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The paper focuses on inclusive education and points to the important position of a teacher at a school who educates and develops the personality of the pupil and prepares him or her for life. High demand is placed on the personal and character attributes of the teacher. In the contribution increase attention is focused on teacher's creativity and creative activities at school.

Keywords: inclusion, teacher, creativity, creative process.

В статті зосереджено увагу на інклюзивній освіті та ролі вчителя, який навчає, виховує та розвиває особистість учня і готує його до життя. Високі вимоги покладаються на особистісні риси вчителя. Наголошено на важливості творчого підходу у діяльності вчителя. Розглянуто основні проблеми, на які необхідно звернути увагу при організації роботи вчителя в умовах інклюзивного середовища: особистість вчителя в інклюзивній школі, творчий підхід у педагогічній діяльності, застосування творчих ігор. Наголошено на основних цінностях та компетенціях: повага до цінності та індивідуальності учня; спрямування на підтримку всіх учнів; налаштування на співробітництво; акцент на професійному розвитку особистості. Щоб учитель керував розвитком творчості у дітей, він сам повинен бути творчою людиною, оскільки творча людина використовує природний непередбачуваний творчий потенціал. Виявлено, що у педагогічній практиці є величезна кількість творчих ігор з творчими завданнями, у процесі яких учні можуть висловлювати, створювати, розвивати сприйняття, співпрацювати колективно, розуміти і знайомитися один з одним у різних ігрових ситуаціях. Визначено, що добре підготовлені театральні творчі заходи дозволяють учням у творчому процесі відкрити себе, а педагогові виявляти їх унікальність та оригінальність. Розроблено сценарій театральних постановок «Королівська кухня», «Садові фрукти», «Вітер і листя» та інші. Зроблено висновок, що професійний вчитель в інклюзивній школі мотивує творчий процес у пізнавальній діяльності учнів, передає та розвиває знання, стимулює інтерес до знань. Гуманізація освіти та навчання передбачає творчість, необхідну для навчання учнів в інклюзивній школі, щоб навчитися жити в інклюзивному середовищі, правильно сприймати середовище та суспільство, вміти виражати себе без перешкод, шукати різні відповіді на поставлені завдання, співпрацювати разом і отримувати нові знання і досвід.

Ключові слова: інклюзивне середовище, вчитель, творчість, творчий процес.

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METHODOLOGICAL PRINCIPLES OF PREPARATION TO EXTERNAL INDEPENDENT EVALUATION IN FOREIGN LANGUAGE

The aim of external independent evaluation in Ukraine lies in the idea to increase the level of education of the population of Ukraine and to ensure the realization of the constitutional rights of citizens to the equal access of the quality education. An overview of critical literature and the analysis of previous outcomes of foreign language teaching and learning outcomes makes it possible to distinguish five basic steps for successful students' training: motivation and encouragement, moral support for students, a good selection of methodological support, regular teacher-student cooperation, and systematicity.

Key words: EET, successful preparation, systematic.

Formulation of the problem. External independent evaluation or External independent testing (EIT, external testing, ET) - examinations for admission to universities in Ukraine. Complex organizational procedures (first - testing) aims to determine the level of academic performance of secondary schools during their admission to higher education. The purpose of external evaluation: improving public education and implementation of Ukraine's constitutional rights to equal access to quality education, monitoring of compliance with the State Standard of secondary education and the analysis of the education system, predict its development.

Analysis of recent research. The psychological peculiarities of the preparation of high school students for out-of-school education are determined by the individual-age characteristics. The young age is quite susceptible to the development of thinking, which allows them to moderately engage in self-education, expand their horizons. An important role for improvement of psychological characteristics of senior pupils is played by various methods, creative-developing technologies, aimed at experiencing a situation of success, stimulating interest in educational material.

The aim of the article lies in singling out methodological peculiarities to student' preparation to EIT.

Results of investigation. The development of thinking in the educational process is inseparable from the development of speech. Speech and speech abilities are individual psychological opportunities that ensure success in educational and cognitive activities and linguistic communication, ease in the acquisition of knowledge, skills and abilities.

Can this all guarantee the successful completion of external testing? A teacher can recommend study literature so that the student can study a particular topic deeper, try to explain some of the details in the specifics of preparation for the external testing, to help improve the practical language skills.

Of course, for the successful preparation of EIT it is necessary to have sufficient luggage of knowledge and proper level of practical training. However, the graduate, in the first place, requires knowledge of syntax, spelling and consistent expression of their own thoughts on a given topic. All this will help you to score a significant amount. The graduate should be responsibly put to testing: do not be late, count time, not leave blank in the form - try to solve the problem at least by the method of exclusion, check themselves, carefully fill in the answers in the form and do not try to write off to a neighbor: anyway, answers and questions in each the test notebook is located in different ways.

To prepare schoolchildren to EIT in foreign language is not a matter of one month, not even one year. EIT is a test of not only pupils' knowledge, but also of teacher's work, attitude to the performance of professional duties. The real teacher makes an EIT with his students, rejoices in success and makes conclusions from failures.

A certain strategy for solving this problems can help. According to the results of the polls of former entrants, the best way to go through EIT is to start with simple linguistic tasks, then answer the easiest questions from the literature, then continue to fulfill the creative task, and then pass on to the test.

This strategy is based on the fact that you will not earn a lot of points on the test, but it is better to perform creative tasks better.

The pupils should not only master the basic sections of linguistics, but also actively use the language as a means of communication and expression, freely express their own thoughts, and, in oral and written form, perform speech activity. Studies show that in the practice of Ukrainian-language education there is no proper connection between theoretical knowledge and practical language skills that generates different types of errors. This leads to the fact that the graduates are not well-formed communicative skills. In accordance with the goal of the foreign language course, a synthesis of already known knowledge students, therefore, it is advisable to experiment with the forms of conducting lessons, create an atmosphere of cooperation, business communication. The main thing in the educational process is the reorientation of passive forms and methods of teaching into active creative work. The main characteristic of active teaching methods is the focus on the disclosure of the personal self as a student and a teacher through their creative interaction.

Among the active methods in the high school are: heuristic observation of linguistic phenomena, research methods, modeling of communicative situations, method of semantic vision of the text, the method of symbolic vision of the text, the method of creative self-realization.

It is quite important in today's language learning that students develop creative language competence - the ability to creatively solve a speech problem, ability to act not on the model, but in an original way, in a new way during the solution of communicative and situational tasks. Technologies used in the course of the Ukrainian language should be aimed at the student having such a practice that will help him to master the general and special skills, skills necessary for the successful mastering of the program in a foreign language.

Preparation for an EIT does not begin at any stage of the training (it can only intensify or revive, for example, in grades 10-11), and in all other classes it should be a long-lasting process.

An overview of critical and methodological literature on the investigated aspect makes it possible to distinguish five stages of productive cooperation between a teacher and a pupil on the way of intensifying the preparation for the EIT.

The **first step** is the psychological contact between the teacher and the student.

This aspect is usually worked out and studied by psychologists, but all teachers are also good psychologists and are well aware that first of all, we need to create an atmosphere in the classroom that would help children feel comfortable, open their abilities, create a desire to study that or another subject. A teacher must be patient and demanding at the same time, apply collective forms of work, and, at the same time, seek an individual approach to each student. Simple rules for achieving psychological contact with a student:

- to be sincere with pupils;
- do not let your anger escape outside;
- to be happy with the child and help with her children's problems;
- to put only difficult tasks before the children and not to forget to check them;
- do not create situations that would spell your unprofessional nature;
- to become but a senior friend, advisor, friend to a pupil.

The **second step** is the motivation of the student during the preparation for the external testing.

It would seem that the teacher did everything right: he gave a solid knowledge of the student, repeated linguistic analysis, worked out the works, analyzed them, and the student was given everything quite easily, but when it was time to repeat everything, fix it, work on tests, work-reflection, the student is not sure. , whether it is necessary to make him an external specialty, which specialty to choose, to which university to submit documents. It is not surprising that this situation emerges. Unfortunately, events in our state are drawn up in such a way that without the material support you can not get education, even if the state pays for your studies. Another problem: you can graduate from the university and

not find a job in a specialty, or the payment of this work will be such that it will not be able to provide a decent life. Moreover, children often do not realize what kind of activity they are inclined to, because neither the family, the school nor the society has set itself the goal of revealing the talents of this child. And therefore, unfortunately, there are cases when graduates submit documents to any university, so that only the certificates are suitable. Therefore, on the teacher's shoulder is another difficult task: to correctly direct the student, to push to the kind of activity that would bring the moral, but once, perhaps, and material pleasure, to indicate what should be the discipline of a particular specialty, and, most importantly, Encourage higher education if the child deserves it and strives for it. I begin to talk with my pets about such topics somewhere in grades 8-9. Let me give examples from the life of our school students: who has studied, to which university has entered, what has achieved. Believe me, I often campaign in the lyceum on the workers' profession, because not everyone needs higher education. But if the child can convince of the need for higher education as a guarantee of a better future, as a condition for achieving a dream, working with such a child is much easier and more pleasant, because then she knows what she wants and works much better.

Third step: proper organization of training for external testing.

A school curriculum in a foreign language in grades 10-11 is constructed in such a way that we can repeat the lessons of all material in the previous classes, and some topics are considered in depth, which facilitates preparation for external testing. On coherent speech classes work to improve work on reflection. But that is not enough. Every student who wants to get a positive result must work a lot on his own. And the task of the teacher to help the student to properly organize their own training. This is due to the fact that students often clutch for the study or repetition of all subjects at the same time, nothing, as a rule, does not have time, launch school material from other subjects and can not independently arrange their mode. Therefore, I propose such options. We schedule one lesson a week in the afternoon. In these lessons, we disassemble topics that interest most students or are difficult to give. In addition, children can come up with a request to explain a question at a break, after classes individually. In the lesson, you can also do something like "hot five-minute", as a means of preparation for external testing. With the applicants for the medal, I developed the following training tactics: I try to individually repeat the entire material from the Ukrainian language in the 10th grade, in class 11 pay more attention to the literature, and the material from the language repeat the one that is harder to digest, the material , which was given easy, to check with tests and only if there are errors, repeat it again. Students with an initial or intermediate level of knowledge work out, so to speak, the technical side of the EIT. They learn first of all to read the task carefully, understand where one answer can be, and where several, which tests are closed, and which are open, and then we learn to give correct answers from the linguistic or literary material. Such tasks are also carried out on an individual basis.

The fourth step: the peculiarities of preparation for the external language teaching in the Ukrainian language and literature.

Each subject has its own peculiarities that must be taken into account when preparing for an EIA.

At each lesson take a little time to repeat the linguistic material with the help of interactive and innovative technologies, so that it is interesting and beneficial to work;

- do not forget about language tests (phonetic, lexical, morphemic, morphological, syntactic, stylistic, etc.) during tasks;
- use oral linguistic messages (prepared and unprepared in advance) for fixing the material or for the end of the lesson;
- to offer pupils in each lesson small oral and written miniature works;
- perform as often as possible test tasks both closed and open;
- work with dictionaries, supplementing the vocabulary of students, teach them to appreciate and protect their native language.

Fifth step: moral support for your pupils.

Students do not always justify our hopes, but we must be able to perceive them as they are. We can make them better by our own work, and by our own example, and not by reproaches and remarks. Therefore,

at the last stage of your long collaboration, it is very important to support your pupils, to praise even for insignificant achievements, to assure you that you believe in them, and what will happen to them, because it is not important in life, the main thing is to educate a good person.

A modern lesson in a foreign language requires the teacher to apply not only well-thought-out methods and methods of study aimed at

studying and consolidating the material, but also effective means of testing students' knowledge.

Conclusions. The experience of conducting an independent external evaluation convincingly confirms that throughout the academic year teachers should constantly prepare students for such a special form of testing as external independent evaluation.

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Цель внешнего независимого оценивания: повышение уровня образования населения Украины и обеспечения реализации конституционных прав граждан на равный доступ к качественному образованию. Обзор критической литературы и анализ предыдущих результатов ВНО по иностранному языку позволяет выделить пять базовых шагов для успешной подготовки учеников: мотивация и поощрение, моральная поддержка учащихся, удачный подбор методического обеспечения, перманентная сотрудничество учителя и ученика, учет специфики дисциплины.

Ключевые слова: ВНО, успешная подготовка, систематичность.

Мета зовнішнього незалежного оцінювання: підвищення рівня освіти населення України та забезпечення реалізації конституційних прав громадян на рівний доступ до якісної освіти. Для успішної здачі ЗНО слід мати достатній багаж знань і належний рівень практичної підготовки. Однак від випускника, в першу чергу, вимагаються знання синтаксису, орфографії та послідовне висловлення власної думки на задану тему. Огляд критичної літератури та аналіз попередніх результатів ЗНО з іноземної мови дозволяє виділити п'ять базових кроків для успішної підготовки учнів: мотивація та заохочення, моральна підтримка учнів, вдалий підбір методичного забезпечення, перманентна співпраця вчителя та учня, систематичність.

Ключові слова: ЗНО, успішна підготовка, систематичність.

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ROLE OF ALTERNATIVE TRAINING STRATEGIES IN SUPERIOR SCHOOL

The article deals with the issue of ensuring the quality of professional training in the university framework. The central idea we valorize is that project-based learning is a process of professional training for the future specialist with focus on the development of research competencies, self-perfection, initiative, individual and collective solving of problems in the professional reality. Project-based learning (PbL) is the strategy that stimulates authentic learning in real contexts, personal engagement and involvement in social change at community level.

Keywords: research, research competence, research activity, initial professional training, project-based learning.

In the last few decades, changes in society have become more and more subjects for debates, analyzes and forecasts. On the background of globalization, a real explosion of technologies, information, re-hierarchization of values, etc. is identified. In this context, initial

professional training is marked by numerous contradictions and dysfunctionalities:

– the non-recognition of necessity to approach and solve some problems faced by society today and manifestation of lack of interest in