree”. Thus, the results of this part of the study suggest that there is no effective and, above all, no objective mechanism for allocating students to medical groups. In fact, they call into question the possibility of targeted health-improving work with children.

According to the results of the analysis of physical exercise lessons, the heart rate reached the appropriate level and exceeded it in only a few exercises (crossover side run, jogging, side leg swings jumping with overhead arm claps, ball work). The total duration of the exercise was, on average, 2 minutes 40 s. Given the lesson's impact on cardiovascular system functionality (which determines the level of stamina), it is virtually impossible to increase the aerobic capacity of the body.

In terms of developing the functional strength of the muscles (primarily postural), most of the exercises proposed in this plan are undifferentiated and manifest in light motor activation. They do not correspond to the solution of the problems connected with increasing strength of postural muscles or special motor correction of certain diseases and pathological states. In particular, there is a complete lack of exercises in the motor complexes to develop the abdominal internal oblique muscles, rhombic muscles, and most muscles of the shoulder girdle. Numerous exercises for back muscles are similar and undifferentiated. A series of exercises such as “rotating

ball around the neck and waist”, “transferring the ball from one hand to another in a lying position”, “transferring the ball to each other in a circle”, etc. do not carry any “meaningful” load concerning the examined contingent. It does not affect the level of stamina, the functionality of the postural muscles, or the main disease.

An analysis of the SMG exercise showed a minimal quantity of exercises to develop coordination abilities in children aged 7-10. At the same time, if not correctly performed, some part of the exercise may lead to negative consequences from the functional state of the locomotive supporting-motor apparatus (rolling the ball under the lower back in the position lying on the back; abrupt back-flipping of head during the “kitty” exercise; circular movements in the cervical spine, the “Mill”, round torso movements and other similar exercises leading to rotation of the various spine sections; inclination of legs, straight or bent, in the knee and hip joints, to the sides from the position of lying on the back; waving legs back, in a position supported by the knees and hands; high feet kicks in a standing position supported by wall bars).

Thus, from the point of view of increasing the body's functional capabilities, the effectiveness of training in SMG is minimal. I. Bondar received similar data in 2014 after analysing physical education lessons with students sent to SMG in 16 Lviv secondary schools. The researcher found that on average, 27.61 10.13 minutes of lessons in SMG took place at a heart rate up to 120 bpm; the number of asymmetric exercises, exercises to strengthen internal pelvic muscles and large pectoral muscles, which are dangerous for use in SMG was large; instead, there was insufficient quantity of exercises to develop postural muscle groups, oblique and rhombic muscles, and means of purposeful healing and rehabilitation [22].

The absence of individual therapeutic physical education complexes in classes is also a matter of concern. They must be taught to each child individually and performed independently. In the context of a physical education lesson, the teacher should periodically check their correct implementation. The results of the analysis show serious shortcomings in the professional training of teachers, the main ones being:

- absence of a clear common ideology and concept of physical education in SMG for younger students;
- orientation towards the generally accepted design of the teaching and educational process, with emphasis on the general physical development of children;
- lack of understanding of the exercise used in the lessons, from the perspective of their potential injury risk;
- poor awareness of physical education teachers about the possibility of using physical education for motor rehabilitation of children with various diseases and pathological conditions;
- organisational difficulties in recruiting special medical

groups, lack of knowledge of teachers on this issue;

- lack of physical education teachers' knowledge and skills of urgent medical control during physical exercise;
- low level of teachers training in emergency medical care.

Thus, the study identified serious shortcomings in the professional competence of teachers. Additional work has to upgrade the qualifications of physical education teachers in special courses. V.V. Chizhevsky observed a similar situation before. He noted that physical education teachers "have significant gaps in the awareness of the functional changes in the body that occur under the influence of performing localised exercises..." [23, p. 224]. According to the authors, the main reasons for this situation are:

- lack of a reasoned legislative framework. There should be not only the assignment of schoolchildren to medical groups but also the exemption from physical exercise;
- medical examination of children without further in-depth examination, which in most cases precludes a real diagnosis;
- lack of professional competence of specialist doctors in the context of symptoms and contraindications of various illnesses to the participation of schoolchildren in physical culture and sports activities;
- the desire of many parents to exempt children from physical education classes is a serious social and educational problem.

A number of shortcomings in the organisation of specialised medical teams have led to a lack of effectiveness in the teaching and educational process of physical education of younger students. This is evidenced by the educational observations:

- the absolute majority of physical education classes in SMG do not allow the development of stamina as the basis of overall working ability;
- the content of both individual physical exercises and their complexes does not solve the task of developing functional strength of postural muscles;
- there is insufficient amount of physical exercises to effectively influence children's mobility and, in particular,

their coordination capacity;

- use of exercise in the physical education of schoolchildren classified as SMG is aphysiological both for all students and for children with specific diseases in particular.

A serious shortcoming is the absence in the content of physical education classes of special exercise units used for the motor rehabilitation of individual children's diseases, which is a prerequisite for the effectiveness of classes in SMG.

## CONCLUSIONS

The study analysed 19 physical education classes for junior schoolchildren classified as SMG for health reasons. The study results of the physical education organisational basis of young schoolchildren classified as SMG highlights the following aspects:

1. The physical education of this category of pupils does not take into account the essential objectives of national priority projects: quality improvement of the primary health care; development of new innovative technologies for improving the quality of health care and the physical and motor skills of secondary school students; including children classified as SMG for health reasons.
2. Age specificities and sensational periods of development of the physical potential of younger schoolchildren are not taken into account; the need for an emphasis on stamina, postural muscle strength and coordination abilities is ignored. This significantly reduces the health-enhancing effect of physical education at school.
3. The shortcomings identified in the teaching and educational process in SMG make it possible to establish a violation of essential didactic principles: accessibility, activity, systematism, individualisation. Such a situation is not permissible and minimises the effectiveness of physical education classes aimed at health improvement.
4. The existing physical education system for younger students classified as SMG for health reasons is dysfunctional and, in many respects aphysiological, and characterised by an apparent discrepancy between projective, substantive, procedural and control systems.

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## Педагогічна теорія та формування особистості під час дистанційного навчання серед студентів медичних університетів

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**Анотація.** Педагогічна теорія є одним із критеріїв формування особистості, особливо актуальна в період дистанційного виховання студентів-медиків шляхом самореалізації, самовиховання, самооцінки. Мета дослідження полягала в аналізі розвитку особистості та встановленні ролі педагогічної теорії у формуванні особистості студента-медика. В основу поставленої мети було запропоновано 4 етапи методологічного обґрунтування, серед яких першим етапом є висвітлення особистості як поняття та її особливості; другий етап – розбір педагогічної теорії та її значення у вихованні студента-медика; третім етапом дослідження стала оцінка ролі дистанційного навчання, його позитивні моменти й недоліки; четвертим етапом – зв'язок педагогічної теорії з дистанційним навчанням та їхній вплив на розвиток особистості серед студентів-медиків. У статті проведено оцінку впливу педагогічного виховання на формування особистості студента-медика під час дистанційного навчання. Обґрунтовано вагомий внесок педагогічної теорії (виховання та майстерності) у формування особистості студента-медика під час дистанційного навчання. З'ясовано, що упродовж педагогічного виховання студент-медик здобуває освіту шляхом вивчення навчальних тем, отримує особистісний і науковий розвиток. Під впливом педагогічного виховання виявлено всебічний розвиток, самовдосконалення, правильну самооцінку, самоосвіту, що так необхідно для реалізації поставленої мети та особистісного розвитку в суспільстві. Визначено, що в період дистанційного навчання студент-медик краще розуміє свою роль у суспільстві та у виборі навчання, що допомагає йому швидше та правильніше сформувати себе як «особистість». Правильний підхід викладача пришвидшує процес формування

**Ключові слова:** методи викладання, особистість, самореалізація, самовиховання, самоосвіта

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## Pedagogical Theory and Personality Development of Medical University Students During Distance Learning

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**Abstract.** Pedagogical theory is one of the criteria for personality development. It is particularly relevant during the period of distance learning through self-fulfilment, self-education and self-evaluation of medical university students. The purpose of the study was to analyse the development of personality and establish the role of pedagogical theory in the development of the personality of a medical student. The purpose was based on four stages of methodological justification, among which the 4 stage is the exposition of the concept of personality and its features; the second stage is the analysis of pedagogical theory and its significance in the upbringing of a medical student; the third stage of the study is the assessment of the role of distance learning, its positive aspects and shortcomings; the fourth stage is the connection of pedagogical theory with distance learning and their impact on the development of personality among medical students. The article assesses the impact of pedagogical education on the development of a medical student's personality during distance learning. The study substantiated the considerable contribution of pedagogical theory (education and mastery) to the medical student's personality development during distance learning. It was established that throughout the educational process, a medical student receives an education by studying the topics, thereby acquiring personal and scientific development. The study found that pedagogical education ensures comprehensive development, self-improvement, proper self-assessment, and self-education, which are essential for the achievement of the desired goals and personal development in society. The authors have determined that during distance learning, a medical student better understands their role in society and in the choice of education, which helps them quickly and correctly form themselves as a "person". The correct approach of the teacher speeds up the development process

**Keywords:** teaching methods, personality, self-fulfilment, self-development, self-education

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## INTRODUCTION

The term "personality" comes from the Latin "persona" – a social nature of human, which is linked to the assimilation of various productive [1] and spiritual experiences of society (typical way for a person to perceive, think,

and act) [2]. Various personal factors, such as intelligence, responsibility, abstractness, etc. underlie the development of personality. These factors develop during communication, activity and self-development [3].

Review of both Ukrainian and foreign scientific findings allowed creating a model of modern personality with which teachers meet every day. Medical students' "personality" concept is crucial because they come to study as unique, already developed, and structured identities with knowledge, temperament, individual track of thought, and meaningful life credo. Such type of person can choose between having "inspired education" and manifestations of "laziness". Therefore, it is relevant to consider the concept of "personality" among medical students and a teacher. Based on developing learning and self-examination, pedagogical education [4] has a significant influence on personality development. Teaching methods are related to the purpose of learning, its content, the level of the subject's readiness to learn, the peculiarities of didactic teaching aids, and the time specified for studying the teaching material. They are implemented through a system of techniques and means of educational activities.

The processes of globalisation, integration and intensification determine the emergence of innovative learning technologies. [5]. In her writings, I. Dychkivska defines innovative pedagogical education as a purposeful, systematic, and consistent practical introduction of original, innovative ways, pedagogical methods, and means that cover holistic teaching and educational process from the definition of its purpose to the expected results [6]. However, since the 20<sup>th</sup> century, the personality-oriented educational process is only a learning system that allows creating a model for selecting and evaluating the training content. It was L.S. Vygotsky who was the first to put forward ideas for developing education: "Developing education is only what is ahead of development" [7]. For her part, I.S. Yakimanskaya, who is the author of the development of personal-oriented learning technology, concluded: "Any education is developing, yet developing education is not always personal-oriented" [8].

The origins of personalised technology base on the theories of such humanistic psychologists as A. Maslow and K. Rogers: "Person is an individual integrity, a unique and highest value, which requires self-actualisation, that is, in the realisation of its capabilities" [9]. There is a positive tendency in modern scientific research to combine different types of activity, using forms and means that are interesting to students [10]. The study of pedagogical theory in different components can go hand in hand, thus significantly saving time to organise playing and learning activities and shorten the time to achieve the desired result [11].

In Ukraine, many researchers engage in developing pedagogical science and its impact on the individual. V. Onyshchenko, in particular, studied the essence of pedagogy as a science and art in the work of pedagogical

theories. In his articles, the researcher reveals pedagogical features in the present period. "Basic pedagogical ideas in kinship of categories and categorical structures of philosophical and pedagogical nosology have the potential to focus and conceptualise the pedagogical theories that will contribute to the organisation of the learner-centred education system. These theories should cover the multidimensional interaction between the subject of education and the educational system, designed to ensure the development of the essential cultural, spiritual, intelligent, moral, aesthetic, psychophysical, psychological professional neoplasms in the subject. The combination of such didactic cultural, spiritual, scientific and pedagogical representations and images forms a conceptual model for training a future specialist and citizen of society" [12].

O.V. Voznyuk also studied pedagogy and personality issues. In his studies, he covered the problems of education (the system of harmonious human development; organisation of knowledge in the education system: development of universal "knowledge matrices"; psychological mechanisms of decision-making and problem-solving; professional development of the teacher's personality; psychology of creativity and human spirituality; aspects in pedagogy and psychology; post neoclassical paradigm of art education; problems of inclusive education; new paradigm of modelling and development of the historical and pedagogical process, etc.) [13].

V. Kremen also repeatedly covered the basics of pedagogical theory [14]. In his papers, he described "pedagogical synergy as a new dimension of the educational process". It bases on the "breadth and depth" of knowledge in scientific activities. It is personal motivation that influences the different choices of studying topics and subjects by students, which explains the use of various methods of approach to studying the proposed topics of all students without exception, through their interest and non-standard approach to the presentation of the material. Pedagogical synergy provides a non-standard approach to studying all the proposed topics in the work program. It increases the student's creativity and forms a future specialist with a broad outlook through various academic disciplines.

Assessing the impact of distance learning is relevant, especially during a pandemic, when many educational institutions can only implement educational activities remotely.

*Purpose of the article* – to analyse personality development and establish the role of pedagogical theory in shaping the medical student's personality. *The task* is to discover the peculiarities of pedagogical education and its influence on personal development.

## METHODOLOGY

The article proposes several degrees of evaluation of the influence of pedagogical education on the student's personality and its development. The first stage is to highlight the student's personality and its peculiarities during the student period. It is a student who is a partially formed individual with ambitions, a particular direction in life and profession. Therefore, it is essential to know the student's personality and to study methods of influencing the student's education and development of the professional personality to improve further self-validation in the professional activity and to coordinate the student in the right direction upon the choice of the educational content and, subsequently, in the career choice.

The second stage included the analysis of pedagogical theory and its role in educating a medical student. The pedagogical theory is based on a comprehensive approach, which includes various education methods and teachers' pedagogical skills. Pedagogical mastery is the ability of each teacher to present teaching material at a high academic and methodological level and to encourage a medical student to engage in cognitive activities that include methodological support (use of visual objects – practical part; schematic materials – theoretical part). Each teacher should use methods of an interactive approach to the presentation of the material and encourage the analysis or comprehension of this educational material. As is well known, the "personality" of every student is individual and temperamental, and the teacher's approach to the presentation of educational and scientific material is relevant and personal. The student and the teacher have individual personal orientations; they may have different approaches, understanding, and perceptions of the studying material. Therefore, the main task for the teacher is to find a "golden mean" in the student's perception to induce them to study educational and scientific material.

The third stage of the study is to identify the role, positive aspects, and disadvantages of distance learning. At this stage, the focus is on the independent study of the material, the way every medical student comprehends it. As is well known, in medical schools, each subject is composed of several different topics. Each topic corresponds to a specific pathology. That is why, after studying such topics, a medical student must draw the correct conclusion (diagnosis) about each topic of the study. In terms of personal development, distance learning receives "positive evaluation". In addition, distance learning lies in the theoretical review of topics and assigned tasks (questions). However, both theoretical and practical knowledge (percussion, palpation, auscultation) constitute the basis of the doctor's (medical officer) practice. When used unassisted by the patient's bed, they help

to identify functional changes in the organs and systems pathology. Therefore, it is not always possible to correctly influence the analysis of topics, assess the progress of pathology in the right way, and draw the correct conclusion (diagnosis) by using electronic resources and information and communication technologies. That is why, as noted above, the individual personality of a student always perceives the educational material differently. The fourth stage is the connection of pedagogical theory with distance learning and its impact on personal development among medical students. Since only the experience of a teacher in presenting the material and explaining it allows a student to draw the correct conclusions, the relationship between a teacher and a medical student in the study of a subject is mandatory.

## RESULTS AND DISCUSSION

The concept of personality appears in the literature repeatedly. It is used in expressions for schoolchildren, students, etc. Everyone goes through the following periods: childhood, adolescence, fatherhood, and maturity. All these periods have a significant impact on the individual's development and worldview. However, the period of student life, where each student only begins to comprehend their actions in practice and correct them in the future, is not covered in the literature.

"Student" in Latin means "the one who works conscientiously", "the one who seeks knowledge". According to A.S. Vlasenko definition, "Student community is a particular social group comprising various social formations and is described by special living and working conditions. It is distinguished by particular social behaviour and psychology, for which the acquisition of knowledge and preparation for future work in social production, science, and culture is of utmost importance" [15].

An essential feature of the student community is that both active interactions with various social entities of society and the specifics of university education create ample opportunities for students to communicate. Therefore, a fairly high intensity of communication is a specific feature of students [16].

Psychologist Y.A. Samarin highlights the following oppositions inherent in student age:

- socio-psychological (between the student's intellectual and physical development, time limits, and economic opportunities to meet the increased needs);
- didactic (between the aspiration to be independent in the selection of knowledge and relatively rigid forms and methods of training to become a specialist of a certain speciality);
- psycho-pedagogical (between the abundance of information coming through various channels and the

expansion of students' knowledge, lack of time, and the apparent unwillingness of mental processing, which leads to superficiality in knowledge and thinking. This requires special efforts by teachers to deepen the theoretical knowledge and practical skills of students in general) [14].

Yet every student should become the subject of their scientific (educational) activity, skilfully master, implement and creatively transform it. Communication and self-awareness make a significant contribution to a student's subjectivity. This allows the student to be a strategist of their activities, set and adjust their goals, realise their motives, independently carry out actions and assess their adequacy, and "build" life plans.

The term "studentship" is entering the pedagogical discourse as a definition of the socially valuable personal quality, which needs to be developed in pedagogical interaction. Students and teachers are subjects of the educational process. A psychological and pedagogical analysis of a student's personality structure allows contemplating the level of their professional culture – a system of values that forms their inner world, which acts as a guide for behaviour and development of life and professional attitudes [17].

Upon entering a university (III-IV level of accreditation), each student has a partially or fully developed personality with a clear or partially defined purpose(s) and type of thinking. The pedagogical theory includes a set of methods essential for further forming of medical student's personality. One of the learning technologies is an interactive method, which divides the learning material into small groups or pairs (cooperative learning), playouts according to the learning plan (situational simulation), discussions or debates (consideration of controversial issues), and "learn by teaching" type (group training) [18].

These methods use visibility in audio and video presentations, photographic material, and synchronous schematic reproduction of nosology. Video materials with the patients' stories, the history of the disease, the pathogenic data of the disease illustrate such cases in medicine. It is also integral to use audio material that presents various auscultation pathologies that will differ from the norm. This study of the material will allow us to understand the pathology better and assess its impact on the body and mild, moderate, or severe clinical course. The audio material always presents auscultation changes at the five points of auscultation of the heart, pleural friction noise, and possible pathological rale. Since it is a practical part of the lesson that helps to better understand auscultation changes in various pathologies and norms, this method is relevant when studying nosology during distance learning. Using systematic schematic methods in video materials will allow us to better

understand the pathogenic links of the disease, their manifestation in the laboratory, and instrumental methods of patient research. It will also help us to predict possible patient complaints and changes during an objective examination.

The correct presentation of educational material to a medical student will allow them to draw the correct conclusion (diagnosis). Nevertheless, students have their individual psychology, so the perception of the material will, of course, be different. As a result, pedagogical education includes a psychological basis, can represent different mental phenomena from a state of fear "before being punished for negligence and formal attitude to study until deeply satisfied and aware of the internal need for learning" [18].

Having entered a higher medical educational institution, every student is an individual with a developed personality. However, the pedagogical mastery aims to develop medical students' personalities through self-fulfilment, self-education, introspection, and responsibility for drawing the correct conclusion (diagnosis). During this critical period, medical students experience difficulties in the new environment, adapt, and become responsible for their actions. As is well known, by evaluating the psychology of a student, modern Ukrainian pedagogical theories contribute to a student's development. In recent years, moral and legal education has fostered in students' diligence and morality. It enhanced their self-esteem and self-confidence, developed norms of conduct, and the ability to build harmonious relationships with the environment.

The pedagogical theory is a branch that explores general educational patterns and means of solving educational problems [19]. It studies the laws of transmitting social experience to the older generation and of active learning by the younger one ("General pedagogy"). The subject of pedagogical theory is not only the analysis of scientific views on the essence, tasks, content, and methods of education ("Philosophy of education"), but also the practice of fostering, teaching, and education itself [16].

Therefore, each teacher has an individual approach to presenting the teaching material and explaining it during practical and seminar classes. Pathology is the first thing to study in a higher medical educational institution. It includes a survey of the medical student themselves, their understanding of the problem. The teacher enhances the understanding of the material by providing photos presenting the patient's appearance (possible skin manifestations: pale skin (anaemic syndrome), yellowing of the skin and sclera (cholestatic syndrome in hepatitis), etc.), their position ("beggar" pose – Bekhterev's disease, "ulnar deviation" – rheumatoid arthritis, etc.), its state of severity (in the supine

position – severe state of flow, in sitting and standing positions – medium and light state of flow), etc. Yet, the basis is the correct presentation of the material by the teacher, which would attract the medical students' attention and interest them in analysing the material. In addition, the students are also very receptive to the material in the video presentation, which clearly and succinctly presents the changes of the above pathologies and their correct analysis in the pathogenesis of the disease. As practice shows, such type of analysis of medical topics is well-received among students and helps them memorise the subject better. With the help of visual materials, they have a better understanding of nosology.

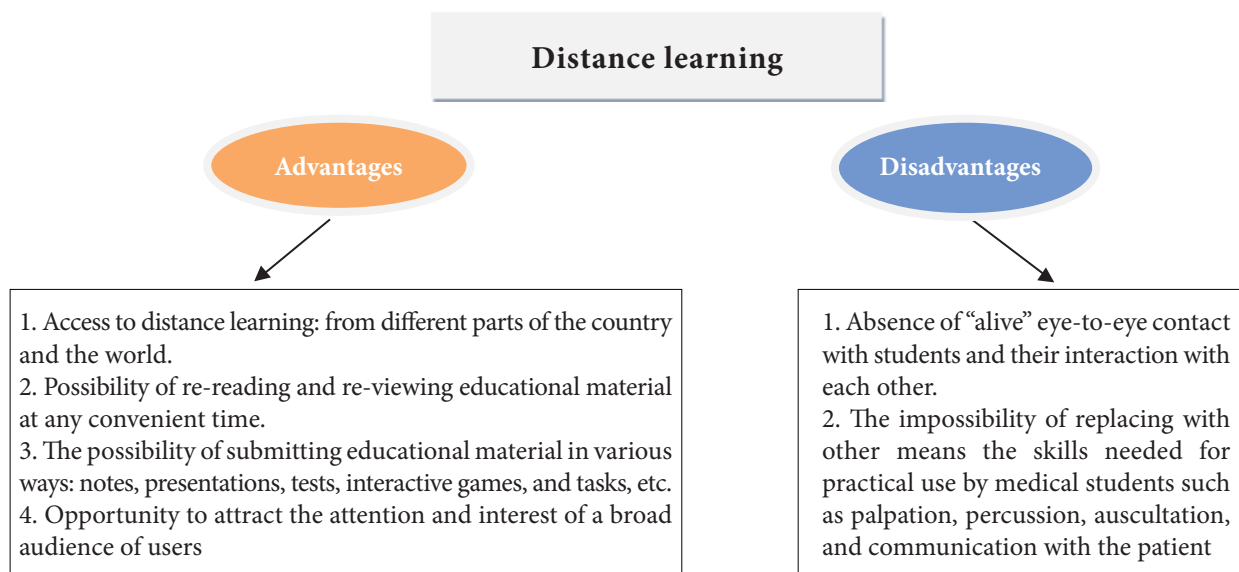
The use of the above-mentioned interactive methods of presentation will enable students to be in the role of patients themselves, provide correct explanations for the disease's complaints, and explain their condition correctly. They become persons with different moral and legal views, correct upbringing, and subjects of educational material analysis.

During their studies at a medical university, medical students skilfully control and adjust their time under the influence of pedagogical upbringing and the approved

work programme. The allocation of study hours depends on preparation for practical and seminar activities. Personal time depends on the direction of self-development and self-improvement (favourite complementary development (hobby) not involved in learning; behaviour development among classmates and classmates). This combined effect on the student's personal development makes it possible for everyone to understand their role in life and identify important goals in self-learning and self-improvement.

Apart from the pedagogical process of education, a medical student receives education by studying the teaching topics, resulting in personal and scientific development. Therefore, throughout the study, a medical student learns the basics of pedagogical theory: upbringing, education, training, development, self-education (independent development of teaching medical material and independent work), and self-improvement (favourite complementary development (hobby)).

In the context of the pandemic, distance learning is developing in various educational institutions. The advantages and disadvantages of distance learning among medical students are shown in Figure 1.



**Figure 1.** Advantages and disadvantages of distance learning among medical students

With the help of information and communication technologies, a teacher explains to medical students the need for education and the importance of making the right choice concerning their future profession. The awareness of the role in medicine enables students to realise themselves and adopt goals. Distance learning helps the teacher manage the learning process and provide all the necessary materials to prepare for the classes.

During distance learning, medical students develop their identities. They independently determine the

importance of the knowledge and skills acquired during the training. In addition, students increase their awareness of medical topics and devote more time to their self-development and later in their professional activities. Pedagogical theory only strengthens the self-development of medical students; it coordinates them "in the right direction" and helps them draw the correct conclusion (diagnosis). Combining these foundations (pedagogical theory, distance learning) enables medical students to find their goals and attain them in the future.

## CONCLUSIONS

The development of a medical student's personality depends directly on the pedagogical influence of the teacher (pedagogical theory). Through pedagogical influence, a student develops self-esteem and responsibility for education, making it possible to achieve self-fulfilment and medical goals. Furthermore, through education, the development of ethical norms, and self-fulfilment a medical student "produces in oneself" an individual able to behave with dignity among classmates, fellow students, and in society.

Given the personality of each medical student and their psychological development, they perceive the influence of pedagogical education in a different way.

That is why developing each student's personality at most requires an individual approach. One of the issues of further research lies in the application of pedagogical theory with various teaching methods, including electronic resources and information and communication technologies, and considering the individual capabilities of medical students, through which the teacher maximally shapes the personality of the future doctor that is capable of evaluating the clinical picture of pathology and its development based on the studied pathogenic link, with statement of the correct conclusion (diagnosis) and individual approach to tactics of treatment of the identified disease.

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## **Формування ноксологічної культури у студентів за викладання охорони праці та безпеки життєдіяльності в педагогічних закладах вищої освіти**

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**Анотація.** Формування ноксологічної культури у студентів педагогічних закладів освіти є актуальною проблемою, оскільки пов'язана зі станом захисту особистості та суспільства від внутрішніх та зовнішніх загроз у повсякденному житті. Мета роботи полягала у здійсненні аналізу дисципліни «Охорона праці та безпека життєдіяльності», що відіграє важливу роль у розумінні потенційних небезпек, пов'язаних із діяльністю людини та формує ризик-орієнтоване мислення. У процесі дослідження для встановлення взаємозв'язку ноксологічної культури з безпекою життєдіяльності майбутніх педагогів були використані такі методи: елементарно-теоретичний аналіз та синтез фактичного матеріалу, аксіоматичний метод та узагальнення. Розглянуто поняття ноксології та ноксологічної культури особистості. Унаслідок проведеного дослідження було визначено, що ноксологічна культура є важливим структурним компонентом безпеки життєдіяльності, а також є невід'ємною складовою професійної культури кожного майбутнього фахівця. Визначено важливу роль дисципліни «Охорона праці та безпека життєдіяльності» під час формування ноксологічної культури студентів. Розглянуто складові ноксологічної компетентності. Розкрито вагому роль педагогічної вищої освіти у процесі формування науково-обґрунтованих критеріїв можливого ризику. А вивчення згаданої вище дисципліни формує систему знань про характер небезпек, їхні особливості та способи зниження ризику та їх виникнення

**Ключові слова:** державні освітні стандарти, ризик-орієнтований світогляд, культура безпеки, вдосконалення навчального процесу, ноксологічна компетентність

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## Development of Noxological Culture Among Students for Teaching Occupational Safety and Health and Wellness in Pedagogical Institutions of Higher Education

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**Abstract.** The development of noxological culture among students of pedagogical educational institutions is an urgent problem since it is associated with the state of protection of the individual and society from internal and external threats in everyday life. The purpose of the study was to analyse the discipline "Occupational Safety and Health and Wellness", which plays an important role in understanding potential dangers associated with human activity and forms risk-oriented thinking. In the course of the study, the following methods were used to establish the relationship of noxological culture with the health and wellness of future teachers: elementary theoretical analysis and synthesis of factual material, axiomatic method, and generalisation. The concepts of noxology and noxological culture of the individual were considered. As a result of the study, it was determined that noxological culture is an important structural component of health and wellness, and is also an integral component of the professional culture of each future specialist. The important role of the discipline "Occupational Safety and Health and Wellness" in the development of students' noxological culture was determined. The components of noxological competence were considered. The study covered an important role of pedagogical higher education in forming scientifically sound criteria for possible risk. The study of the above-mentioned discipline forms a system of knowledge about the nature of dangers, their features and ways to reduce risk and their occurrence

**Keywords:** state educational standards, risk-based worldview, safety culture, improvement of the educational process, noxological competence

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## INTRODUCTION

Noxological culture, as a certain state of development of a person, social group, society, characterised by an attitude to the issues of creating a safe life and work and, most importantly, active practical activities to reduce the level of danger, requires the development throughout a person's life, but an important period is occupied by the process of professional training in higher education institutions. Improving the quality of safety education helps to reduce the risk of initiating emergencies, reduce

the number of victims, and reduce material damage. Education and upbringing in the field of health and wellness should ensure the development of new thinking, holistic knowledge, and practical skills that students need to make informed decisions at the individual, family, society, and state levels.

The development of noxological culture of students of higher education pedagogical institutions is one of the most important goals in the implementation of

state educational standards. Ukraine is characterised by a number of complex and contradictory processes related to changes in established socio-political and economic relations, changes in previous value priorities. The loss of conventional values and the blurring of the teacher's noxological culture are reflected in society, manifested in the practice of modern pedagogical education. In the current conditions, the development and implementation of training of a noxologically-educated teacher, which is based on the experience of professional and personal development of the future teacher's personality, is of particular importance.

The strategic role of the education system is the development of noxological (safe) thinking of a person in the context of the development of his responsibility for the safety and viability of society. Safety culture is a social phenomenon. It was represented in ideology, religion, science, art, mythology, and sports [1]. At the same time, in the personal embodiment, the safety of life as a characteristic of a person with his activities is not the same. Safe life is a life in accordance with safety laws, for example, prevention, minimisation, overcoming, elimination of the consequences of harmful and dangerous factors. At the same time, as a culture of personal safety, it contains a number of other components, such as motivation, experience of readiness for a safe life [2].

The definition of the term "danger" does not formally indicate the need to accord the coordinates and time of transmission of dangerous flows from the source to the object. But this is not necessary, because the entire material world around a person, human communities, etc. are dangerous. Therefore, it can be argued that the probability of danger in relation to other material objects exists always and everywhere [3]. Daily manifestations of emergency situations in various spheres of human activity demonstrate the relevance and urgency of the problem. Usually, dangerous situations arise due to a range of reasons: technical, organisational, and personal. Ignoring or not knowing safety requirements leads to human losses, disabilities, financial and infrastructure costs, or long-term and serious consequences. Noxological culture should become part of the student's worldview, a natural need that will allow safely interacting with all the structural elements of the household, industrial, and natural environment, improve the quality of life and guarantee the necessary level of safety during the performance of work duties. The development of noxological culture in pedagogical institutions of higher education is possible during the study of the discipline "Fundamentals of Occupational Safety and Health and Wellness" by students.

The problem of forming a noxological culture is quite new for Ukrainian higher education, as is the

branch of knowledge itself – noxology. The analysis of the phenomenon of noxological culture is presented in the works of a number of foreign scientists: E. Antokhin, M. Sula developed the concept of teaching students' health and wellness [4]; O. Gazman considered the issue of forming a basic culture of personality in the educational process [5]; V. Davisilov studied the didactic foundations of noxological education [6]. Fragmentary study of the issue of noxological education occurs in the works of Ukrainian scientists: Yu. Boychuk, I. Avdeenko, A. Turchynov [7], V. Gorashchuk [8]. However, the study of the development of noxological culture of future specialists in the pedagogical sphere is understudied.

*The purpose of the study* is an analysis of the discipline "Occupational Safety and Health and Wellness", which plays an important role in the development of the noxological culture of students – future teachers in the process of professional training.

## METHODOLOGY

The methodological basis of this research is theoretical methods of scientific knowledge. In particular, the method of information analysis and synthesis, the axiomatic method, and generalisation were used. The collection and analysis of literature sources on the topic is the first stage of research, during which the content, structure, properties, internal and external relationship of the object of noxological culture with occupational safety and health and wellness was studied. Analysis is the basis for further synthesis of information.

Using the method of elementary theoretical analysis and synthesis of actual material, it was determined that noxological culture as a system-forming factor consists of: the development of knowledge and skills regarding safe coexistence with the environment; the development of an internal objective to ensure one's own safety and safety of the surrounding world; the development of safe behavioural stereotypes; the development of values and qualities of the individual in the field of health and wellness. In addition, owing to the use of the axiomatic method in the course of research, the concepts of "noxology", "noxological culture of personality", "noxological worldview", and "noxological competence" were defined. The purpose of noxology was also defined. The components of the student's noxological competence were considered and graphically shown in Figure 1. According to this method, the initial provisions were the works of Ukrainian and foreign scientists.

Important materials that considerably influenced the results of the study were scientific papers [9-12]. Theoretical substantiation of the noxological approach to determining the mechanisms of countering the risks of modern danger; creation of a conceptual model of the

noxological approach to countering the risks of modern dangers in the preservation of the environment and the safety of human life [9] – important aspects of the topic that need to be paid attention to when introducing the discipline “Occupational Safety and Health and Wellness”.

The analysis of the study aimed at identifying the possibilities of using moderation technology in the development of noxological culture, as well as studying the content of the concept, problems of using moderation technology in the educational process is important in the development of personality as a moderator, which helps to develop risk-oriented thinking [10; 11]. The development and implementation of noxologically oriented teacher training is a necessity for the development of society. This is confirmed by the study of the paper [12]. The authors note that the development of a noxological culture in the process of professional training in a higher educational institution is a condition for minimising social risks. Owing to the generalisation method the interdependence of noxological culture with occupational safety and health and wellness was recreated.

## RESULTS AND DISCUSSION

The term “noxology” is quite new. In scientific and then educational terminology, it appeared only in the last decade. The term itself is formed from two words: *noxious* (Greek) – harmful, unhealthy, and *logos* (Greek) – a term of ancient Greek philosophy, meaning simultaneously “word”, “language”, “meaning”, “concept”, “foundation” [13]. Noxology is the study of the dangers of the world around us. The subject of the study of noxology is the noxosphere – the sphere of dangers. The purpose of noxology is to deepen and develop knowledge about the security system in the face of negative factors of the technosphere, as well as to form skills in the practical use of knowledge to create safe conditions in the implementation of professional activities [14]. Noxology acts as a new and in many ways unique phenomenon in science and education, represents a scientific and educational field that requires large-scale integration, diverse knowledge about the world around us, containing socio-humanitarian, natural science and technical and technological knowledge, the totality of which can form an idea of human interaction with the environment, mechanisms for the development of dangers of various nature and cause-and-effect relationships that determine the level of risk. A person is not only an object of danger, but also a subject that generates it.

The integral systemic nature of the science of noxology today is at the stage of development and induction period of integration of philosophical, humanitarian, social, natural-scientific, technical and technological knowledge about the modern world. In the conditions of

modern development of society, the need to improve the effectiveness of teacher training causes an urgent study of the issue of his personal training, from the point of view of noxological orientation as an essential characteristic of teacher activity, stated in the concept of modernisation of education. Analysis of the current state of education and upbringing in educational institutions shows that this trend should remain a characteristic feature of teacher training in the future [6]. Noxological culture of the individual is a set of norms, views and attitudes that characterise the individual's attitude to danger, risk, personal, public, and national safety. Noxological culture of society is a totality of joint views and beliefs for all members of society and its social groups concerning the danger to life and activities, risk, accidents and threats to health, beliefs, norms, attitudes, and achievements of social and technological practices focused on minimising risk. Noxological worldview (risk-oriented worldview) – an integral system of views on the world and the place of a person in it, on the attitude of a person to the surrounding reality and to himself, as well as the life positions of people, their ideals, beliefs, principles of knowledge of reality, value orientations caused by these views, in which security issues are considered as priorities in human life and activity.

Some scientists believe that noxology includes knowledge on health and wellness, occupational safety, and environmental protection [14]. Modern professional pedagogical education is going through the next stage of reform, where the whole educational system is being modernised on the model of the Western educational system. The introduction of state standards of higher professional education, the educational degree “Bachelor” is a confirmation of the reform of higher education. As a result of this reform, it is becoming more complicated not only to manage the educational process in a modern higher education institution, but also to preserve the conventional noxological orientations of teachers. The main role in the development of noxological culture in educational and professional programmes is assigned to the discipline “Occupational Safety and Health and Wellness”, which is a system of norms, ideas, attitudes of an individual that characterise his attitude to the whole complex of dangers, risks, his view on the importance of personal, public, and national safety. According to this, noxological education is a process of education, training and self-development of a student's personality, aimed at forming norms of human behaviour, his worldview and forming competences to ensure the safety of life of both an individual and society.

Despite the indisputable importance of the problem of safety, the total volume of the discipline “Fundamentals of Occupational Safety and Health and Wellness”

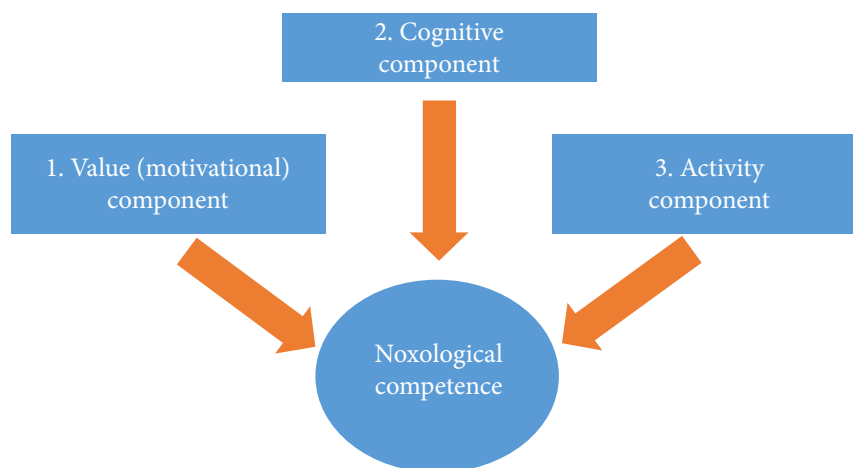
is constantly decreasing. The total number of hours for in-class learning has been considerably reduced, laboratory work is being reduced, and for some specialisations it is completely excluded. In the Bachelor's degree curricula, most specialisations do not include the disciplines "Health and Wellness" and "Fundamentals of Occupational Safety". The content of these disciplines is the foundation for the development of students' content part of subject training disciplines (noxological knowledge). However, an integrated discipline "Occupational Safety and Health and Wellness" has been introduced with a minimum number of credits. These trends clearly do not increase the effectiveness of the development of noxological culture of students of higher educational institutions. It can be stated that a reduction in training sessions in this discipline cannot lead to an increase in the level of safety either in everyday life or in the course of professional activity. The process of forming a noxological culture within the higher education system during the reform of higher education is also complicated by the general psychological atmosphere in the country, the state of public and legal order, public discipline, legal awareness, and legal culture of the population [1].

Noxological education has a pronounced anthropocentric orientation since danger exists only if there is an object that can be harmed and that requires protection. Such an object is a person whose life and health are a priority in society. At all times, and especially now, the task of science and human activity has been to improve human life, create the most comfortable and safe environment for it, and the task of education is to master this science and experience of activity and educate a person

who is able to understand the meaning and importance of his life and is ready for productive activities [11]. The noxological competencies acquired in this process can be defined as knowledge, skills in the field of hazard identification, risk reduction and safety, as well as readiness and ability to apply them in everyday life and professional activities. In this context, noxological competence is an integral characteristic of a person, determined by his noxological culture, noxological worldview, and the level of noxological competences.

Noxological culture in the system of teacher training is manifested in the readiness and ability of the individual to use in professional activities the acquired set of knowledge, skills, and abilities to ensure safety in the field of professional activity, in the nature of thinking, in which security issues are considered as a priority [14]. The development of a noxological culture, risk-based worldview, and noxological competence is a cardinal way to improve safety and ensure sustainable development in a global risk society. The main problem of noxological education today remains the lack of such a theoretical justification that could be the basis for the development of its content.

Considering the above, the student's noxological competence is determined by three components (Fig. 1). The first component describes the development of a motivational component that encourages the implementation of the principles of ensuring human safety in the technosphere; the second determines the availability of basic theoretical knowledge of dangers and safety principles; the third forms the readiness and experience of practical activities to use the acquired knowledge.



**Figure 1.** Components of a student's noxological competence

The value (motivational) component of noxological competence, which is a set of motives that encourage a person to successfully implement further professional activities, is especially important, since a person can

perform the same work with different efforts, diligence, perseverance, orientation, responsibility. The development of the cognitive component is based on the introduction into the educational process of a special additional group

of knowledge of the theoretical foundations of the world of dangers and the principles of safety of protection objects, which include knowledge about the stages of development of the technosphere as the main source of the highest levels of dangers in the modern world, knowledge of the theoretical foundations of environmental hazards (essence, causes and conditions of occurrence, taxonomy, types, principles of action, mechanisms of influence, results of influence, etc.), knowledge of theoretical principles of security (essence, main objects of protection, security conditions, general theory of protection). The presence of this group of knowledge in the educational programme fully corresponds to the current state of the science of human health and wellness in the technosphere [15]. The activity component of noxological competence is expressed in the readiness and experience of identifying an integral picture of the dangers of certain types of professional and educational activities, the ability to independently creatively solve tasks, build optimal, rational algorithms of actions [16].

In the presented study [9], the authors tried to create a theoretical model of the noxological approach to countering the risks of modern dangers in the preservation of the environment and the safety of human life. The main concepts of the noxological approach as an independent scientific area were systematised; regularities and sources of emergency situations were established; the taxonomy of hazards was determined; the prototype of the danger passport was justified. This research can be used for universities, teachers, and students. In this paper, the model of the noxological approach to environmental protection and human health and wellness was studied: risks of modern hazards were presented exhaustively.

The authors of the study [10-11] note that one of the pedagogical terms for the development of noxological culture in the framework of the implementation of a competence-oriented approach is the use of interactive educational technologies. Moderation is an effective technology of interaction between the subject of education, where the teacher is the moderator of the educational process, creating a safe and comfortable educational environment. High-quality performance of this role is the basis for the success of the entire educational process and the achievement of educational goals. According to this, it is important to identify the possibilities of applying moderation technology in the development of noxological culture. The study considers recommendations for implementing moderation techniques. The paper can be used by teachers of higher educational institutions in the process of preparing students of pedagogical specialisations.

The authors of the following study [12] note that

the democratisation of society is directly related to the construction of a state governed by the rule of law. Factors contributing to social risk undermine democratic principles. Professional training in a higher educational institution is focused on activities under certain political and social conditions. Teaching in higher educational institutions should become a stage of transformation of professional activity in conditions of social risk. Preparation for professional activity in conditions of social risk should be carried out by studying risk factors, integrating risk-oriented training, searching for and implementing an effective form of training, issues of legal and noxological culture of teachers and students.

The development of a noxological culture in the process of professional training in a higher educational institution becomes a condition for minimising social risks. The development and implementation of noxologically oriented teacher training is a necessary condition for the development of society. The competitiveness of graduates of higher educational institutions should mainly ensure a focus on preserving the life and health of their students, that is, the future generation of the country. Therefore, this once again proves the reasonableness of studying the discipline on occupational safety and health and wellness. Considering the above, the teacher, using innovations, will develop innovative thinking of students, fulfilling their abilities, and also contribute to the development of a risk-oriented worldview.

## CONCLUSIONS

As a result of the study, it was established that education and upbringing in the field of health and wellness should ensure the development of risk-based thinking and increase responsibility for health and wellness at the level of the individual, family, society, and the state. Noxological culture is the main component in the development of the individual, and it also plays an important role in the professional culture of the future specialist, which is not inherited, but is formed, recognised, and instilled during the professional training of the future teacher. Noxological culture is a certain state of development of a person, social group, society, characterised by a responsible attitude to ensuring a safe life and work. A considerable period of development of such a culture is occupied by the process of professional training in higher educational institutions due to the study of the discipline on occupational safety and health and wellness.

The results of this study can be used as a basis for further research, in particular, for the development of curricula and methodological recommendations for teachers of the discipline "Fundamentals of Occupational Safety and Health and Wellness".

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## **Складнощі формування англомовної компетентності в читанні в учнів старших класів закладів загальної середньої освіти**

### **Історія статті:**

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**Анотація.** Актуальність дослідження зумовлена зростанням міжкультурної комунікації в сучасному постіндустріальному суспільстві, внаслідок чого виникла потреба в зміні поглядів на формування іншомовної компетентності в учнів шкільного віку задля її ефективного вдосконалення та подальшого використання в професійній діяльності. Метою дослідження є визначення особливостей формування англомовної компетентності в читанні в учнів старших класів закладів загальної середньої освіти та пошук методів подолання складнощів у процесі оволодіння іноземною мовою. У процесі дослідження автором було використано загальнонаукові теоретичні методи, серед яких методи аналізу, синтезу, узагальнення та класифікації. Охарактеризовано основні погляди на формування іншомовної компетентності, в читанні зокрема, в учнів старших класів на основі результатів досліджень українських і зарубіжних науковців. Надано визначення поняттю «читання» та розглянуто основні його категорії, такі як типи читання, рівні розуміння тексту, загальні вміння особистості для досконалого володіння читанням іноземною мовою тощо. Виявлено, що основними складнощами формування англомовної компетентності в читанні в учнів старших класів закладів загальної середньої освіти є мовні, зокрема орфографічні, та психологічні, що базуються на відсутності мотивації до вивчення мови. Представлено поради для вчителів англійської мови, зосереджені на вдосконаленні формування англомовної компетентності в читанні в учнів, серед яких використання автентичних матеріалів, інформаційних технологій, а також застосування практичних вправ, що сприяють покращенню читання вголос. Перспективи подальших досліджень вбачаємо в емпіричному обґрунтуванні методики подолання складнощів формування англомовної компетентності серед учнів старших класів

**Ключові слова:** іншомовна компетентність у читанні, навички, вміння, знання, комунікативна здібність, етапи, вправи, засоби, контроль

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## Difficulties in Forming English-Language Reading Competence Among General Secondary Education Students

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**Abstract.** The relevance of the study is conditioned by the growth of intercultural communication in modern post-industrial society, as a result of which there is a need to change views on the development of foreign language competence among students of middle school age for its effective improvement and further use in professional activities. The purpose of the study is to determine the features of the development of English-language competence in reading among general secondary education students and to search for methods to overcome difficulties in the process of mastering a foreign language. In the course of the research, the author used general scientific theoretical methods, including methods of analysis, synthesis, generalisation, and classification. The study describes the main views on the development of foreign language competence, in particular in reading, among high school students, based on the results of research by Ukrainian and foreign scientists. The term «reading» was defined and its main categories were considered, such as types of reading, levels of text comprehension, general skills of the individual in reading in a foreign language, and so on. It has been identified that the main difficulties in the development of English-language reading competence among general secondary education students are linguistic ones, in particular spelling, and psychological, based on the lack of motivation to learn the language. The study presents tips for English language teachers, focused on improving the development of English-language reading competence among students, including the use of authentic materials, information technologies, as well as the use of practical exercises that help improving reading aloud. The prospects for further research consist in the empirical substantiation of the methodology for overcoming the difficulties of forming English-language competence among high school students

**Keywords:** foreign language reading competence, skills, abilities, knowledge, communication ability, stages, exercises, means, control

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## INTRODUCTION

The variability of the modern world determines the growing demand for foreign language competence, which becomes almost the main one in the process of training a future specialist since school years. State standards, basic secondary education in particular [1], describe in detail

the mandatory learning outcomes of students, which include “perception of oral and written information in a foreign language in conditions of direct and indirect intercultural communication, interaction with other persons in oral and written form in a foreign language,

as well as expressing their own thoughts in a foreign language" [1]. At the same time, in practice, the situation is somewhat different: students do not have either reading or communication competences since they do not have any motivation to learn a foreign language, English in particular. Eventually, the question arises what causes such difficulties in the process of forming English-language competence in high school students and how to facilitate learning English through reading.

Many Ukrainian and foreign scientists focused their attention on research on the development of foreign language competence in school-age students and created their own methods of teaching English. For example, the researcher N.D. Galskova noted that when learning a foreign language, a student must acquire communicative language skills, rules for using language material, a set of special skills that indicate practical abilities, as well as the cultural features of the country whose language is being studied, through the use of authentic texts [2]. The scientist M.V. Biboletova in her works considered a separate aspect of the development of English-language competence in primary school students, namely the grammatical component of speech [3]. Furthermore, the researcher A.A. Parshikova noted the importance of communication and game techniques in learning a foreign language [4]. Especially important for the study are the views of S.Yu. Nikolaeva [5]. The author in her studies focused on the development of a foreign language teaching plan according to the state educational standards based on a competency-based approach [5]. At the same time, L.Ya. Zenya formed the main tasks of learning English in a high profession-oriented school considering the aspect of teacher's professional training [6].

Notably, the development of English-language reading competence is an extremely urgent issue today. For example, Ukrainian researchers O.V. Davydenko and O.V. Ponomarenko considered "the development of reading competence among first-year students based on the materials of English-language Internet news and provided their original methodology for working with the text in three stages" [7]. At the same time, the results of foreign scientists' developments in this aspect are interesting. L. Bunting, Yu. H. Segerstad and V. Barendregt described the experience of learning English in Swedish schools [8]. Scientists conducted a study in the context of the "iRead" project, funded by the European Union, the essence of which was to develop personalised teaching technologies for reading in foreign language classes. Owing to interviews with primary school teachers, considerable differences in students' knowledge of English were confirmed and the latest method of using personalised technologies was proposed [8].

As can be seen, modernity puts forward new

requirements for professional training of specialists, as a result of which the search for new methods of teaching and learning English always remains relevant. It is the use of reading as one of the methods of mastering a foreign language that becomes the key to further improving language skills and self-development of the individual. Given this, *the purpose* of the author's study is the identification of the features of the development of English-language reading competence among general secondary education students and the search for methods of overcoming difficulties in the process of mastering a foreign language. Achieving this purpose involves performing the following *tasks*: to give a general description of the reading process as a method of mastering a foreign language; to identify the difficulties of forming English-language reading competence and to find new methods to facilitate and encourage students to learn English.

## MATERIALS AND METHODS

To achieve this purpose and complete these tasks, the author used general scientific theoretical research methods. These methods include: analysis, synthesis, generalisation, and classification method, respectively. Thus, the method of analysis was used in the processing of Ukrainian and foreign scientific and methodological literature, as a result of which the subject of this study, namely English-language reading competence, was determined. Moreover, the analysis method allowed considering such aspects of the reading phenomenon as types, levels of comprehension, and skills of reading techniques in English. The synthesis method allowed collectively considering such concepts as "English-language competence", "reading", "student motivation", and "pedagogical activity", etc. Due to the use of the classification method, the study considered such types of reading as introductory, learning, and search; comprehension levels upon learning to read in a foreign language, and also noted the main difficulties in the development of English-language competence, including linguistic and psychological. The generalisation method helped to systematise all the analysed aspects of the study, namely the phenomenon of "reading", "English-language competence", "difficulties in forming English-language competence", etc., and provide comprehensive advice on facilitating the learning of a foreign language by general secondary education students, focused on the use of authentic sources and information technologies.

The study of the difficulties of developing English-language competence in general secondary education students was conducted according to the following stages:

1. Processing of scientific publications over the past 3-5 years to confirm the relevance of research on the topic of English-language reading competence and provide an

exhaustive definition of this concept.

2. Study of the main approaches to the interpretation of the term “reading”, as well as its key characteristics for the possibility of further substantiating the reasons for the appearance of difficulties in the process of reading English-language sources based on the works of Ukrainian researchers.

3. Development of a list of the main groups of difficulties that arise when learning English among high school students based on the material developed above.

4. Research of methodological practices of Ukrainian and foreign scientists used in English lessons to provide advice on improving the development of English-language competence in high school students.

5. Generalisation of experience, selection and use of English-language resources in the educational process for learning to read.

Notably, to confirm the need to improve foreign language competence in future specialists, a regulatory document was used as a theoretical basis, namely the State standard of basic secondary education [1], which made it possible to characterise the main learning results of students, including the development of reading and communicative competence within foreign language competence.

## RESULTS AND DISCUSSION

### **Reading as a Means of Acquiring a Foreign Language**

As is known, reading is one of the most common methods of foreign language communication practiced among secondary education students. However, each student faces certain difficulties when learning a foreign language and in the process of reading foreign-language sources, as a result of which the motivation to further improve the level of language proficiency disappears. Therefore, to identify such difficulties and find ways to overcome them, it is necessary to consider in detail the features of the reading process itself, in a foreign language in particular, and justify its need when acquiring a new language.

Reading is usually interpreted as a special type of linguistic activity, wherein synchronous perception and comprehension of the text being read occurs. This is a deeply internal process consisting in the interpretation of the text, which implies verbal, subject, and semantic comprehension [7]. Reading as a receptive speech activity comprises stages of perception and comprehension of written speech. The stage of perception occurs through the visual and auditory channels. The stage of comprehending the text is based on subject and language competence, that is, pronouncing the material in the form of internal speech or detailed speech while reading aloud [9; 10]. These processes are closely related since the comprehension

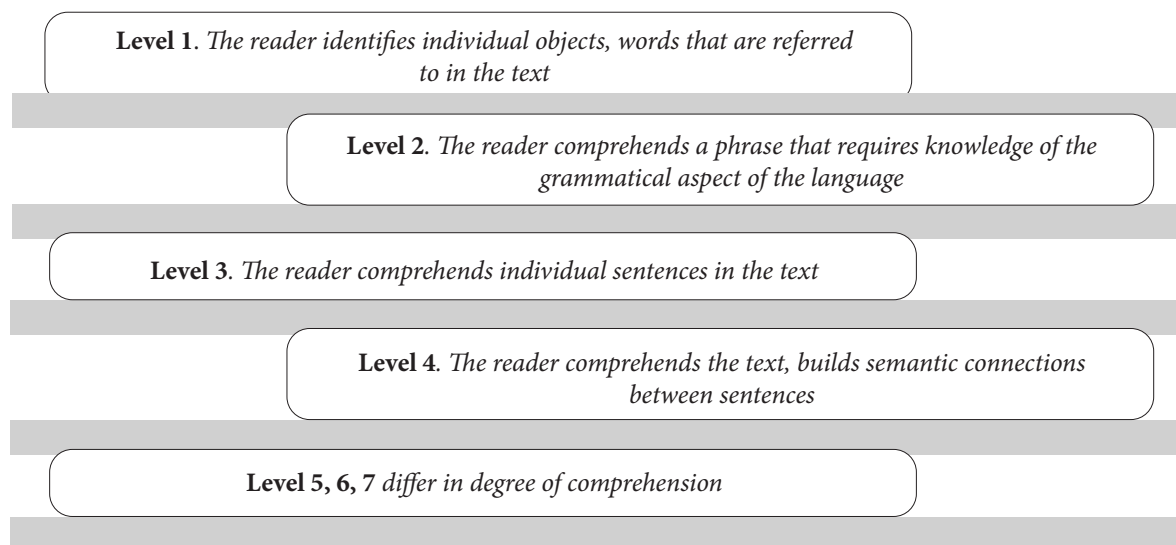
of the text depends on perception quality. Such errors in perception as misreading of words lead to distortion of meaning. At the same time, miscomprehension contributes to incorrect guessing of the word form.

Reading as a means of acquiring speech material has its own characteristic features. First of all, unlike listening, the comprehension of information upon reading occurs in more comfortable conditions, which are conditioned by the greater expressiveness of visual images. Notably, the content of the material during reading is usually more complex. The choice of topic for oral speech, as a rule, falls on aspects that are close to the speaker or on those that directly relate to the communicant. Reading covers a much more diverse range of issues, especially at the middle and senior stages of learning a foreign language. For example, a review of authentic texts or popular science fiction of the country whose language is being studied involves references to topics that reproduce everyday life and historical facts, which, at the same time, contributes to the assimilation of cultural values of the country.

Any reading of foreign sources has a specific purpose and level of comprehension of the text. As an example, according to this aspect, introductory, learning, search, or review reading is distinguished [11]. *Introductory reading* or reading with an understanding of the main content of the text is performed on authentic sources with a focus on the subject content of the language for grades 4-6, reflecting the characteristic features of the culture of countries of the language being studied. This type of reading involves visual perception of the text, recognition of familiar terms and grammatical phenomena, brief and logical reproduction of the topic, the content of the text by title, as well as the ability to divide the text into independent parts and establish their logical sequence. *Learning reading* or reading with a full comprehension of the text is carried out using authentic materials, pragmatic texts focused on the subject content of the language at each stage. Such reading is focused on a complete and accurate understanding of the content of the text, a detailed presentation of the content, expressing one's own opinion about these facts, as well as analysing the structure and individual parts of the text, taking into account all the structural differences between the reader's native and foreign languages. At the same time, reading with a selective understanding of the necessary information, or the so-called *selective or search reading* involves the ability to view a text or several short texts, and select the necessary information that interests the reader for further use in the process of communication or expanding knowledge on the problem of the text. Evidently, the level of comprehension of the source context depends on the tasks that the reader sets for themselves.

However, there is a classification of degrees of text comprehension when learning to read in a foreign language. Thus, the researcher N. Dobrovolska identifies seven

comprehension levels when learning to read in a foreign language, which are reproduced in Figure 1 [10]:



**Figure 1.** Comprehension levels upon learning to read in a foreign language

**Source:** developed by the author based on the source [10]

Notably, the levels of understanding of information when learning to read in a foreign language are not a gradual and structural system. A student reading one text can be, for example, at the first level, while reading another text – at the third.

One way or another, the use of reading for extracting the necessary information requires the reader to possess certain skills and abilities that directly provide the reading process itself, namely:

1) “perception of graphic signs and correlation with meaning, i.e. transcoding of visual signals into semantic units;

2) establishing semantic connections between language units of different levels and according to the content of the text, it is these skills that ensure the understanding of the text as a complete speech utterance” [12].

At the same time, to master English reading at A2+ level, primary school students must acquire the following skills: understand the rules formulated in simple language; understand simple instructions for equipment

that is used in everyday life; be able to find special provided information in simple everyday materials such as advertising, menus, reference lists, and schedules; set the location of special information in lists and understand the necessary information; understand everyday inscriptions and comments: in public places (on the streets, in restaurants, at railway stations), at workplaces (instructions, warnings); find special information in simple written material that the student meets in everyday life: letters, brochures, and short newspaper articles describing events [7].

#### **Difficulties of Developing English-Language Reading Competence and Methods of Overcoming Them**

The development of English-language reading competence is accompanied by numerous difficulties, the solution of which requires specific methods. First of all, when reading aloud, students usually face difficulties associated with the spelling component of speech. These include, for example (Fig. 2):

The similarity in writing letters in Ukrainian and English that do not match in sound: *p, b, n, u, x, y*

The difference in the pronunciation of the same letters in different positions: *c, s, i, a*

The presence of letters that are not pronounced depending on the position: *e, h, t, s*

The presence of diacritic marks that affect the pronunciation of letters (different signs in different languages)

The presence and need to distinguish between a large number of letter combinations: *ai, au, eau, ou, eu, gn, ph, ch*

**Figure 2.** Groups of spelling difficulties that occur when reading in English

**Source:** developed by the author based on the source [13]

These spelling difficulties arise quite often among general secondary education students since they do not receive the necessary linguistic skills in primary school for a certain reason. To overcome such problems, first of all, the teacher is faced with the task of using practical exercises in English lessons in the process of learning new words, which involve “reading graphemes in different positions, literary and sound analysis, pronunciation of sounds similar to letters, reading words and voicing them without relying on the text”, etc. [13]. It should be understood that incorrect pronunciation leads to a distortion of the semantic charge of the word, and sometimes to the replacement of the word in general, as a result of which the meaning of both the sentence and the entire text is lost.

Along with the spelling difficulties of forming English-language reading competence, there are also psychological ones that are associated with a lack of motivation. When learning to read, it is very important to analyse the process of comprehending a foreign-language text. The characteristic feature of comprehending the text is that along with direct understanding of the familiar, one has to linger on the unfamiliar and difficult, comprehend it, evoke the necessary images, representations, experiences in one’s mind [14]. Poorly selected material for English lessons leads to the fact that the student gets tired of looking the words up in the dictionary every time, as a result of which curiosity and motivation disappear. The purpose of the teacher should be not only to maximise the student’s vocabulary, but also to interest the student in exploring a new culture. Sometimes, it is advisable to use a journalistic text with fewer unknown words, which will interest the student and provide them with a lot of new facts, than a scientific paper aimed only at learning new words [15]. In addition, sometimes the reason for difficulties in forming English-language competence is an underdeveloped reading mechanism in students. This aspect is manifested in the desire of students to comprehend the meaning of each word, not being able to separate the primary from the secondary, which does not have a semantic load. In this case, the teacher needs to explain to students the use of a particular type of reading, according to which different comprehension levels are developed.

Evidently, the English-language reading competence among secondary education students is developed based on both the individual student component and the component of pedagogical activity. If the student is incapable of self-motivation, a teacher should help using the features of that student’s activity and steering the

language learning in the right direction. Upon teaching a foreign language, the teacher should most importantly pay attention to authentic texts that are a means of learning the cultural identity of the country whose language is being studied. In this way, one will acquire not only lexical features or grammatical construction, but also form their personal view of the cultural values and traditions of native speakers of the language under study. Finally, teaching a foreign language involves the development of both communicative and cultural competence [16]. At the same time, according to researcher M. Rybakova, another means of increasing motivation to learn a foreign language is the use of information technologies [17]. Virtual excursions, web quests, watching movies, defending projects, communicating with native speakers of a foreign language – all this not only introduces interactive content for learning a new language but also facilitates the process of acquiring information during English lessons.

## CONCLUSIONS

Thus, the study has considered the development features of the English-language reading competence among general secondary education students. The analysis of scientific and methodological literature allowed describing various approaches of Ukrainian and foreign scientists to the methodology of developing foreign language competence, as a result of which the relevance of improving the pedagogical activity of teaching English was confirmed. Eventually, the research focused on studying the phenomenon of reading as one of the means of cross-cultural communication, which made it possible to form the main features of the reading process, types of reading, levels of comprehension, as well as the skills and abilities necessary for reading in a foreign language. Since the purpose of the study was to identify the difficulties of developing English-language competence and search for methods to overcome them, the article described the main groups of difficulties, which include speech, spelling, and psychological difficulties, i.e., motivational. Spelling difficulties arise due to insufficient language acquisition in primary school and, ultimately, unwillingness to further improve speech activity. Motivational difficulties arise due to ineffective presentation of the material by the foreign language teacher and the inability of the student to self-motivate. Some of the methods for solving these problems were examples of practical exercises, as well as tips for using authentic and interactive material during English lessons.

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## Інтерпретація категорії стресостійкість в психології

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**Анотація.** Актуальність дослідження визначається неоднозначністю тлумачення поняття «стресостійкість», внаслідок чого виникають труднощі під час надання допомоги особам, що потерпають від надскладних ситуацій. Метою дослідження є надання авторської інтерпретації категорії «стресостійкість особистості», що узагальнює різні визначення. Для досягнення мети автор спирається на методологію системного підходу, що надає ясності в розумінні досліджуваної категорії, впорядкованості та можливість узагальнити дослідницьку інформацію, яка існувала у вигляді розрізнених елементів розкриття чогось більш цілісного. Надано авторське визначення поняття стресостійкість як складної інтегративної системної властивості особистості, в якій компоненти її структури (психофізіологічний, емоційний, когнітивний, вольовий) знаходяться в певному співвідношенні й утворюють цілісну структуру – стійку внутрішню організацію, що визначає якість і розвиток досліджуваної системи. З'ясовано, що різні дефініції терміна вживаються відносно умов виникнення стресу та зон ураження психіки особистості. Підтверджено, що життестійкість вживається для позначення адаптивних властивостей особистості, яка долає надскладні умови життєдіяльності. Обґрунтовано, що стресостійкість в екстремальних умовах вказує на фізіологічну витривалість і залежить від навичок саморегуляції з відновлення гомеостазу в ситуаціях загрози життю. Зазначено, що термін «резиліентність» краще вживати в умовах ускладненого спілкування, що порушує емоційний баланс особистості. Вказано, що духовна стійкість визначає силу волі людини, що прагне свободи. Практична цінність дослідження полягає в тому, що наукові розробки з обраної теми отримали чітку структурно-системну основу, яка надає можливості більш об'єктивно та цілісно підходити до вирішення проблем пов'язаних зі стресом

**Ключові слова:** адаптація, копінг-стратегії, саморегуляція, самоуправління, стресостійкість

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## Interpretation of the Category of Stress Resistance in Psychology

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**Abstract.** The relevance of the study is determined by the ambiguity of the interpretation of the concept of "stress resistance", as a result of which there are difficulties in providing assistance to persons suffering from extremely difficult situations. The purpose of the study is to provide the author's interpretation of the category "personality stress", which summarises the various definitions. To achieve this goal, the author relies on a methodology of a systematic approach that provides clarity in the understanding of the studied category, order and the ability to summarise research information that existed in the form of disparate elements of the disclosure of something more holistic. The author's definition of stress resistance as a complex integrative systemic property of personality, where the components of its structure (psychophysiological, emotional, cognitive, volitional) are in a certain ratio and form a holistic structure – a stable internal organisation that determines the quality and development of the system. It has been found that different definitions of the term are used in relation to the conditions of stress and areas of mental personality. It is confirmed that vitality is used to denote the adaptive properties of a person who overcomes extremely difficult living conditions. It is substantiated that stress resistance in extreme conditions indicates physiological endurance and depends on the skills of self-regulation to restore homeostasis in life-threatening situations. It is noted that the term "resilience" is better used in difficult communication, which violates the emotional balance of the individual. It is stated that spiritual stability determines the strength of will of a person seeking freedom. The practical value of the research is that the scientific developments on the subject matter have received a clear structural and systemic basis, which makes provision for opportunities to more objectively and holistically approach the solution of problems related to stress

**Keywords:** adaptation, coping strategies, self-regulation, self-management, stress resistance

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## INTRODUCTION

The relevance of the psychology of stress tolerance is growing every day, as more and more representatives of society suffer from crises, conflicts, stress and frustrations. The results of such an impact on an untrained person have destructive consequences. In order for psychologists

to skilfully help people suffering from stress, it is necessary to more carefully understand the semantic load that researchers put into the concept of "stress tolerance". It is worth starting with the fact that the term "stress tolerance", as "overcoming", was first used by H. Hartman

in 1939 in the work “Ego psychology and problems of adaptation” [1]. Unlike S. Freud, who interprets human adaptation to the world in the context of resolving an internal conflict, he uses the term “adaptation to reality” and emphasises that it can occur in a completely “peaceful” way [2]. The defence mechanisms described in psychoanalysis are used by a person unconsciously and are designed to protect his psyche from the destructive effects of stress factors. However, there are also constructively conscious means of protecting and solving extremely complex situations, which are commonly called “coping strategies”. The founders of the concept of “coping strategies” are psychologists R. Lazarus and S. Folkman, who called them “strategies for mastering and regulating relationships with the environment” [3]. R. Lazarus in his book “Psychological stress and the process of overcoming it” described strategies for overcoming stress as “viability” and “stress resistance” [3].

The concept of “stress tolerance” is related to the concept of “stress”. The phenomenon of stress began to be studied in the early 20<sup>th</sup> century by endocrinologist H. Selye [4]. In 1936, he gave it the name “adaptation syndrome”. The scientist described physiological stress, and also tried to develop his own philosophy of coping with stress. In the end, researchers interpret the concept of “stress” ambiguously, it is reproduced in various aspects of personal development: material and spiritual. It is worth noting that it also occurs in the definitions of such concepts as “emotional stress”, “physiological stress”, “information stress”, “managerial stress”, “life stress”, “death stress”, “acoustic stress”, “combat stress”, “organisational stress”, “professional stress”, “creative stress”, “psychosomatic stress diseases”, “post-traumatic stress disorders”, etc., which indicates the breadth of its application and ambiguity of interpretation by scientists [5]. The use of various modifications of the “stress” category leads to some confusion about the application of the “stress tolerance” category. The concept of “stress tolerance” is revealed in such definitions as: coping behaviour, mechanisms of psychophysiological regulation, life strategies, stress coping, proactive overcoming of difficult situations, productive strategies of behaviour under stress, cognitive “processing”, resiliency, self-regulation, self-management, resilience, etc. The variety of these concepts requires generalisation.

*The purpose of the study* is to provide the author's interpretation of the category “stress tolerance of the individual”, generalising various definitions. *Objectives of the study*: to carry out a theoretical analysis of research on the concept of “stress resistance” and its modifications; find own definition of “stress resistance”.

## LITERATURE REVIEW

Modern scientists often choose the concept of “stress tolerance” as the object of their research, but they use different names to refer to it. What is the reason for such a difference? As an example, Yu.V. Kovalenko investigated that the choice of *coping behaviour* by a person depends on her cross position: ethnic and religious identity [6]. There is already a well-established opinion of scientists about the difference between psychological protection and coping behaviour of the individual. T.B. Kodlubovska worked through *mechanisms of psychophysiological regulation* after stressful conditions of law enforcement officers [7]. She came to the conclusion that functional states are the basis for regulating behaviour. Among the mental structures involved in stress, she identified such components as: moral and psychological, psychophysiological, physiological (biological) and basic: cognitive processes, functional states and individual personality traits. Attention is mainly paid to the psychophysiological mechanism of regulation of functional states of law enforcement officers, which bring all three levels (moral and psychological, psychophysiological and physiological) to the maximum possible balance (*internal homeostasis*). Psychocorrective means used by the scientist are primarily aimed at reducing the intensity of the manifestation of protective mechanisms, anxiety, tension, aggressiveness. The cognitive, emotional, and volitional aspects of stress tolerance were not considered. Not all structures of the psyche that suffer from stress are regulated by the mechanism of homeostasis. Cognitive constructs of beliefs are regulated by the mechanism of information consistency, as stated in the theory of “cognitive dissonance” by L. Festinger [8]. Disturbed equilibrium in any system is directed by the mechanism of stress relief by restoring equilibrium, which is described in Kurt Levin's “field” theory [9].

In his research, Yu.V. Melnyk focuses on the *strategies of personal life* in conditions of situational uncertainty, which is also a cause of stress in some people [10]. The scientist identifies cognitive-informational, motivational-value and organisational-managerial components of a person's life activity, and also describes *basic action strategies* in a situation of uncertainty: ignoring, adapting, and setting goals. If a person sets a goal, he creates tension for himself, but it will be supported by motives for growth, rather than deficient motives, as stated in the theory of “needs” A. Maslow [9]. Distress forces a person to run away from negative experiences, and achieving the goal is caused by the desire to repeat positive emotions from the expected victory. The mechanism of striving for success and avoiding failure is at the heart of overcoming frustration.

In the work of A.V. Sokur explores the phenomenon of “willingness to forgive”, as a personal resource *stress relief* [11]. The process of forgiveness is considered multifunctional coping strategy a psychologically mature person who knows how to plan problem solving, is capable of positive reassessment and *proactive overcoming of difficult situations*, has a high level of mental health, well-being, self-esteem, ethics, realistic perception of the world, is holistic. At the same time, the scientist N.S. Yarosh described “selection factors *productive strategies for stress behaviour*: “I am a concept”, positive self-esteem, personality anxiety level, cognitive style as well as an energy resource, which includes endurance and characteristics of temperament, intelligence, creativity and locus-control of the individual”. The main focus is on “*cognitive processing*” a certain situation, which consists in the development of sanogenic thinking through reflection [12].

S.I. Dyakov developed a structural-system model of self-organisation of the individual, in which the emotional and volitional spheres are contrasted as two poles of the same plane; using a synergetic approach, he establishes the hierarchical meaning of each component of the human psyche, so it is clear that the processes of *self-regulation and self-management* obey the process *self-organisation* [13]. The process itself proceeds more efficiently in people with psychological education, on the basis of self-identification with their own mental constructs. Important for social adaptation is *social intelligence*, which should also be considered in the aspect of developing stress tolerance as its cognitive component. “Social intelligence refers to the ability of a person to correctly understand their own behaviour and the behaviour of other people in society, on the basis of which behaviour forecasting is carried out” [13]. The subjective psychosemantic space includes aspects of speech or cognitive activity, and makes it possible to reconstruct the system of meanings, as stated in the study of the structures of consciousness that create a “typical conceptual *the system self-regulation* forming a normative and factual subjective picture of one’s own ideas about health and the psychological causes of its violation” [12].

Summarising the theoretical analysis of modern research related to the topic of stress resistance of the individual, we conclude that the definition of the concept of “stress resistance” is associated with the structural components of its system studied in the works, which are studied in fragments. Psychoconsultative and psychotherapeutic work will be better if it includes all the basic mental elements of the category “stress tolerance”: psychophysiological, emotional, cognitive and volitional. The latter is associated with the concept of freedom from the stress factor, overcoming it through self-awareness and finding a way out of the situation. It was found out

that the perception of the world is formed through the words of the native language and is reflected in the image. I. Bubnova, O. Kazachenko, studying the phenomenon of freedom, came to the conclusion that it is consonant with the concept of fate, means the ability to act at will, the absence of restrictions, prohibitions, slavery, complications, as well as ease, abandonment, the ability to do something in your own way, make your own choices, live according to your own laws, lack of control, the ability to make decisions independently, etc. [14].

It is worth noting that S. Muddy considered resilience as a special personal quality that helps *keep your balance and be successful* [15]. They consider stress tolerance as *resilience* – the ability of a person to overcome stress on the basis of a specific cognitive assessment, semantic interpretations of life events, which contributes to increasing self-esteem and personal growth. So, the relevance of the topic chosen for scientific study follows from the ambiguous definition of the category of “stress tolerance” of the individual by modern scientists.

## MATERIALS AND METHODS

Achieving the goal and solving the tasks set required the use of theoretical scientific methods for the analysis of scientific research sources, the synthesis of labour results, the systematisation of scientific data, a systematic analysis of the constituent components of the category under study. During the research, the following stages of its implementation were identified: familiarisation with the dissertation research of scientists over the past five years, theoretical and critical analysis of insufficiently studied aspects for determining the “stress tolerance” of a person; identification of elements that need to be finalised in order to improve work with stress problems.

In the process of theoretical research of the phenomenon of “stress tolerance”, the author also relies on the methodology of a systematic approach: K. Bernard considered the internal environment of the body as a system that ensures its survival in the external environment [16], W. Cannon saw the principle of systematic homeostasis in ensuring the dynamic constancy of the properties of the human body system that counteract threatening environmental factors [17]. The principle of system determinism is described by A.V. Petrovsky and M.G. Yaroshevsky: individual components of the system depend on the properties of the whole [18]. Based on the principle of consistency, the mechanism of self-regulation to the average psychophysiological normative indicators of the human body is described. With this approach, the dynamics of the development of the studied system becomes clear, that is, the relationship of structural components of the stress resistance of the individual, their order and the ability to generalise research information

that existed in the form of disparate elements of revealing something more holistic. Based on the analysis, the concept of “stress tolerance” becomes clear, and cognitive information is ordered. The definitions studied by scientists are considered as a set or multiplicity of organisationally related elements, and the phenomenon of “stress tolerance” is considered as a system of interrelated structural components.

The system analysis of the topic chosen for research consists of the following stages: the study of all concepts that are directly related to the category of “stress resistance” and significant semantic relationships with it; the study of mechanisms of action that are the cause of certain phenomena; the identification of structural components of stress resistance of a person, reflecting different zones of impression of human stress: psychophysiological, emotional, cognitive, volitional; the study of methods of working with stress of various origins; generalisation of concepts based on four centres of self-awareness by a person: motor, emotional, intellectual, volitional; systematisation of knowledge; formulation a definition that combines others.

Generalisation of research information has a certain sequence: the study of stress resistance as a phenomenon that arose in certain conditions; generalisation of approaches to the study of stress resistance; identification of structural components that generalise different concepts; identification of a certain dynamics of stress resistance from the point of view of developing self-awareness of the individual; the application of an integrative approach in the psychological development practice of stress resistance of the individual.

## RESULTS AND DISCUSSION

### ***Basic Approaches to Defining the Category of “Stress Tolerance”***

It is worth starting with the fact that the interpretation of stress tolerance depends on the conditions of its formation. As an example, in theory, stress tolerance is distinguished under normal conditions caused by the stress of life, extreme conditions, or the stress of death. The concept of “extreme”, which translates from Latin as “extreme”, is used to combine the concepts of maximum and minimum. When using the term “extreme”, we are not talking about normal, ordinary business conditions, but about circumstances that differ significantly from them. Extreme conditions can be created not only by maximising (overloading, excessive action), but also by minimising effective factors (underloading - lack of Information, communication, movement, etc.). Therefore, the effect of influencing a person’s activity and condition in both cases can be the same. In extreme working

conditions, the usual mode of work and rest of a person is often disrupted. In severe extreme situations, mental and other overloads reach the limits beyond which fatigue, nervous exhaustion, impaired activity, affective reactions, and psychogenic (pathological states) occur. Extreme situations are dangerous for people’s lives, health, and well-being. Sometimes they occur in normal production activities, resulting in so-called professional stress. As we can see, stress resistance, in accordance with the conditions of stress, has two different interpretations: in terms of social adaptation – “*vitality*”, in extreme conditions – “*self-regulation*”. For her part, Salvatore Maddi noted that *vitality* is a measure of a person’s ability to withstand a stressful situation, the ability to maintain balance, to be involved, to control the situation in order to achieve the desired result [15]. It is important to be able to take risks, to perceive all situations as contributing to the goal.

In accordance with the conditions of stress tolerance formation, the study identifies three approaches to its interpretation: situational, dispositional and integrative. The situational approach was proposed by R. Lazarus [3], he considers *stress management styles* as a process of assessing and making decisions about the situation, the availability of resources to overcome stress, the strength of the stress factor; focuses on the problem and on emotions. The dispositional approach in the study of stress issues is aimed at identifying personal characteristics or coping styles such as: repressive (displacement, avoidance) and synthesising (control of threatening events). Stress resistance of successful interaction of the individual with the social environment is determined by indicators of emotional stability, low level of anxiety, high level of self-regulation, psychological readiness for stress. People with an internal locus of control, self-confident and those who do not expect approval are considered more stress-resistant. Stress tolerance depends on your lifestyle and ability to cope with distress conditions. Less resistant to stress are anxious, insecure people with low self-esteem, seeking approval and inadequately perceiving the situation and themselves in it. For its part, the integrative approach combines personal and situational elements of overcoming stress by a person.

Evidently, the concept of “stress tolerance” is characterised by the interaction of intellectual, motivational, characterological and volitional components, which reveals it as an integrative property of the individual and ensures the achievement of the goal in complex emotional situations. However, one way or another, along with this view of stress tolerance, there are other characteristics that follow from the concepts associated with the interpretation of the very concept of “stress”. For example, back in 1979, endocrinologist H. Selye [4] considered

“stress” as a biological response of the body to various stimuli, which he called “adaptive syndrome”. This definition was formed in his course of monitoring infectious patients in Prague, where he worked as a doctor. H. Selye noticed that the symptoms of people with different diagnoses are previously similar, which led to the idea that the human body reacts naturally to various stress factors [4]. He discovered three phases of stress: mobilisation, adjustment, and exhaustion. Depending on the situation, the body either passively adapts to stress, suffering from it, or runs away and fights for survival. There are three known reactions to stress: flight, freeze, and fight. However, these reactions should be understood in the context of a stressful situation, including knowledge of all the internal mechanisms and processes associated with stress. You can say that stress needs to be dealt with, not retreated, but if this is a life – threatening situation, then retreating or running away is the only correct solution.

Along with this, we can refer to the modern concept of considering the concept of “stress”, which is practiced during classes at trainings-seminars on the development of stress tolerance of the individual. Participants are asked to do an exercise called “Association”, the essence of which is to write all the words on the topic of “stress” that come in the stream of consciousness, on paper. This way, you can find the most relevant and exciting problem and work it out. Interestingly, to the question “What is stressful for you?” people respond differently: for some, this is a difficult conflict situation, someone defines it as overload and fatigue, someone – as a long-term problem that they are not able to solve on their own, and so on. Stressful situations are not only different for all participants of the training, but also change every time for the same person. What pushes us to realise that a person experiences stress on a daily basis and different situations are subject to this understanding. However, there is also something in common that unites them all – tension. It is not for nothing that stress means “tension” or “pressure” in English. The training participants primarily refer to stressful situations that cause a high level of tension and are perceived as somewhat negative and superfluous in their lives.

Such a variety of definitions of the concept of “stress” causes ambiguity of views on the interpretation of the concept of “stress tolerance”, which, in turn, is a boundary category. Stress affects the hormonal, muscular, autonomic nervous system, individual psychological properties of the individual, which generally contributes to its adaptation in the social-cultural space. In the end, scientists, for the most part, pay attention to the analysis of one of the above aspects and do not apply a systematic approach in the study of the psychology of stress tolerance of the individual. Summarising the above, we can conclude that stress can be called any critical situation,

the level of tension of which for a person experiencing stress is high and exceeds its resources. Thus, according to the definition of stress and its impact on individual components of the human body, it is possible to find an interpretation of the term “stress resistance”.

### ***Stress and Its Impact on Individual Components of the Human Body as Grounds for Interpreting Stress Tolerance***

It is known that stress affects all components of the human body. Depending on which component needs to be restored, approaches to overcoming stressful situations are formed. Accordingly, the study of the concept of “stress resistance” should be conducted taking into account these aspects.

First of all, it is worth starting with the fact that *stress is the cause of many somatic diseases*. They impair immunity and make a person vulnerable to infectious diseases such as colds, herpes, some forms of cancer and autoimmune diseases (rheumatoid arthritis), drug addiction. Stress affects the formation of psychosomatic disorders: depression, anxiety, heart attack, stroke, some forms of stomach ulcers, kidney disease. As you can see, stress affects the psychophysiological component of the personality. The investigation of this aspect was carried out by psychophysiological V.V. Klimenko, in particular, he studied the Psychophysiology of purposeful actions with reverse predictions of human tone [19]. The scientist noted that the counteraction to stress is created by natural instinctive self-movement, which helps restore lost balance, performs self-regulation, firstly, through intention (biological motivation) and, secondly, by instinctive action, functioning spontaneously, beyond the control of consciousness. Most researchers of psychophysiological processes recognise that self-regulation by the autonomic nervous system is possible through the conscious formation of skills that can only be applied in known conditions of activity [19]. Some of them raise questions about the interpretation of the concept “*self-regulation*” and they note that it is interpreted ambiguously today [19]. “Regulation” appears as the coordination of something with the established norm. It is important to analyse the logic of their reasoning: “we talk about “direct regulation” only in the case of fixing the constancy of the norm; therefore, the process of equalising deviations of the state of the system from this value is called stabilisation; if the norm is a variable value, then we should talk about “regulation associated with management”; then the process of regulation consists in equalising deviations from the norm; under such conditions, self – regulation is a subsystem of self-government; the process of regulation proceeds on the basis of internal laws, without personal goal setting and awareness, or with the participation of

an active subject of self-regulation, able to perform conscious “arbitrary” actions in relation to its inherent mental phenomena”. The authors explain such terminological and meaningful inconsistencies by the lack of a continuum of step properties (organism – individual – personality) of a person in the development of the problem of self-regulation.

In addition, *stress is the cause of emotional burnout at work*, the experience of which can lead to insomnia, chronic fatigue, depression, allergies, emotional anxiety, diseases of the musculoskeletal system, gastric ulcer, migraine, cardiovascular disease (hypertension, hypertension, attack), accident and even suicide. For entrepreneurs, this means a deprivation of labour resources, which affects the material costs caused by hospitalisation, and affects the reduction of productivity. The holistic model of the approach to coping with professional stress in the aspect of organisational psychology is aimed at preventive work with burnout and offers a mindfulness approach in the development of individual and team work on stress tolerance. Modern scientists study stress tolerance as “*resiliency*”, which was first applied in positive psychology. Translated from Latin, the term means restoring balance. It is revealed as a property of personality and as a process of overcoming stress: as a flexible trait that helps to enter new situations, it is contrasted with rigid behaviour, as the ability to maintain a balance between excessive control and escape from the situation, between one’s own desires and opportunities, as a trait that promotes positive emotions and overcoming anxiety, it helps to quickly restore the balance lost in stress, perceive changes as a challenge [20].

Ultimately, *stress emerges as a cause of personality maladaptation in society*. This question is being investigated by clinical psychologists. A special age category suffering from stress today is young people, who find it difficult to adapt to the conditions of a crisis society. The consequences of stress are aggressive forms of protection, among which are more common “self-blame for real and imaginary actions”, “suspicion of others that they want to do something wrong”, “resentment of others”, which is interpreted, according to the Bass – Darka questionnaire as envy and malice towards those around, for real and imaginary actions [20]. A person who is powerless before the problems of society, feels like a victim, resorts to extremes in actions. The experience of constant frustration, negative emotions, fears, phobias, anxiety becomes unbearable. Therefore, psychologists investigate in this aspect *stress tolerance, how to overcome such critical situations* like frustration, stress, conflict, and crisis. In modern psychological science, the study of the interaction of the individual with the external environment is increasingly carried out in the context of coping strategies.

“*Coping*” is seen as a person’s ability to cope with a stressful situation. The term proposed by R.S. Lazarus means mechanisms of self-regulation in a stressful situation: it combines cognitive, emotional and behavioural strategies to cope with stress [3]. Coping strategies are considered by scientists as an individual way of interacting with the situation in accordance with their own logic, significance in a person’s life and psychological capabilities. They see the psychological purpose of coping in the best way to adapt a person to the requirements of the situation, giving the opportunity to master it, weaken or mitigate these requirements, help to avoid or get used to them and, thus, reduce the stress of the situation. So, *overcoming life’s difficulties* – these are purposeful efforts of an individual to manage stressful situations that are assessed by him as having the nature of a test or exceeding his resources. Scientists also use the term self-government. According to psychologist N.M. Peisakhov, *self-management* – focus on the goal set by a person who manages his own forms of activity: communication, behaviour, activities and experiences [21]. Self-management should be distinguished from self-regulation; it is a creative process associated with creating new things, encountering an unusual situation or contradictions, the need to set new goals, and finding new solutions and ways to achieve goals. “*Self-regulation*” is also a change, but those that are carried out within the existing rules, norms, stereotypes. The function of self – regulation is different-to consolidate what is acquired in the process of self-government. So, self-government and self-regulation are two sides of a person’s activity, a dialectical unity of a person’s subjective world that is changeable and stable in the continuous development. *Stress is the cause of an existential crisis*, which gives rise to noogenic neuroses. If people lack the spirit or willpower, they lose the meaning of life. Spiritual development is the direction of the will to meaning, to conscious freedom.

The theoretical analysis of the study of the phenomenon of “stress resistance of personality” gives reason to believe that today scientists consider it somewhat one-sided – as the ability to control emotions in difficult emotive situations, which results in the successful performance of official tasks. The negative influence of stress affects the hormonal system of the human body according to R. Sapolsky [5], affects its emotional sphere according to W. Kennon [17], changes the quality of cognitive processes and affects the objectivity and adequacy of the reflection of the situation as a whole. Considering the above, “stress resistance” cannot be narrowed down only to the boundaries of “emotional stability” [5]. Applying a systematic approach to the consideration of psychophysiological and personal characteristics of human reactions to stress, and its relationship with the

environment, four structural components of stress resistance of the individual: psychophysiological, emotional, cognitive and volitional. According to them, stress resistance is self-regulation – equalisation of body tension to psychophysiological norms, resilience – flexibility in finding emotional and communicative balance, self-management – creative search for new strategies to overcome life difficulties, independence – the will to act according to their own meaning in life.

### **Stress Resistance as a Level of Personal Self-Awareness and Views on Psychological Support**

Stress resistance of the individual is considered in three aspects: as a reaction, as perception and as the attitude of the individual to stress factors. The theory of the “trine brain” describes a combination of three important components of personality structure that determine its behaviour in stress. The reptilian brain responds to stress on the principle of “flight”, “freeze”, “fight”. The emotional brain contributes to a person’s irrational behaviour under stress and loss of self-control. Such persons are called hysterics, manipulators, omniscients, aggressors, hermits, idiots, victims, martyrs, whiners [22]. B.V. Ovchinnikov [16] considers emotional reactions to stress as a psychophysiological phenomenon. In his opinion, the neocortex depends on the biological maturity of brain cells and determines the intelligent response of a person to stress.

Reaction – passive response to the stress factor with anxiety; escape from reality and inadequacy of behaviour; manifestation of aggressive behaviour, impulsiveness; the use of negative forms of mental protection (merger, confluence, deflection, introjection, etc.). The reactions are automated and unconsciously learned along with parenting and developmental programs. Stress reactions are grouped by psychologists according to their division into decisive and indecisive, focused on inaction (“go with the flow”); naive (perceive information uncritically); leadership (can pull others out of stress); predictable (prepare for stress in advance); creative (find different ways out of stressful situations) [20].

Perception – awareness of the stressful situation and oneself in it: analysis of the stressful situation, the influence of stressors on the responding subject (requires the development of self-observation and objectivity). Sometimes the adequacy of reflecting a stressful situation is distorted by protective mechanisms. Substitutes for positive coping strategies are psychological defences, which “equalise” the tension according to S. Freud, A. Freud [2]. A. Freud uses the term “defensive styles” and sees that they can be expressed in certain specific forms of psychopathology [23]. Mature defences include: humour, sublimation, altruism, anticipation. In extreme

working conditions, the usual mode of work and rest of a person is often disrupted. In severe extreme situations, mental and other overloads reach limits, beyond which there is overwork, nervous exhaustion, impaired activity, affective reactions, psychogenias (pathological conditions). People in extreme situations tend to use negative defences: relaxation, idealisation, fantasising, introjection, passive aggressiveness, projection, somatisation, wishful thinking, splitting, psychotic denial, repression, and so on. Some scientists believe that defence is an unconscious and passive way of responding to stress, while coping strategies, on the contrary, are active and conscious. The mechanisms of stress processing and mental protection are commonly referred to as the “*life style index*”. In L. Wasserman work we find a connection between personal properties and defence mechanisms: shy passive-aggressive type is prone to displacement, aggressive passive-aggressive type is prone to substitution, communicative manic type – to reactive education, sad depressive type – to compensation, trusting steroid – to denial, suspicious paranoid – to projection, controlling obsessive-compulsive – to intellectualisation, uncontrolled psychopathic – to regression [24].

Attitude – the acquisition of coping strategies in order to constructively overcome the stressful situation and influence the stress factor on the principle: “change the inner world, acquire information and energy resources and influence changes in the outside world, adapting to stressors, transforming the world of relationships with them”. Attitude as an active position of the individual to life with a set of successful “coping strategies”. The most adapted form is a positive attitude towards yourself, others and God: life on the principle “I’m fine, you’re fine, the universe is full of resources, God created a harmonious world in which wisdom reigns – everything will be as should be” [25].

At the present stage of development of psychology, despite the multiplicity and fragmentation of psychological, medical, psychophysiological, genetic, biological works, the main approaches to psychocorrection of post-stress consequences in the personality have been quite clearly formed: cognitive, analytical, existential, psychophysiological, gestalt approach, behavioural [26]. However, it is too early to talk about the conceptual generalisation of scientific developments on the evolution of stress resistance, which will help prevent stress or mitigate its effects. Summarising the results of the study, it was concluded that the topic is *relevant*, in particular in such *three main aspects* as psychoprophylaxis of stress, first aid to people in extreme situations, stress psychotherapy. Summarising the theoretical and empirical results of other studies, the author applies an integrative approach to the choice of ways and methods of stress development:

autorelaxation, which is used to work with psychophysiological symptoms of stress (muscle strain; fatigue; mental pain; sleep, breathing; panic, hysteria, anxiety, fear, etc.); physical psychotherapy and gestalt therapy in dealing with emotional manifestations of stress (restoration of integrity through the integration of parts of “self”, work with the shadow aspects of personality, changing negative defence mechanisms to positive, restoring the balance of “take-give” in the system of “being” and not “have”); cognitive and existential psychotherapy in working with beliefs and value-semantic sphere of personality, unsuccessful scenarios and programs, strategies for finding a way out and making decisions in a stressful situation; application of systematic thinking, methods of symbol dramas, metaphorical maps in work with symbolic images in extremely difficult stressful situations. The choice of the above psychotherapeutic approaches to the development of stress resistance makes it possible to apply all the codes of the individual subconscious: neurological, spatial, semantic and emotional.

### CONCLUSIONS

Thus, thanks to a systematic approach, a definition of the term “stress resistance” was found, which includes all the structural elements considered by previous scientists. Thus, *stress resistance* is an integrative systemic property of the individual, which combines psychophysiological,

emotional, cognitive, volitional components, awareness of which provides an opportunity to intervene in a stressful situation in order to predict, address and avoid post-stress consequences. It was found that the insufficient level of systematisation of knowledge in the psychology of stress resistance of the individual is associated with a variety of definitions of “stress”. Research and generalisation of the causes of stress and mechanisms of overcoming it helped to identify the structural components of stress resistance of the individual: psychophysiological, emotional, cognitive and volitional. All of them are subject to different resource recovery mechanisms, which, although different, are interconnected. It is established that the psychophysiological component of stress resistance is regulated by the mechanism of homeostasis and is often called self-regulation. The emotional component is defined as emotional stability. The cognitive component is reflected in strategies of mastering behaviour, coping strategies, and self-organisation (self-management and self-regulation). The volitional component is expressed with the terms “spiritual stability”, “willpower”. It is established that each component acts as a centre of self-awareness when it comes to conscious intervention in the situation of managing reality, which is stress tolerance. The prospect of further research consists in an empirical study of the category of “stress tolerance” of the individual in the psycholinguistic aspect.

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## **Концептуальна модель розвитку оцінювальної компетентності вчителів початкових класів у системі післядипломної освіти**

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**Анотація.** У статті висвітлено один з основних аспектів педагогічного дослідження розвитку оцінювальної компетентності вчителів початкових класів. Для підготовки вчителів у системі післядипломної педагогічної освіти необхідне будівництво сучасної моделі, як цілісного педагогічного процесу, яка б базувалась на основі провідних традицій педагогіки та сучасних педагогічних інновацій і допомогла вчителю сформувати готовність до оцінювання результатів навчання учнів початкової школи в професійній діяльності. Метою наукової роботи є розроблення концептуальної моделі розвитку оцінювальної компетентності вчителів початкових класів у системі післядипломної освіти. Методологічні підходи, які використано автором для здійснення дослідження: системний, діяльнісний, андрагогічний, компетентнісний, акмеологічний, комунікативний, синергетичний. Проаналізовано теоретичний аспект розвитку оцінювальної компетентності вчителів, класифіковано наявні погляди науковців щодо окресленої проблеми. Визначено сутність поняття моделювання як процесу побудови й дослідження моделей. Розкрито мету, завдання, функції, принципи, компоненти моделювання. Розглянуто сутність і зміст оцінювальної компетентності вчителя початкової школи, виокремлено її основні компоненти, критерії, показники та рівні розвитку. Представлено характеристику розробленої автором моделі розвитку оцінювальної компетентності вчителів початкових класів у системі післядипломної освіти, розкрито її концептуальну та методологічну основи. Методологічну основу побудови моделі представлено у вигляді аналізу провідних положень – принципів, сформульованих на основі попередніх результатів дослідження, здійсненого автором. Описано принципи й форми навчання, педагогічні умови, розкрито основні функціональні та структурні компоненти, що входять до моделі. Створення моделі стало дієвим засобом перевірки ефективності педагогічних умов, завдяки реалізації яких досягнуто високий або середній рівень оцінювальної компетентності вчителів початкових класів. Пропонована методика адаптована для застосування в закладах післядипломної педагогічної освіти

**Ключові слова:** підготовка вчителів, післядипломна педагогічна освіта, моделювання, модель, оцінювання, компетентність

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## Conceptual Development Model for the Evaluative Competence of Primary School Teachers in the Postgraduate Education System

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**Abstract.** The study highlights one of the main aspects of pedagogical research on the evaluative competence development of primary school teachers. For teacher training in the postgraduate pedagogical education system, it is necessary to build a modern model as an integral pedagogical process, which would be based on the leading pedagogical traditions and pedagogical innovations and help the teacher to evaluate the learning outcomes of primary school students. The aim of the research is to establish a conceptual development model for the evaluative competence of primary school teachers in the postgraduate education system. Methodological approaches used by the author in the course of the research: systems, activity-based, andragogical, competence-based, acmeological, communicative, synergetic. The authors analysed the theoretical aspect of teachers' evaluation competence development and classified the existing views of researchers on the outlined issues. The authors also defined the essence of modelling as a process of building and studying models. The study covers the purposes, objectives, functions, principles, and components of modelling. In the research the essence and content of the evaluation competence of primary school teachers are considered, its main development components, criteria, indicators, and levels are highlighted. The study presents the characteristics of the model built by the author for the development of evaluative competence of primary school teachers in the postgraduate education system, reveals its conceptual and methodological foundations. The methodological basis for building the model is presented in the form of an analysis of the leading provisions – principles formulated based on the author's previous research results. The teaching principles and forms, pedagogical conditions are described by the authors, and the main functional and structural components included in the model are covered. The model creation has become an effective means of testing the effectiveness of pedagogical conditions, due to the implementation of which a high or average evaluative competence level of primary school teachers has been achieved. The proposed methodology is adapted for use in institutions of postgraduate teacher education

**Keywords:** teacher training, postgraduate teacher education, modelling, model, evaluation, competence

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## INTRODUCTION

Modern education reform determines the advanced training vectors for teachers who are able and ready to provide a safe and comfortable educational environment for student development. Special attention in regulatory documents is focused on the teacher's activities in evaluating learning outcomes, conducting diagnostics of student's competencies, in particular the skills of the formative and final assessment. In modern society, an understanding is being developed that the indicator of positive educational achievements of applicants for education is not reproductive information acquired in training and upbringing, but the skills, activity methods, key competencies necessary for them in order to adequately evaluate and solve issues that arise occasionally. The need to establish the evaluation competence of teachers becomes urgent since the educational orientation to the development of key personal competencies implies developing the evaluation competence of applicants in the education system, respectively, preparing teachers for evaluation activities is a considerable issue.

The existing education system at all its levels generally uses conventional procedures for evaluating students' academic achievements, based on passive reproduction of educational material. Such monitoring and evaluating the learning outcomes of educational applicants limits the development of key personal competencies, which in modern conditions of social development are in demand in professional education. This practice is due to the level of professional and pedagogical skills of teachers responsible for control and evaluation activities, which does not meet the requirements of education modernisation. This delays the education system development due to the lack of readiness of primary school teachers to use modern tools for evaluating student's learning outcomes. In this regard, the modern teacher's professional competence is impossible without special knowledge, skills in organising the evaluation activities for younger schoolchildren, in accordance with education modernisation, which is implemented based on a humane approach and focused on the development of a healthy and successful personality in new socio-economic conditions. Therefore, there is a need to develop a modern model for the development of evaluative competence of primary school teachers in the postgraduate education system. Thus, updating the content of advanced training is an urgent issue that requires a new teacher training scheme that meets the requirements of modern time, since their professional improvement is an important condition for modernising education.

The teachers' preparation for the pedagogical activity implementation is considered along with solving a wide range of theoretical and applied issues related to the scientific and pedagogical support of teachers' professional growth, which can be found in the studies of V. Maslov [1], D. Pereira [2], S. Sysoieva [3], L. Sushchenko [4];

the lifelong learning and advanced training is examined by such researchers as S. Zmiev [5], N. Nychkalo [6]; psychology issues and teacher training based on S. Rubinshtein's research [7]; the modern approaches to improving the skills of teaching staff and developing the teacher's innovative culture is covered in the research of N. Anisimov [8], S. Vershlovsky [9].

Researchers continue to explore various aspects of the issue. As an example, O. Polyakova [10] and O. Onopriienko [11] investigated the development of formative evaluation skills in primary school teachers. O. Lokshyna [12], T. Wanner, and E. Palmer [13] explored the world experience of formative assessment. For their part, methodological approaches to formative assessment are covered in the studies of L. Kaban [14], P. Black, and D. Wiliam [15]. Notably, these studies are local educational-cognitive.

The analysis of these studies makes it possible to assert that the development of the teacher's evaluative competence remains insufficiently theoretically and methodically studied. Thus, *the key purpose of this study* is to define and characterise the main structural elements within the conceptual model for the development of evaluative competence of primary school teachers in the postgraduate education system. *The task* which will ensure the purpose achievement can be formulated as follows:

1. To analyse philosophical, psychological, pedagogical, scientific, and methodological literature on evaluative competence development of primary school teachers in the postgraduate education system.
2. To identify and characterise the components of evaluative competence development of primary school teachers, in particular in the postgraduate education system.
3. To determine and reason the pedagogical conditions that ensure the successful evaluation competence development of primary school teachers in the postgraduate education system and simulate this process.

## LITERATURE REVIEW

The issue of evaluative competence and pedagogical analysis has always been at the centre of the attention of both teachers and many researchers. Analysis of psychological and pedagogical literature, current practice and research results show that:

- *first*, at present, in the educational process, preference is given to the conventional authoritarian system of control and evaluation, focused on identifying and evaluating the students' subject competencies;
- *second*, ways to reform the evaluation system in Ukrainian education are being actively explored;
- *third*, insufficient attention is paid to the development of the teacher's evaluation competence.

The purpose of the teacher's activity, defined in the professional standard "Primary School Teacher of a

General Secondary Education Institution”, is to organise the training and upbringing of students during their education “by forming their key competencies and worldview based on universal and national values”. The processes of training, upbringing, and development of educational applicants are cross-cutting and integral, which should

be ensured by the teacher’s competencies that are necessary to perform all labour functions [16]. Analysis of this standard makes it possible to identify the evaluation competence components that are present in most of the labour functions that teachers should perform (Table 1).

**Table 1.** Evaluation competence components in the list of labour functions of primary school teachers

Labour function	Professional competence	Knowledge	Skills and abilities
A. Teaching students subjects (integrated courses)	<b>A2. Subject-methodological competence</b>		
	A2.6. The ability to evaluate and monitor students’ learning outcomes based on a competency-based approach	A2.6. Z1. Competence-based approach to evaluating students’ learning outcomes	A2.6 U1. Evaluate students learning outcomes and monitor them according to a competence-based approach
B. Partnership with participants in the educational process	<b>B1. Psychological competence</b>		
	B1.2. The ability to use strategies for working with students that contribute to the development of their positive self-esteem, self-identity	B1.2. Z1. The main types of students’ self-esteem (overestimated, underestimated, adequate) and their manifestations B1.2. Z2. Basic conditions for the development of students’ positive self-esteem B1.2. Z3. Main strategies that contribute to the development of students’ positive self-esteem	B1.2. U1. Determine the manifestations of students’ high or low self-esteem in order to correct B1.2. U2. Provide conditions for the development of students’ positive self-esteem B1.2. U3. Use the main strategies for working with students that contribute to the development of their positive self-esteem
D. Educational process management	<b>D3. Evaluation and analytical competence</b>		
	D3.1. The ability to evaluate students’ outcomes	D3.1. Z1. Assessment types of students’ learning outcomes (formative, current, final, etc.) D3.1. Z2. Assessment forms (oral, written, digital, graphic, practical) D3.1. Z3. Methods of formative, current, and final assessment implementation D3.1. Z4. Ways to record the results of pedagogical observations D3.1. Z5. Criteria and recommendations for evaluating student learning outcomes D3.1. Z6. Ethical principles and requirements of the legislation on academic integrity in evaluating students’ learning outcomes, mechanisms for ensuring it	D3.1. U1. Apply various forms of evaluating students’ learning outcomes D3.1. U2. Apply the appropriate methodology and scale to different assessment types D3.1. U3. Adhere to the criteria defined by the legislation for evaluating students’ learning outcomes D3.1. U4. Develop criteria for evaluating various types of educational activities D3.1. U5. Establish and record the outcomes of students’ learning, and determine the individual educational trajectory based on them (if necessary) D3.1. U6. Observe academic integrity when evaluating student learning outcomes D3.1. U7. Provide students with academic integrity during their education
	D3. 2. The ability to fulfil student’s learning outcomes	D3.2. Z1 Methods and techniques for analysing and self-reflecting students’ learning activities and their effectiveness	D3.2. U1. Develop students’ ability to self-motivate for learning, analysis, a self-reflection on educational activity and its effectiveness D3.2. U2. Provide feedback to students regarding their perception, understanding, and assimilation of educational material
	D3. 3. The ability to provide a self-and mutual evaluation of students’ learning outcomes	D3.3. Z1 Methods and techniques, methodologies and technologies of self-and mutual evaluation of students’ learning outcomes	D3.3. U1 Develop students’ ability to self-evaluate and mutually evaluate learning outcomes

**Source:** developed by the author based on the professional standard “Primary School Teacher of a General Secondary Education Institution” [16]

According to the table, some labour functions of a primary school teacher can be implemented provided that certain evaluative competence components are developed. The term “evaluative competence”, as it was found out, is used infrequently. Nevertheless, the essence reflected by its components is actively investigated in studies.

V. Toporovsky suggests considering the evaluation competence development through the prism of the teacher’s general development level in relation to the conditions and specific features of the activity. The evaluation and analytical competence development, as the researcher notes, is carried out in advanced training, self-educational activities, methodological work, and certification activities [17]. According to Zh. Akhmadiieva, evaluation competence is “a procedure that shows readiness to use rational evaluation methods” [18]. M. Starostenkova defines evaluation competence as “unity of self-and mutual evaluation of activity and self-reflection” [19].

Thus, evaluative competence is seen in the integral quality of the individual, which characterises the effort and ability (readiness) to fulfil their potential (knowledge, skills, experience, personal qualities, etc.) for successful socialisation and adaptation in the professional sphere. The evaluation competence development is determined by the teacher’s ability to effectively search for information, evaluate and classify data, transform information into knowledge, analyse it, effectively apply it in complex analysis of pedagogical, socio-economic, and cultural processes, the educational environment, to develop educational activity indicators in order to shape an independent evaluation system based on them [17]. The evaluation competence of a primary school teacher in the study will be interpreted as the teacher’s competence level in solving professional evaluation tasks based on methodological, goal setting, analytical, activity-based, axiological, predictive knowledge, skills, professional, and pedagogical experience.

The above, as well as the specific features of the study, allowed the authors to define *evaluation competence of primary school teachers as a complex integrative quality of personality, manifested in a systematic, timely, objective, effective, methodically balanced evaluation of students’ learning outcomes at each training stage for certain subject competencies according to specific goals and considering individual characteristics of the student’s development with the implementation of stimulating, forming, developing, diagnostic, educational evaluation functions.*

Based on this definition, the teacher’s evaluation competence includes: *evaluative knowledge* (the essence of “control”, “evaluation”, “assessment”, “self-evaluation”, “self-control”; methodology on evaluation theory, evaluative approaches, patterns; evaluation technologies: principles, methods, forms; the essence and content of

evaluation in educational institutions); *evaluation skills*: selection of information for evaluation and its indicators, identification and development of evaluation criteria, evaluation organisation and management, application of evaluation information technologies, systematisation and use of evaluation results, determination of evaluation effectiveness in professional activity; *evaluation experience*: application of control and evaluation procedures, use of measurement scales, assessment tools, knowledge of diagnostics basics, use of external and internal evaluation indicators, analysis and correction of students’ activities, self-reflection and self-regulation in evaluation activities, definition and formulation of value judgments about evaluation objects.

## MATERIALS AND METHODS

To build a conceptual model for the evaluative competence development of primary school teachers in the postgraduate education system, the authors examined scientific and pedagogical literature on this subject. According to the author, evaluation competence is innovative in education, so the theoretical foundations of teacher training in the postgraduate system for the introduction of a competence approach in evaluating younger schoolchildren’s academic achievements are reviewed based on the analysis of scientific and pedagogical studies regarding teachers’ innovative evaluation activities. When building an evaluative competence model, the author relies on methodological approaches, which, according to many researchers, are the most promising:

- systems approach (is the main theoretical basis of the model and allows presenting the teacher’s evaluation competence development as a set of cyclical, interrelated subsystems that contain the purpose, tasks, content of activities, methods, techniques and means of their implementation, organisation forms, control and evaluation materials, analysis of the obtained educational outcomes, purpose adjustment, tasks, content and a set of methods, techniques and means for improving the evaluation competence level; aimed at covering integral pedagogical objects, identifying various types of connections in them and uniting them to a holistic theoretical picture);

- activity approach (provides evaluation competence development in accordance with the integral content and component composition of evaluation activities, which enables the development of knowledge, skills, methods of activity, evaluating learning outcomes in implementing all educational activities. Educational activity for evaluation competence development of primary school teachers is a systematic pedagogical interaction of subjects within the educational process aimed at advancing knowledge, skills, and organising effective evaluation activities);

– andragogical approach (the processing of content, organisational forms, methods and means of teaching adults, using mass media, radio and television for this purpose; determining the optimal intervals between periods of intensive training, functioning of professional courses depending on production type);

– competence-based approach (involves axiological, motivational, reflexive, cognitive, operational-technological, and other components of learning outcomes that reflect the growth of not only knowledge, skills, and abilities, but also the emotional and value attitude);

– acmeological approach (focused on improving and correcting professional activity, provides management of individual professional development of teachers, directs them to constant self-improvement and the ability to self-fulfilment, self-regulation, and self-organisation);

– communicative approach (defines, reveals, actualises communication as an ontological, teleological, axiological basis for personal development and the methodological basis of education (pedagogy));

– synergistic approach (characterises the personal development of the teacher and student as a gradual, linear, conflict-free process accompanied by contradictions that determine the transformation of value orientations, self-acquisition, and self-educational activity).

Research methods: *theoretical* (analysis of scientific-theoretical and psychological-pedagogical literature, normative materials, educational programmes and educational-thematic plans, the study of pedagogical experience, modelling the evaluative competence development of primary school teachers in the postgraduate education system); *axiomatic* (identification of the leading ideas that shape the basis of the conceptual provisions of scientific research); *empirical data* (pedagogical observation, analysis of search and research activities).

## RESULTS AND DISCUSSION

Numerous studies show that postgraduate teacher education plays a considerable role in solving the issue of teacher training. Its role in the evaluative competence development of primary school teachers is due to the rapid response of education reform, meeting the need to prepare primary school teachers for evaluating the academic achievements of younger schoolchildren.

The evaluative competence development of primary school teachers in the postgraduate education system depends primarily on its scientific and methodological support, the most important element of which is a theoretically based conceptual model. Modelling should be considered as a method of scientific knowledge, which is used at the theoretical and empirical levels of research. In the psychological and pedagogical literature, “modelling” is considered as “the study of any phenomena, processes,

or systems of objects by constructing and studying their models” [20, p. 25], as “the process of creating hierarchies in which the existing system is modelled in various aspects and by various means” [21, p. 120], as “an indirect method of examining knowledge objects, based on the model application as a means of research” [22, p. 310]. Thus, modelling can be identified as building and researching models. Researchers Yu. Babanskyi [23], S. Honcharenko [24], N. Talyzina [25], V. Shtoff [26] are convinced that the model is a system designed in such a way that it traces the defining properties that the research object has; is the means of research. With the help of the model, information about the cognition object becomes clear. The model of teacher competence development is considered as a system that reflects or reproduces the existing or designed structures, components, essence, and organisation of teacher training for professional activities, which ensures their implementation [27, p. 78]. I. Lytskyi identifies the pedagogical model as a simplified sample of educational activity object with its essential features preserved [28]. O. Pyrohova outlines three groups of pedagogical models: “*conceptual* (the main idea that defines the content, structure, and originality of the approach to their presentation); *didactic* (considers conventional provisions and principles and reflects research approaches to modelling); *methodical* (expresses the content of specific facts and fragments of educational activity)” [29]. In the author’s research, modelling is a method of theoretical comprehension of developing the evaluative competence of primary school teachers. Notably, modelling in pedagogical science is a universal way of reality comprehension, although the general models that do not consider field-specific features are much more popular.

In pedagogical forecasting, the didactic approach is quite common, in particular, the construction of a teacher’s professionogram, the creation of a modern teacher’s model, and so on V. Slastonin developed a universal model that reflects the internal structure of the teaching profession. According to the researcher, such a model covers psychological training, the scope and content of special professional training, methodological training by occupation, properties and characteristics of social, professional-pedagogical, cognitive orientation [30].

It is worth noting that modelling determines the peculiarities of connections between the components within the research object, it synthesises and identifies the main features of preparing primary school teachers in the postgraduate pedagogical process for evaluation activities. V. Shtoff concluded that the model can be a conceptual or materially implemented system in which the research object is reflected or reproduced, and which can uncover the new information about this object [26, p. 19].

The researcher also notes that such a system clearly characterises the structure-forming components, analyses the connections between them, optimises ideas, and elaborates questions about the research object. V. Shtoff has identified three conditions under which the model will perform its functions: reflection or clarification of analogy (the model and the original are similar which is transparently expressed and accurately captured); representation (the model in the research is a substitute for the studied object); extrapolation (the study of the model allows obtaining information about the original object) [31, p. 87].

Ye. Pavliutenkov's statement about modelling as a common way of reality comprehension, which allows considerably reducing the effort dispersal and time for research activities, is worth mentioning. The researcher determines the model as a system, emphasising that it: 1) specifically identifies structure-forming components; 2) schematically and accurately conveys the connections between components; 3) produces questions and is a means of the comparative study of various branches within processes. The author notes that "the modelling is a reproduction of the one object's characteristics on another, specially created for studying" [32, p. 2].

L. Vasylichenko's views on the pedagogical aspect of modelling are of great importance. The author determines the essence of this aspect as "the ability to determine actual and promising tasks of the educational process, to identify and scientifically substantiate the conditions for possible convergence between probable, expected, and desired changes in the studied object" [33, p. 89]. According to such definitions, the model can be considered as the basis for the development of an individual self-education programme for primary school teachers in the course and inter-course periods; as an educational process sample in the postgraduate educational institutions; as a standard of professional qualities and value orientations that are developed through self-training, which is a mandatory component of the teacher's evaluation competence. Therefore, the authors have discovered the similarities between researcher's opinions on modelling in the system of postgraduate teacher education.

Using a systems approach, a conceptual model for the evaluative competence development of primary school teachers in the postgraduate education system can be built, which includes schematic and descriptive characteristics with the following components: goals, tasks, principles, content, stages, forms, methods, areas, pedagogical conditions, criteria, the result of educational activities. "The conceptuality of the model lies in the fact that through teachers' training, an educational environment of personal development is created, in which their evaluative competence advances [34]".

From the author's point of view, the model for the evaluative competence development of primary school teachers in the postgraduate education system will allow solving numerous scientific and pedagogical tasks: to specify the teachers' training stages in the postgraduate education system for evaluating the younger schoolchildren's educational achievements; to determine the purpose and result of educational activities at each stage; to provide development methods and forms of evaluation competence; to stimulate self-expression, self-discovery, self-development, self-training among primary school teachers; to monitor the effectiveness of evaluation competence development and its timely correction.

The presented conceptual model is an integral system that is schematic and descriptive and contains four blocks: socio-target, content, process, and performance [20]. Thus, the socio-target block contains a social order, purposes and objectives for evaluative competence development of primary school teachers in the postgraduate teacher education system. The content block covers general scientific, andragogical, and special principles and pedagogical conditions for such development. The components of the process block are the implementation stages, methods, and forms of the set purposes and tasks. The performance block defines the criteria, indicators, and levels obtained as a result of targeted actions. Hereafter the authors consider the content of each block of the model in detail.

*The socio-target block contains social order:* the need for primary school teachers with established evaluative competence who are ready and able to implement the conceptual foundations of the New Ukrainian School in practice, combine the best technologies of the school with innovative methods, in accordance with the educational challenges.

Thus, *the goal* of postgraduate teacher education, according to the conceptual model, is the evaluative competence development of primary school teachers in the postgraduate education system. The main tasks included in the social target block:

- 1) motivation and value attitude development of primary school teachers to evaluation activities;
- 2) an establishment of a professional knowledge system on the formative and final assessment of primary school students' educational achievements;
- 3) advancement of individual evaluation experience of primary school teachers.

*The content* block presents the basic principles and pedagogical conditions for the evaluative competence development of primary school teachers in the postgraduate education system. The main initial requirements for organising teacher training are reflected in the principles, which were divided into groups (Table 2).

**Table 2.** Basic principles of evaluative competence development of primary school teachers in the postgraduate education system

Group of principles	The essence of a group of principles	Principles
General scientific	Basic provisions, initial requirements for the educational process organisation at the present development stage of education and science	Systematicity and consistency, accessibility, scientific content, and teaching methods; consciousness, activity, and motivation; differentiated and individual approach; complexity and unity of training and upbringing; visibility
Andragogic	Basic requirements for organising adult education	The practical orientation of training; prioritising self-educational activities of the teacher; joint activities; reliance on teacher's professional experience; training individualisation; systematic training; urgent updating of learning out-comes; development of educational needs; awareness (understanding of the entire training process)
Special	Basic requirements determined by the specific features of professional training subject	<ul style="list-style-type: none"> <li>– To rely on the information basis of actions as a set of theoretical knowledge about the formative and final assessment of students' learning outcomes, which ensures the successful the evaluation competence development of primary school teachers in the postgraduate education system;</li> <li>– to apply collective forms of mental activity for the evaluative competence development of primary school teachers;</li> <li>– to provide dialogic learning, since the educational process, built in the dialogue form, communication between all participants, ensures successful preparation of teachers for the implementation of a formative assessment of younger schoolchildren's learning outcomes;</li> <li>– predictability, which requires compliance with variable requirements and conditions, forecasting the results of teachers' evaluation competence development at different stages;</li> <li>– feasibility – correspondence between the planned purposes and the means necessary to achieve them;</li> <li>– diversification – diversity, variability of development forms and demonstration of evaluative competence of primary school teachers;</li> <li>– rationality – defining such purposes and ways to achieve them that, provided with certain resources, allow obtaining the most useful result in solving methodological issues</li> </ul>

**Source:** compiled by the author based on research by S. Honcharenko [22]

Based on the above, the authors conclude that the approaches and principles concretise the purposes and objectives of the educational process for the evaluative competence development of primary school teachers in the postgraduate education system and the choice of their implementation means.

Along with the principles, the content block consists of *pedagogical conditions* for effective evaluative

competence development of primary school teachers in the postgraduate education system, namely: 1) motivation and value attitude establishment of primary school teachers to the evaluation activity; 2) aiming the content of postgraduate teacher education at ensuring the evaluation competence development of primary school teachers; 3) providing scientific and methodological support for the evaluation competence development of primary

school teachers in the postgraduate pedagogical process; 4) creating an innovative educational environment in postgraduate education for the evaluation competence development. Notably, the development of the evaluation competence of primary school teachers in the postgraduate education system, according to the author, will be successful if the described pedagogical conditions are provided and interacted with.

*The process block* of the evaluation competence development of primary school teachers in the postgraduate education system includes a description of the main stages, forms, methods of educating teachers in advanced training courses and the main areas of work within professional activities to provide certain pedagogical conditions. According to the study purpose and objectives, three stages of evaluation competence development of primary school teachers in the postgraduate education system were identified: orientation-motivational, content-operational and control-reflexive [24].

### **I. The orientation-motivational stage**

*The purpose of the orientation-motivational stage* is to develop primary school teachers' positive motivation for teaching activities in general, to ensure teachers' understanding of the impact that evaluation has on a primary school student's personality and responsibility for the result and its role in their own professional activities, to spread the idea that being responsible for evaluation is an individually important position, to stimulate a desire to master methods for evaluating the students' learning outcomes in order to improve the educational process quality. Therewith, the main tasks of this stage of evaluation competence development are the activation of personal and professional resources, motivation for professional and personal self-improvement. *The results* of the orientation-motivational stage are the motivational readiness of advanced training courses attendants; raising awareness on the importance of evaluation activities in the educational process and the need to constantly improve the professional competence level, which is possible with psychodiagnostic methods, testing, interactive methods, analysis and introspection in the form of complex diagnostics, counselling, role-playing and business games, and individual training.

### **II. Content-operational stage**

*The purpose* of the second stage of evaluative competence development of primary school teachers in the postgraduate education system is to establish and develop all readiness components, which provides for taking all special organisational and pedagogical measures. Therefore, the tasks of the content-operational stage are to spread knowledge among course attendants on the essential and content characteristics of "evaluation", "evaluation competence", to educate on methods

for developing evaluation competence and raise awareness on the need for their application in educational and professional activities; to establish the value attitude of primary school teachers to the evaluation activity implementation. Notably, the content-operational stage is implemented in the form of a special course, pedagogical training, creative group, psychoanalytic and technical exercises, practical classes, game tasks, modelling of independent activity, etc. through research and heuristic methods, as well as the method of problem presentation.

### **III. The control-reflexive stage**

*The purpose* of the control-reflexive stage is the analysis, evaluation, and correction of the learning process and outcomes, as well as the implementation of the developed evaluation competence of primary school teachers in their professional activities. *The tasks* of the third stage are to analyse the development results, to conduct reflexive analysis of training, to create conditions for prolonging the development effect and spreading, generalising its results. The authors consider the control-reflexive component to be a catalyst for self-cognition, professional growth of teachers, improvement of pedagogical skills and development of an individual work style.

*The results* of the control-reflexive stage are the professional competence development of primary school teachers to carry out an evaluation, improving their self-esteem, establishing a positive motivation for further professional and personal self-improvement, which is implemented through rating, self-diagnosis, self-evaluation, introspection, socio-psychological training, and interactive method. During the third stage of evaluation competence development of primary education teachers, such forms as pedagogical projects examination, conference, compilation and solution of pedagogical tasks are used.

*The performance* block of the conceptual model reflects the criteria, indicators, and levels of the result obtained – the evaluative competence development of primary school teachers. Criteria for the development of the teacher's evaluation competence are the distinctive features that measure the level of competence establishment [35]. Therefore, according to the evaluation competence structure, *the criteria* of its establishment are as follows: *value-motivational, cognitive, operational-activity*. It is considered that the effectiveness of the evaluation competence development of primary school teachers in the postgraduate education system is characterised by the corresponding level of these criteria establishment.

## **CONCLUSIONS**

Based on the above, the authors can conclude that an important means of evaluating competence development of

primary school teachers in the postgraduate education system is precisely the building and implementation of a conceptual model as an integral pedagogical process, which is based on the leading pedagogy traditions and pedagogical innovations and allows the teacher to prepare for evaluation of primary school students' learning outcomes in their own professional activities.

In the course of the study, the author analysed philosophical, psychological-pedagogical, scientific-methodological literature on developing the evaluation competence of primary school teachers in the postgraduate education system; identified and characterised the components of the evaluation competence development of primary school teachers, particularly in the postgraduate education system; defined and reasoned pedagogical conditions that ensure the successful development of the evaluation competence and modelled this process.

Therefore, the author's model based on a systems approach, which considers modern methodological approaches, teaching principles and defines pedagogical conditions for the evaluation competence development of primary school teachers, should be implemented in the postgraduate teacher training to prepare them for evaluating younger schoolchildren's academic achievements. Such training will encourage teachers to be innovative individuals who are able to creatively apply the acquired knowledge; independently find, process, analyse, and use information; use modern content, pedagogical forms, and teaching methods, technologies in their activities; acquire the necessary personal qualities; change themselves and strive for constant self-improvement. This model is open, constantly evolving, and can be supplemented with new elements if necessary.

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## **Формування цифрової компетентності в підготовці майбутніх учителів в Україні та КНР**

### **Історія статті:**

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**Анотація.** Актуальність проблеми формування цифрової компетентності майбутніх педагогів у закладах вищої освіти є очевидною, оскільки технічний прогрес розвивається в надзвичайно стрімкому темпі, а цифровізація вже проникла в усі сфери життя, зокрема в систему освіти. Метою наукової роботи є порівняти підходи державної освітньої політики до формування цифрової компетентності майбутніх учителів у КНР та Україні. Для отримання нових результатів у дослідженні було використано такі теоретичні методи: аналіз педагогічної літератури, нормативних документів, онлайн-платформ, освітніх сайтів, систематизація й узагальнення досліджень учених, організації курсів у підготовці майбутніх учителів – для зіставлення різних підходів до формування цифрової компетентності майбутніх учителів. Зазначено, що цифрова компетентність є ключовою в навчанні впродовж життя, а також однією зі складових професійної компетентності вчителя, відповідно до Профстандарту вчителя початкових класів, вчителя ЗЗСО та вчителя початкової освіти. Визначено поняття цифрова компетентність і обґрунтовано, що його значущість змінюється відповідно до розвитку цифрового сучасного суспільства. Проаналізовано державну освітню політику України та КНР, зокрема нормативно-правову базу, яка регламентує розвиток цифрової компетентності в країнах. З'ясовано, що проблема цифрової компетентності є нагальною в обох країнах, зокрема в КНР, де її розв'язання здійснюється більш прогресивно, завдяки потужним ресурсним можливостям. Наведено приклад змісту навчальних дисциплін, а саме «Засоби цифрової підготовки», «Кібербезпека», «Медіаосвіта» (Україна), «Основи комп'ютерного використання», «Використання мультимедійної техніки» (КНР), їхнє місце в навчальному процесі, години на вивчення, форму контролю навчально-пізнавальної діяльності тощо. Ці навчальні дисципліни спрямовані на формування цифрової компетентності майбутніх учителів у закладах вищої освіти України та КНР. Зазначено, що подальші розвідки дослідження стосуватимуться вивчення й аналізу державної освітньої політики країн Європейського Союзу щодо формування цифрової компетентності, зокрема в підготовці майбутніх учителів

**Ключові слова:** інформатизація, цифрова грамотність, підготовка вчителя, змішане навчання

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## Development of Digital Competence in the Training of Future Teachers in Ukraine and People's Republic of China

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**Abstract.** The relevance of the issue of forming digital competence of future teachers in higher education institutions is obvious, since technological progress is developing at an extremely rapid pace, and digitalisation has already penetrated into all spheres of life, including the education system. The purpose of this study is to compare the approaches of the state educational policy to the development of digital competence of future teachers in China and Ukraine. The following theoretical methods were used to obtain new results: analysis of pedagogical literature, regulatory documents, online platforms, educational sites, systematisation and generalisation of scientific research, organisation of training courses for future teachers – to compare different approaches to digital competence of future teachers. It is noted that digital competence is key in lifelong learning, as well as one of the components of a teacher's professional competence, according to the professional standard of primary school teachers and general secondary education teachers. The concept of digital competence is defined and it is proved that its significance changes in accordance with the development of digital modern society. The article analyses the state educational policy of Ukraine and China, in particular the regulatory framework regulating the development of digital competence in the countries. The issue of digital competence was discovered to be urgent in both countries, in particular in China, where its solution is carried out more progressively, due to powerful resource capabilities. An example of the content of academic disciplines is given, namely "digital training tools", "cybersecurity", "Media Education" (Ukraine), "fundamentals of computer use", "use of multimedia equipment" (China), their place in the educational process, hours to study, a form of control of educational and cognitive activity, etc. These academic disciplines are aimed at developing the digital competence of future teachers in higher education institutions of Ukraine and China. It is noted that further research will concern the study and analysis of the state educational policy of the European Union countries on the development of digital competence, in particular in the training of future teachers

**Keywords:** informatisation, digital literacy, teacher training, blended learning

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## INTRODUCTION

In the modern world, technological progress aimed at digitalising all spheres of life, in particular the education system, encourages an increase in the level of digital competence of every citizen. The national strategy for the development of education in Ukraine for 2012-2021 [1] indicates that modern youth is characterised by a rather low level of moral, spiritual and, most importantly, cultural development. This is primarily due to the imperfection of the content of school education and the discrepancy between teacher training and modern requirements. If the responsibility for modernising the content of school education lies solely with the Ministry of Education and Science, then the issue of training a highly qualified, modern teacher of the new generation is also the subject of the responsibility of the higher education institution.

The new professional standard of a teacher embodies a modern approach to defining the listing and description of general and professional competencies. The general competencies include civil, social, cultural, leadership, and entrepreneurship. The list of professional competencies includes the following: language and communication, subject-methodical, information and digital, psychological, emotional and ethical, pedagogical partnership, inclusive, health-protective, design, predictive, organisational, evaluative-analytical, innovative, reflexive, as well as lifelong learning ability.

While most of these competencies have been relevant for quite a long time, digital competencies have been emphasised for the past few years both globally and in Ukraine and China in particular. The reason for this increased attention is believed to be the rapid evolution of technological progress, which expands educational opportunities for all countries, which cannot be said about the adequacy of teacher staff training. Since 2020, increased interest in digital competence is also caused by the “special” learning conditions around the world caused by the COVID-19 pandemic. The forced transition to blended learning in almost 200 countries of the world, caused by quarantine restrictions, proved that the development of digital competence occupies a prominent place in the process of training future teachers in higher education institutions. Therefore, the problem of forming digital competence in the process of training future teachers is now relevant and requires a solution both at the state level and at the level of higher educational institutions. An important role here is played by studying the experience of other countries, in particular China, as a powerful country in Information Development.

Given the relevance of the chosen topic, it is worth noting that the issue of forming the digital competence of future teachers has become the subject of research by many Ukrainian scientists. As an example, the essence of

digital competence of future teachers and its development by means of multimedia technologies was considered by R. Hurevych [2], “the Structure of Digital Competence and Digital Culture” was studied by A. Gurzhiy and V. Lapinsky [3], M. Zhaldak, Yu. Ramskyi, M. Rafalska [4]. The “Model of ICT Competency Standard of University Teachers in the Context of Improving the Quality of Education” was addressed in their research by N. Morse and A. Kocharian [5].

In their research work G. Henseruk “analysed European standards for defining digital competence, namely the European Commission's Digital Competence Framework for Citizens (DigComp) project, digital competence standards on the European network EUROPASS, which include information management, cooperation, communication, content and knowledge, ethics and responsibility, assessment and problem solving, technical operations” [6]. O. Ovcharuk substantiated the importance of digital competence of future teachers, analysed the process of regulatory support for this process in Europe, and drew a parallel with Ukraine [7]. Interesting and, at the same time, valuable for research are the practical developments of L. Petrova, who reveals the essence of information and digital competence of an educator, defines its significance for professional activity [8]. The problems of informatisation of the educational process (within the framework of the implementation of state programmes) in certain provinces of the people's Republic of China are revealed in the works of Chinese scientists Z. Zhilin and G. Jianhou [9]. The study of the Axiology of education in Europe and Asia (on the example of China) in historical retrospect based on the cultural-historical approach was carried out by I. Khotchenko [10]. All the questions mentioned above relate to the nature, structure, and the need for the development of digital competence of future teachers. The specification of approaches of the state educational policy of Ukraine and the people's Republic of China to the development of digital competence of future teachers was not the subject of study.

*The purpose of the present study* is to compare the approaches of the state educational policy to the development of digital competence of future teachers in China and Ukraine.

## MATERIALS AND METHODS

To achieve this goal, that is, to compare the approaches of the state educational policy to the development of digital competence of future teachers in China and Ukraine, the following theoretical research methods were applied in a complex: analysis of pedagogical literature, systematisation and generalisation of scientific research – to compare

different approaches to the development of digital competence of future teachers, aimed at obtaining new scientific results in the study.

The following regulatory documents were used in the study:

- the draft of the Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 [11];
- “Digital Agenda – 2020” [12];
- “Concept of digital competence development in Ukrainian society” (Project) [13];
- On approval of the concept of digital competence development and adoption of the action plan for its implementation: Order of the Cabinet of Ministers of Ukraine [14];
- “Digital Competence Framework 2.0” [15];
- “Description of the digital competence framework for Ukrainian citizens” [16];
- On approval of the Concept of Teacher Education Development [17];
- draft State programme within the framework of the Twelfth five-year plan called *Three Links and Two Platforms* [9; 18];
- *Three Comprehensives, Two Highs and One Large* [9; 18];
- The “Internet +” Strategy [19].

In addition, to compare the approaches of Ukraine and China to the development of digital competence in the training of future teachers, online platforms, educational sites that host courses for teachers were analysed in order to familiarise them with digital services and provide methodological recommendations in this direction.

Obtaining scientific results in the research contributed to the analysis and comparison of courses in the training of future teachers, namely: “Digital training tools” [20], “Information and Pedagogical Studios” [21] (Ukraine), “Fundamentals of Computer Use” [22], “Use of Multimedia Technology” [22] (China). The place of study of the discipline in the organisation of the educational process, the content of academic disciplines, the number of allocated credits (hours), the form of monitoring the educational and cognitive activities of applicants for higher pedagogical education were analysed. Therefore, analysing the above, the following stages of this study can be distinguished:

- analysis of scientific and pedagogical literature;
- generalisation and systematisation of the results obtained;
- study of the legal and regulatory framework, online educational platforms, websites, courses in training future teachers of Ukraine and China in the context of this issue;
- comparison and collation of the results of information collection.

At the first stage, scientific and pedagogical literature was analysed and the state of the problem of forming digital competence of future teachers in higher education

institutions in Ukraine and China was studied. At the second stage, the results obtained were summarised and systematised. At the third stage, the legal and regulatory framework of Ukraine and China was studied, online educational platforms, websites, and courses that contributed to the training of future teachers of Ukraine and China, namely, the development of digital competence, were analysed. It was also indicated what organisational and methodological training was provided by the Ministry of education and science of Ukraine and the Ministry of education of the people’s Republic of China during the transition to distance and blended education due to the coronavirus pandemic. At the fourth stage, the results of information collection were compared and collated, as well as conclusions were drawn, and prospects for further research were determined.

## RESULTS AND DISCUSSION

### **Definition and Development of Digital Competence in Ukraine**

Today, the issues of digital transformation of society are urgent in Ukraine, as stated in the Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 [11]. One of the main goals of the “Digital agenda – 2020” project is defined as “the accessibility of digital technologies; creation of new opportunities for the realisation of human capital, development of innovative, creative and “digital” industries and businesses; development and global leadership in the export of “digital” products and services. The document highlights the main principles by which Ukraine should develop in the digital space and defines the necessary steps to digitalisation in various spheres” [12].

There are many definitions of the concept of “digital competence” today, since its significance changes in accordance with the needs of modern digital society. The concept of “digital competence” includes:

- capabilities and skills of effective use of digital technologies in everyday life;
- capabilities and skills to critically evaluate the information;
- motivation to participate in digital culture and technical skills related to computer literacy;
- dynamic holistic integrative education of the individual, being their multi-level professional and personal characteristic in the field of digital technologies and the experience of their use [4; 5; 7].

In particular, the Digital Competence Framework defines digital competence as “a dynamic combination of knowledge, capabilities, skills, ways of thinking, attitudes and other personal attributes in the field of information and communication and digital technologies, determining an individual’s ability to successfully socialise,

carry out professional and/or further learning activities using such technologies” [13]. The article considers the digital competence of a future teacher as the capability to apply information and communication, and digital technologies in activities, namely in professional ones. Next to digital competence, you can find such synonymous concepts as information and communication, information and digital competence.

Since 2013, the European Commission has introduced a project on the system of general digital competence of citizens, clarifying the concepts of “digital competence”, “digital environment”, “digital content”, “digital tools”, “digital communication”, etc. In 2016, the corresponding document “The Digital Competence Framework 2.0” was published [15]. It defines that digital competence should be interpreted as being sufficiently proficient in using digital tools in all areas of one’s life [16]. Special attention is paid to the digital competence of teachers (*Digital competence framework for teachers* [15]), which is reflected, clarified and expanded in the updated document for 2017 (*European framework for the digital competence of educators* [23]). It defines 6 branches (characterised by different levels) of the digital competence of teachers and students and their 22 components.

In 2020 in Ukraine, according to the updated and expanded “Digital Competence Framework”, a draft Concept for the Development of Digital Competencies in the Ukrainian society was developed, which defines that digital competence should be considered “... confident, critical and creative use of information and communication technology (ICT) tools for work, employment, training, leisure, inclusion and/or participation in society ...” [13]. This project provides for both clarification and expansion of the requirements for the level of digital competence of teachers, which was not defined in the Concept of Teacher Education Development, but it is also stated that the future teacher should master “... pedagogical technologies, including those using elements of information and communication technologies and digital technologies...” [17]. This Concept provides for the development of a comprehensive National Strategy, Action Plan and Digital Competence Framework for Ukrainian citizens [16] to develop digital competence of all citizens, regardless of the professional group. The main tasks and ways of their implementation are outlined, taking into account the real capabilities of the country. It is worth noting that on March 3, 2021, the Cabinet of Ministers of Ukraine endorsed the Concept for the Development of Digital Competencies [14] and approved the action plan for its implementation. The main goal of this Concept is to identify priority areas and main tasks for the development of digital skills and digital competencies, improving the level of digital literacy of the population, in particular able-bodied people, elderly citizens,

low-income families, people with disabilities, and other vulnerable groups of the population, in the context of the development of the digital economy and digital society [14].

### **Solutions to Informatisation of Teachers Training in China**

In China, the country’s educational policy on the development of digital competence is somewhat more progressive than in Ukraine. Back in 2012, a conference on informatisation of education was held, where it was decided to introduce a draft State programme within the framework of the Twelfth five-year plan called *Three links and two platforms* [9; 18], which will contribute to the development of digital competence of Chinese citizens, in particular people working in the education sector. Special emphasis was placed on raising the level of informatisation in rural areas, equalising all provinces in access to digital technologies. Another programme *Three comprehensives, two highs and one large* [9; 18] should fully provide the conditions for the development of digital competence among all participants in the educational process, take care of Internet availability in all educational institutions of the people’s Republic of China [17; 19].

In 2015, the Internet+ Strategy was published on the official website of the Ministry of education of the people’s Republic of China [19], which envisages the creation of an open teacher training environment that would provide “the opportunity to learn everywhere at any time”. Secretary General Xi Jinping stressed that without informatisation, there will be no modernisation. The most important feature of the “educational revolution” is the “double transformation” of learning and teaching methods, and teachers play a key role in this process. Teachers should take into account the peculiarities of the “digital generation” and to meet their needs, master the digital learning environment. The president of Beijing Normal University noted that the scale of education in China is strong, the level of teacher training lags behind the pace of development of the scale of education. Therefore, supporting the “Internet +” Strategy and seeing this as an urgent need for current teacher education, he is ready to introduce an innovative model of teacher training [19].

In China, in April 2018, the regulation of the Ministry of Education “Informatisation of Education 2.0. Action plan” (hereinafter referred to as the regulation) [18] has been promulgated, which was the implementation of the “Internet + Education” national programme [19], “National plan for medium and long-term education” [18], “Education Development Thirteenth Five Year Plan” [18], “Education Informatisation Ten-Year Development Plan” [18] and other documents on informatisation of the educational environment. By 2022, the state plans to fully implement the Provisions [20]. The need for the

modernisation of education, namely its informatisation is emphasised in the document. It is noted that the People's Republic of China, given the resource potential, should hold a leading position in the world in terms of digital competence of teachers and citizens in general, and if necessary, ensure informatisation of education at the international level and help move into its "new era of education". That is, China has started developing a "New Generation Artificial Intelligence Development Plan" [18]. The country has set a course for the implementation of the "Education Modernisation 2035" plan [18].

However, although China is positioned as a progressive, developed country of high technologies, which has quite powerful digital resources, the level of informatisation of teachers and future teachers is not high enough. Therefore, in order to overcome this discrepancy, a multilevel public service of the digital education system is created, an online learning space is planned, monitoring and development of criteria for assessing the digital competence of all participants in the educational process, changes in teacher training and retraining.

### **Formation of Digital Competence of Future Teachers in Ukraine and the People's Republic of China: A Practical Aspect**

Both in Ukraine and in the People's Republic of China, significant adjustments are being made to teachers training programmes. Training of future teachers in institutions of higher pedagogical education in Ukraine on the example of Kharkiv National Pedagogical University involves the development of digital competence of applicants at the first (bachelor's) level of higher education in the field of education 01 Education. Starting from the first year, students study the normative academic discipline "digital training tools" [20], which is a component of the complex academic subject "Pedagogy". During the study of this academic discipline, students develop information and digital competence, increase the competence level in general, which meets the state and European requirements for it competence of specialists in pedagogical specialties. It is important that future teachers are aware of the information pedagogical reality regarding its further use in pedagogical activities and learn to make effective pedagogical decisions by means of information and communication technologies.

60 hours (2 credits) are allocated for studying the module "Digital Training Tools", however, it is worth noting that only 20 of them are classroom-based, and 40 hours are devoted to self-study. The discipline "Digital Training Tools" consists of the following topics: "Information and Digital Competence of the Future Teacher", "Educational Resources for Joint Work on Projects", "Unified Information Educational Environment", "Mobile, Distance

and Blended Learning", "Network Educational Technologies". The course ends with a comprehensive exam [20].

At the second (master's) educational level of higher education, students study the academic discipline "Information and Pedagogical Studios", which contains "Media Education" and "Cybersecurity" modules [21]. The course (2 credits) introduces future teachers to the concepts of "information literacy", "media literacy", "media pedagogy", "media competence" according to UNESCO materials, the classification and function of modern media, types and functions of media and their role in shaping the contemporary worldview of young people. While studying the peculiarities of audiovisual image perception, future teachers learn to critically perceive audio and video materials, create multi-genre audiovisual works, and use media technologies to create educational content. Given that cybersecurity is considered as a component of future teacher's professional competence development, applicants get acquainted with Ukraine cybersecurity laws [24], organisational and methodological principles of implementing a global cybersecurity culture, means of safe work on the internet, communication security, data protection and privacy features in social networks, organisational and methodological principles of a safe environment of an educational institution for the implementation of e-learning and distance learning, the use of open educational resources and massive open online courses. The means of diagnosing educational and cognitive activity is to pass a comprehensive exam in the academic discipline "Information and Pedagogical Studios".

In the People's Republic of China, in teacher training at the first educational level of secondary and high school (humanitarian and creative specialties), starting from the first semester of the first year, the obligatory discipline is "Basics of Computer Use" [22] with 2 credits (32 hours), which ends with an examination; in the first year of the second semester "Using Multimedia Technology" [22] with the same number of hours and form of control. These are two key disciplines that take 64 hours to study in the first year. However, if desired, students can continue studying information technologies at the second (master's) educational level of higher education by choosing appropriate courses (selective disciplines) [25].

It is worth noting that the pandemic has made its own global adjustments to the education system, in particular, China has become the first country to respond to these challenges. The Ministry of education of the people's Republic of China issued an order (02.04.2020) on the proper organisation and management of online learning in colleges and universities during the pandemic period. The document clearly defines the general requirements and various areas of tasks for the organisation

of distance learning [26]. An online platform with links to courses for teachers was immediately set up on the official website of the Ministry of Education of the People's Republic of China, providing knowledge on how to organise the teaching and learning process in such an unusual environment. The main slogan of this stage was "Suspending Classes Without Stopping Learning". For the convenience of users, a table was offered to them, describing the content of the course, indicating the author, purpose of its creation, an active link, current dates of online lectures, etc. [26]. The Ministry of education and science of Ukraine also organised the creation of the website "Teaching and Learning in Quarantine: Changes in the Education System", issued "Recommendations for the Introduction of Blended Learning in Institutions of Professional Pre-higher and Higher education" [27], "Recommendations for Organising Current, Semester Control and Certification of Students Using Distance Technologies" [28], which significantly facilitated the work of teachers in this direction.

## CONCLUSIONS

Based on the above, we can conclude that the issue of forming a high level of digital competence of future teachers is a complex challenge to the modern educational system of Ukraine and China, and the educational policy of both countries is aimed at forming the digital competence of future teachers. However, it is worth noting that it was in China that the process of informatisation began much earlier in comparison not only with Ukraine but also the European Union. It is also imperative

that the Chinese teacher training system had problems in the following aspects: changing the demand for teachers in accordance with the requirements for the quality of education; changing the requirements for the academic qualification of teachers in accordance with the requirements for the academic qualification of education. At the same time, a significant advantage of the Peoples Republic of China within the framework of the issue under study is that the country has taken a clear course for training and retraining of information and digital competence of teachers, which is implemented through the availability of a resource base in the country and appropriate competent specialists. It is also worth noting that having analysed the courses of academic disciplines that are aimed at shaping the digital competence of future teachers in higher education institutions, it could be argued that in Ukraine and China, sufficient attention is paid to the substantive content and the educational process for studying this issue is very well organised. Regarding the organisation of blended learning during the pandemic, both the Ministry of education of the people's Republic of China and the Ministry of education and science of Ukraine provided methodological assistance to teachers of institutions of all levels of education, which facilitated further work. Digital competence training courses, free online courses, webinars, etc. have been created. Thus, realistically speaking, this process is only gaining momentum in Ukraine, while in China it is working at full capacity. The reason for the lag, according to the author, is the imperfect legal and regulatory framework of the country and the lack of appropriate resources.

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## **Психолого-педагогічні засади формування комунікативної компетентності майбутніх журналістів на засадах лінгвокультурології**

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**Анотація.** Актуальність дослідження зумовлена активним розвитком соціокультурних чинників, які потребують якісно нових вимог до формування професійних компетентностей, зокрема комунікативної компетентності у майбутніх журналістів, з урахуванням психологічних і педагогічних умов. Метою дослідження є визначення та обґрунтування психолого-педагогічних засад у процесі формування комунікативної компетентності майбутніх журналістів на засадах лінгвокультурології. Дослідження обраної проблематики відбувалося на засадах системно-структурного підходу з використанням методів аналізу, синтезу, порівняння, а також методу від абстрактного до конкретного. Виявлено актуальність розвитку комунікативної компетентності у фахівців гуманітарної галузі, відповідно до чого досліджено погляди на тлумачення вказаного поняття. Надано визначення комунікативної компетентності майбутніх журналістів. З'ясовано необхідність розвитку комунікативної компетентності на засадах лінгвокультурології. Охарактеризовано основні психолого-педагогічні засади формування комунікативної компетентності майбутніх журналістів, до яких належать мотивація, професійний інтерес, розвиток комунікативних вмінь і підтримування рівня усіх типів мовленнєвої діяльності. Запропоновано та обґрунтовано перелік зразків практичних завдань для удосконалення комунікативної компетентності майбутніх журналістів, які варто застосовувати викладачам під час викладання певних навчальних дисциплін. Виявлено, що творча складова комунікативної компетентності є запорукою успішного професійного зростання кожного майбутнього фахівця у сфері журналістики. Перспективи подальших досліджень зосереджені на емпіричному доведенні використання описаних методик розвитку професійних компетентностей майбутніх журналістів

**Ключові слова:** професійна компетентність, здобувач вищої освіти, мотивація, комунікація

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## Psychological and Pedagogical Principles of Development of Communicative Competence of Future Journalists Based on Linguoculturology

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**Abstract.** The relevance of the study is conditioned by the active development of socio-cultural factors that require qualitatively new requirements for the development of professional competences, including communicative competence of future journalists, taking into account psychological and pedagogical conditions. The purpose of the study is to determine and substantiate the psychological and pedagogical principles in the process of developing the communicative competence of future journalists based on linguocultural studies. The study of the selected issues was based on a system-structural approach using methods of analysis, synthesis, comparison, as well as the method of rising from abstract to concrete. The urgency of the development of communicative competence in the field of humanities has been identified, in accordance with which the opinions on the interpretation of this concept have been investigated. The study defined the communicative competence of future journalists. The necessity of developing communicative competence based on linguoculturology has been clarified. The main psychological and pedagogical principles of development of communicative competence of future journalists are described, which include motivation, professional interest, development of communication skills and maintenance of the level of all types of speech activity. A list of examples of practical tasks to improve the communicative competence of future journalists, which should be used by teachers in teaching certain disciplines, is proposed and substantiated. It was found that the creative component of communicative competence is the key to successful professional growth of every future specialist in the field of journalism. Prospects for further research are focused on empirical proof of the use of the described methods of developing professional competencies of future journalists

**Keywords:** professional competence, higher education applicant, motivation, communication

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## INTRODUCTION

The modern socio-cultural space is making new demands against development of professional qualities among specialists in a particular field. Theoretical knowledge is currently insufficient, and there is a need for applying acquired theory in practice. This provision is clearly reproduced in the concept of “competence”, which, according to J. Raven [1], forms an integral part of activities within the specific subject areas. Referring to the Recommendation of the European Parliament and of the Council “On key competences for lifelong learning”, one can find a list of eight essential competencies, including “communication in the mother tongue” and “communication in foreign languages” [2]. This factor argues for the relevance of communicative competence.

Communicative competence has been investigated by many Ukrainian researchers. As an example, researcher V. Zhurakovskaia argues that communicative competence is a part of the personal experience of an individual, which involves knowledge and skills for establishing social connections [3]. Ye. Rudensky, for his part, accepts communicative competence as a “system of personality’s internal resources” contributing to communicative actions within the framework of interpersonal interaction [4]. Therewith, the researcher L. Serhienko took part in studies for the development of communicative competence in college-age people [5].

The communicative competence has repeatedly become the object of research by foreign scientists. Thus, G. Palotti indicates that communicative competence is further divided into efficacy (the ability to reach one’s communicative goals) and fluency (the ability to do so smoothly, quickly and effortlessly). K. Kramsch researched foreign communicative competence in the context of justification of her term “intercultural speaker” [7]. M. Tahan and M. Kalantari investigated communicative competence through the prism of the influence of the development of communication skills on the expansion of social opportunities and social adaptation of adolescents with the need to pursue opportunities of their own [8]. For his part, H. Tucker, in the context of communicative competence, considered a new perception of dialogue as a separate act of negotiation between subjects [9].

Evidently, communicative competence is an integral part of human activity, which aims not only at establishing relationships with society, but also at the professional self-development of an individual as a specialist in their field. That is why the formation of communicative competence is crucial for the future journalists. According to the researcher N. Shydei, “a journalist can not only understand each other due to communicative competence, but also direct the conversation to acquire the necessary information” [10], which, actually, remains

a key objective of journalists. For his part, communicative competence is understood by the scientist N. Kondratenko as “a system of interrelated knowledge and skills necessary for an adequate comprehending interlocutor’s speech and the formation of their own communication strategies” [11]. Therefore, communicative competence is a tool for achieving the goals set in the professional activities of future specialists in journalism, however, for a full study of the very process of forming this competence, it is necessary to focus on the psychological and pedagogical principles of its formation, which are currently insufficiently studied. Therefore, identifying the need and making the case for psychological and pedagogical basis in the development of communicative competence of future journalists based on linguoculturology, is *the purpose of the present article*.

## MATERIALS AND METHODS

For further research on this topic, such general scientific theoretical methods as analysis, synthesis, comparison, as well as the method from the abstract to the concrete were used. Thus, the method of analysis was used in the processing of scientific publications of Ukrainian and foreign researchers to identify the characteristic features of communicative competence, as well as making the case for the importance of developing communicative competence in future journalists. The comparison method was used in the process of comparing views on the definition of such concepts as “communicative competence”, “communicative competence of future journalists”, “motivation”, “professional interest” and others. An underlying method here is from the abstract to the concrete, since it was used to study the communicative competence of future journalists according to the interpretation of overall communicative competence. The main part of the study was carried out, through the synthesis method, to define the psychological and pedagogical conditions of the development of communicative competence of future journalists. In particular, the synthesis method helped to find out such psychological and pedagogical principles as motivation, professional interest, the development of all types of speech combined, as well as the formation of communication skills, resulting in the basic educators’ views to teach about journalism. Thus, the study was conducted in accordance with the principles of system-structural approach, which defines the object of study as a fully integrated system (communicative competence), which includes structural elements (components of communicative competence), which, in general, allowed obtaining these results.

The study has used legislative and regulatory documents, including the Recommendation of the European

Parliament and of the Council “On key competences for lifelong learning”, as a theoretical tool [2]. The review of this document made it possible to determine the relevance of the researched object, namely, communicative competence.

According to certain methods and approaches of research, taking into account the use of the legislative and regulatory framework, the study of psychological and pedagogical principles for the development of communicative competence of future journalists passes through several stages.

1. Development of scientific and methodological literature of Ukrainian and foreign researchers to confirm the relevance and interpretation of the concept of “communicative competence”, the formation of the main theoretical base of the psychological and pedagogical principles of communicative competence, as well as justification of the importance of teaching career of a future journalist.

2. Research of modern Ukrainian and foreign practices, the development of motivation, professional interest, communication skills, and all types of speech among future journalists.

3. The list of the general samples of the objectives of pedagogical practice during classroom studies to develop communicative competence among future journalists based on linguoculturology, in particular, as an example, for learning Ukrainian.

4. Justification of creative gifts as one of the main factors of the qualitative development of communicative competence and professional development of the future journalist as a whole based on a survey of research by American scientists.

## RESULTS AND DISCUSSION

The development of the communicative competence of future journalists is a lasting and complicated process, which provides for the improvement of its individual components. For example, the researcher M. Diachenko refers “possession of modern information and digital technologies, linguistic and rhetorical competencies, the ability to organise communication in the correct way, as well as the ability to persuade and influence the conversation partner” to the components of communicative competence [12]. This presents a new challenge for journalism educators, which consists in developing curricula and processes aimed at developing each individual component of communicative competence.

Modern training of a future journalist and the development of his communicative competence, in particular, takes place based on cultural linguoculturology, which allows developing the speech skills of a journalist in combination with cultural characteristics. Thus, the

future journalist not only develops professional communicant skills, but also becomes fully entitled to the cultural identity. However, somehow, there are many psychological and pedagogical conditions which promotes or interrupts in the process of development of the communicative competence of a future journalist. In this case, the generation of motive, professional interest and communication skills in students, as well as ensuring the equal development of all types of speech activity, etc. are at issue.

First of all, it is worth starting to develop students’ motivation as a psychological precondition for improving their communicative competence. According to P. Jakobson, “When people communicate with each other... then, first of all, the question arises about the motives, the motives that pushed them to such contact with other people, as well as the goals that they set for themselves with greater or lesser awareness” [13]. This indicates a close relationship between the motivational factor and the formation of communicative competence. The study of the interpretation and classification of motivation will help to identify the motivation of student journalists for self-improvement, and to establish the necessary principles for development of students’ motivation to learn for teachers.

The analysis of psychological studies allowed considering many opinions on the concept of motivation, among which the authors distinguish the classification proposed by A. Markova [14]. The researcher identifies four groups of motives of agents involved in education. As an example, the first group of motives reproduces awareness within learning through feelings of self-responsibility. The second group is determined by the need for knowledge, the third group is focused on self-education and the habit of constantly gaining knowledge, while the fourth group is self-centred, and is determined by self-esteem and ambition, in particular the pursuit of permanent personal success. Here is visible that some of these groups respond to global social goals, and some are at the heart of determining self-worth [14] in accordance with the definitions. It is also worth noting that, broadly, motivation is understood as the core of the personality, to which “such qualities as direction, value orientations, attitudes, social expectations, claims, emotions, character and other social-psychological characteristics are being pulled together. Despite varying approaches, most scientists understand motivation as a set, a system of psychologically heterogeneous factors that determine behaviour and activity” [14]. As an example, researchers P. Halperyn [15] and A. Leontev [16] have identified two main groups of learning motives: 1) those that are outside the sphere of educational and cognitive activity – social; 2) and those that are formed in the learning process are cognitive. At the same time, the study of the motivation

of students' educational activity based on an examination of learning Ukrainian, allowed the scientist T. Gannichenko to assert that "the motives have numerous informative and dynamic differences. The first group of characteristics includes: the orientation of educational activity, personal significance, place in the structure of motivation, the degree of effectiveness, etc." [17]. The author identifies direction in the motivation of students' educational activities: on gaining knowledge in interpersonal communication, on the formation of communicative and linguocultural competence of a professional nature, on the perception of language by students as an instrument of intercultural interaction and cooperation. As we see, the issue of motivation is the primary factor in self-improvement and development of communicative competence in particular. It is motivation that will encourage the student journalist to work on himself as much as possible. If a student is incapable of self-motivation, a teacher comes to help as today teachers are considered not only as lecturers, but also as mentors.

The next psychological and pedagogical condition for the establishment of the communicative competence of a journalist is professional interest, which is defined as the orientation of an individual to the mastery of his specialty through the realisation of its social and personal significance. According to T. Gannichenko, "professional interest reflects the desire of students to learn more about their profession, in an integrity to mastering professional skills, in psychological and practical readiness to work in their chosen profession" [17]. Thus, it becomes clear that the student will develop his professional competence only if there is professional interest. Based on the principles of cultural linguoculturology, it can be argued that professional interest is manifested not only at the moment of choosing a profession by a student, but also during teaching in higher educational institutions, as an example, in Ukrainian language classes, which determine the desire to form the communicative competence of a future journalist based on Ukrainian cultural identity. As a result, the challenge for the teacher is not only correctly organising the learning process of applicants for higher education in accordance with the guidance (to determine the volume and content of the academic discipline with further improvement of communicative competence, multidisciplinary capability for the defined teaching materials within one course, etc.), but also to form an effective motivational resource. The implementation of this task leads to "a methodically balanced, the appropriate choice of communicatively significant material, updated representation of the theory with the obligatory motivation of its significance for further professional activity, a combination of methods and techniques for its assimilation in practice, selection

of the best control options" [11]. As I. Zymniaia emphasises, the methods of language learning that are "used in practice, techniques of organising speech communication, game situations are directly aimed at activating the mechanisms of motivation and thus increase the effectiveness of speech learning" [18].

It is well known that the development of communicative competence of the future journalist involves taking into account not only psychological and pedagogical, but also practical aspects. The future journalist must master professionally significant linguistic skills, which include the ability to speak, to express an opinion, using the material needed to reproduce the concept (the life story of the subject, the plot of a film, or the work created about an interesting event, an art form, a description or story on one of the relevant topics), keep up topic of conversation, competently ask questions to conduct a dialogue with the communicant. First of all, the future journalist should acquire the specified communication skills while studying at a higher educational institution. As a result, the teacher must take into account not only the psychological principles of the development of students' communicative competence, such as motive and professional interest, but also every effort should be made to maximise the practice that will contribute to the further development and improvement of not only the theoretical base, but also professional abilities.

As an example, a journalist's speech is always accompanied by a specific need (educational, professional, cultural, every day, social) to report something, to tell something, then to ask whom to encourage. The journalist's language should be clear, selective, as well as timbre and emotionally enriched, flexible. The future journalist should learn how to form the material in a structured, logical manner, to use language means in accordance with the task at hand, while observing at the same time the norms of the literary language, the unity of style and genre diversity. In addition, it is necessary to master the basic principles of rhetoric, thanks to which the journalist will be able to both excite or surprise the audience, and induce them to take concrete action. First of all, a student can acquire knowledge for mastering these skills in the process of studying the Ukrainian language. This will enable the future journalist to master the use of language units, be able to formulate phrases correctly, and learn certain aphorisms or catch phrases that will contribute to the development of communicative competence against the particularities of Ukrainian identity. At the same time, the application of these knowledge gained are possible thanks to a well-formed teacher's curriculum. Thus, the teacher during classes can offer reading, listening or writing a text, analysing an oral or written work in accordance with a certain structure, situational modelling in the classroom, etc.

Each of these tasks develops a separate aspect of speech, as an example, reading contributes to the improvement of the voice, mastering the rhythmic and melodic side of sound broadcasting, useful intonation means (narrative, interrogative, rhetorical, exclamatory, incentive) for reproducing the content of the statement. Hearing allows learning how to generalise, carefully and critically perceive the information of the interlocutor. Writing trains your ability to express your thoughts competently and accurately. At the same time, situational modelling allows developing dialogue skills, behaviour in situations according to the environment, etc. Nevertheless, the skilful use of the media by the teacher during training will allow students not only to get acquainted with the characteristic features of journalistic texts, the broadcasting means of which are: social and political vocabulary, terms with a figurative meaning, phraseological units, more often simple sentences, sentences with direct speech, sentences conveyed in the form of dialogue, sayings, proverbs, catchphrases – but also to understand modern socio-cultural problems, new achievements of science and technology, interesting details from the life of celebrities, etc.

Importantly, the development of the communicative competence of future journalists is impossible without the development of the creativity inside of them. It is well known that creativity is almost the main factor in the successful professional activity of a specialist in the field of journalism. There are claims that creativity is an innate trait, i.e., a person either has it, or not. However, in practice it has been confirmed that correctly used methods of teachers contribute to creative development during study [19; 20]. Accordingly, the teacher provides for the establishment of a system of special exercises to develop creativity in future journalists – simulation, analytical, problematic, etc. Simulation exercises consist of tasks to describe the same event on behalf of different people – the main character, a minor character; describe one event in different genres (detective, satire, fantasy), etc. Analytical exercises stimulate students to analytical and search activities, for example, to compile a thematic selection of newspapers and magazines on a particular topic, to rank media texts by social significance, and so on. Problematic tasks are aimed at discussing media texts. In the process of analysis of media texts, it is advisable to use a method of questions, developed in accordance with the historical, cultural and structural contexts of the famous American media educator A. Silverblatt [21].

Such questions include: “What does the media text say about the period of creation?”, “Does knowledge of historical events help to understand the media text?” etc.

The investigated studies suggest that the self-development of future journalists depends on numerous psychological and pedagogical factors that have been established since the beginning of the college and are in the process of being set up during classroom classes. Thus, the development of communicative competence is assigned both to the personal level of the student-journalist and to the level of a teacher, who acts as both a lecturer and a mentor, simultaneously contributing to the growth of motivation, professional interest, as well as the development of the skills and abilities of each individual applicant for higher education.

## CONCLUSIONS

Thus, in the process of determining the psychological and pedagogical conditions of the development of communicative competence of future journalists based on cultural linguoculturology, the scientific works of Ukrainian and foreign researchers were analysed, that result in the definition of the communicative competence of future journalists as a set of knowledge and skills for an adequate comprehending interlocutor's speech. The communicative competence forming implies psychological and pedagogical principles, including motivation, professional interest, maintaining the level of all types of speech activity, but also the development of practical communication skills. A detailed review of each component of communicative competence made it possible to form a list of examples of necessary practical tasks for teachers of higher educational institutions to develop the professional competencies of future specialists in the field of journalism. In addition, the author has established a close relationship between the principles of cultural linguoculturology and the improvement of professional competencies of future journalists, which contributes to the communicative competence based on cultural identification. The use of the cultural characteristics of the literary language shows the journalist as a professional communicator, but also as a proper carrier of his own culture. Prospects for further research are seen in applying these methods of development of communicative competence into practice, as well as in conducting an empirical study to identify the effectiveness of the chosen method.

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## **Мотивація студентів у процесі фізичного виховання в Університеті митної справи та фінансів**

### **Історія статті:**

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**Анотація.** Становлення майбутнього фахівця відповідно до компетентнісного підходу передбачає розвиток не лише інтелектуальної, але й фізичної складової особистості, внаслідок чого виникає потреба в оновленні методології фізичного виховання студентів і стимулювання до фізичного самовдосконалення зокрема. Метою роботи є обґрунтування необхідності розвитку мотивації студентів у процесі фізичного виховання на прикладі педагогічної діяльності викладачів Університету митної справи та фінансів. Дослідження проводилося в три етапи з використанням науково-теоретичних та емпіричних методів пізнання, серед яких аналіз, синтез, порівняння, узагальнення та опитування. З'ясовано, що практики фізичного виховання студентів формуються відповідно до індивідуального мотиваційного фактору. Визначено основні трактування категорії «мотивація» в контексті історичної ретроспективи, внаслідок чого було зосереджено увагу на сприйнятті мотивації як спонукання до задоволення особистісних потреб. Проведено емпіричне дослідження у вигляді опитування студентів першого та другого курсу з метою охарактеризування вихідного рівня мотивації до занять з фізичної культури. Виявлено ключові мотиваційні фактори до фізичного виховання студентів, такі як оздоровчий, естетичний, професійно-орієнтований, адміністративно-обов'язковий і статусний. Надано перелік основних методів стимулювання студентів до занять фізичною культурою з огляду на українські практики (модульна та «бальна» системи, використання ЗМІ, поєднання фізичного розвитку як командної, так і індивідуальної складових тощо) та зарубіжні практики (використання цифрових технологій, сприйняття авторитету педагога як методу мотивації, формування позитивного психологічного клімату та надання автономності студентам). Перспективи подальших досліджень вбачаємо в повторному проведенні емпіричного дослідження для підтвердження ефективності застосування оновлених методів мотивації студентів до занять фізичною культурою

**Ключові слова:** мотиваційний фактор, ціннісний критерій, потреби, рухова активність, фізична культура

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## Student Motivation in the Process of Physical Education at the University of Customs and Finance

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**Abstract.** The development of a future specialist in accordance with the competence approach involves the development of not only the intellectual, but also the physical component of the individual, as a result of which there is a need to update the methodology of physical education of students and encourage physical self-improvement in particular. The purpose of the study is to substantiate the need to develop students' motivation in the process of physical education on the example of pedagogical activity of teachers of the University of Customs and Finance. The study was conducted in three stages using scientific-theoretical and empirical methods of research, including analysis, synthesis, comparison, generalization and survey. It has been revealed that the practices of physical education of students are shaped in accordance with the individual motivational factor. The main interpretations of the category "motivation" in the context of a historical retrospective are determined, as a result of which attention was focused on the perception of motivation as an incentive to meet personal needs. An empirical study was conducted in the form of a survey of first- and second-year students to characterize the initial level of motivation for physical education classes. Key motivational factors for physical education of students, such as health-improving, aesthetic, professionally-oriented, administrative-mandatory and status-based, are identified. The list of main methods of stimulating students to engage in physical education classes is given, taking into account Ukrainian practices (modular and "point" systems, the use of mass media, a combination of physical development of both team and individual components, etc.) and foreign practices (the use of digital technologies, the perception of the teacher's authority as a method of motivation, the formation of a positive psychological climate and providing autonomy to students). The prospects for further research in the repeated conduct of empirical research to confirm the effectiveness of the application of updated methods of motivating students to engage in physical education classes

**Keywords:** motivational factor, value criterion, needs, motor activity, physical culture

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## INTRODUCTION

The relevance of the issue of physical education in the formation of future professionals is due to the change in the cultural paradigm and the need for value reorientation. The rapid development of digital and information technologies, the growth of intellectual demand in the labour market has led to a passive lifestyle and lack of motivation for physical self-development in today's students, which, however, does not correspond to the competence-based approach of training qualified specialists. The need for harmonious improvement of both the physical and intellectual components of higher education applicants has become an impetus for the search for new teaching methods, as well as for changing views on physical education in particular.

To begin with, the topic of physical education of students is covered in the studies of many Ukrainian and foreign scientists. For instance, I. Bodnar was engaged in research on "issues of the process of physical education of students, in particular the implementation of pedagogical control in the process of physical education of students of higher educational institutions" [1]. According to the author, it is advisable to apply self-control and mutual control of students in physical education classes [1]. At the same time, researcher A. Honcharova formed tips for effective "organization of independent physical education classes for higher education student" [2]. For their part, M. Zhushma uses the example of breathing exercises to improve the stability of the respiratory system to substantiate the need for physical education classes for students in the context of the COVID-19 pandemic [3]. Ultimately, it is advisable to refer to foreign practices of physical education of students. As an example, W. Huang, X. Shi and Y. Wang for one year conducted an experiment, the essence of which was to identify the factors influencing moderate and vigorous physical activity of pupils and students [4]. Chinese researchers have concluded that the influence of educational institutions, schools and universities in particular, plays a crucial role in the process of physical education of the individual, as a result of which all educational programs should be aimed at forming a positive attitude to an active lifestyle.

The research of the issue of physical education of students, as such, is always accompanied by the study of the motivational factor. As an example, V. Platonov [5] and A. Puni [6] in their researches pointed out the importance of forming value orientations of young people and the problem of encouraging participation in physical education and sport. For their part, Ye. Ilin [7] and V. Sopov [8] drew attention to the material component in the structure of sports motivation, as well as "the influence of social welfare on physical activity and motivation of individuals with different personality orientations".

However, according to O. Kolos, motivation for physical education classes is formed on the basis of the student's interest and recognition of the need for physical self-improvement [9]. The author notes that it is in accordance with the motives of students and their physical fitness that the teacher should draw up a plan for each physical education lesson [9].

However, as we can see, these studies suggest that modern socio-cultural conditions require new ways of addressing the problem of physical education of students, in particular, updating the methods of motivation for physical activities. That is why *the aim of the research* is to substantiate the need to develop students' motivation in the process of physical education on the example of practices of the University of Customs and Finance teachers. To achieve the stated objective, the following *tasks* were identified:

1. To identify the socio-psychological factors that shape the attitudes to health as one of the core values of the individual.
2. To experimentally substantiate and apply the methods of the motivational factor to form a personal health system.
3. To prove the importance of pedagogical influence on the student to form value criteria of the individual, in particular to physical culture.

## MATERIALS AND METHODS

To achieve the stated objective and address the challenges of the topic, the study was conducted in three stages. The first stage involved the processing of theoretical and methodological literature on the chosen issues of motivation in the process of physical education of students. In particular, using methods of synthesis and analysis, aspects of "physical education of students", "motivation of students to physical education classes" and "pedagogical activity of physical education teacher" were studied based on scientific works of Ukrainian and foreign researchers. With the aid of the correlation method, a comparative analysis of interpretations of the concept of "motivation" was carried out in historical retrospect, which made it possible to determine motivation based on the concept of "need", as well as compare Ukrainian and foreign practices of raising the motivational factor of students. The method of generalization helped to systematize the theoretical base and provide a comprehensive substantiation for the need for pedagogical influence on the higher education student to form a motivational aspect to the understanding of the importance of maintaining an adequate standard of health.

The second stage involved conducting an empirical study to determine the initial level of motivation for

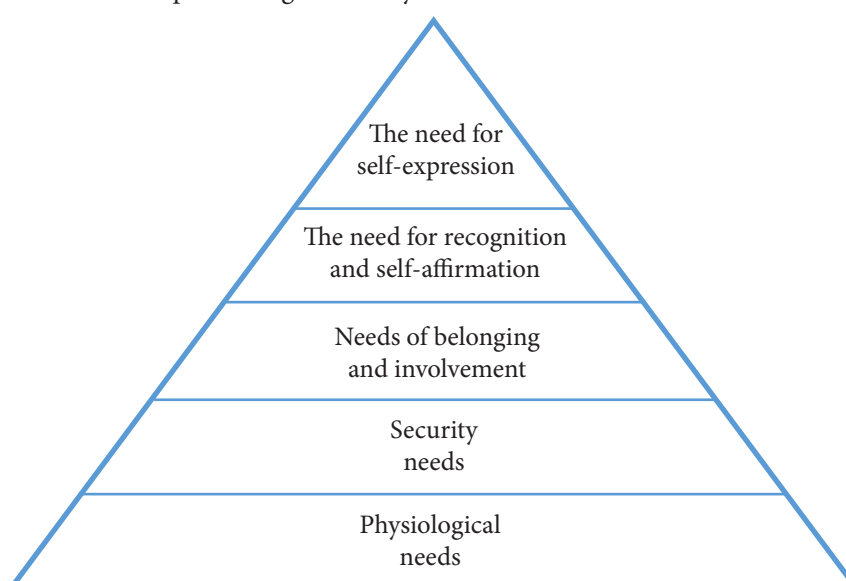
physical education classes among students using a survey and test questionnaires. The study participants were first- and second-year students of the Educational and Scientific Institute of Law and International Relations, the faculties of Technology and Finance, as well as faculties of Economics, Business, International Relations and Management. The total number of respondents was 325. All survey participants agreed to participate in the experiment. During the second stage of the study, the method of statistical analysis was used, which made it possible to summarize the personal data of the respondents and systematize it in the form of a graphic figure. Based on this data, the main motivational factors and criteria for a conscious approach to physical culture and sports classes were identified.

The third stage of the study was conducted on the basis of processed scientific and methodological literature and the obtained experimental data. Its essence was to provide specific methods of increasing students' motivation level for physical education classes, taking into account Ukrainian and foreign research. Overall, the main methods of encouraging higher education students to participate in sports were described using the example of pedagogical practices of teachers of the University of Customs and Finance, in particular, improving the incentive system, combining team sports with general individual physical development, as well as using the media to meet the psychological need for recognition in students. The analysis of the studies of Chinese, Spanish and Greek researchers over the past 3-5 years has made it possible to define foreign methods of motivating students to physical education classes, including the use of the authority of the teacher as a role model with the subsequent formation of health-promoting values by

communication with students, providing a positive psychological climate and providing autonomy to students during classes, as well as the use of modern information and digital technologies in physical education classes to develop self-control, an individual approach to physical development and providing interactive pastime.

## RESULTS AND DISCUSSION

The study of motivation in the process of physical education requires a clear understanding of the semantic load of the concept of "motivation". Usually, "motivation" is understood as an incentive to action, a dynamic process of a physiological and psychological plan that guides a person's behaviour, determining their organization, dedication, capability to consciously manage their efforts, qualities to achieve life goals and meet their needs. However, as is known, there are a number of other interpretations that reveal this concept in terms of its individual aspects. For instance, R. Nagovitsyn defines motivation as the inner world of a person [10]. I. Martyn considers motivation to be a certain ratio of needs and opportunities with the tasks set by the individual [11]. The opinion of O. Kolos, which perceives the motivational factor as a "mental adaptation of a person" is also interesting [9]. After all, in the process of determining the interpretation of "motivation", it is impossible not to mention the primary theories of motivation of the individual. In this context, it is advisable to refer to the Maslow's hierarchy of needs [12]. Studying the factors that influence a person, the American psychologist identified 5 main categories of needs, the satisfaction of which provided for the formation of further motivational factors in the process of life (Fig. 1).



**Figure 1.** Hierarchy of Needs by A. Maslow

**Source:** compiled by the author based on [12]

As shown, the categories are arranged in the corresponding hierarchy. The pyramid is based on physiological needs that include breathing, drinking water, eating, sleeping, and so on. The second category is represented in safety needs. After all, this applies to certain guarantees of protecting your own health, property, your future, and so on. The third category is focused on defining a person as a social being, as a result of which there is a need of belongingness to a family, team, community, etc. A group of needs for respect, recognition and self-affirmation allows a person to establish their individuality, show their uniqueness. At the same time, the last category of needs focuses on self-expression. The process of self-expression is manifested in creativity, morality, and problem solving. Ultimately, the satisfaction of each category of needs leads to the formation of motivational factors for the satisfaction of the next category. On the other hand, such a hierarchy is closely related to the concept of “status” and “significance” of the individual, as a result of which the motivation to meet the latter category of self-expression needs will encourage the individual to meet the previous four groups.

Now it is necessary to understand that the concept of “motivation” is closely related to the satisfaction of needs. For instance, V. Kunitsyna notes that “the process of meeting needs has a complex structure and consists of several stages, the main of which are motivation and implementation of activities” [13]. At the same time, it is worth adding that the satisfaction of needs is accompanied by the process of recognition of their necessity, according to which Ye. Ilin classifies human needs into [7]:

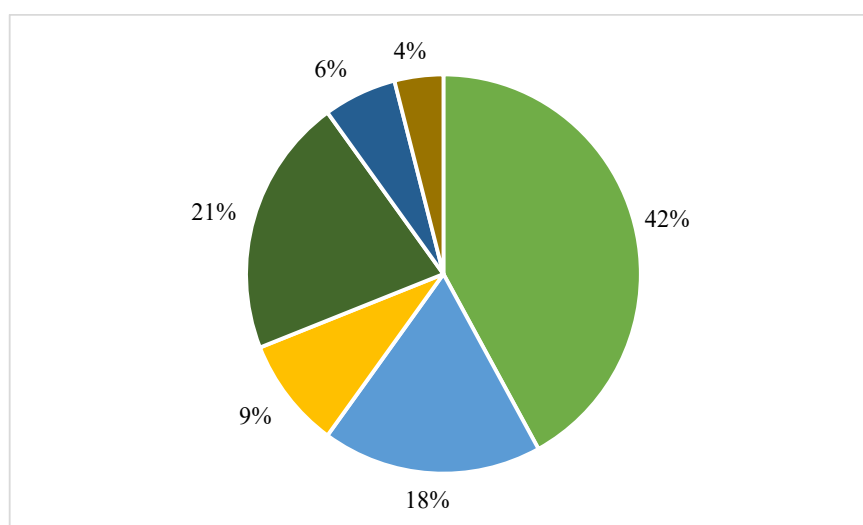
- Unconscious;
- Conscious;
- Conscious social.

Thus, an overview of the hierarchy of needs by A. Maslow, argumentation of the correlation of the concepts of “motivation” and “need” make it possible to conduct further research of motivation in the process of physical education of students, taking into account their needs. In this context, the pedagogical importance of the motivation process lies in the formation of stimulating factors for students to be effective in realising sustainable growth of body functions to meet the personal needs of each individual student. After all, A. Puni forms three groups of needs, from which, in fact, motivation for physical culture follows [6]:

- “The need for movement;
- The need to perform their duties as a student;
- The need for sport activities”.

As a result, the pedagogical activity of a physical education teacher will be effective only if they comprehensively influence the student’s personality, based on the above-mentioned three groups of needs. At the same time, it is worth adding that the role of a physical education teacher is not only to help analyse the student’s goals but also to overcome certain obstacles. For example, we can distinguish such factors as bad habits, lack of control over their own nutrition, irregular work and rest schedule, and so on.

Thus, owing to the development of the theoretical framework to interpret the concept of motivation, it was possible to characterise stimulation as a method of meeting needs, as a result of which empirical research was conducted. The idea of this research was to determine the initial level of motivation of 325 first- and second-year students for physical education classes using the survey method. Ultimately, the following results were obtained (Fig. 2).



**Figure 2.** Results of the survey of the initial level of motivation of students to engage in physical education classes (in %)

Accordingly, 42% of the surveyed students see motivation to build a specialist's personality through physical education classes in the health-improving effect. 18% of students noted that physical education is necessary for them to achieve aesthetic pleasure both from classes and from the result of visual perception of their own body. At the same time, 9% of respondents need to maintain good physical shape to carry out professional activities. 21% of students attend physical education classes only for credit, which is required by the course programme. Finally, 6% of students are engaged in physical education classes to maintain their "status", and 4% of respondents are undecided. As is evident, about half

of the total number of first-and second-year students perceive physical education classes as a method of maintaining wellness, which indicates a conscious perception and satisfaction of their own needs. At the same time, there is also a significant number of students who attend classes for "assessment", which allows us to argue that a certain lack of conscious motivation is also present. According to the results of the survey, *the main aspects of motives* based on meeting the needs of students were identified, in particular: health direction, aesthetic direction, professionally-oriented direction, compulsory administrative direction, as well as status direction (Fig. 3).

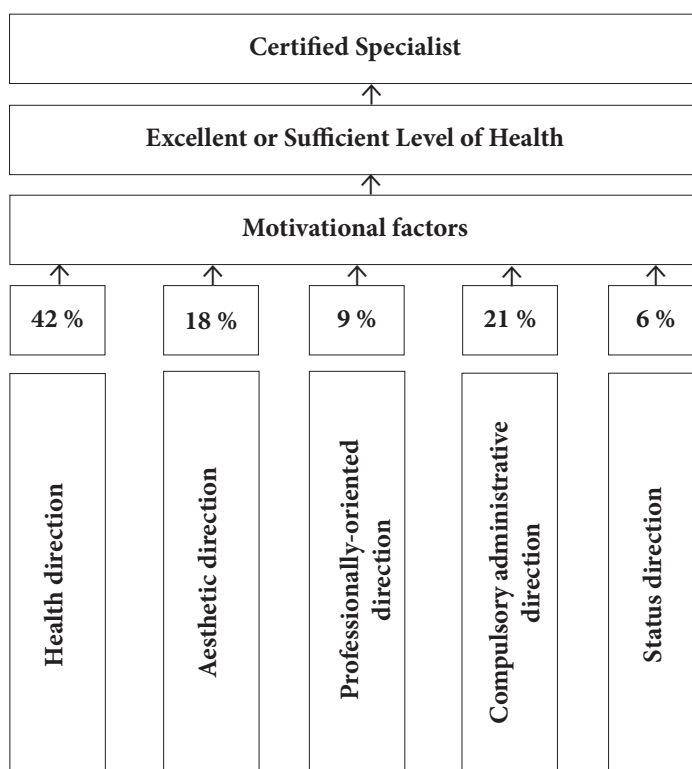


Figure 3. Scheme of shaping the future specialist based on motivational factors

As seen, motivational factors for physical education classes contribute to maintaining the proper level of wellness, which further affects the professional activity of the specialist as a whole. One way or another, motivation is temporary, so the teacher faces the task of regularly updating teaching methods and conducting their professional activities. On the example of the professional activity of physical education teachers of the University of Customs and Finance, it is possible to consider methods for maintaining and improving the initial level of motivation for physical education among students throughout their studies. First of all, it is worth noting that the university has introduced a modular system for mastering physical skills in several sports. During practical classes,

teachers successfully combine various sport games, such as volleyball, basketball, football, badminton, etc., with the development of qualities in general physical training, "self-defence without weapons", "fire safety training" and "swimming". This way students are given the opportunity to meet two needs at once according A. Maslow's Hierarchy of Needs, that is, the need for belonging to the team and the need for recognition from colleagues. In addition, teachers use interview and testing methods, which determines the level of motivation of the student, forms the exercise routine and recognition of the need to maintain a sufficient level of health. To encourage students to participate in university competitions, a "point" system is used. It is worth noting that media coverage of

the competition results is a really powerful motivational factor among students.

Referring to foreign pedagogical practices of motivating students to physical education classes, attention should be drawn to the authority and “status” of the teacher. In particular, S. Li and L. Chen argue that it is the behaviour and translation of the teacher’s opinions that become one of the key stimuli for individual physical education [14]. Accordingly, increasing communication between the physical education teacher and students will contribute to the formation of new value categories, and, as a result, awareness of the importance of physical development. Spanish researchers R. Ramos and N. Gomez discovered that the psychological climate during physical education classes has a significant impact on the motivational factor of students [15]. Ultimately, teachers need to give students more autonomy and choice, which allows them to meet their psychological needs. Interesting for this research is the experience of Greek scientists M. Papastergiou and P. Natsis, who purpose the use of digital gadgets, such as tablets, during physical education classes [16]. Researchers claim that individual fitness apps on digital devices significantly increase the level of interest and motivation among pupils and students in particular. In this way, students receive both individually designed programs to improve their physical condition and the opportunity to spend time interactively. As it seen, modern technologies can not only interfere with the physical development of the individual. If they are applied correctly, the teacher may not only create a positive psychological climate during classes but also increase the level of internal motivation of each student.

## CONCLUSIONS

Thus, in the research process, the concept of “motivation” in the context of the physical development of students was addressed. Above all, attention was focused on finding an accurate interpretation of the concept of “motivation” in a historical retrospective of the primary theories of incentive formation, in particular the Hierarchy of Needs of A. Maslow, using scientific and methodological literature of Ukrainian and foreign scientists. Based on the processed theoretical base, an empirical survey was conducted to determine the initial level of motivation of first- and second-year students for physical education classes. The results of the research made it possible to determine the main directions of motives in accordance with the personal needs of students, including health, aesthetic, professionally-oriented, compulsory administrative, as well as status. It is noteworthy that about 50% of the total number of students attend physical education classes for health-improving purposes. The experiences of physical education teachers at the University of Customs and Finance provided examples of key methods for raising the level of motivation in students, such as using a ‘point’ and modular reward system, combining gamification with the development of general physical qualities, interviewing and testing, etc. Contemporary approaches of foreign scientists to the practice of encouraging students to physical culture were also studied, namely: increasing teacher-student communication, where the teacher acts as a motivator and mentor, providing autonomy to students during physical education classes, as well as using digital technologies to increase the level of internal motivation and self-control.

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