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1. PHILOSOPHICAL, SOCIOLOGICAL AND CULTURAL ASPECTS OF CREATIVITY ROLAND BARTHES

FILOZOFICZNE, SOCJOLOGICZNE I KULTUROWE ASPEKTY TWÓRCZOŚCI ROLANDA BARTHESA
Maria ALEKSANDROVICH

Psychology of Dance: Barthes’ Ideas and Semiotics of Dance

Introduction

The number of people interesting in dance in all its dimensions in world wide is increasing. Taking part in dance lessons allows people to be more active, keep good shape, reduce stress levels, prove self-esteem and develop social skills. Dancing professionally opens such opportunities in terms of career as dancer, choreographer, dance teacher. Working within the field of dance give a chance for development of the own business as producers, designers, publicists, technicians, physiotherapists, scientific career as well as writers or academics, as well as to develop creativity and being a source of inspiration for artists, sculpturists and film directors.

Study of Dance and Dancers

Representatives of different sciences have generated a great number of theories connecting dance: philosophical theories, body theories, sociological theories and psychological theories.

In the frames of philosophical theories Aristotle explained dance as “imitation” where rhythm alone, without harmony, has the meaning in the dancer’s imitations; for even he, by the rhythms of his attitudes, may
represent men’s characters, as well as what they do and suffer. (Aristotle, 1927). Plato saw dance as an “art of imitation” as part of poetry, along with music. Plato relate body and soul through dance, holding that dance benefits the soul in a therapeutic way, producing mental calm through rocking motion and ritual (Aristotle, 1927 after Fraleigh, 1996). Plutarch wrote that “we may … call dancing mute poetry, and poetry speaking dancing.” (Plutarch, 1909). Lucian of Samosata among a dancer’s talents admired the science of imitation, which should render into gestures and postures the beauty of the body and the “harmony” of human nature. It is expected from the dancer to show by means of gestures even the meaning of those songs accompanying him; gestures should be “clear” and communicated by themselves, without someone else’s interpretation. (Lucian, 2007, after Popa Blanariu, 2013). For Saint Augustine of Hippo, on the contrary, dance is based on convention and no meaning arises without it. He initiated the semio-aesthetics of dance, which is grounded in the theologian’s hostility towards it. He distinguished two categories of signs: imitative and conventional (Augustine, 1997; after Popa Blanariu, 2013).

In modern times Humphries (1959) developed a coherent philosophical theory as to the origins and significance of dance:

“Every movement made by a human being, and far back of that, in the animal kingdom too, has a design in space; a relationship to other objects both in time and space; an energy flow, which we will call dynamics; and a rhythm. Movements are made for a complete array of reasons involuntary and voluntary, psychical, emotional or instinctive – which we will lump together and call motivation. Without a motivation, no movement would be made at all. So, with a simple analysis of movement in general, we are provided with a basis of dance, which is movement brought to the point of fine art. The four elements of dance movement are, therefore, design, dynamics, rhythm and motivation. These are the raw materials that make a dance.” (Humphries, 1959, p. 46).

In the frames of body theories Rudolf von Laban studied the “body language” with the main aim: everybody should be able to recognise, appreciate, evaluate and realise his/her body’s possibilities and limitations. Laban was trying to discover the relationship of body and psyche and was studying movement as the basis for experience and expression (Aleksandrovich & Zoglówek, 2014). Laban believed that movement reflects personality, the inner feeling and attitude of a person, so he postulated the idea that the internal state could influence the movement and vice versa. Based on these observations and reflections he created his theory that all movements are built up of four factors, i.e. space, time,
weight and flow. The quality of movement depends on the quantity and relation of these factors. With these basic elements (factors), it is possible to analyse movement in both pedagogical and therapeutic work (Laban, 1926). He also believed that the semiotic potential of dance to originate in nature and stated that dance derives from a kind of living architecture already present in the world, created by human movement and made up of pathways tracing shapes through space (Laban, 1966).

In the frames of sociological theories the researchers were interesting in organizational or structural aspects of dance and globalization only marginally examine the social origins of dancers (Wulff, 1998). Turner and Wainwright (2006) studied the construction of the balletic body in light of the formation of dancing “habitus” and physical “capital”. Tsitsou’s (2014) research showed that dancers from economically and culturally more privileged backgrounds have greater flexibility and more opportunities for success within the field of dance.

Thomas (1995) wrote in sociology of dance aesthetics:

“One of the central problems in analyzing dance from a sociological perspective is that, like painting and sculpture as opposed to literature or poetry, it expresses itself non-verbally. However, while the artwork can stand independently of the artist, the dance and the dancer cannot be separate…. This is because the body is the primary instrument and means of expression and representation in dance, at least in the West. In part, the key to understanding sociology’s neglect of dance lies in the way that the body and dance have been perceived within western culture.” (Thomas, 1995, p. 5).

In the frames of psychological theories as significant indicators of performance in dance were named psychology and personality. Psychologists become the members of dance companies, while personality traits become the object of scientific study as the influential factors of success’s achievement in dance. A longitudinally designed study of personality of young female ballet dancers were done by Bakker (1988, 1991). The results showed that the dancers are introverted, relatively high on emotionality, strongly achievement motivated, and exhibiting less favourable self-attitudes. Bakker (1991) also concluded that differences in personality traits between dancers and non-dancers are most likely the result of a process of self-selection, because dance/ballet subculture attracts persons who possess particular personality traits.

In the cross-cultural study conducted by Aleksandroovich (2013) were analyzed physical, emotional and social complexity of the professional success in ballet. The results show the empirical importance of such factors
of professional success as nationality, positive dominant and positive subdominant forms of personal behavior, as well as, such personality traits as neuroticisms and extraversion.

Taylor and Estanol (2015) concentrated their study on the psychological aspects of excellent in dance and each dancers how to develop psychological strength and maximize their performance. The researches, on the one hand, analyzed the key mental aspects of dance performance and, on the other hand, offered for the dancers a number of practical exercises. They also offered psychologically proved Prime Dance Pyramid which consist of next elements:

- Motivation – a dancer should have a clear understanding, what motivates him/her to dance;
- Confidence – a dancer should develop a believe that he/she can succeed in dance training, performances and life;
- Intensity – a dancer should determine the level at which he/she can dance their best;
- Focus – a dancer should improve his/her focus on a good dance and avoid destructions to dance their best;
- Emotions – a dancer should manage the ups and downs of a hard every day plan of dance trainings and performances (Taylor & Estanol, 2015).

Still actual is also a question of the evaluation of the relationships between gender role, eating behavior, and body image in nonprofessional female ballet dancers. It was studied by Ravaldi, Vannacci, Bolognesi, Mancini, Faravelli and Ricca (2006). Their result showed that ballet dancers scored higher than controls in most of the items evaluating body image and eating behaviors. At the same time a high number of ballet dancers with undifferentiated gender role were also observed. It allowed authors to conclude, that ballet schools’ cultural pressure towards an ideal of leanness could interfere with the process of gender role acquisition.

Research conducted by Brown, Martinez and Parsons (2006) presents a contemporary wave of research oriented on exploring new neuroscientific hypotheses in the context of musical performance, drawing, visual aesthetics, dance observation and the viewing of cinematic narratives. Their findings suggest that many of the brain areas activated for dance are also recruited in elementary sensorimotor activities.

In general, in the modern European studies of dance Giurchescu and Torp (1991) distinguished the main topics of the study:
• systematization and classification of a given dance culture according to its history, type, and function;
• comparative research: regional dialects and inter-ethnic relations;
• the processes of change in dance.
They also mentioned, that the status and scholarly position of dance research in a given European country must be seen in relation to:
• the historical and political context in which it was developed;
• the place of dance and its viability in the given culture;
• the epistemological roots of ethnochoreology and its interdependence with related sciences in a given period;
• the institutional framework in which dance research is carried out and the educational background of the scholars involved (Giurchescu & Torp, 1991, p. 1).

Taking into account the above remarks we will move to the further analysis of dance in the frames of semiotics ideas about dance.

Semiotics of Dance
Semiotics is the study of signs and symbols as elements of communicative behavior; the analysis of systems of communication, as language, gestures, or clothing (http://dictionary.reference.com/browse/semiotics). In the study of the semiotics of dance we analyze and connect the signs (like such choreographic elements as theme, movement, gesture, facial expression, using of the space, costumes and technical elements) and their meaning to the dance production. Semiotic analysis of dance divides choreographic codes and conventions into two kinds, which:
• order the dance by giving it an internal coherence and structure;
• organize the dance with respect to the world around it.

Conventions that give dance its internal order include the vocabulary of movements and the syntactical principles such as repetitions, themes, variations, and techniques that govern the selection and combination of the movements. Conventions through which dance makes reference to the world include its frame, style and models of representation (indexical, iconic or symbolic) through which the dance realize its subject matter (Aboo Backer, 2007, pp. 72-73).

According to Barthes (1986) semiotics of dance involves a process of “culturalization”, whereby choreographic codes of dance represent the spontaneity of “natural” movements, gestures and feelings within a repeatable system of expression.

“Different choreographic codes reveal the kinetic potential of the body
differently and its ability to render an expressive image of the world and the human being. As particular language(s), the dance brings forth a semantic universe, deeply seated in a subjective experience.” (Popa Blanariu, 2013, p. 4).

In our interpretation of the meaning of dance we will following the ideas of the philosophers, as well as approach of the choreographer and dancer Susan Leigh Foster who applied to dance famous Jakobson’s linguistic interpretive quadrant of the relationship between formal organization of the text and its author, reader and context (Figure 1).


So, the addresser sends a message to the addressee. According to Jakobson to be operative the message requires a context referred to sizable by the addressee, and either verbal or capable of being verbalized, a code fully, or at least partially, common to the addresser and addressee (or in other words, to the encoder and decoder of the message); and finally, a contact, a physical channel and psychological connection between the addresser and the addressee, enabling both of them to stay in communication (Jakobson, 1960, p. 353).

Following this approach it is possible to say, that most ballets, which generally derive their aesthetic structure and narrative content from some preceding text, may legitimately be considered as examples of intersemiotic translation. Many classical ballets are based upon not one but two prior texts – a musical score, which largely determines the form and emotional thrust of the choreography and a canonical or popular work of literature of which the score is itself a “translation”; hence there is a dual transfer involved (Bennett, 2007, p. 1).
In the interpretation of Jakobson’s linguistic interpretive quadrant made by Foster in the frames of dance and choreography (Figure, 2) included in this system the performer/dancer as one of the elements that distinguishes the performing arts literature and visual arts (Foster, 2013, p. 231).

Figure 2. Foster’s choreography interpretive quadrant

Here the choreographer sends a message to the viewer. Choreographer has his/her meaning of the dance, has unique imagination of phenomena and tries to give it an unusual configuration. Choreographer transmits his message to the viewer “through the body” of the dancer. All dancers have different biological body characteristics, they come from different dance schools, they are different in stylistic qualities and the way they move. The dancers come from different social backgrounds and exhibit individual psychological responses. It leads to the limits on how far the choreographer is able to fulfill his/her own intentions. The viewers will interpret the choreographer’s message and the dancer’s works differently based upon their beliefs, experiences, expectations and so on. The metadiscursive function of the dance viewer is to construct the meaning. The context here if often know to all participants of this “communication”, but choreographer may have a very specific meaning, so that the viewer can leave the performance with a different interpretation. The dance become unique thanks to harmony of choreographic codes and conventions with dancer’s mastery.

Foster underlines in her study, that when it comes to the articulation of meaning in the face of cultural and intellectual histories that have
dismissed the body simply as vessel, temptation, or impediment, the
dance must demonstrate both its semiotic competence and its potential
to reveal, reinforce, or resist the political. In her danced lectures she
deftly maneuvers along and through the well-established dichotomies of
language vs. gesture, thinking vs. feeling, and writing vs. dancing. As a
dance theorist she develops the idea that for her the body is as Barthes
wrote “a locus of mindful human articulation.” (http://danceworkbook...).

There is no doubts, that different choreographic codes reveal the
kinetic potential of the body differently and its ability to render an
expressive image of the world according to dance location in socio-
cultural codes (Popa Blanariu, 2013).

Dance has a common ground with language (Hagendoorn, 2010) and
with process of verbal communication (Foster Leigh, 1988). This gives us
an opportunity for the further looking for the semiotics of dance with the
use of the Barthes’ five codes introduced for the study of the texts.

The Hermeneutic/Enigma Code. This code refers to mystery within a
text, to each element of the text which was not explained and which exists
as an enigma for the reader. These enigmas make the readers curious
and want to know more, to ask the questions and demand explication.
These enigmas, however, are able to frustrate the readers if they are
unanswered, or the answer offer to the reader in terms of Barthes “snares”
(deliberate evasions of the truth), “equivocations” (mixtures of truth
and snare), “partial answers”, “suspended answers”, and “jammings”
(acknowledgments of insolubility). The text can be “closed” or “open”
and include:

“…all those units whose function it is to articulate in various ways a
question, its response, and the variety of chance events which can either formulate
the question or delay its answer; or even, constitute an enigma and lead to its
solution.” (Barthes, 1975, p. 17).

In the world of dance this code can be presented by choreography, by
choreographic codes and conventions which on one side give to the dance
its internal coherence and structure and on the other hand organize the
dance in the relation to the world around it.

“The choreographer “interprets” the world and those present “interpret” in their
turn the choreographic discourse. Images of dance combine in various proportions
aesthetic values and informative messages. The have a real referent or a mental
representation and a choreographic sign is also the possible “interpretant” of another
sign, a semiotic process theoretically unlimited.” (Popa Blanariu, 2013, p. 8).
These unlimited interpretations make the viewer curious about new possibilities of visual non-verbal interpretation of known context. This process influence the imagination and provoke new questions.

The Proairetic/Action Code. This code being “the code of actions and behavior” makes a plot action that does not directly raise questions. It adds suspense to the text and contains sequential elements of action in the text and refers to the other major structuring principle that builds interest of readers or viewers. It also builds tension, referring to any other action or event that indicates something else is going to happen, and which hence gets the reader guessing as to what will happen next.

This code could be explained in dance through the understanding of movement and kinesthetic code which shows how social identities are codified in performance styles and how the use of body in dance is related to, duplicates, contests, amplifies or exceeds norms of non-dance bodily expressions within specific historical contexts (Desmond, 1998).

Phenix (1964) explains the meaning of dance movements as “objectifications of inner experiences having universal import”.

Choreographic statement builds its syntagmatic and its associative meaning. This is possible by mediating the semantic halo, which is created around the explicit bodily discourse. The expression of interiority in dance and access to such a discourse spring from the artist’s and viewer’s ability to “think in terms of movements”, namely, the “motor imagination” (Popa Blanariu, 2014).

The Semantic Code. This code consists of elements called Semes. Each of these elements has a connotative function in the text, as well as, an extra meaning in addition to their literal meaning. So, this code is “the unit of the signifier” which creates or suggests a particular, often additional meaning by way of “connotation”. By “connotation” Barthes means “a correlation immanent in the text, in the texts; or again, one may say that it is an association made by the text-as-subject within its own system.” (Barthes, 1975, p. 8)

Dance “connotation” can be expressed in a variety of more or less stable codes and bodily aesthetics. Primary feelings and strong emotions can be exteriorized by way of spontaneous gestures and body movements. All forms of performing dance exist in a complex relationships to dancers, their gender, their social background, dance abilities, as well as, in the relationship to choreographer and viewer. In the movement interpretation of the context:
"The meaning of non-dance techniques of using the body can be situated both in the context of other socially prescribed and socially meaningful ways of moving, and in the context of the history of dance forms in specific societies.” (Desmond, 1998, p. 31).

The Symbolic Code. This code “lays the groundwork” for a “symbolic structure”. It shows contrast and create greater meaning, greater tension, drama and character development. Sometimes a symbolic antithesis can mark a barrier for the text: “…every joining of two antithetical terms, every mixture, every conciliation – in short, every passage through the wall of the Antithesis – thus constitutes a transgression.” (Barthes, 1975, p. 27).

Symbols in dance are usually encoded in choreographic signs and semiosis is given to the viewer.

“By means of selection, simplification, and interpretation the choreographic sign reveals its object. … The choreographic sign involves its (re)semantization in the particular context of each choreographic composition. The choreographic sign constitutes itself as a deviation from the common kinetic manifestations.” (Popa Blanariu, 2013, p. 8).

Metheny saw the meaning of dance in absence of this meaning: “Every man’s analogies are his own, and no one can say ‘what a dance really means” (Metheny, 1965, p. 85). “Thus, with certain minor exceptions, and excluding the symbolism which is possible in dance, human movement does not symbolize reality, it is reality” (Symbolism and the Meaning of Movement, p. 54).

The Cultural/Referential Code. This code is “the knowledge or wisdom to which the text continually refers” and to which the text connected. It is an external “body of knowledge” such as scientific, historical and cultural knowledge. In other words, the cultural codes tend to point to our shared knowledge about the way the world works, including scientific properties, as well as, clichés, proverbs, or popular sayings of various sorts.

Dance being a system of signal and symptom always influenced by socio-cultural codes and its meaning is a product of cultural agreement, the result of a systematic use of various choreographic codes and conventions. (Popa Blanariu, 2013; Aboo Backer, 2007). All the lights, sounds, movements, gestures and costumes tell us something about the production and they are all signs (Aboo Backer, 2007).

At the same time, dance is “alive” mechanism, which reply to social and cultural changes in the society. If to look on the history of ballet, at the end of the XIX century ballet was like a highly conventionalized code with only a limited number of acceptable movements and strong norms. The XX century brought a gradual loosening up on all levels (Bennett, 2007).
“The body is the crossroad of the biological and cultural (representational) experience of human being. It has a basic rhetoric potential, which is exploited, in various cultures, through both verbal and non-verbal communication. Therefore, the body is ... the symbolic value of its segments (or “metonymic actors”) being deeply involved in choreographic significations. Semio-morphological “disarticulation” of the body is, at the same time, naturally and culturally determined.” (Popa Blanariu, 2014, on-line).

According Roland Barthes the body is formed within discourse, and discourse allows the individual to conceive and express ideas and concepts, but at the same time what is possible to express is defined and limited by that discourse. The individual for Barthes is not more then the subject of language, formed within discourse: “I am obliged to posit myself first as subject before starting the action that will henceforth be no more than my attribute: what I do is merely the consequence and consecution of what I am.” (Barthes, 1983, p. 460. after Burt)

Goldman (2010) writes, that in improvisation there is a claim that dance is an art of the body while music is an art of the mind. Barthes searched for traces of the artist’s body whether in novels, paintings, or musical recordings (Goldman, 2010, p. 88).

Barthes also recognized that technique affects the performer’s body:

“I can hear with certainty – the certainty of the body, of thrill – that the harpsichord playing of Wanda Landowska comes from her inner body and not from the petty digital scramble of so many harpsichordists (so much so that it is a different instrument). As for piano music, I know at once which part of the body is playing – if it is the arm, too often, alas, muscled like a dancer’s calves, the clutch of the finger-tips (despite the sweeping flourishes of the wrists), or if on the contrary it is the only erotic part of a pianist’s body, the pad of the fingers whose ‘grain’ is so rarely heard...” (Barthes, 1977, p. 189).

Together, these five codes in the connection to text function like a “weaving of voices,” and “the grouping of codes, as they enter into the work, into the movement of the reading, constitute a braid (text, fabric, braid: the same thing); each thread, each code, is a voice; these braided – or braiding – voices form the writing.” (Barthes, 1975, p. 160).

In the connection to a dance we can conclude that: “in the production of movements necessary for the execution of action sign images, the physical body is external to the notion of body languages. The organism is external to the code itself. Performance in no way affects the system of body language.” (Williams, 2004, p. 198).
Conclusion

Dance has a diversity of shapes and forms: from the products of popular pop culture, musical theatre, films, television and videos to highly professional, ideal form technical point of viewer classical dance. A happy couple, dancing tango at their wedding party – it is dance. A fanny rhythmic movements of the toddler with the sounds of his/her mother favorite song – it is dance. A brave teenagers engaged in a group street break dancing – it is dance. A joyful performance of folklore dance group – it is dance. A minor repeating ritual dance of an African tripe – it is dance. A dainty weightless dance of a ballet prima ballerina – it is dance. A professional ballet performance of Swan Lake – it is dance. So, having so much shapes and forms what meaning it has? We can assume, that dance is one of the forms of human expressive behavior, a social activity which has a tradition of popular appeal. For example, for young people dance is not only an important leisure activity, it is also a step in the processes of the development gender roles and identification. Another example, dance is attractive field for the scientists, and as it shown in the beginning of the article, plenty of scientific research are conducting for to study the dance and the dancers. So, we can support the idea that “Dance is a particular configuration of the time-space-energy system and in contrast to the linear nature of spoken language the nature of movement and body language is a multi-dimensional expression.” (Popa Blanariu, 2013). In a specific time, in a concrete place one could have a desire to use dance codes, to use body language spontaneity, to express the energy coming form the thoughts, wishes or from the sounds of playing music. Dance has a common ground with language, “on shared intentionality, joint attention, imitation, an implicit grammar for stringing together movements, and for lack of a better word, a movement vocabulary, each of these examples draws on the same cognitive infrastructure as the capacity for language. It is in this too, that dance differs from painting, sculpture and architecture.” (Hagendoorn, 2010, p. 231-232).

In the present article we tried to analyze dance codes following Barthes’ idea of five codes introduced to the text. And we came to the conclusion “human movement does not symbolize reality, it is reality”.

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Abstracts

MARIA ALEKSANDROVICH. Psychologia tańca: pomysły Barthesa i semiotyka tańca. Głównym celem poniższego badań jest zbliżyć się do zrozumienia tego czym jest tańce? W niniejszym artykule szukamy odpowiedzi na to pytanie z jednej strony, za pomocą analizy głównych zagadnień psychologii tańca oraz z drugiej strony, za pomocą...
 analysy pomysłów strukturalistów o semiotyki taniec.
Słowa kluczowe: taniec, psychologia tańca, semiotyka tańca.

MARYIA ALEKSANDROVICH. Psychology of dance: Barthes’ ideas and semiotics of dance. The main aim of the present research is to come closer to the understanding of what dance is? In the present article we are looking for the answer to this question, on the one hand, with help of the analysis of the main questions of psychology of dance and, on the other hand, with help of the analysis of structuralist’s ideas about semiotics of dance.

Key words: dance, psychology of dance, semiotics of dance.
2.

THE PROBLEM OF METHOD IN PSYCHOLOGY AND HUMANITIES: THEORETICAL AND HISTORICAL ASPECTS

PROBLEMY METODY W PSYCHOLOGII I NAUKACH HUMANISTYCZNYCH - APSEKTY TEORETYCZNE I HISTORYCZNE
According to our assessments, more than 5 thousand researchers have studied the problem of regularity in semantic genesis over the time of the last 2500 years. However, this quantity seems to be low if we take into account the fact that the number of penicillin researchers was 10 times more and the number of stress researchers was 40 times more. Besides, the theme of semantic genesis has already been urged for a century and a half for not only one direction of scientific researches, but for a great number of subjects (philosophy, linguistics, psychology, mathematics, history, pedagogy, artificial intelligence theory). The epoch of post-modernism has not only shown an interdisciplinary nature of the ancient problem of semantic genesis, but it has also moved it into the urgent area of everyday practice. There is such an impression that the social demand for intensification of the researches in this field has been forming for the last two or three decades.

Now this situation bears a strong resemblance to one, which took place in chemistry about two centuries ago, when the definition of the
term “was developed”. It was just that period (at the stage of A. Lavoisier’s works of D. Mendeleev’s works) when the majority of the known chemical elements was discovered. The discoveries were accidental, non-systematic, without conventionally adopted and generalizing theory. It should be also noted that the potential of the regularities, picked out by D. Mendeleev with the help of empirical analysis, was revealed in full only after the formation of the principles of quantum mechanics. So, the theory “began to help” researchers only 50-60 years after the creation of the first variant of the periodic law of chemical elements. It didn’t consider such objects as inert gases, isotopes, radioactive substances, etc. In spite of the fact that at the beginning of the 21st century the average time between evident idea formation and its “implementation” (between its actual “aging” and “death”) was cut by 2-20 times, depending on the direction of the activity and the intensity of gnosiological metabolism, the present state of understanding the phenomenon of the sense is mainly isomorphic to that one what existed in D. Mendeleev’ times, when the formation of a new meaning of the term “chemical element” took place.

In structural terms, the case repeated. As in the case with chemical paradigm genesis at the stage “from A. Lavoisier to D. Mendeleev” the general amount of classifications is increasing. At present three most characteristic classifications can be picked out among all the variety: a well-known signs classification by Ch. Pierce-Ch. Morris (iconic, symbolic and designation signs) [1], classification of art integrities by A. F. Losev [2] and classification of semantic paradigms by A. S. Kravets (word-centered, sentential and activity-oriented paradigm) [3].

A unique classification of art integrities was made by A. F. Losev. As a matter of fact, he generalized and systemically supplemented the classification by Ch. Pierce - Ch. Morris, using the vast material of fiction. For instance, when generalizing the definitions of the term “symbol”, A. F. Losev included more than a hundred of forerunners’ works into the sample, as well as about three dozen of encyclopedias and dictionaries published in six countries during 2.5 centuries (from 1731 to 1974) [2, p.321-333]. Such an approach ensured the trustfulness of the obtained results for account of the fulfillment of the requirements of non-parametric statistics and multidimensional analysis used for the representative samples. Thanks to this he succeeded in making the truthful and convincing ranking the different art integrities according to their imagery degree, having built the row, consisting of phenomena of lyric poetry, metaphors, symbols and myths. However, these classifications didn’t solve the problem of the
elementary sign, i.e. the problem of picking out the implicit sense, playing the role of a peculiar semantic atom.

So, the aim of the present article is to look for the objects which are able to be the peculiar semantic atoms, i.e. the simplest sense elements.

Our researches of cognitive categories showed that only the account of the dialectical unity of the evidence and the implicit in communication and thinking makes it possible to form the adequate models of semantic space. Such approach enables to join all three sense paradigms (word-centered, sentential and activity-oriented), which have been the basis for the researchers of semantic problems for the last two thousands of years. Therefore, the local adequate semantic classifications by Ch. Morris - A. Losev should be supplemented with the elements of implicit semantics. It was possible to do only at the end of the 90s of the 20th century with the help of the methods of mathematical statistics and structural analysis of communications at the higher school [4]. As a result of such work it was possible to find out and describe a unique phenomenon of the natural language – the conceptual framework of rational knowledge. Speaking the language of figurative examples, it became possible to create the object, which is similar to Mendeleev periodic law for chemical elements, but for sense elements.

The difference from the case with chemical elements was in the fact that the conceptual framework of rational knowledge was obtained as a result of structural analysis of more than 2000 special texts containing interdisciplinary requirements of the higher medical school [4; 5]. Substratum of this system consists of 130 concepts, ordered on the basis of generic and partial connections and forming a dynamic structure. Such system is an artificial object similar to the herbarium, encyclopedia, zoo and other integrities. At the same time it is the language phenomenon (peculiar macro sign) obtaining the unique sense in a special context – E.g. in the specific case of the concept formation.

For now, the following basic principles for structuring the conceptual framework of rational knowledge, which enables to unite the formation stages of concepts, judgments and conclusions within the single context-depending integrity, were revealed:

1. Conceptual framework of rational knowledge is an open dynamic integrity (as opposed to the previous systems, which were invariable and quantitatively restricted).
2. Such dynamic integrity was formed by the concepts, which were united into two groups. The first group forms the invariable structure,
which is general for all contexts and helps to describe the main regularities for the formation of new concepts. The second group of the concepts forms the structure, enabling to describe not only unique and single moments, but also special moments, appearing in the process of the formation of new senses. This group of concepts may change its content and structure according to the context.

3. The whole structure is placed in two semantic layers, defined as the evident semantic layer (ESL) and implicit semantic layer (ISL). The first layer (ESL) is formed by the concepts which were evidently used in communications and which provided the knowledge, while the ISL concepts were used implicitly or were implied.

4. The concepts, composing the general invariable part of the structure, form three branches (see Tab. 1 and Tab. 2): a branch of one-place predicate, branch of multi-place predicate and branch of “indications of new concept” (so-called branch of abstract variables).

Taking into account historical and philosophical traditions, first two branches of concepts (one-place and multi-place predicates) may be designated as the branches indicating the rational state of thinking, and the third (so-called branch of abstract variables) – as the integrity, representing the state of mind. All these three branches are also connected with one another with their semantic context in a non-linear way that causes the phenomenon of semantic self-development.

5. Within the evidentiary part of the framework, there is a peculiar core (structure within the structure), that forms 5 types of essences, which we define as the essences of the first-fifth kind. These five words (five signs) mean particular state of thinking, where the thought stays during the process of cognition for a long period, enough for finding out the phenomenon by the off-side spectator. These five states of thought can be briefly defined as following: revelation – original (essence of the first kind), relative truth – opinion (the essence of the second kind), absolute truth – hypothesis (the essence of the third kind), polysemic truth – symbol (the essence of the fourth kind), self-developing idea – myth (the essence of the fifth kind).

6. With the help of the conceptual framework of rational knowledge the analysis of the semantic heritage was done. It enabled to retrace the genesis of the specific concepts at different time periods: from several years to several thousands of years. It was shown that the release of the object, which is principally new for cognition, out of the environment is often accidental. The aim of cognition in this case is not straight directed to
a new object. In spite of the fact that the basis of the release of the “object out of the environment” is reached thanks to everyday and professional experience, cognition phenomenon is often considered as a separate, isolated and single fact at the first stage. Such accidental phenomena can be generalized in case of new paradigm appearance. It results in the emergence of the thought of a new quality, i.e. it leads to the origin of a new concept. The essence of the first kind indicates the emergence of this germ.

So, we may say that the emergence of the object at the first “accidental” stage of cognition cannot be considered as the “phenomenon”, because these two displays of the object are more adequately classified as “appearance”. It was caused by the fact that the released object doesn’t comprise a new concept at the first accidental stage because the concept was not even arisen. The object itself does exist. The subjects of cognition interact with it. But at the same time, a new object of cognition is comprehended in the terms of old well-known concepts and is successfully described.

7. The fact of the origin of the new concept itself, not only means the end of the stage of accidental releases of the object out of the environment, but forms inevitably a new mental integrity, which is indicated by the essence of the second kind. The emergence of the new integrity, in turn, initiates an evident and natural (not an accidental) process of the concept self-development. Such process is mediated by polysemantic essences of the fourth kind, hypothetical essences of the third kind and objectified essences of the fifth kind.

8. It is important to note, that the origin of the essences of the first kind of scientific cognition differs qualitatively from the emergence of such integrities in the educational process. Inspiration, taking place in the classroom, is controlled and managed by the process. That is an essential indicator, distinguishing “educational” inspiration from original and “scientific” one, which is indicated by the essence of the first kind. As a matter of fact, the inspiration, which is carried out when learning, is the essence of the second kind because it is secondary, not primary phenomenon of comprehension, for the society. That’s why the process of cognition, taking place when learning, differs qualitatively from scientific cognition, as a copy differs from the original. Such “educational” inspiration should be distinguished from “scientific” or “time” one. Dialectics of these two integrities are analogous to the dialectics of the individual and the social.

9. It should be stressed that the process of cognition in each case (leading to the origin, formation and further development of general
concepts) is the single, unique and inimitable phenomenon, where accidental and natural components coexist. However, regularities of such cognition make it possible to pick out the definite, available for observation and iterative stages in this process. Such stages are defined to a large extend by iterative elements in the self-developing reflection, which we designated as the essences of the first-fifth kind.

We can say that the main function of the essences of the first, second and third kind, belonging to the rounds of “mind”, consist in the implementation of the connection between the subject of cognition and the perceptive and the environment. At the same time, the essences of the fourth and fifth kind, belonging to the other more abstract round (round of intelligence), connect the person and the society by means of images, existing in the language substratum. In other words, these integrities (essences of the fourth and fifth kind) are more dependable on the way, in which the societal structures the reality by means of the language of special type.

10. Since G. Hegel, times there has been the comprehension that the concepts, judgments and conclusions are dialectically interconnected. The discussed structure of the concepts makes it possible to concretize this connection and interpret it within the rise process from the abstract to the concrete. Genesis analysis of the concrete concepts of different etiology showed that the rise from the abstract to the concrete is not a uniform and forward movement, which is similar to the going up the steps of the same size and quality. It was possible to pick out 8 levels of the rise from the abstract to the concrete, which generate the discrete consecutive range of the mental states and differ from one another with their quality.

In other words, the concepts, which comprise the general and invariable part of the structure under discussion, form 8 levels of abstraction, which define 8 main stages of sense formation for any new concept. Mental integrities, belonging to these levels, are described with the help of 8 logically and historically interconnected models of the implicit semantic layer (ISL), which we defined as “object and environment”, “part and whole”, “kind and type”, “sign and sense”, “subject and object”, “inside and outside”, “effect and accidence”, “essence and phenomenon”. Every group of concepts of evident semantics, belonging to the same level of abstraction, has its own model of ISL. These 8 models of the implicit semantic layer are the peculiar genes of semantic space of the language. That is what structures its sense.

We showed that the range, consisting of 8 models of the implicit
semantic layers mentioned above, represents 8 consecutive sections of the same mental integrity (the concept being developed), but sections were made at the different depth of the rise from the abstract to the concrete. So, we can tell about the reveal of the discrete range, consisting of 8 levels of concretion (or abstraction), which may be defined as ostensive partial, structural (or generic), semantic, subject, quantitative, stochastic and dialectical ones. With the help of these 8 levels, which are non-linear and often indirectly interconnected, the main states of rational knowledge can be described. The levels themselves act as the elements, i.e. peculiar semantic “atoms” of cognition.

11. It should be noted that the full concept is formed only at the fifth (subject) level on the rise from the abstract to the concrete. That is why, the sixth (quantitative), seventh (stochastic) and eighth (dialectical) levels represent the general stages of the generated genesis, i.e. the full “grown-up” concept. New concepts can originate at these three stages. The phenomenon of polysemy plays an important role in this process. Word polysemy is a result of self-development of cognition in the society. That is the phenomenon of self-development what leads to the volume extension of “old” concepts (i.e. formed earlier), and then it leads to the generation of a new sense and generalization within these “old” concept. So, polysemy is formed, at first, implicitly and exists ideally as a potential (at the stage of the extension of the concept volume). Then the volume extension reveals as a generalization and results in new concept generating. Besides, volume extension of the concept is considered to be a special type of generation. In that way, the essence of the fourth and the fifth kind, being the products of judgments and conclusions, realizes mainly the functions of theoretical thinking. That is the special states of thinking, which are pointed out by the essence of the fourth kind, are the sources of polysemy in the languages. These states, that can be defined as “polysemantic thought”, are indicators of particularly highly developed stages of genesis of different concepts.

Conclusions. Structural analysis of communications made it possible to pick out 8 models of implicit semantics, which are peculiar genes of semantic space. These models are logically and historically interconnected. We defined them as “object and environment”, “part and whole”, “kind and type”, “sign and sense”, “subject and object”, “inside and outside”, “effect and accidence”, “essence and phenomenon”. We can say that the range mentioned above represents 8 consecutive sections of the same mental integrity (developing concept). But the sections themselves were
made in the different rise depth from the abstract to the concrete. So, we may tell about the reveal of the range, consisting of 8 levels of concreteness, which can be defined as ostensive, partial, structural (generic), semantic, subject, qualitative, stochastic and dialectical. With the help of these 8 levels, which are non-linearly interconnected, the main states of rational knowledge can be described. The levels themselves act as the elements, i.e. peculiar semantic atoms of cognition.

An ideal (informant) and implicit origin is an essential peculiarity of such semantic “atoms”. It means that they structure the evident

<table>
<thead>
<tr>
<th>Stages</th>
<th>Evident semantic layer</th>
<th>Implicit semantic layer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multi-placed predicates</td>
<td>One-placed predicates</td>
</tr>
<tr>
<td>1</td>
<td>Relationship</td>
<td>Feature</td>
</tr>
<tr>
<td>2</td>
<td>Connection</td>
<td>Content</td>
</tr>
<tr>
<td>3</td>
<td>Structure</td>
<td>Construction</td>
</tr>
<tr>
<td>4</td>
<td>Essence of the first kind (revelation, original)</td>
<td>Sign and sense</td>
</tr>
<tr>
<td>5</td>
<td>Phenomenon of the second kind (display)</td>
<td>Essence of the second kind (relative truth)</td>
</tr>
<tr>
<td>6</td>
<td>Function</td>
<td>Form</td>
</tr>
<tr>
<td>7</td>
<td>Regularity</td>
<td>Cause</td>
</tr>
<tr>
<td>8</td>
<td>Essence of the third kind (as absolute truth, limit)</td>
<td>Phenomenon of the third kind (as possibility, hypothesis)</td>
</tr>
</tbody>
</table>

Appendix 1.
Table 1. The structure of the first round
semantics of communication, but they are not evidently used in the
given communication and are not evidently fixed in the observation. In
such a way the semantic “atoms” play the role of peculiar catalysts and
centers of semantic genesis. Such semantic atoms not only represent the
“subconsciousness” of communication, but they also structure its evident
layer. Besides, they make it possible to interpret gnosologically the nature
of traditional literary phenomena (lyrical poetry, metaphors, symbols and
myths) as stable and universal stages of cognition, where the thought of
cognitive subjects stays the longest.

### Appendix 2.
#### Table 2. The structure of the second round

<table>
<thead>
<tr>
<th>Stages</th>
<th>Evident semantic layer</th>
<th>Implicit semantic layer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic model</td>
<td>Basic procedure</td>
</tr>
<tr>
<td>1</td>
<td>Quality</td>
<td>Judgment - concretization</td>
</tr>
<tr>
<td>2</td>
<td>Indication</td>
<td>Synthesis of the third kind (abstract)</td>
</tr>
<tr>
<td>3</td>
<td>State</td>
<td>Synthesis of the fourth kind (dialectical)</td>
</tr>
<tr>
<td>4</td>
<td>Essence of the fourth kind (polysemantic)</td>
<td>Interpolation - extrapolation</td>
</tr>
<tr>
<td>5</td>
<td>Quantity</td>
<td>Generalization (qualitative)</td>
</tr>
<tr>
<td>6</td>
<td>Size</td>
<td>Forecasting (multivariate, stochastic)</td>
</tr>
<tr>
<td>7</td>
<td>Possibility</td>
<td>Synthesis of the fifth kind (statistical)</td>
</tr>
<tr>
<td>8</td>
<td>Essence of the fifth kind (self-developing)</td>
<td>New developing concept, which was formed at the first round</td>
</tr>
</tbody>
</table>
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Transliteration of references:

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Abstracts

IGOR ALEKSEJCZUK. Podstawowe prawidłowości generacji znaczeń albo „Olśnienie i Mit jako etapy poznania”. W wyniku strukturalnej analizy komunikacji wydzielone są 8 podstawowych etapów tworzenia sensu nowych pojęć. Etapy są opisane za pomocą modelów, które zostały oznaczone jako „obiekt i środowisko”, „część i całość”, „typ i rodzaj”, „znak i sens”, „przedmiot i obiekt”, „wewnętrz i zewnętrz”, „konsekwencja i przypadkowość”. Opisany wyżej spektrum z 8 modeli przedstawia osiem uporządkowanych przekrojów tego samego rozwijającego pojęcia, przy tym same przekroje wykonane na różnej głębokości wspinaczki od abstrakcyjnego do konkretnego.

Słowa kluczowe: sens, model, abstrakcyjne, konkretne, poznanie, sztuczny umysł.


Ключові слова: смисл, модель, абстрактне, конкретне, пізнання, штучний інтелект, сенс.
ИГОРЬ АЛЕКСЕЙЧУК. Основные закономерности генерации смыслов, или «Озарение и Миф — как этапы познания». В результате структурного анализа коммуникаций выделены 8 основных этапов формирования смысла новых понятий. Эти этапы описаны с помощью моделей, которые были обозначены как «объект и среда», «часть и целое», «вид и род», «знак и смысл», «предмет и объект», «внутри и снаружи», «следствие и случайность», «сущность и явление». Упомянутый выше спектр из 8 моделей представляет собой восемь последовательных срезов одного и того же развивающегося понятия, но сами срезы выполнены на разной глубине восхождения от абстрактного к конкретному.

Ключевые слова: смысл, модель, абстрактное, конкретное, познание, искусственный интеллект.

IGOR ALEKSEYCHUK. Main Regularities Of Senses Generation Or “Inspiration And Myth” As The Stages Of Cognition. As a result of the structural analysis of communications, eight basic stages for senses formation of new concepts are picked out. These stages are described with the help of the models of implicit semantics which were considered as “object and environment”, “part and whole”, “kind and type”, “sign and sense”, “subject and object”, “inside and outside”, “cause and accident”, “essence and phenomenon”. The range of eight models mentioned above represents eight consecutive sections of the same developing concept. The sections themselves are made at the different depth of the rise from the abstract to the concrete.

Key words: sense, model, the abstract, the concrete, cognition, artificial intelligence.
Iryna DROZDOVA

Formation of Professional Mentality of the Specialist of Non Philological Profile as Phenomenon of Social And Professional Formation of The Personality

Experience and theoretical generalizations of progressive philosophers and teachers of the world, the best Ukrainian scientists allow to prove theoretical and practical base for development of national education and formation of specialists with modern requirements to their personal professional orientation, spirituality, civic consciousness, professional creativity etc. The modern model of the higher education, forms the professional, creative, professionally perfect person who complies with the principle of a socio-culture correspondence. The usage of the student’s knowledge is emphasis, but the knowledge given at the level of unconscious and virtual means that education has to be guided by use of the hidden opportunities of the person.

According to A. Dolzhenko, formation of a new view on the world, namely: change of a place of the person in the world, ruptures of communication between the available qualities and those which provide
time calls, while crisis processes connected with formation of a new ideal of the person and society [7, page 17]. The person of innovative thinking, innovative type of culture, high level of the professional speech, capable to innovative type of activity – «only such person can be competitive, such people can make mobile society, the mobile nation. Therefore formation of innovative person is an urgent problem of education» [1, page 307].

The main maintenance of a modern era makes process of understanding by the person of as necessary condition of understanding things which occur in the world. Traditional branches of natural-science are not fundamental knowledge nowadays, but branch of knowledge of socio-humanitarian and socio-economic (for example, at universities of Renaissance). Now on the first place in formation of professionally perfect personality ideas of a humanization and humanitarization of education move forward, so in modern conditions the width of education has to be reached first of all due to association of humanitarian and natural-science knowledge about what Ch. Snow wrote brightly half a century ago, that means that all knowledge technical and natural-science are necessary for the solution of humanitarian problems – problems of the person [8, page 42].

However, process of knowledge and vocational training, formation and development of professional thinking happens with the help of language means. G. Gadamer noted: «Language is the universal environment in which there is an understanding. The tool of it is interpretation» [4, page 452]. The understanding of a role of the language, its social sides in science and education, professional and practical activities of the person from a position of development of a professional Ukrainian speech puts a problem of an explication of a philosophical, world outlook.

The analysis of social functions of language, speech actions and communicative situations allows to find out the mechanism of language usage as means of communication, and their real limitation in communication of groups of people on professional specifics allows to solve the most important problem – to define the contents, quantitative and procedural and productive parameters of the concept «command of the language as means of professional communication». This concept is connected with components of a language picture of the world of future experts. It is obvious that in a difficult global language picture of the world it is possible to allocate more private pictures, each of which differs with the language originality. It f belongs to such partial picture of the world as a picture of professional language of the world of the expert and
its components.

The specified problems enter competence of cognitive linguistics, studying information reflected in concepts. Concept [lat. conceptus thought, concept] – the semantic content of concept which volume is a subject (denotaty) of this concept [10, page 433]. In cognitive linguistics the concept is understood as mental essence, «a culture clot» [12] in consciousness of the individual (N. Arutyunovoi, F.Batsevich, A. Vezhbitskoi, O. Zalevskoi’s work, Yu.Stepanov, O. Shmelyova, etc.), is the place where culture is a component of the person mental world, in our opinion, concerns also professional mentality of the expert. On the other hand, the concept is by means of what the person himself becomes part of culture, and in certain cases and influences it [12], so the expert, acquiring significant information, makes his professional picture of the world.

The language picture of the world of the modern expert is represented as set, a combination of concepts, which receive material expression. The language identity of the expert and his professional language picture of the world are interdependent categories. The concept of a picture of the world gives a filtration of surrounding reality by means of consciousness (B. Uorf, E.Sepir, etc.). The language picture of the world of the individual as a carrier of a certain language is formed on the basis of universal concepts which are present at a language picture of the world of the people and assume broad interpretation, now and professionally focused that is important for our research.

Therefore the description of each concrete professional language picture of the world as systems assumes the analysis of elements of this system, existing interrelations between them, detection of features of cognitive and communicative structure of the corresponding special texts and, as a result, definition of a necessary and sufficient set of the skills allowing the individual to communicate in the professional environment.

In a world picture of the language personality language and not language knowledge is presented in indissoluble unity. Therefore the development of the professional speech of students of not philological profile of higher education institutions by means of Ukrainian has to include structuration of three main types of knowledge (pragmatical, semantic, linguistic) their assimilation is carried out by means of specially organized complex of educational and methodical actions with use of so-called professional languages which are functional kinds of modern national languages. These professional languages serve special spheres of scientific knowledge and activity of the person and are characterized by
certain specific features of lexicon, syntax, word formation to comparison with literary and informal conversation, journalism and so on.

As language functions as socially determined element of knowledge and perception, dependence of a language role in social determination of scientific knowledge from character and the organization of forms of education and systems of knowledge does actual detection of their social, gnoseological, professionally caused qualities, therefore, creation of specific, steady structures of person consciousness, a certain mentality.

Mentality, mentality [from lat. mentalis – intellectual] is used in two meanings: 1) views, set of the intellectual skills and spiritual installations inherent in the certain person or public group; 2) nation psychology [10, page 516]. After all mentality is considered «as existence at people of society of certain general intellectual tools, psychological equipment which is given them by the chance in their own way to realize the world and themselves» [6, page 63].

A. Gurevich pays attention that the specific way of thinking and feeling can be shown at the level of a certain group of people – «social or cultural community» [6, page 64]. Therefore quite accepted is M. Yury’s statement that «according its structure the mentality includes first of all a little collective» [13, page 132].

It is well-known that Humboldt in his own researches in the field of linguistics and philosophy of culture showed specific influence of language in understanding of his own life, drawing up a language picture of the person world. Its project of «comparative anthropology» provided, first of all, studying of «characters of the nations and eras», definition of scientific criteria and «philosophical bases for their assessment» [5, page 323-324].

Applied value of comparative anthropology as «a branch of a philosophical and practical human study» and research methodology for practice of speech communication Humboldt saw it in facilitates understanding of mentality of the people, promotes formation of tolerant models of communication in cross-cultural contacts, teaches «to respect personal and others’ systems of morals and culture» [5, page 321-323].

Influence, that carries out by the process of languages development on individual culture formation, is difficult to overestimate. There is an assumption that unconsciously acquired structure of the native language defines perception of the world and almost all informative style, forms a peculiar mentality. This idea of Sepira-Uorf claims that differences of opinion to the real world in different people, first of all are defined by
a difference in structure of languages [1, page 306]. To open mentality means to understand not only a secret of formation of stereotypes of thinking of the concrete people, but to open type of philosophizing and style of a statement of ideas.

Mentality of an era is a structural element of the system of intellectual, including professional and moral orientations of the person. Every language has the specifics, bears the power. After all language is an embodiment of all depth of human experience [2, page 345]. Language of the people is connected with national feeling and national consciousness that is formed on the base of the native language therefore interference of language and culture is shown in an originality of lexicological and phraseological means, features of standard and stylistic system and speech-professional etiquette. Therefore to the complexity and a multidimensionality, a mentality phenomenon as the result of creative influence of a complex of factors can be considered and in the context of the professional speech as a professional component of manifestation of national specifics.

So, mentality, in our opinion, can be interpreted also as a specific way of thinking, the peculiar attitude, peculiar to representatives of a certain profession, a look or a kind of activity. It allows telling about professional mentality as necessary compound identity of the modern person. These components of the personality are connected with language, and long ago and constantly they are present at subject of philosophical knowledge.

Philosophers pointed to a place and a role of language as social phenomenon for a long time: the speech is social by the nature, it exists in society, its existence is impossible out of society. Within rationalism, or, according to J. Syorl, the western rationalistic tradition: role of the language in human life was highly appreciated and highly appreciate very much [11, page 192-217]. The social nature of language is expressed in the different aspects making a basis for the analysis of its role.

Language is the major means of communication, bases on which the interpersonal relations and social structure of society are built, generally, it is «the house of human life» (M. Gaydeger) and human spirit, so, in our opinion, professional mentality of speakers, formation of the person as the professional of new type with new qualities meeting the requirements of the present.

As now there is a process of formation of such historical type of culture center of which is the person and understood as a unique bio sociocultural system, which lives, works and historically develops in
the world, and has bilateral creative relations «direct and feedback». Information civilization demands extreme mobility of the person. By means of the newest media and communicative means person opens for itself a wide range of opportunities of his/her professional creativity and identification search. Society becomes complicated, valuable orientations of communities, social groups differ, and the phenomenon of self-development of the person gets everything new subject spheres [7; 8].

The innovative way of the country can be provided, creating generation of the professionals conceiving in a new way. In modern conditions of design of own career, the choice of vital strategy, models of self-development and self-updating of the personality (among which national self-identification, development of spirituality, intelligence, will, language and speech improvement, formation of professional qualities are prime) becomes steadier, realized and independent from external circumstances. Achievement of self-updating level by the person is a necessary condition of social progress and concerns reforming of education, and effective only on condition of providing personality self-updating.

In the solution of this task we were guided by the theory of complete process of formation comprehensively and harmoniously developed personality which was developed by A. Aleksyuk, I. Zyazyuna, Kostiuk, I. Lerner, M. Pentilyuk and other scientists. On this basis in complete pedagogical process we understand such process which functioning provides formation not only separate components of the personality (knowledge, abilities), but also person in general. The problem of practice forecasting remains one of the major pedagogical problems. If scientific knowledge can be presented in the multistage form design-theoretical knowledge, standard link (that predetermines a choice of norms, rules, actions for realization of theoretical knowledge) and the practicing, then practice forecasting is carried out also at the level of integrative requirements.

Approach to practice of qualification characteristics (among which important professional speeches) students not philologists needs the recommendations received on the basis of depth theoretical studies of a number of pedagogical and social and economic problems, the analysis of requirements to experts in modern labor market. The radical restrukturings of system of training of specialists taking into account hierarchy of creation of various levels of the organization entering into this system, and processes of training of separate disciplines, in particular Ukrainian as means of obtaining professional qualification are necessary.
One of significant transformations of such system consists in that preparation of Ukrainian as specialty active language was included into process of formation of students’ abilities to solve problems on the basis of the general and professional competence, and also to motivational and approximate component structure of the identity of future expert.

The model of the personality is brought out of professional activity that in educational process takes partially place, therefore, educational process has to be obedient to the purposes of realization of the «model» adequate to requirements of modern labor market. Therefore the model of the expert will be considered as analog of its activity where are combined such properties of the personality as professional thinking, the professional speech, professional belief, etc., having concrete character and really are presented in structure of the personality.

Such model has also another, important property: allows marking out readiness for future professional activity by means of the professional speech. According to this doctrine of future expert in higher education institution will be under construction on the basis of system of the educational actions which are most correlated to future professional activity according to subject opportunities which is involved in training by means of Ukrainian. It defined a number of new pedagogical tasks, had impact on a perspective of pedagogical researches of the higher school in training of the modern expert.

Problem of professional formation of the personality in modern conditions is training of the expert with: versatile education, independent way of thinking, broad outlook; professionalism, civil activity, spiritual, moral and professional readiness to work on the chosen specialty. He knows his own worth in labor market, and is capable because of circumstance, freely to change specialization, is psychologically prepared to build skillfully the interpersonal relations, is able to respect opinion of others, to be tolerant, capable to find way out of difficult production and business conflict situations. His main capital is an advanced sense of responsibility before society and collective and, of course, professional mentality, which allows the modern expert to meet the requirements of society and to receive competitiveness in labor market.

Any educational process has to be presented as unity of three aspects: training (activity of the teacher) of assimilation (activity of the student) formation of the personality (feature of intellectual and moral development of students). These three aspects can be allocated and in training of Ukrainian as means of obtaining speech and professional
competence. Correctly selected approach to the student, the accounting of features of his personality, all complex of educational tasks will help teachers of Ukrainian of the higher school to solve these problems. The third aspect of educational process is connected with that during assimilation of knowledge is a formation of the new parties of the identity of the student.

In problems of professional formation of the expert it is involved formations of professional culture in which structure is possible to allocate two parties: praxeological and mental (O. Zabolotska, A. Koval, M. Pentilyuk, etc.). The first part characterizes a way of interaction of the subject with tools and an object of the person, degree of his readiness for a concrete kind of activity. In its structure such elements as professional knowledge, skills and abilities, and style of professional thinking are allocated. The second acts as the integrated characteristic of consciousness and self-consciousness of the subject of professional culture, moral and world outlook and esthetic prerequisites of activity. The professional consciousness is an activity reflection in which all set of algorithms, norms, values and language accumulates that is peculiar to isolated type of professional activity, promotes formation of professional mentality. Nearby it there is a professional outlook, which reflection acts as object not only the general or special, but also social picture of the world, provides integration of professional group, forms its social position.

The special place in professional culture belongs to professional thinking that is caused by technology and objective logic of a concrete kind of activity and acts as an organizing basis in the course of formation and self-determination in a profession. A. Batalov, developing the concept of cultural and historical determination of professional thinking, fairly allocates two types of professional thinking: a line of action of the professional and the modified types of professional activity [3].

Therefore emergence of a new kind of activity in the leading activity is caused by already developed types and is the leading new growth. Thus once created and the types acquired by the person remain heritage of his personality forever. The pedagogical aspect of logic of expansion of kinds of activity and their updating in ontogenesis takes such form: imitation, game, communication, educational activity, pseudo-professional activity (trainings, business games) and professional activity. Emergence of each subsequent stage of the leading activity surely causes the cumulative and national team quantity of already created kinds of activity. Communication is generated in imitation and game, educational activity – in imitation,
game and communication, pseudo-professional – in educational activity, communication, game and imitation, and professional activity acts as quintessence of a generalized character and includes all types. Each action entering into structure of activity, developing, develops also activity, forms professional mentality.

So, in the course of formation of the personality there is a formation of professional mentality of future expert of not philological profile in the course of specialized preparation, will depend on pedagogical conditions, methods, tutorials of students for development of thinking and the professional speech by means of Ukrainian in the course of social and psychological specialization at the modern higher school.

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IRYNA DROZDOWA. Kształtowanie mentalności zawodowej specjalistów w dziedzinach niefilologicznych jako fenomen społecznej i zawodowej formacji osobowości. Piłność szkolenia przyszłych specjalistów do aktywności zawodowej i tworzenie ich profesjonalnych mentalności rozwoju kompetentną osobę z łatwością tworzą wdrożenie profesjonalnej komunikacji. Mentalność jest integralną fenomenalną edukacja społeczna wewnętrznie skoordynowanych sposobów myślenia społecznego, postaw i działań wynikających z osobowością i charakterem jego działalności zawodowej. Wśród celów tworzenia profesjonalnego eksperta jest tworzenie prakseologicznej i psychicznej strony kultury zawodowej, profesjonalnej mowy i myślenia. Pomysł zintegrowanej istot ludzkich społeczno-przystosowany jest dziś dominujący i określa treść kształcenia zawodowego. W nowoczesnych warunkach ukraińskich problemów społeczeństwa edukacji i wychowania młodego pokolenia koncentruje się na najbardziej istotnych aspektów rozwoju społecznego i zawodowego indywidualnego młodego człowieka w procesie socjalizacji.

Słowa kluczowe: język specjalistyczny, rozwój osobowości, zawodowa formacja specjalisty, kształtowanie mentalności zawodowej, prakseologiczny i mentalny aspekt kultury zawodowej.

ІРИНА ДРОЗДОВА. Формування професійного менталітету фахівця нефілологічного профілю як феномен соціально-професійного становлення особистості. Обґрунтовано актуальність підготовки майбутніх фахівців до професійної діяльності і формування в них професійного менталітету для розвитку компетентної особистості зі сформованою готовністю до здійснення професійного спілкування. Ментальність є інтегральним феноменальним соціальним утворенням із внутрішньо координованими способами соціального мислення, відносинами і діями, зумовленими особистістю і специфікою її професійної діяльності. Серед завдань професійного становлення фахівця є формування праксеологічної і ментальної сторін професійної культури, професійного мовлення й мислення. Ідея розвитку цілісної соціально-адаптованої людської особистості стає сьогодені домінуванню і визначає зміст професійної освіти. У сучасних умовах розвитку українського суспільства проблеми освіти і виховання підростаючого покоління концентрують в собі найактуальніші аспекти соціально-професійного станов-
ИРИНА ДРОЗДОВА. Формирование профессионального
менталитета специалиста нефилологического профиля
как феномен социально-профессионального становления
личности. Обоснована актуальность подготовки будущих
специалистов к профессиональной деятельности и формирование у
них профессионального менталитета для развития компетентной
личности со сформированной готовностью к осуществлению про-
фессионального общения. Ментальность является интегральным
феноменальным социальным образованием с внутренне скоордини-
рованными способами социального мышления, отношениями и дей-
ствиями, обусловленными личностью и спецификой ее профессио-
нальной деятельности. Среди задач профессионального становления
специалиста является формирование праксеологической и менталь-
ной сторон профессиональной культуры, профессиональной речи и
мышления. Идея развития целостной социально адаптированной
человеческой личности становится сегодня доминирующей и опре-
деляет содержание профессионального образования. В современных
условиях развития украинского общества проблемы образования и
воспитания подрастающего поколения концентрируют в себе самые
актуальные аспекты социально-профессионального становления
личности молодого человека в процессе его социализации.

Ключевые слова: профессиональная речь, развитие личности, про-
фессиональное становление специалиста, формирование профессио-
нального менталитета, праксеологическая и ментальная стороны
профессиональной культуры.

IRYNA DROZDOVA. Formation of professional mentality of the
specialist of non philological profile as phenomenon of social and
professional formation of the personality. The urgency of training
of future specialists for professional activity and the formation of their
professional mentality for the development of a competent person with a
readily formed to implement professional communication. Mentality is an
integral phenomenal social education internally coordinated ways of social
thinking, attitudes and actions arising from the personality and specific
nature of its professional activities. Among the objectives of the professional
formation of the expert is to create praxeologic and mental side of professional culture, professional speech and thought. The idea of an integrated socio-adapted human beings is today domineering and determines the content of vocational education. In modern conditions of Ukrainian society problems of education and upbringing of the younger generation is concentrated in the most relevant aspects of a social and professional development of the individual young person in the process of socialization.

**Key words:** professional speech, personal development, professional development specialist, the formation of professional mentality, praxeologic and mental side of professional culture.
Iya GORDIENKO-MYTROFANOVA, 
Sergii SAUTA

Playfulness as a Peculiar Expression of Sexual Relationships (Semantic Interpretation of the Results of the Psycholinguistic Experiment)

Research of playfulness as a personality trait appeals to plenty of scientists nowadays. There exists also a considerable number of research works that contain empirical evidence on relations of playfulness with flow-experiences (Csikszentmihalyi, 1975), enhanced group cohesion (Bowman, 1987), creativity and spontaneity (Glynn, Webster, 1993), intrinsic motivation (Amabile, 1994), curiosity, fantasy, sentiment, sensitivity to internal experience, and fugue (Tsuji, Fujishima, Natsuno, Mukoyama, 1996), decreased computer anxiety (Bozionelos, Bozionelos, 1997), curiosity, inventiveness and the need to play with novel ideas and innovations (Dunn, 2004), positive attitudes towards the workplace, job satisfaction and performance, and innovative behavior (Yu, Wu, Chen, Lin, 2007), academic achievement (in terms of cognitive playfulness) (Tan, J. P-L., 2009), quality of life (Proyer, 2011), strengths of character
(Ruch, Proyer, 2011), intellectual curiosity and imagination/creativity, intellectual dexterity and agility, willingness to experiment with new ideas (Tan, McWilliam, 2013).

Therefore, we can resume that modern psychological research works tend to link playfulness with the cognitive sphere of the personality, which even led to the concepts such as “cognitive playfulness” and “cognitive playful individuals” (Glynn and Webster, 1993; Dunn, 2004; Tan and McWilliam, 2008).

However, it must be noticed that in recent 30 years since Woll works (1989), where playfulness is associated with the styles of loving, it has extensively been studied as “a highly desired characteristic in potential long-term mates” (Chick and Yarnal, 2012; Proyer and Wagner, 2015), as an important characteristic in potential partners and romantic relationships (Betcher, 1981; Lauer and Lauer, 2002; Fredrickson, 2003; Weber and Ruch, 2012).

We have been studying playfulness in relation to the constructive strategy (game-playing strategy) of personal behavior, as it can provide individuals with maximum social adaptability (including high indexes of a role flexibility and role depth) both in a role conflict and in unexpected, uncertain and critical situations, without losing a strongly articulated individual identity (Gordienko-Mytrofanova, 2013).

On the one hand, this term of playfulness makes it possible to define the latter metaphorically as “the unbearable lightness of being» (the title of the well-known novel by Milan Kundera) in terms of compatibility of incompatible strategies (internal and external, as described by Gornostay, 2007). However, this compatibility requires an extremely high level of creativity of human nature, since “interpreting” everyday issues as a kind of a game displays a life creativity. This constructive strategy promotes harmonization of a personality, reinforces personal stability and fully satisfies the need for self-actualization.

Playfulness as a stable personality trait leads to the overall reconsideration of the very phenomenon of a play within the cultural-historical paradigm, as a specific kind of subject’s activity. For a better understanding of a playful nature, we have chosen psycholinguistic approach and have used psycholinguistic experiment, which aim is to outline and describe the psycholinguistic meaning of a given word, which is localized in the human psyche. The psycholinguistic meaning is a factual functioning and existing in a linguistic consciousness of a native speaker’s meaning, which can be determined and described by the results
The psycholinguistic meanings make it possible also to identify evaluative, emotional and functional parameters of “playfulness” as a word with indistinct semantics in the available dictionaries; to establish and differentiate its scientific and everyday semantic meanings; to explore age-, gender-, and profession-specific differences in meanings.

At the initial stage of our research we performed lexicographic description of the meanings of the adjective “playful” by using the method of generalizing dictionary definitions (Sternin technique, 2011: 21-29). A collection of 20 dictionaries, starting from as early as XVIII century, yielded 14 meanings of the word “playful”, differentiating between modern and obsolete meanings within its semantic structure. We have received a list of 54 adjectives. The meanings that describe the cognitive sphere of the personality were identified as peripheral.

The main stage of describing the psycholinguistic meaning of the word “playfulness” included a free-association test with this stimulus word, and a sample consisting of 3,908 adults (men and women being equally represented). The free-association test was performed in a written form (for the respondent). According to the instruction, all respondents had to give 5 reactions to the stimulus. The analysis of the associations convincingly proved that in terms of its functioning, “playfulness” is a relevant lexeme in the linguistic consciousness of Russian speakers of Ukraine.

The analysis of the associations also revealed common and specific features in the verbal behavior of different groups of respondents divided by the criteria of “gender” and “age”.

Common features in the verbal behavior of the respondents reflected in the following lexemes (the most frequent reactions): “merry-making”, “delight”, “flirting”, “laughter”, “champagne”, “a young girl”, “children”, “mood”, “coquetry”, “happiness”, “smile”, etc.

Gender and age differences in the verbal behavior of respondents were reflected only in the sequence of reactions. The content and nature of associations have not changed.

The further step of the research was aimed at revealing specific features in the verbal behavior of respondents representing different “profession types”: “person-nature”, “person-person”, “person-sign systems”, “person-technology”, “person-artistic image” (according to Klimov, 2004). For this purpose, we used a sample consisting of 500 people (aged between 18-35), with 100 people for each “profession type” (50 people of
both sexes). The overall number of reactions amounted to 2,452 (including word combinations and sentences (88)), with 270 occurring more than once, and 503 singular reactions. The discoveries of the analysis of the association field were in line with our expectations.

Professional differences in the verbal behavior of respondents are only detected at the extreme periphery of the associative field “playfulness” (Gordienko-Mytrofanova, Sypko, 2015).

Since the influence of age-, gender-, and profession-specific differences in the verbal behavior of respondents is only detected in the extreme periphery, the semantic interpretation of the results was performed on the linguistic material of the sample, with fewer respondents showing one reaction.

The sample consisted of 1600 adults by the criteria of “gender’ and “age”. Altogether, there were 800 men, including 400 people aged between 18 –35 and 400 people aged between 36-60; and 800 women, including 400 people aged between 18-35 and 400 people aged 36-67. The respondents were also divided into the categories of “student”, “worker”, “pensioner” and “jobless”. The overall number of reactions amounted to 1600: 170 associations including word combinations and sentences (359), 625 among them occurring more than once, 108 singular reactions, and total absence of refusals.

According to the results of the free associative test the associative field of a playful stimulus was built (sorted by descending associative reactions).

The analysis of the associative field revealed common features in the verbal behavior of the respondents, reflected in the lexemes “merry-making” (78(4,86%)), “flirting” (66(4,13%)), “delight” (57(3,56%)), “exhilaration” (46(2,87%)), “children” (34(2,13%)), “champagne” (34(2,13%)), “coquetry” (31(1,94%)), “kitten” (30(1,88%)), “laughter” (27(1,69%)), “latitude” (25(1,56%)), “lightness” (20(1,25%)), “hazard” (19(1,19%)), “frolic” (19(1,19%)), “a young girl” (17(1%)), “sex” (15(0,94%)) (the numbers in the brackets show the summarized frequencies of reactions).

After that, using the method of semantic interpretation of the results of the psycholinguistic experiment (sememic attribution and semic interpretation of association reactions by Sternin, 2011) we described the psycholinguistic meanings of “playfulness”.

On the stage of sememic attribution, associative reactions were divided into groups according to their denotative indications. The division was performed with the help of lexicographic description of the adjective “playful”. As a result, separate meanings of playfulness (different
sememes) were outlined and actualized in the course of the experiment. What is more, each sememe is represented as a set of particular reactions (Sternin, 2011: 143)

The reactions obtained at the stage of seme interpretation were considered as linguistic representations of semantic components (sems) of the stimulus word. Semantically related associates were pooled together, and their frequencies were summed up. The figures in the square brackets below show the summarized frequencies. Apart from semantically related associates, this summarization procedure also involved cognate associates, periphrases, etc., i.e. those associates whose verbal forms nominate one and the same semantic component. After that, the sems of the identified meanings were arranged in a coherent definition. The latter is formulated as a coherent consecutive enumeration of interrelated semantic components of each meaning, which were identified in the course of the experiment. Each meaning is formulated separately, and each sems is accompanied by a figure that corresponds to the number of respondents (Sternin, 2011: 145-146).

Below one can find psycholinguistic meanings of “playfulness” on the basis of all the reactions, both core and peripheral. Since the semantic description of any word is generally the author’s interpretation, hereby we present sememic attribution of associative reactions, as well as their semic interpretation. Describing psycholinguistic meanings the authors were advised by Iosif Abramovich Sternin, professor of the Department of General Linguistics and Stylistics of the Voronezh State University.

**PLAYFULNESS** (1600 respondents)

1. Intention to attract the attention of your own or opposite sex partner:
   - is expressed in **FLIRT** 66, **COQUETRY** 45 [coquetry 31, young girl’s coquetry 1, the feeling of coquetry 12, coquettish 1];
   - mainly belongs to females, mostly **YOUNG LADY** 42 [a lady 24 [a lady 17, ladies 5; a lady in a sexy, a cat outfit 1; a lady with sparkle in her eyes, lightly leaning her head on her shoulders , is saying something to a man to provoke a reaction she needs – to relax, to attract, to cheer up 1], a woman 15 [a woman 12, women 3], a girl 3 [a girl 2, girls 1]], – **COQUETRY** 2, **BLOND** 2, **BEAUTY** 3, **CUTY** 2, **LOLLYGAGGER** 1, with a **KISS CUR** 1, in a **SKIRT** 1, in **STOCKINGS** 1, in **LACES** 1 wearing a **BRACELET** 1; also for a **MAN** 5 [macho 1, a boy 1, a rude man 1, a man 1, playboy 1];
   - differs in **BEHAVIOR** 2 featured in **LATITUDE** 48 [latitude 25,
desipience 18, varmint 3, take a lark 1, frolic 1, frolicsome 1, Mischief 4, Availability 16 [availability 4, free will 3, immorality 3, immodestly 1, immodest 1, depravity 1, relaxedness 1, abandon 1, lewdness 1], Vigour 1;

also is displayed in Piquancy 4, femininity 2, mystery 2, shyness 2, snap 1, solemnity 1, gallantry 1, allur 1 [charming 1], sophistication 1 [sophisticated 1] for intensifying of sexuality 11 and outer attractiveness 5 [attractiveness 4, attractive 1], charm 4, beauty 3 [beauty 1, handsome 2];

is also highlighted in molesting 17 [molesting 11, molest 4, excited molesting 1, tender molesting 1] by smile 15 [a smile 12, smiles 3], glance 5 [glance 2, a sparkle in the glance 1, excited eyes 1, make up your eyes 1], movement 3, way of walking 2, tone 2, sometimes in whims 1, primness 1, frills 1; usage in communication 1 hints 3 [a hint], jokes 7 [jokes 4, a joke 3], anecdotes 1 for showing wittiness in a conversation 1;

is caused by love 10, a display of love 5, passion 5, temptation 4 [temptation 3, lewdness 1], feelings 2 [feelings 1, a feeling 1], intrigue 2, attention 1 [attention 1, pay attention 1], interest 1, a liking 1;

is depicted in prelude 2 [foreplays 1, prelude 1] before sex 16 [sex 15, as flirt, just a little bit further 1], including elements of role plays 2, kisses 1, striptease 1, tickling 1, showing softness 4 and tenderness 3, in the atmosphere of intimacy 5 [intimacy 4, intimacy 1] and romance 4 [romance 1, romanticism 3]; may end up with pregnancy 1;

is demonstrated during dating 4 [dating 3, meetings 1], for instance in a club 2, [a club 1, a night club 1], or a cabaret 1 during relations 4 [relations 3, relation 1], a romance 1, a bond 1.

playfulness (1600 respondents)

1. Intention to attract the attention of your own or opposite sex partner:

is expressed in flirt 66, coquetry 45; mainly belongs to females, mostly young lady 42 – coquetry 2, blond 2, beauty 2, cuty 2, lollygagger 1, with a kiss curl 1, in a skirt 1, in stockings 1, in laces 1 wearing a bracelet 1; also for a man 5; differs in behavior 2 featured in latitude 48, mischief 4, availability 16, vigour 1; also is displayed in piquancy 4, femininity 2, mystery 2, shyness 2, snap 1, solemnity 1, gallantry 1,
ALLUR 1, SOPHISTICATION 1 for intensifying of SEXUALITY 11 and outer ATTRACTIVENESS 5, CHARM 4, BEAUTY 3; is also highlighted in MOLESTING 17 by SMILE 15, GLANCE 5, MOVEMENT 3, WAY OF WALKING 2, TONE 2, sometimes in WHIMS 1, PRIMNESS 1, FRILLS 1; usage in COMMUNICATION 1 HINTS 3, JOKES 7, ANECDOTES 1 for showing WITTINESS IN A CONVERSATION 1; is caused by LOVE 10, a DISPLAY OF LOVE 5, PASSION 5, TEMPTATION 4, FEELINGS 2, INTRIGUE 2, ATTENTION 1, INTEREST 1, a LIKING 1; is depicted in PRELUDE 2 before SEX 16, including elements of ROLE PLAYS 2, KISSES 1, STRIPEASE 1, TICKLING 1, showing SOFTNESS 4 and TENDERNESS 3, in the atmosphere of INTIMA 5 and ROMANCE 4; may end up with PREGNANCY 1; is demonstrated during DATING 4, for instance in a CLUB 2, or a CABARET 1 during RELATIONS 4, a ROMANCE 1, a BOND 1.

Cumulative index of brightness 426 (26,56%)
The general quantity of the reactions which led to the description of layfulness as ‘intention to attract opposite sex partner’s attention’ and ‘emotionality in sexual relations’ comes to 426 reactions which makes 27% of general quantity of all reactions.

Our data provide the first evidence of playfulness as an “external representation of figurative sexuality” (Pyrianova, 2012) revealed in linguistic consciousness (of Russian speakers in Ukraine). The data obtained coincide with the data of the scientists who investigate playfulness and its role in “mating preferences” and “long-lasting relationships”.

Association’s analysis enclosing the described psycholinguistic meanings allows making conclusions reflected in the table “The Spreadsheet of the Reactions of Playfulness Meaning as “Intention to

<table>
<thead>
<tr>
<th>Age</th>
<th>1-student</th>
<th>2-worker</th>
<th>3-pensioner</th>
<th>4-jobless</th>
<th>Total</th>
<th>1-student</th>
<th>2-worker</th>
<th>3-pensioner</th>
<th>4-jobless</th>
<th>Total</th>
<th>1-student</th>
<th>2-worker</th>
<th>3-pensioner</th>
<th>4-jobless</th>
<th>Total</th>
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<td>84</td>
<td>3</td>
<td>4</td>
<td>92</td>
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<td>24</td>
<td>173</td>
<td>3</td>
<td>9</td>
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Table 1.
attract the attention of your own or opposite sex partner” by the criteria “respondent categories”, “respondent gender”, “respondent age”.

Out of 1600 people 210 females and 216 males relate playfulness to an “intention to attract the attention of your own or opposite sex partner”. It is interesting to notify the fact that from all four represented categories of respondents “student”, “worker”, “pensioner”, “jobless” playfulness as “external representation of figurative sexuality” is considered by workers.

It is worth mentioning that females gave 14 reactions (0,88%) for the seme “love” and 9 reactions (0,56%) – for “sex”, while males relate playfulness to “sex” (21 reactions (1,31%)) rather than to “love” (8 reactions (0,5%)). Both males (44 reactions (2,75%)) and to lesser extent females (12 reactions (0,75%)) relate playfulness to females. Out of 1600 people only 4 females (4 reactions (0,25%)) and 1 male relate playfulness to males.

We would like to sum up with some words regarding the procedure of description of psycholinguistic meanings of playfulness and the elements of its automatization. The procedure given has the following steps:

1. Conducting a free associative test with the stimuli PLAYFULNESS.
2. Dealing with the results of the experiment: association-reactions to the stimuli PLAYFULNESS are calculated in Excel software.
3. Associative field of the stimuli PLAYFULNESS is built by the decreasing of the fraction of associative reactions. The frequency analysis is done in Excel software.
4. Sem attribution of associative reactions. At this stage separate meanings of playfulness are detected which are actualized by the groups of similar associative reactions. Associative reactions are categorized by the meanings of the denotational sign (the operation is done manually). As a result, we get the quantity of different semes which are shown in the material of the experiment. To make the procedure of grouping easier the lexicographic description of the meanings of playfulness is used.
5. Sem interpretation of associative reactions. At this stage similar by meaning associative reactions are gathered and sem components of playfulness are formulated (the operation is done manually).
6. Items 4 and 5 are described in details in the article as an example of formulation the meaning of playfulness (one of many) as an “intention to attract the attention of your own or opposite sex”.
7. As a result of semantic interpretation of associative experiment (items 4 and 5) we obtain a working tool – the filter of meanings which can be applied in automatic mode to the eliciting the
meanings of playfulness in different types of options depending on the research type.

Therefore the filter of meanings makes it easier to carry out the associative reactions to stimuli playfulness with new types of options. We are able to find out and describe the meanings quickly only for a female option, or for the option of separately considered occupation, or for the option of psychological age, etc.

Thus, in our case we have described initially the filter of meanings for 500 respondents which were classified by gender and 5 types of occupations and by 5 reactions to the stimuli playfulness, i.e. we have done almost 2500 reactions, this has been done manually. Afterwards we have applied the filter to 1600 respondents, where only 1st reaction has been carried out, 1600 reactions in total.

The reactions have been spread automatically into the meaning groups, which were elicited by the first optimization analysis (500 respondents). The half of the reactions have been dealt with for the first time. Part of the reaction has not been found out at all. Once again have we done the work of generalization of the obtained reactions into the existing groups of meanings. One more part of reactions, so-called unclassified, has allowed to elicit new groups of meanings. This way the filter of meanings has been modified and improved and has been tested by a big quantity of respondents.

In the forthcoming publications of the authors our readers will be able to get an idea of the whole range of the meaning playfulness.

Our program of current and future research projects focus on a) the description of other psycholinguistic meanings of playfulness; b) finding out the initial components of plafullness in the language c) creating a questionnaire for the assessing of playfullness formation regarding the psycholinguistic meanings and scientists’ works which carry out diagnostic scales of playfullness d) creating the training of playfull competence.

All set tasks are meant to investigate playfulness as challenging, which allows a human being to preserve his individual identity and social adaptivity (as a factor of successful existence) in each life situation which requires their creative “interpreting”.
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IJA GORDIJENKO-MITROFANOWA, SIERGIEJ SAUTA.

Filuterność jako specyficzna cecha przejawu kontaktów miedzy płciami (interpretacja semantyczna wyników eksperymentu

Metodą interpretacji semantycznej wyników wolny eksperyment skojarzeniowy są ujawnione aktualne znaczenia słowa «swawola». W niniejszej pracy są przedstawione znaczenia, które opisują zakres stosunków płciowych. Na tym etapie badań możemy potwierdzić, że znaczenia swawoli, opisujące kognitywne cechy osoby w badaniach psychologicznych znajdują swoje odzwierciedlenie w rzeczywistości świadomości językowej tylko na najdalszej peryferii. W powszechnej świadomości są mocno przyciągane znaczenia swawoli, które opisują właściwość przejawu kontaktów między płciami. Wniosek: kognitywno-filuterny człowiek (w badaniach psychologicznych) jest bardzo atrakcyjny seksualnie (w realnej świadomości językowej).

Słowa kluczowe: filuterność, wolny eksperyment skojarzeniowy, zachowanie werbalne, kontakty między płciami, kognitywno-filuterny człowiek.

ІЯ ГОРДІЄНКО-МИТРОФАНОВА, СЕРГІЙ САУТА. Грайливість як особливість прояву статевих взаємин (семантична інтерпретація результатів психолінгвістичного експерименту). Висловлено припущення, що психолінгвістичні значення слова “грайливість” суттєво відрізняються від його наукових значень у психології, як за складом, так і яскравістю окремих сем. Було проведено вільний асоціативний експеримент зі стимулом “грайливість”. Вибірку склали 1600 респондентів у рівному співвідношенні чоловіків та жінок у кожній віковій категорії (18-35 та 36-60). За результатами експерименту побудовано асоціативне поле стимулу грайливість (у порядку убування частотності асоціативних реакцій) і виявлені універсальні та специфічні риси у вербальній поведінці випробовуваних. Універсальн-

**Ключові слова:** ігривість, вільний асоціативний експеримент, вербальна поведінка, статеві взаємини, когнітивно-ігривий людина.


**Ключові слова:** ігривість, вільний асоціативний експеримент, вербальна поведінка, статеві взаємини, когнітивно-ігривий людина.
IYA GORDIENKO-MYTROFANOVA, SERGII SAUTA. **Playfulness as a peculiar expression of sexual relationships (semantic interpretation of the results of the psycholinguistic experiment).**

An assumption has been made that psycholinguistic meanings of the word “playfulness” differ dramatically from its scientific meanings in psychology in terms of content as well as in terms of separate semes intensity. A free associative test with the stimuli “playfulness” was held. 1600 people were chosen in equal correlation males and females in each age group (18-35 and 36-60). According to the results of the test the associative field of the word “playfulness” was designed (by a shortage of the particulars of associative reactions) and both common and specific features were revealed in the verbal behavior of the respondents. The common features were displayed in lexemes such as “fun”, “flirt”, “exhilaration”, “joy”, “kids”, “champagne”, “coquetry”, “kitten”, “laughter”, “latitude”, “lightness”, “hazard”, “lady”, “frolic”. Actual and factual semes of the words “playfulness” have been found out by means of the semantic interpretation of the associative test. In current project, the meanings, which describe the area of sexual relations, have been highlighted. At this stage of the research there exist all grounds to state that the meanings of playfulness describing cognitive characteristics of an individual in psychological researches are expressed in the realism of language-wise consciousness only in the extreme periphery. In routine consciousness, there are steady meanings of “playfulness” which describe the peculiarity of sexual relations expression forms. Conclusion: A cognitively–playful individual (in psychological experiments) is extremely sexual (in everyday linguistic perception).

**Key words:** playfulness, free associative test, verbal behavior, sexual relations, cognitively playful individual.
Philosophical, Psychological and Pedagogical Aspects of Understanding Agency of Personality in the Academic Discourse of the Twentieth Century

Historical and pedagogical reality in the interdisciplinary discourse

The current stage of the development of pedagogy is characterized by an increased interest in the issues not only related to further development of academic knowledge, but also reflects its transpective nature. The ability to examine pedagogical phenomena in dynamics, considering internal and external determination of the process of their evolution and modification, expands the problem field of scientific analysis and contributes to the formation of more thorough interpretational models of the educational reality under investigation. In this context, the progress of pedagogical science, and practice respectively, is caused by the changes arising in the system of pedagogical knowledge and being introduced into the understanding of educational processes from other areas of scientific research.

An interdisciplinary approach in the context of scientific analysis of
educational reality and the possibility of personality self-fulfillment in this reality, extends the limits to learning the nature of the phenomena under study through assimilating new discourses. Their inclusion in the research process ensures the developmental potential of the theory and practice of education, upbringing and development of personality. As different aspects of the methodology of pedagogy, peculiarities and conditions of the organization of pedagogical influence, the essential characteristics of the agents in the educational process and so on, come into a single focus. The interdisciplinary discourse becomes particularly relevant for the history of education, development of educational ideas and schools.

In the tradition of historical and educational research it is common to examine the reality of teaching in the light of the general system of its determinants, preconditions, conditions and factors. That is why special attention is given to ideological orientations that are characteristic of a specific historical era, because they defined pedagogical views of contemporaries and contributed to their transformation; social and political circumstances that affect the understanding of the role of education in the state building processes; social and economic strategies that defined the requirements for the younger generation preparation for life in terms of the dominant production system.

Among the phenomena that characterize the current situation in education in general and in the pedagogical science in particular, special attention should be paid to integrate processes. Their influence affects both the organizational, methodological, content aspects of the educational situation (E. Solodova, P. Efimov [7]), and its system of scientific foundation (O. Voznjuk [2], V. Onyshhenko [4] and others). Globalization tendencies that dictate the use of the interdisciplinary approach to the analysis of the studied realities are not only a challenge for a new stage of scientific fields development (O. Snopkova [6]), but also open up prospects for creating synthetic, integrated approaches, theories and concepts. No exception is the historical and pedagogical knowledge. According to N. Dichek, history of pedagogy «has always been not only the history of science..., but also the history of ideas (theories, discoveries, laws, methods) and their practical implementation, the history of the personified pedagogical experience and mass cultural and social consequences of educational transformation, and therefore it implies interdisciplinary... » [3, p. 68].

Traditionally the retrospective review has actively been presented in the research of historians, who, along with the analysis of the stage of
the state development, socio-political processes taking place in a specific historical period, pay attention to the education policy of that time (O. Bardash [1]). Their research works created the historiography basis for the description of the educational situation and open up prospects for a deeper analysis of the role of historical processes and contribution of prominent figures to the establishment of the pedagogical science.

The methodological basis for highlighting key positions in the formation of pedagogical knowledge is provided by the philosophical sense field. In this regard, understanding of educational realities is gained when taking into account historical types of philosophy, scientific rationality (N. Skotna [5]) and, besides the epistemological approach, it entails the need for ontological and phenomenological analysis of educational issues under investigation (S. Bobryshov, E. Shijanov [12]).

The development of the basic conceptual foundations of the educational process is impossible without the reliance on psychological knowledge. It provides the possibility to optimize the educational process, to adjust it to the individual characteristics of pupils and teachers, to create favourable conditions in order to develop intellectual, creative potential in agents of education, upbringing and development, to form a valuable attitude towards oneself and others in the process of gaining new knowledge, to develop agency and so on.

**Philosophical and pedagogical preconditions for understanding the idea of agency of personality**

The history of the idea of perception of a pupil in his/her manifestations of agency is not simple and has not lost its relevance nowadays. The need to modify the approaches to the educational process determines the necessity to specify the methodological basis, which contributes to a better understanding of the conceptual features of «agency» of personality. Due to theoretical substantiation of the principles which form the basis for its analysis, it becomes possible to give reasons for the use of innovative approaches to educational content and practices of the agent position of a pupil.

Understanding the essence of the notion of «agent» has become the central scientific problem for many centuries and undergone transformation in the system of formation of new philosophical approaches. Conceptual vision of manifestations of the agent human nature, the distinction between the types of the agent, the evolution of thinking as to its epistemological status in historical types of philosophy and scientific rationality, reflects essential differences in the philosophical
reflections on the scientific construct [11]. Through the prism of their inherent sense structures, the content of the category of «agent» acquires a particular semantic content. In particular, the classical philosophical tradition considered it in the context of opposition between transcendental and empirical manifestations as presenting ways to find true knowledge (an agent who cognizes). In the non-classical approach, an abstract agent acquired the features of life, interaction, involvement in social environment. This determined the assessment of personal significance in understanding the outward world and interpreting objective reality (acknowledgement of the value of the empirical agent, rationality of life and living). The post-nonclassical type of rationality changed the view of man as the agent of cognition and activity, levelling the contrast between an agent and an object in the contemporary philosophical discourse using the synergistic approach to the analysis of socio-natural processes. The interpretation of human existence in the post-nonclassical paradigm is done in the context of a personality’s life, understanding, conceiving of the world, the free choice of one’s position, self-development, etc. (in fact, it refers to an agency). On the other hand, there arose the problem of «destroying the agent», an idea of life without agency, depersonalization, doubt about the possible existence of agent autonomy (a person’s dependence on civilization processes), a loss of identity, inclusion of personality as an operating system element into the «human dimension». It is in these conflicting positions that the multidimensionality, the multivariate, chaotic character and indetermination of a human being is manifested.

The history of scientific and philosophical knowledge [10] shows that the analysis of ontological, epistemological, ethical and socio-political issues was done against a background of perceiving human existence. However, it contained not only the general philosophical context of views on man, but also contributed to the emergence of educational thought that reflected the specific features of the educational paradigm during a particular historical period within the predominant world outlook. This is the formation of the scientific construct of «philosophical and pedagogical thought». In my opinion, philosophical and pedagogical context makes it possible to outline the main approaches and special ways using which the thinkers assessed educational realities, as well as to identify the prospective vision of the need for their change, based on the dominant philosophical ideas about personality and its place in the socio-cultural environment. A retrospective review of philosophical and pedagogical
interpretation of human manifestations and their determination done by Ukrainian thinkers, allows me to say that they laid the foundations of the agent approach to understanding personality’s capacity to live and create.

Up to the early 20th century, the genesis of philosophical and pedagogical views on agency of personality, in my opinion, was represented by a gradual expansion and enrichment of the semantic context of the concepts «agent» and «personality», which is the basis for the study of agency. It refers to 1) the agent of cognition (the emphasis is on mental activity and self-cognition) that implements the plan of God, 2) the agent of the action and activity that is capable of self-fulfillment on the way to unity with the Divine, and thus 3) anthropological principles of a holistic view on personality and consideration of the intentionality of its manifestations in the process of implementation of strategies for education and upbringing.

Main tendencies for interpretation of agency of personality in the Ukrainian scientific tradition of the twentieth century

It is important for me to mention that the end of the 19th century was marked by intertwining social transformation processes and attention to personality as their engine. Ukrainian socio-political situation helped to raise the interest in the process of nation creation, the revival of national education and determined prospects for considering the aspects of the activity, freedom, responsibility of the nation as a whole as well as each personality in particular, creating conditions for the development of the idea of agency of personality. At that time the anthropological concept of philosophical and pedagogical knowledge (K. Ushyn’s’kyi, P. Yurkevych) was a turning point on the way to understanding the agent nature of man in the integrity of one’s manifestations.

The 20th century became an important stage of testing for Ukrainian philosophical, psychological and pedagogical sciences, which was determined by complex processes of state building, science development, prolonged dominance of ideological approaches with their authoritarian system reviewing basic epistemological, ontological and axiological principles concerning consideration of the human nature and, ultimately, opportunities to modernize the theoretical and methodological background to the research of man and the world in general.

Philosophy got a new vector in scientific research due to changes in conceptual approaches to the definition of a system in which human existence unfolds and which it determines. The 20th century has been marked by active research in the field of philosophical anthropology. The
representatives of the Kyiv Anthropological School thoroughly analysed the stages of philosophical anthropology in Ukraine in the twentieth century. In particular, they defined those unique characteristics typical of each of them in the scientific understanding of agent manifestations of personality. It refers to 1) the cultural and philosophical phenomenon of the 1920s, which was called «Executed Renaissance» (the destruction of the Soviet regime those who promoted the idea of personal freedom, the right to national self-assertion, to national identity, the formation of individual identity of personality, that is particularly important for Ukraine which has long been the territorial part of empires), 2) «anthropological turn» of the 1960s. (P. Kopnin, V. Shynkaruk) and 3) a critical review of a number of ideological stereotypes, which determined rethinking of a number of concepts in philosophical humanities (late 1980s – early 1990s) [10, p. 11-12].

Transformation processes of the late 20\textsuperscript{th} century in Ukraine (including the reestablishment of independence in 1991) determined the search for new axiological orientations of human existence. That is why philosophical methodology had the need to understand personality that lives and fulfills in society, is ready to participate actively in the reformation of Ukrainian society, sees prospects of one’s own existence. The emergence of the «philosophy of education» was logical, as it ensures pedagogical understanding of the realities in the context of personality development, his/her creative self-fulfillment in the system of educational activities, liberalization and humanization of the educational process, formation of a new pedagogical theory.

Psychological explanation of an agent human nature had a similar way of its development. Because of the territorial disunity of Ukraine (in its current borders), up to the early 20\textsuperscript{th} century (and the western part of Ukraine – up to the 40s of the 20\textsuperscript{th} century), a considerable part of psychologists are identified by me with national scientific tradition on the basis of residence, birth or work. In addition, being a part of the Soviet Union also caused difficulties in identifying the intellectual history of the formation of knowledge about an agency of personality. However, despite this, one could argue that an interest in the man who immanently strives to exercise activity and is an agent in life, emerged in Ukrainian philosophical and psychological circles in the late 19\textsuperscript{th} century and influenced the formation of the educational theory and practice. The Ukrainian V. Zen’kovs’kyi has the «priority to formulate and develop the theoretical problem of the man as an agent in mental activity» [8, p. 167].
Special study, which analyzed, except Russian and Soviet academic studies, the formation of ideas about agency in the history of Ukrainian psychology, belongs V. Tatenko [8]. He identified both the directions of the research of man as an agent, and the researchers’ contribution to the development of the essential characteristics of his/her agent manifestations. Thus, attention is focused on the theory of mental development by H. Kostiuk, in which the child is presented as an agent, characterized by age-related characteristics and different levels of agency manifestations. It is noted that up to 1990s the «agent» issue was represented by only a few themes and small publications. Fundamental scientific investigations begin to appear during the period of Ukrainian statehood reconstruction. In particular, there were findings of the scientific research by M. Boryshevskyi (agent nature of the human psyche at different stages of ontogeny), T. Titarenko (a structural-genetic model of life-world of personality), I. Beh (the nature of volitional activity). In addition, there was an active study into specific aspects of the agent approach: Z. Karpenko (the issue of agency levels), S. Maksymenko (organization of training as a means of agent’s self-development in learning) [8, p. 205-212].

Progress of the scientific knowledge about the agent nature of personality could not but affect the development of the theory and practice of the organization of education, upbringing and development of the younger generation. Studies have shown that educational historians [9], supporters of democratic and humanistic principles of schooling of the early 20th century (V. Durdukiv’s’kyi, T. Lubenets’, A. Muzychenko, S. Rusova, Y. Chapeau et al.) pointed to the need to recognize children’s rights to self-development, their ability to be active in the process of learning.

Since the 20s of the 20th century education integrated with psychology, physiology and medicine concerning the views of the child and the search for methodological principles of education, upbringing and development. This resulted in a progressive study, which emerged in the science and practice of organization of school environment – paedology. However, its development and findings prevented the Soviet government from introducing the main ideological principles and forming the image of the new man – the builder of communism, that is why paedology was criticized and banned.

Pedagogical science and school of the 1930s – 1950s was going through difficult times. However, due to the devoted work of teachers and scientists, Ukrainian pedagogical ideas developed, but as a part of Soviet culture. The vector of the agent characteristics of the child was not
sufficiently represented, though it was not rejected.

Since 1958, the «Khrushchev thaw» provided «a powerful incentive for the creative intelligentsia to develop ideas inspired by personal choice, one’s own interests and needs» [9, p. 4]. If school practice was characterized by the dominance of dogmatic postulates and evaluation of a pupil as an object of influence, pedagogical ideas, vice versa, developed and varied. According to O. Voznjuk, man-centered principles of young people’s upbringing in the system by V. Suhomlyns’kyi which was formed in 40–60-ies of the 20th century, may be qualified as «humanistic personality pedagogy of joy» [2, p. 119].

By 1985, according to research by O. Suhomlyns’ka [9], a pedagogical science experienced a stage of competition for the democratic development which resulted in the pedagogical movement called «the pedagogy of cooperation», the need to establish the agent-agent principle of education.

Rebuilding of the Ukrainian state (since 1991) opened prospects for further implementation of ideas concerning child personal development in the conditions of the educational process, ensuring an individual approach, taking into account a broader set of determinants of personality development. At the same time it contributed to the progress of scientific thought towards deepening research aimed to upgrade the educational situation, taking into consideration the current stage of scientific vision of personality in its manifestations of the agency.

However, we cannot state unambiguously, that in certain periods of the Ukrainian school development the content and procedural aspects of education and child upbringing were clearly interpreted. Traditionalism, dogmatism and progressiveness did not just follow one after another, they grew up both in the conditions of state regulation regarding the educational process and its main principles, and in the views of those who actually taught and brought up pupils.

Conclusion. The study of intellectual history is a complicated process. Only the use of synthesis, a multi-science approach to the research program can ensure a detailed analysis of the phenomena under investigation. In this context, the development of the idea about the agency has been presented by us in the tradition of philosophical, psychological and pedagogical knowledge.

The use of the interdisciplinary and sometimes the cross disciplinary approaches makes it possible to identify various scientific models of cognition and understanding the concept of «agency of the pupil’s personality» in the scientific discourse of the 20th century, to identify
similarities and/or differences in the determination of interpretation strategies concerning the phenomenon of the Ukrainian science. Integration of the content and instrumental possibilities of philosophical, psychological and pedagogical aspects of understanding pupils’ agency leads to the conclusion that there is external discreteness (while maintaining internal continuity) in the development of the systems ideas about the agent nature of personality in the process of education, upbringing and development.

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Abstracts

OLENA HALIAN. Filozoficzny i psychologiczno-pedagogiczny aspekt uzmysłowienia podmiotowości osobowości w dyskursie naukowym XX w. Artykuł aktualizuje potrzebę badań teoretycznych nad historyczno-pedagogicznymi fenomenami w dyskursie międzydyscyplinarnym. Uwaga została zaakcentowana na podejściu (wszechstronnie) polinaukowym do badań nad historią formowania wyobrażeń podmiotowości osobowości ucznia szkolnego. Zdefiniowano filozoficzno-pedagogiczne warunki sensowności idei podmiotowości. Opisano dynamikę filozoficznego, psychologicznego i pedagogicznego sposobów interpretacji s podmiotowości osobowości w ukraińskim dyskursie naukowym XX stulecia, skonstatowano dyskretność zewnętrzną przy wewnętrznej spójności rozwoju systemowych wyobrażeń o podmiotowości osobowości ucznia szkolnego.

Słowa kluczowe: podejście interdyscyplinarne, historyczno-pedagogiczna rzeczywistość, podmiot, podmiotowość osobowości, naukowy dyskurs XX stulecia.

ОЛЕНА ГАЛЯН. Філософський і психологічно-педагогічний аспекти осмислення суб’єктності особистості в науковому дискурсі XX століття. У статті актуалізовано потребу вивчення історико-педагогічних феноменів у міждисциплінарному дискурсі. Акцентовано увагу на полінауковому підході до дослідження історії формування уявлення про суб’єктну сутність особистості школяра. Окреслено динаміку філософського, психологічного та педагогічного аспектів інтерпретації суб’єктності особистості у українському науковому дискурсі XX століття, констатовано зовнішню дискретність при збереженні внутрішньої безперервності розвитку уявлення про суб’єктну сутність особистості школяра.
ЕЛЕНА ГАЛЯН. Філософський і психолого-педагогічний аспекти осмислення суб’єктності особистості в науковому дискурсі ХХ століття. В статті актуалізована необхідність його усвідомлення історико-педагогічних феноменів в междисциплінарному дискурсі. Акцентовано увагу на полінаучному підході до дослідження історії формування ідеї суб’єктності особистості школяра. Охарактеризовано динаміку філософського, психологічного і педагогічного аспектів інтерпретації суб’єктності особистості в українському науковому дискурсі ХХ століття, констатовано зовнішню дискретність при збереженні внутрішньої неперервності розвитку ідеї суб’єктності особистості школяра.

Ключові слова: міждисциплінарний підхід, історико-педагогічна реальність, суб’єкт, суб’єктність особистості, науковий дискурс ХХ століття.

OLENA HALIAN. Philosophical, psychological and pedagogical aspects of understanding agency of personality in the academic discourse of the twentieth century. The article highlights the need to study the historical and pedagogical phenomena in the interdisciplinary discourse. The attention is focused on the multi-scientific approach to the study of the history of the ideas about the agent nature of the personality of a pupil. The paper outlines the dynamics of the philosophical, psychological and pedagogical aspects in the interpretation of individual agency in Ukrainian academic discourse of the 20th century, ascertains external discretion while maintaining inner continuity in the development of the ideas about the agent nature of the personality of a pupil.

Key words: interdisciplinary approach, historical and pedagogical reality, agent, agency of personality, academic discourse of the twentieth century.
Daniela PALASHCHAKOVA

New Trends and the Current State of Research in the Field of Human Capital

The question what determines the life success of an individual, including his success at the labor market, belongs to the most frequent research topics from the beginning of 1960s relating psychological, pedagogical, economic, social, legal and political sciences. These traditionally mutually competing disciplines connect the concept of human capital, which directly or indirectly has brought at least three Nobel prices to economy in search for the answer for this question (T.W. Schultz, G. Becker, J. Heckman) [7].

Currently the term “human capital” is relatively well established. In spite of this, returning back to the theories of the period when it was different and we discussed whether this term is meaningful at all, how to understand it, what is particular human capital, etc., makes sense. Such discussions often drew attention to some aspect or view-angle which makes sense even to current thoughts.

We generally define human capital (sometimes presented as humane capital) as knowledge, acquired abilities and learned competencies of an individual increasing his/her potential productivity and enable him/her to profit (e.g. salary, reward in any form) as an exchange for work.
Many empirical studies confirmed its positive influence on economic development as well as indirect positive impacts on the quality of life and society [14].


Empirical research of human capital did not have a strong empirical fundament from its beginning. Studies dealing with human capital were based only on the length of school education as “proxy” productivities of a worker for a long time (Mincer, 1970, 1974). [8] The attention’s been drawn to the problems related to this for couple of years (see e.g. DeLong – Summers, 1992) [3].

Later on, James Heckman drew attention to the seriousness of the problem as he indicated that an important component of human capital are not only cognitive skills, but even so-called “non-cognitive skills” (Heckman – Kruger, 2005, Heckman – Stixrud – Urzua, 2006) [5, 6]. If we let aside the objections legally suggesting that there are some influences and other aspects, including social capital, on the success at the labor market, as well as incomes (Granovetter, 1983, Coleman, 1988) [4, 2], thus more radical criticism of the theory of human capital came much earlier, from the economists who came with so-called “signal theory of education” (Spence, 1973, 1974, Stiglits, 1975) [16, 17, 18]. Both theories, theory of human capital, as well as signal theory of education, lean on respectable empiric evidence and we cannot refute any of them easily. Everything indicates, as it’s common within the field of social sciences, both theories are valid, as any of them cannot be absolutised.

Observing human capital indirectly by the level or the number of years of education was necessary in the period when the researches
directly observing knowledge and competencies were not available, i.e. by skill tests which we can assume based on theory and research that they really work as “capital”, i.e. they are the result of accumulation (family, school), while they represent valuable (appraised) potential which brings measurable profit in the process of assessment [7].

If we skip the observation of various components of intelligence (crystal, fluid) and students’ skills (namely, in international projects OECD PISA), no adequate competencies data were available till the end of the 1990s that could be considered as direct indicators of human capital.

The situation has rapidly changed at the end of the 1990s when OECD initialized, for that era, very ambitious project aimed to change these competences in the way enabling direct international comparison. It was an international research of functional literacy of adults – project IALS (International Adult Literacy Survey) executed in 8 countries (France, Netherland, Canada, Germany, Poland, Sweden, Switzerland and USA) in 1994 – 1996 followed by SIALS project (Second International Adult Literacy Survey) executed in 1997 – 1998. They were followed by ALL project (Adult Literacy and Lifeskills) in 2003 – 2008 realized in only 10 countries. Next one was OECD PISA 2009 project (Program for International Student Assessment) in which 65 countries of the world participated: all 34 OECD membership countries and 32 other partnership countries. Finally, PIACC project (Program for the International Assessment of Adult Competencies) joined by 24 countries and national regions: 22 of them were OECD membership countries and two partnership countries – Cyprus and Russian Federation. The list of the countries divided by two rounds of the survey is presented in Table 1. The survey was executed in 2010 – 2013. The data has been collected in 2014 and overall outcomes should be disclosed during 2016. [11, 12]. Many investigations and data have still not been disclosed. However, they are available on the webpages of PIAAC survey (http://www.oecd.org/site/piaac/) as well as immensely rich resource data of all membership countries that can be used for the research of many unanswered questions. It’s clear that significant milestone on the journey to a wider engagement of human capital, defined by observed competences, into the study of the success at labor market and life success generally, becomes PIAAC project.

Data for the analysis have been used from International survey of adult competences – PIAAC (Program for the International Assessment of Adult Competencies) with the task to observe and assess the level of basic skills necessary for the success in everyday life as well as at the
labor market. Research consists of economic and non-economic fields and brings completely new elements into the skills’ observation that enable to acquire the information on the effectiveness of educational systems which were not available yet. It consists of four categories of general skills:

1. Cognitive skills (reading, writing, mathematics, information technology);
2. Interaction and social skills (cooperation, work planning, communication and negotiation, customer service);
3. Physical skills (gross and fine motor skills);
4. Learning skills (instructing, learning, frequency and intensity of cognitive skills’ use).

Competencies of three categories have been tested on the adult population within the project: reading literacy, numeric literacy (numeracy) and ability related to the problem solving in the environment of information technology (hereinafter as “IT”). The total number of 157,000 respondents aged 16 to 65 joined this project. We drew the attention of our research mainly to a selected sample of respondents tested within Slovakia (5680 adults) in comparison to the Czech Republic. Within the research outcomes, we aimed to know whether the inhabitants living in the Slovak Republic are well prepared for filling the increasing requirements and whether they can compete internationally. Out of the original number of 1328 variables, we selected just the variables we considered as appropriate for the analysis of the skills’ resources based on the conception frames made by ourselves. We focused on the analysis of independence between incoming variables (variables describing the skills’
resources) and outgoing variable that is a score of literacy test included within the PIAAC survey research.

Selected research outcomes are presented in this part which we consider as the most important in the relationship to education policy. We do not deal with the aspects of the transition to labor market and work applicability of respondents, neither the use of competencies in employment and everyday life.

In Table 2, we present the outcomes of reading and numeric literacy and the outcomes of the problem solving in the technologically developed environment. The outcomes of reading and numeric literacy are presented in a range 0 – 500 points. There was a written alternative for electronic assessment in these fields and outcomes were processed in the same range. Thus, average outcome could be estimated for the whole population.

There was a different situation in the field of information-communication technologies (hereinafter as “ICT”). This assessment was administered only electronically and various group sizes of respondents had joined it in particular countries. An average of 9,3% of the adult population within OECD countries stated they don’t have any computer experience. Other 4,9% of adults did not have any basic computer skills meaning they did not pass the entry test of computer skills. 10,2% of adults decided to work on a written test without taking an entry test of computer skills. Therefore, outcomes were compared not through an average result, but through the ratio of adults who demonstrated high competency, thus reached certain pre-defined outcome.

As we can see in Table 2, adults from Finland, Netherland, Norway and Sweden achieved above-average outcomes in all observed spheres. Compared to Ireland, Poland and USA having under-average outcomes.

Slovakia has been ranked 8th among 24 compared countries in the field of reading literacy. This position achieved by outstanding above-average ratio of adults who ranked the 3rd degree within reading literacy. Slovakia having an average score (274) together with the Czech Republic (274) achieved the same, average outcomes. There is a weakness of the low number of people at the 4th and the 5th degree of reading literacy in Slovakia. If we make a chart of countries based on this criterion, Slovakia would place the 4th lowest position before Cyprus, Italy and Spain. Of course, the level of reading literacy is significantly related to the level of education, people of higher education achieve even higher average assessment and place the highest positions of reading literacy more often.
Table 2.
Overall level of reading and numeric literacy and the ability to solve the problems in technologically developed environment [12]

<table>
<thead>
<tr>
<th>Country</th>
<th>Reading literacy (average score)</th>
<th>Numeric literacy (average score)</th>
<th>Problems solving in the technologically developed environment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>273</td>
<td>269</td>
<td>34</td>
</tr>
<tr>
<td>Australia</td>
<td>280</td>
<td>268</td>
<td>38</td>
</tr>
<tr>
<td>England and Northern Ireland</td>
<td>272</td>
<td>262</td>
<td>35</td>
</tr>
<tr>
<td>Belgium (Flanders)</td>
<td>275</td>
<td>280</td>
<td>35</td>
</tr>
<tr>
<td>Cyprus</td>
<td>269</td>
<td>265</td>
<td>x</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>274</td>
<td>276</td>
<td>33</td>
</tr>
<tr>
<td>Denmark</td>
<td>271</td>
<td>278</td>
<td>39</td>
</tr>
<tr>
<td>Estonia</td>
<td>276</td>
<td>273</td>
<td>28</td>
</tr>
<tr>
<td>Finland</td>
<td>288</td>
<td>282</td>
<td>42</td>
</tr>
<tr>
<td>France</td>
<td>262</td>
<td>254</td>
<td>x</td>
</tr>
<tr>
<td>Ireland</td>
<td>276</td>
<td>256</td>
<td>25</td>
</tr>
<tr>
<td>Italy</td>
<td>250</td>
<td>247</td>
<td>x</td>
</tr>
<tr>
<td>Japan</td>
<td>296</td>
<td>288</td>
<td>35</td>
</tr>
<tr>
<td>Canada</td>
<td>273</td>
<td>265</td>
<td>37</td>
</tr>
<tr>
<td>Germany</td>
<td>270</td>
<td>272</td>
<td>36</td>
</tr>
<tr>
<td>Netherland</td>
<td>284</td>
<td>280</td>
<td>42</td>
</tr>
<tr>
<td>Norway</td>
<td>278</td>
<td>278</td>
<td>41</td>
</tr>
<tr>
<td>Poland</td>
<td>267</td>
<td>260</td>
<td>19</td>
</tr>
<tr>
<td>Austria</td>
<td>269</td>
<td>275</td>
<td>32</td>
</tr>
<tr>
<td>Slovakia</td>
<td><strong>174</strong></td>
<td><strong>276</strong></td>
<td><strong>26</strong></td>
</tr>
<tr>
<td>Spain</td>
<td>252</td>
<td>246</td>
<td>x</td>
</tr>
<tr>
<td>Sweden</td>
<td>279</td>
<td>279</td>
<td>44</td>
</tr>
<tr>
<td>USA</td>
<td>270</td>
<td>253</td>
<td>31</td>
</tr>
</tbody>
</table>

**Note:** Dark grey color states for the countries which placed significantly above an international average. Light grey color states for the countries placed significantly under international average. White color states for the countries significantly not differing from international average.
Slovakia placed the 7th position among 21 compared countries in the field of numeric literacy. This position achieved by significantly above-average ratio of adults who placed the 3rd degree of numeric literacy. If we organize the countries by adults’ ratio on the 4th and the 5th degree of numeric literacy, position of Slovakia would decrease from the 7th to the 11th position, thus to the level of the OECD average. Well, similar reality has been shown, even though less significantly, as in the case of reading literacy. Slovak Republic achieved the same, above-average outcome in numeric literacy with their average score (276) as well as Czech Republic (276).

The position of Slovakia (26%) in an international comparison of abilities of population to solve problems in technologically developed environment stays behind the average of OECD countries (34%). Just Ireland (25%) and Czech Republic (33%) left behind and do not differ much from international average. France, Italy, Cyprus and Spain did not participate in testing in the field of problem solving in technologically developed environment (this field was optional). The level of ability to solve the problems in technologically developed environment in comparison to reading and numeric literacy is related to the level of achieved education in less ratio.

Fundamental analytical strategy consisted in the comparison of the significance of observed competences in 24 countries which participated in the first round of PIAAC project. From the above mentioned overall outcomes, it’s obvious there are no significant differences among participating countries. However, we can observe significant differences within particular countries. In accordance with the objectives, we focused on Slovakia in comparison to Czech Republic in the selection of countries, because they have common historic context. The strength of Slovakia is a long-term ability to provide an average level of reading and numeric literacy of our population which took part in the third level of education. There are some weaknesses: long-term stagnation of the education towards reading literacy and long-term decrease in ability of educational system to increase numeric literacy of our population. Overall lack of an average level of abilities of our population to solve the problems in technologically developed environment (with the use of ICT) and low ability of the educational system to introduce high school and university graduates to the highest levels of reading and numeric literacy and the ability to solve the problems in technologically developed environment belong among the weaknesses too.
Acquired outcomes showed how legitimate are the fears of the decrease in the educational level of population in Slovakia and what the efforts to improve educational system should be like if we want to have young people ready for the life in today’s world better than their parents and to be more competitive in global labor markets.

PIAAC research should primarily report on how knowledge and skills achieved within an elementary education develop in further education, especially how they are applied in labor market and in the life of adults. In relation to elementary education, it’s also an excellent supplement to researches which are focusing on the students in their last years of compulsory education - project PISA. All acquired information (outcomes) of PISA study is analyzed regarding the education circumstances (determined by questionnaire) and elaborated from the point of view of OECD (e.g. final means are calculated only from the data of OECD membership countries). PIAAC enables to research knowledge and skills of high school and university education within an international comparison that is important for the consideration of educational system effectiveness and no other data are available in this field [21]. In spite of the fact that we often consider the PISA research’s outcomes as definite indicators of literacy and human capital of particular country, PIAAC research has indicated that competencies are definitely not completely formed in the age of 15.

Outcomes of the competencies observing the researches of adults presented in International report of OECD “Skills Outlook”, National report on PIAAC observation and technical works of professionals who deal with particular field, has clearly pointed out the fact that Slovakia cannot be satisfied with presented level of achieved competencies of adults. In order to improve in the field of life-long learning education, we recommended the following steps:

- Increase public investments in life-long education;
- Support personal and social benefits of informal education;
- Integrate employers into life-long education;
- Speak to minority groups (e.g. migrants, elders, convicts…);
- Provide the cooperation between participants working at different levels at the same time – creation of partnerships;
- Create an integrated system of life-long education.

We presented only a small amount of our investigation which resulted from the PIAAC research and our own researches performed so far in this article. We aim to work on deeper analyses in the following period of
time within the VEGA project as we want to contribute to the reflection of the state of life-long education and the setting of processes for its further improvement.

References:

Słowa kluczowe: kompetencje, kapitał ludzki, strategia, edukacja, umiejętności.

ДАНИЕЛА ПАЛАЩАКОВА. Нові тенденції та сучасний стан досліджень в області людського капіталу. Освіта і практичні навички взаємопов’язані мірила людського капіталу, які створюють умови для реалізації індивіда на ринку праці і для досягнення успіху у житті. Мета цієї статті – окреслити базові теоретичні основи щодо людського капіталу і, тим самим, визначити простір для емпіричного дослідження в означений області. Підсумувати базові результати в області компетентностей, освіти і людського капіталу в Словацькій республіці у порівнянні із Чеською республікою згідно із даними ОБСЄ-ПМОКД (Програма Міжнародної Оцінки Компетенції Дорослих). В основу статті покладено підсумки проекту VEGA 1/0961/16 «Економічні взаємозв’язки і перспективи участі Словацької республіки у фрагментації продуктової діяльності в рамках цінносного ланцюга».

Ключові слова: компетенція, людський капітал, стратегія, освіта, навички.

DANIELA PALASHCHAKOVA. New trends and the current state of research in the field of human capital. Education and skills
present mutually interconnected dimensions of human capital creating the assumptions for the employment of an individual at labor market as well as for his life success generally. The aim of this article is to show the fundamental theoretical scopes in relationship to human capital and identify the area of empirical research within the observed field. Other objectives are to resume basic results in the field of competences, education and human capital in Slovak Republic in comparison to Czech Republic in the light of OECD-PIAAC data (Program for the International Assessment of Adult Competencies). This article has been elaborated within VEGA project 1/0961/16 “Economic relations and perspectives of the membership of Slovak Republic in the fragmentation of productive activities within a global value network”.

**Key words:** competencies, human capital, strategy, education, skills
Herbert ZOGLOWEK

Back to the Nature?
The Role of the Nature in Learning and Personal Development

Introduction

This article is about nature and its influence and significance for learning and development. However, it is not an article, which is reflecting and discussing these three keyword – nature, learning, development – at large, or with general terms and theories. At the same time this article is in particular about Norway and the Norwegian relationship and understanding of nature, learning and development. The reason for this is that the nature and activities in the nature are so important in Norway, that the nature is therefrom highly institutionalized: there is, of course, a ministry of environment, but also each administrative county and each municipality has its own nature action plan, and, not least, the nature makes up a significant part in the educational system.

There are e.g. outdoor kindergarten and outdoor days in schools; there is a study program ‘outdoor life’ and there is special type of college, ‘folk high school’, which i.a. also have special study programs for outdoor
life and outdoor life activities. For to understand this really special approach to the nature, it is important to add one more keyword to the abovementioned, which is very relevant in this context, videlicet: friluftsliv.

**Approach and focus**

The article discusses the opportunities of the nature for human learning and development, pointed from a Norwegian perspective, where this relationship has found its special approach in outdoor life and outdoor life activities, called friluftsliv. To draw the attention to friluftsliv is, to put it in another way, to focus upon the Norwegian way of life and the special Norwegian lifestyle. Nevertheless, even if the reflection about nature and its significance on education are based on and derivated from the Norwegian system, it can be thought about, how this nature-related education maybe can be transferred in educational thinking in other countries, too. And this with a special view on the possibilities and limitations of the today’s educational technology.

The article is composed of two main parts: the first is a deeper introduction, explanation and dissemination of the term and the understanding of friluftsliv, which is a really special Norwegian created term and nearly not translatable. The view on friluftsliv will be largely in a socio-cultural and psycho-cultural perspective. The second part lastly has a sharper focus on a educational perspective and with its implications. How can nature contribute to promote learning and development, how friluftsliv deals with it, and how these ideas have been implemented and putting into practice, within the Norwegian education system?

**Friluftsliv in a socio-cultural perspective: a natur-oriented lifestyle**

A few years back, Nina Witoszek, the polish-irish-norwegian antropologue and researcher, has recognised the Norwegians as “Europe’s last nature tribe” (Gjesvik 1993:22). What does it mean? For the first, because of its large areal and the sparse-peopled of the country, Norway has a plenty of pure nature, and, independent wherever someone is living, he or she has always only a very short way to go into the nature. Moreover, the Norwegians not only have the possibility, they really use their possibilities to be in the nature. And for the second, the propinquity to the nature they have cultivated in a way, which gives their manner oftimes a mystic or sacred attitude. It is difficult for themselves to explain it individually; in general, they mostly simply refer to the national cultural heritage that they contain within themselves.

The roots may be can be found in the traditional life in this country, which always has been strong connected to the nature. Indeed, because of
its special geography and sparse population, the nature has and has had always a big importance in nearly all spheres of the country, the culture traditions and the society. Up to today Norway still has a lot of pure nature, and to live in company – that means both in cooperation, but also in fight – with the nature, can be seen and called a traditionally special Norwegian lifestyle, and can be looked upon as a formative part of the Norwegian culture. This special relationship to the nature, to be outside, and to be in the in the open air, and this feeling to be a part of the nature, the Norwegians call friluftsliv.

Literally speaking, friluftsliv means ‘free air life'; a common translation into English is ‘outdoor life': life in the open air, in the nature. Following are some explanations, different connotations, but also contents, which are given to this Norwegian phenomenon friluftsliv.

According to Witoszek, friluftsliv, the going into the nature, is a try to keep some of the qualities of traditional Norwegian life, which she has identified as the “basic elements in the Norwegian mythological world order” (Witoszek 1998:107):

“First, there is the clear idea that one does not gain life wisdom through social interaction but in a solitary encounter with nature in its most extreme form. Second is the importance of going outside, to travel into nature, to search for one’s real identity. The third point is that experience is not sought in cultural centers but out there, out in the unknown.”

(Witoszek 1998:107; in Bigell 2016)

All three elements open for interesting implications in an educational perspective. Especially, the topic of the third point, ‘experience’, plays an outstanding role in the main learning theory, in which the Norwegian education system is embedded. This point will be taken up later again.

Another explanation understand friluftsliv in the sphere of environmentalism, connected with an ecological ideology. This approach was mainly inspired and reflected of the Norwegian philosopher Arne Naess (1912-2009), who was a central person in the environmental movement, not only in Norway. He coined the term ‘deep ecology’, which argues for the inherent worth of all living beings regardless of their instrumental utility to human needs (Naess 1976). Nils Faarlund, the Norwegian pedagogue, mountaineer and friend of Naess, explains the elementary concepts of their friluftsliv philosophy:

‘Nature’ means the biosphere not worked upon by human beings. ‘Life’ means a nature-friendly lifestyle without competition and without technical assistance. ‘Life with surplus’ means engaging in physical
activities using one’s own bodily strength as it was the custom before the Modern Age (hiking, climbing, paddling, etc.) and without taking home anything one has gathered or caught (animals, fish, fruit, etc.). We found the basic principles of our definitions in the more or less unknown sciences at that time in Norway of ecology (nature-friendly lifestyle) and ethology / anthropology (life with surplus). We found the basic philosophical principles in the works of, among others, Spinoza, Thoreau and Ghandi (Faarlund 2007:78).

Werner Bigell, however, the German-Norwegian pedagogue, describes friluftsliv as an “interpassive ritual” (Bigell 2016). This means, on the one hand, that he joins with friluftsliv a “spiritual or existential dimension of culture”, characterized by certain forms of spaces and rituals, like a religion, “beyond servility and beyond consumer culture”. “In this sense, friluftsliv is analogous to a religion holyday, and nature turns into a church” (Bigell 2016). On the other hand he imparts that friluftsliv is emerged as a “reaction to industrialization and urbanization” (Bigell, 2016), a result of the changing of the life possibilities in the course of the industrialization, which also reached Norway, in a moderate way, in the late 19th century. Friluftsliv as a – in a way naturally – “reaction against the ideology of the industrial society” (Bigell 2016), with an interventional function between everyday life and outdoor life. This understanding of friluftsliv is obviously underlined in the insight that nature has value in itself (cf. Bischoff 2000). This point of view will then again have consequences for the educational perspective, too, and will be taken up later again in the following chapter.

Other, in a more educational perspective oriented explanation were maybe inspired of Fridtjof Nansen (1861-1930), the famous Norwegian scientific explorer, philanthropist and friluftslivirus-man. He was formulating already early in the last century a crucial critic of the ‘modernisation’ and was arguing for a ‘natural life’, a life in accordance with the nature (Nansen 1916/1940). He was convinced that nature shaped people and played a positive role in forming their character. Being close to nature and being in the countryside was important since, in his view, the development of society, with industrialization and life in conurbations, ran counter to harmonious and healthy human development, both physical as well as mental. In this sense, friluftsliv and physical activity could provide an equilibrium. His ‘Credo’ to friluftsliv was: “Friluftsliv is free, simple life in fresh air which restores to us the privilege of doing what man was always predestined to do” (Nansen, 1916/1940). In his ‘speech to the Norwegian
youth’ in 1921 he emphasized certain aspects of nature life such as deep impressions of tranquillity, beauty and uniqueness (Nansen 1916/1940), which still today have most importance for the Norwegian for to go out into nature (Odden 2008; Waaler 2013; Zoglowek, 2013). Soon, this perspective can be extend to an aesthetic, and further to an existential or spiritual dimension, which Abbey described thusly: “To go truly outdoors is to escape for a while the marrow limits of previous human experiences (the cultural apparatus) and to enter a world that is new, different, much greater, and of course largely incomprehensible” (Abbey 1994:185). The same reflections are lying back the thoughts of the Norwegian “friluftsliv-philosopher” Petter Wessel Zapffe (1899-1990), when he stated:

“Mountaineering is, by the way, not a sport. It is a Dionysian affirmation of life. It is human creatures meeting the wrinkles of anger in the face of the earth; but the purpose, people ask, what is the meaning, the aim? There is no meaning and no aim. Mountaineering is meaningless as life itself – therefore its magic can never die” (1993: 89, 92 in Bigell 2016).

On a final note, it can be said that friluftsliv is a searching and a longing for a natural life. Faarlund, the maybe most famous contemporary friluftslivs-activist in Norway, expresses this perspective in a pathbreaking formulation: “Free nature is the home of culture – friluftsliv is a way home” (Faarlund 2007:24). In the Norwegian view of life, nature and culture are seen as complementary, where nature is ‘the true home of culture’. In this way, friluftsliv is not something like Norwegian folkloristic characteristic, either a popular leisure activity for compensating the industrialized and stressful everyday life, but an important part of developing the own identity and of constituting a common national identity. Friluftsliv can be thought of as searching of a ‘natural life’, or, in a transferred sense, as a postmodern project of development and anchoring of both individual and national identity.

When we have a look on today’s traditional friluftsliv activities like harvesting (mushrooms, berries), fishing or hunting, so can we understand these as relics of old rural life. And when in wintertime we see the Norwegians in hundreds and thousands going on ski in the mountains and the forests, or in summertime going on walking tours in the forest, on canoeing tours on the rivers or on sailing tours on the seas, we can denote these as leisure activities. But also modern ‘sportive’ lifestyle activities as e.g. climbing, mountaineering, rafting, kiting or extreme activities as glacier tours or overnighting in snow and ice fall today within friluftsliv activities. What so characterizes friluftsliv?
As already mentioned, literally is friluftsliv ‘free air life’, but not all life in open air is friluftsliv. To be more exact, outdoor life means leisure activities in the nature that are simple, non-motorized, non-competitive and non-commercial. To underlie this very clear: the friluftsliv ideal excludes sport and competition, motorized traffic, and also health and monetary interests. Therefore, at the end of this chapter, it can be presented a definition of friluftsliv, which – despite all discussions – meets with broad approval:

“Friluftsliv is being outdoors and undertaking physical activities in the open air in one’s leisure hours with the aim of experiencing a change in one’s surroundings and encountering nature” (Miljøvern-Departementet, 1987; translation by the author).

Friluftsliv in a pedagogical perspective: a nature-orientated education

According to the indicated traditional relationship of the Norwegians to the nature, it is not difficult to understand that the nature, the activities in the nature and the attitudes towards the nature have a crucial meaning and importance in the education and school system, too. One, maybe the most important overall objectives in school is to provide and to carry on the understanding of the typical culture and traditions, which are connected with the nature.

The Norwegian education system is based on different traditions, but all these emphasize the importance of experience. Experience, in turn, is the crucial keyword in the theory of experiential learning. The theory of experiential learning is of the mind that many of knowledge, skills and learning results at all are not necessarily the result of greats of genius, but rather of a long series of minor improvements. Gradually, improving by trial and error and everyday practical endevour has led to success. Often there is lying something like tacit knowledge, which occurs through doing.

Experiental learning – the theory

The experiental learning theory is based on a fundamentally other view of learning as the most of other learning theories. Kolb (1984), who has given the most exhaustive description of the experiental learning theory, explains the term experiental by two reasons. The first point is the central role that experience plays in the learning process, and the second is to tie the intellectual origins of this theory to the work of Lewin, Dewey and Piaget – and at means, last also in a way on Dilthey (1919). This point should not be emphasized here more, but it will be underlined once more in the conclusion at the end of the article.

The four-stage cycle model of learning by Kurt Lewin (Lewin 1951)
puts the concrete experience in the beginning of a learning process. The immediate experience gives the possibility for observation and reflection, which can be assimilated maybe to existing concepts, so that a kind of ‘theory’ occurs. This anon opens for new implications, where actions can be deduced, and the new implications guide to action and thus to create new experiences (Kolb, 1984). With this, with the new experience the ‘learning cycle’ can start again.

John Dewey (1938), the second origin, has presented a model, which is quite similar to the Lewinian model, but it makes more clear and visible how learning in a dialectic process transforms the impulses, feelings and desires of experiences into higher-ordered purposeful actions (cf. Kolb 1984). Dewey explains the three steps in his model in the following way:

“\textit{The formation of purposes is, then, a rather complex intellectual operation. It involves: (1) observations of surrounding conditions; (2) knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information, advice, and warning of those who have had a wider experience; and (3) judgement, which puts together what is observed and what is recalled to see what they signify. A purpose differs from an original impulse and desire through its translation into a plan and method of action based upon foresight of the consequences of action under given observed conditions in a certain way. […] The crucial educational problem is that of procuring the postponement of immediate action upon desire until observation and judgement have intervened}” (Dewey 1938:69).

The third origin, at last, is Jean Piaget (1951; 1970). In his well-known four-stage model of cognitive development, Piaget explains the development with the dimensions of experience and concept, reflection and action. “\textit{Development from infancy to adulthood moves from a concrete phenomenal view of the world to an abstract constructionist view, from an active egocentric view to a reflective internalized mode of knowing}” (Kolb 1984:23). The learning process is a cycle of interaction between the individual and the environment – which in turn is quite similar to the learning models of Lewin and Dewey. According to Piaget, the key to learning lies in the mutual interaction – in Piaget’s terminology in the process of ‘assimilation’ and ‘accommodation’.

Based on and reflecting of the thoughts and main conceptualizations of Lewin, Dewey and Piaget, Kolb has extracted the following main characteristics of experiental learning (Kolb 1984):
Learning is best conceived as a process, not in terms of outcomes;
Learning is a continuous process grounded in experience;
Learning involves transactions between the person and the environment;
Learning is the process of creating knowledge.

The summing up of the characteristics leads to a concrete definition of experiential learning: “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb 1984:38). Figur 1 illustrates Kolb’s “model of the learning circle” (Kolb 2000). Knowledge has to be seen as a process, where new experiences are built upon something, which already exists. Noticeable is that the pupil, the learner, is set in the centre, because it is the learning person, who is active searching and acting. This point of view underlines the individuated character of experience and by association of experiential learning.

Fig.1: Kolb’s learning circle (Kolb 2000, 487)

**Friluftsliv – a varied learning field in the nature**

From time immemorial, the experience of and in nature has been of central importance in the Norwegian *friluftsliv*. Nils Faarlund describes experience as the very core of *friluftsliv* (Faarlund 1974), whereby the
joining or connective element between experience and friluftsliv is precisely the nature. Nature as such offers always an unexpected wealth of experiences. The holistic approach in friluftsliv that means experience with the body, with mind and with emotion, gives the special meaning and importance to the experience in the nature. Therefore, the natural environment and the nature-related outdoor activities are considered as an important learning area. Moreover, this pertains not only in the subject friluftsliv, but also in other fields and learning subjects.

Today’s friluftsliv includes a wide range of outdoor activities, ranging from simple walking tours and orienteering over to canoeing and sailing, furthermore cross country skiing and alpine climbing, and to dog sledding, overnight in self-dug snow cave and mountain rescue. The theme ‘living in and with nature’ takes on the centuries-old traditions of human struggling in nature for to survive. However, the learning subjects are not only physical abilities and skills for to survive, for to master physical challenges or for to brave the body, at the same time it is also about to get knowledge about the own body and the own abilities, and hence to grow up in the own personality. The challenges of and in the nature open another way and quality of knowledge to everybody, and therefore the nature is very well convenient for individual learning and development.

Maybe friluftsiv in school can be regarded as a mere entertainment when pupils participate at a friluftsliv tour, planned and arranged by the teacher or the school administration. Indeed, such a routinely performed activity has nothing to do with experiental learning, it is not more than a disruption of the normal school day. However, such an experience event can be quite a learning situation, if the more or less passive participation becomes to a physical or mental challenging and active participation. In the moment when an active involvement in the planning and realization comes into the activity, tasks and learning opportunities will take up. With other words, the experience gets an educational character. Tasks and challenges within and with nature can lead to new insights, new knowledge and new skills.

Pine and Gilmore (1999) has described experience in a four dimensions model. With the help of the four dimensions active participation, passive participation, absorption and immersion, they define four realms of experience: entertainment, education, escape, and aestheticism. All combinations of the dimensions and each realm can contribute to learning and personal development, because according to Kolb (2000), the experience is the springboard or initial point for the learning circle.
For one the education realm can be the releasing factor, for another one the entertainment, the aesthetic moment, or the escaping moment, which gives the initial spark, the ‘kick’ for an individual experience. For example climbing: for one person it can be experienced as a very dangerous situation, which gives certain thoughts about the finiteness and the coincidences of the life (an epiphany); for another person, it can be experienced as a big personal achievement, which gives pride and self-confidence (an unforgettable experience), or, at last, for a third person, it can be perceived as a horror scenario (a traumatic event), which is to escape.

‘Out-of-school learning’ – a varied learning method in the nature

‘Out-of-school learning’ or ‘outdoor learning’ – the English translation of the Norwegian term uteskole – is a learning and working way, where the teaching activities are moved from the classroom to other places, e.g. pupils learn about nature in the nature, about society in the society, about factories in factories. Out-of-school learning takes serious the demand about to combine the teaching-learning process deeper and clearer to the concrete experiences of the pupils, and that the pupils should have a more active role in their own learning and development process. Out-of-school learning gives room and possibilities for authentically learning, because it gives first-hand experiences and is context-based, that means that pupils learn about real things in the real situation. In addition to this concrete learning with all senses, out-of-school learning has the advantage that the pupils are much more active, especially physical active, they are learning better in social cooperation, and they are learning implicit much more than the ordinary planned subject (cf. Jordet 2003).

The idea of outdoor learning is based on that learning occurs first and foremost by stimulation of one or more senses: the visual (sight), auditory (hearing), the tactile (touch) or the kinesthetic (movement) sense. Pupils have different ways of learning. Teaching methodology should therefore be mostly tied up with facilitating learning activities, so that pupils can learn by using their strongest senses that means to experience the learning subject. Only some pupils learn best through auditory sense that means theoretical and therewith ‘cognitive’, while both tactile and kinesthetic learners learn better through movement and experiences. Very few young people prefer to sit still long, and for many is exploring activity very important for motivation. Many pupils prefer therefore informal and experiential learning environments. The keyword for out-of-school learning is integrated or holistic learning. Holistic coherences should be
discovered, complied and elaborated holistically. For this idea of learning, the nature provides many varied possibilities. Being in the nature, the movement in the nature, the discovery in the nature will start off a higher readiness for learning, and activate learning processes in a natural way. In this context, central thoughts of the experiential learning theory show to advantage, as e.g.

Outdoor activities stimulate the children to use all senses, to discover, to ask, to explore, to wonder and to experience;

Outdoor activities build upon children’s interests, experiences, fantasies;

Outdoor activities encourage to cooperation and community (cf. Jordet 2010).

The varied sensory motor impulses in outdoor education give pupils’ knowledge bodily, experiential and emotional roots. Learning gets in this way a “richer content”. Outdoor education provides a better basis for pupils’ academic learning, provides a convenient way to establish better communication between pupils experienced world and the school’s academic content. These contents pupils meet today preferably in a text-based and symbolic form, not just in books, but increasingly also through mass media and through net-based, which means very often in a ‘second hand’ version. Outdoor education represents an important and necessary experience based corrective to this abstract representation by learning directly, at ‘first hand’ (cf. Jordet 2010; Zoglowek 2016).

Conclusions

Both the official curriculum in Norway and the widely publicized school practice are unanimous in their positive evaluation and orientation of the experience concept. However, it is also to see a gap between the theoretical expectations and requirements and the results of learning reality. In contempt of numberless reports about accomplished approaches and successful examples, it is necessary to say that empirical evidence on the effectiveness of experiential learning and especially on the transfer of learning from experiences is still pending. However, maybe we have to accept that it is not possible to come to a more reasonable inquiry of the complex process of learning.

When we are following triad “experience – expression – comprehension”, in which the German philosopher and pedagogue Wilhelm Dilthey (1833-1911) condense the pedagogical relevance of ‘experience’ (Dilthey 1919), and furthermore the operationalization of experience in the ‘learning circle’ of Kolb (2000), we will find good arguments to use and to believe in this learning theory. The crucial
demand and challenge for the teacher, however, is the ‘creation’ of experiences.

However, here is to emphasize that the main attention is not to create a good experience, but to use special moments for to make them to an experience. The deciding moments for the efficacy of experience in a learning process are at last reflection and interpretation, and therewith experimentation and motivation for further learning – according to and in intention of Kolb’s ‘learning circle’. Not the experience as such gives necessarily learning processes, but the way, how the experience occurs. That means how it is arranged, presented, combined and reflexive worked on, because, finally, the reflection of the experience opens the possibility for internalisation, for understanding and new knowledge (cf. Zoglowek 2009, 2016; Zoglowek & Rolland 2009).

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**Słowa kluczowe:** natura, nauka, rozwój, friluftsliv, doświadczenie, Norwegia.

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**Ключові слова:** природа, навчання, розвиток, friluftsliv, досвід, Норвегія.

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ГЕРБЕРТ ЗОГЛОВЕК. **Назад к Природе? Роль Природы в процессе обучения и личного развития.** Является ли природа все еще актуальной концепцией образования в современной системе обучения и развития? В работе рассмотрена роль природы в обучении и развитии. В качестве примера взята система образования в Норвегии, стране, которая традиционно живет в тесном контакте с при-
HERBERT ZOGLOWEK. Back to the Nature? The role of the Nature in learning and personal development. Is the nature still a relevant educational concept in the modern growing up system? In the paper will be discussed the role of the nature in personal growing up and development. It will be exemplified with the educational system in Norway, a country, which is traditionally living in close touch to the nature. Two concepts or pedagogical approaches will be presented, which are significant for the Norway: the first is friluftsliv, which means something like “outdoor life”, a special, but very typical lifestyle in Norway; the second is “experiential learning”, a learning theory, mainly elaborated by Kolb (1984; 2000), which considers experience as the central and initiating moment for learning. After presentation and discussion of these two concepts, the paper will also show the role of the nature in the Norwegian education system. 

Key words: nature, learning, development, friluftsliv, experience, Norway.
3.
THE EMPIRICAL FOUNDATION OF PSYCHODIAGNOSTICS AND HUMANITIES RESEARCH

EMPIRYCZNE PODSTAWY PSYCHODIAGNOSTYKI I BADAŃ W DZIEDZINIE HUMANISTYKI
Personality Resources of Future Specialists’ Self-Regulation in Their Professional Adaptation

Introduction. The development of an effective system forecasting success in professional adaptation has always been one of the most urgent problems in modern professional psychology which needs to be solved. This determines the relevance of doing research aimed at developing models of psycho-physiological and individual psychological characteristics of the agent at work, allowing to identify predispositions to the development of adaptive or maladaptive state of behaviour at the early stages of professional activity.

One of the important personality characteristics which ensures future specialists’ adaptation to the conditions of professional activity on the stage of professional development is personality resources, where personality, personal and psychological resources are defined by the researchers as the key ones. It is the need to study personal resources governing individual
Overview of the publications on the topic. Personality resources are often called a person’s striking feature, or those properties that a person refers his/her own strengths to [3]. According to I. Rybkin, personal resources include high self-esteem, emotional balance, confidence and leadership, autonomy and internality, responsibility, commitment, adaptability and psychological flexibility [18, p.55]. Personal resources described by S. Hobfoll are divided into external (social) and internal («spiritual» and psychological). O. Shtepa considers psychological resources as a person’s individual existential possibility revealed in striving for self-determination. Among them are the following: confidence, kindness to people, help for others, success, love, creativity, faith in goodness, desire for wisdom, self-improvement, self-fulfillment in the profession, responsibility etc. [21].

The division of resources into personality, personal and psychological ones, in our opinion, are a bit far-fetched and artificial. After all, are the concepts of personality, personal, psychological so different that you need to separate them? The answer can be found by scientists through analyzing different views on the concept of personality. Thus, in psychological literature personality is interpreted as a systems individual property; a mode of human existence, a certain kind of property, condition or manifestation; a special human formation; dispositions due to which people behave consistently in everyday situations; a set of psychological traits; a combination of tendencies and characteristics of a person affecting the current situation of his/her functioning; the peak of mental development of a person and simultaneously the highest degree of self-regulation [11].

As we can see, the following points are important in understanding personality: it is a systemic property of a person; it is a deep intrinsic characteristic of a person; it is the essence that defines stable forms of human behaviour; a result of development that depends on biological heredity; a stable, well-composed psychological structure; a certain combination of psychological characteristics with some peculiarities of behaviour. So, all these definitions of personality reflect individual characteristics of a person with all his/her psychological resources. The only difference is that a given resource ensures effective professionalization of an individual in its own way. The only thing we agree unequivocally on is that psychological resources of the personality is awareness of one’s own opportunities, which is the potential for creative self-revelation and self-development in
one’s profession [21].

On the other hand, speaking about professional formation, we come to its understanding through the prism of individual adaptation to future activity. It refers to the acceptance of the conditions in which one has to work, and the difficulties to face. Under such circumstances the human capacity to cope with these challenges is of primary importance. In our opinion, it is the ability that should be noted as the term «personal resourceness» that includes «... functional structures of the biological nature of personality (innate inclinations of mental qualities), functional structures of the social nature of personality (knowledge, capabilities and skills) and functional structures of the social and spiritual nature of personality (world outlook, beliefs, faith, values, dispositions)» [16, p. 24].

However, we assume that personal resources regulate adaptive processes related to the future professional activity. This theoretical analysis of studies on professional adaptation aimed to check our assumptions is the purpose of this publication.

**Presenting the main material.** Professional adaptation, in our opinion, should be considered as part of the social and psychological adaptation. That is why professional adaptation is defined as compliance of individual characteristics and capabilities with requirements of one’s professional activity, that is concordant with the concept of professional suitability (V. Bodrov [4], E. Klimov [10], I. Zimnjaja [8]). In a narrow sense, professional adaptation can be seen as a stage of becoming a professional, in which an agent assimilates (internalizes) professional standards, methods and means of professional activity in a certain field. However, the final result of successful adaptation depends largely on individual psychological characteristics that make up a personal adaptation, resource that is required to carry out further effective professional activities.

German psychologist K. Leongard believed that every person has a certain natural tendency [14]. It (the tendency), in his view, interacts with the chosen profession. In particular, a person often chooses a particular profession because it meets her/his individual inclinations and abilities. The results of modern studies have shown that individuals who do not have professional experience but just feel the need to engage in this activity, show tendencies (often unconscious) that underlie this choice and have professional importance [20, p. 283].

Professional adaptation is the process of the personality’s active assimilation of a role, developing qualities and skills in order to optimally fulfill the role requirements. This is the process of change, restructuring
personality through correlation between personality features and the requirements of the social environment. Its content is assuming a new social role and working conditions, and the goal is to achieve the dynamic equilibrium between interacting parties, which is the basis for the personality’s transition to a free, creative, transformative activity.

The phenomenon of professional adaptation has attracted the attention of many researchers [1]. Thus, for O. Borisova, it is «identification» of personality with a profession, that is a fusion of the personality and a profession in which typical features acquired by the personality begin to manifest themselves in all other spheres of life and determine the relationship with reality. It is mastering and adoption of professional conduct standards and professional communication, understanding the meaning of the profession and involvement in it [5]. A. Nalchadzhian considers adaptation as professional mastering one’s individual official status, professional role and conditions for its implementation in a new professional situation [17]. And I. Karelina sees professional adaptation as the process of balancing a person with the professional environment that results in a dynamic equilibrium established between a person as an agent of work and the professional environment that includes the object and the subject of work, the purpose of work, professional tasks, means of labour, physical and social environment that are included in the labour process [9].

In general, the position of the above mentioned researchers coincides as to the understanding of the phenomenon of professional adaptation. Professional adaptation is defined as a process of inclusion, participation, engaging in a new professional social environment, the convergence of internal norms of personality and a professional group, assimilation of new specific working conditions, sharing value orientations within the profession. With this in mind, in order to study professional adaptation we should consider two groups of factors: external and internal ones in relation to the agent of adaptation. External factors include peculiarities of the content, nature and conditions of professional activity, and internal ones include psychological characteristics of the agent of professional activity.

Professional adaptation as part of social and psychological adaptation can be considered as a dynamic process and a result, as a phase of entering the professional group. Thus, T. Kudrjavcev writes that «professional development is not a short-term act which merely covers the period of education and upbringing within the walls of one of the professional schools. This is a prolonged process, which consists of
certain stages: formation of professional intentions, professional training, professional adaptation, partial or complete fulfillment of personality in the profession. Transition to each next stage is laid up in the preliminary one and accompanied by a number of contradictions in the agent, and often crises» [12, p. 7]. Professional adaptation will be the final stage of mastering the profession and largely determines the success of the employee in the future.

According to A. Markova, professional pathway consists of several stages: adaptation, self-actualization, mastery, creativity, mastery in several professions in projection of self as a personality (formation of previously missing qualities) [15]. The stage of adaptation to the profession presupposes, in terms of the author’s viewpoint, original adoption of the rules in the profession given outside, or a reference model of a successful specialist (requirements for the results and methods of work, the rules of social interaction in the profession, the necessary psychological qualities).

Completing the stage of self-actualization shows that a person is aware of one’s own professional capabilities of meeting professional standards, and it marks the beginning of one’s own self-development by means of one’s profession. At the stages of mastery there is harmonization of a person and his/her profession, reaching high standards of one’s profession. The stages of creativity, mastery in several professions and the projection of self as a personality (formation previously missing qualities) characterize further professional formation of a person as a professional and are the stages of a higher level of professional development – «superprofessionalism» [15].

Je. Zeer identifies a number of stages of professional adaptation. The first stage is entering the profession or primary adaptation to professional activity and a new social role. Primary adaptation is characterized by radical restructuring of the personality psychology, it requires mobilization of all internal resources and is accompanied by mental stress. The second stage is associated with the active development of professional activity and role behavior, which is characterized by the search for the most appropriate ways to meet professional standards and requirements. The third stage refers to secondary adaptation, accompanied by «professionalization» of mental processes and properties, active formation of professionally important qualities of personality, acquisition of individual experience in performing professional activities [7].

So, researchers in psychology of professional activity consider the stage of adaptation as the initial stage of professionalization, in which people consciously or unconsciously learn standards of their profession
which are set outside the profession and which are necessary for further formation of an individual style of professional activity, further improving oneself as a professional.

The role of psychological adaptation to the professional activity increases with the greater importance of this activity. This will affect self-actualization of personality. An adapted or balanced, harmonious personality is characterized by a complete balance of tendencies to self-realization, high self-control that ensures regulatory compliance with the environment. Maladapted personalities either demonstrate a significant predominance of egocentric needs over the need to respect standards of society, or, vice versa, they have an excessive focus on external evaluation, which prevents the realization of their abilities. The stronger the character and individuality is, the greater stress is on the function of controlling and regulating systems that keep the balance [20].

In the professional field discrepancy between the demands of the professional environment and a person’s opportunities causes an intrapsychic conflict. It arises from the need to choose between the two adaptation strategies: preserving the mental balance, by refusing to achieve significant professional results or achieving these results with greater mental stress at the cost of one’s own mental and physical health. Regardless of the choice of adaptation strategies, the intrapsychic conflict is caused by the needs equal in strength but opposite in direction. This conflict prevents the realization of one of the competing needs and contributes to frustration, which, when prolonged, can cause mental maladaptation [2]. Therefore, to achieve the greatest adaptability to the conditions of professional activity a person needs a set of psychological characteristics that provide optimal balance between his/her capabilities and requirements of the profession.

Professional adaptation researchers distinguish different personality resources which, in their view, professional psychological adaptation depends on. However, sense formations are traditionally regarded as the center of the personality’s psychological resource hierarchy. Only the thing that has sense (value) for a person can motivate him/her to achieve goals. The reflection of the values and senses that a person is attached to his/her profession, needs and motives that a person satisfies in the profession, strategic objectives sought by realizing oneself in the professional field is orientation. Value and sense formations as a content aspect of orientation are the most important regulators of life and human activities, including professional ones. On this occasion, S. Rubinstein wrote that «... the value
of objects and phenomena and their sense for a person is what determines his/her behaviour» [18, p. 97].

I. Karelina assigns the main role of motivation (besides ability, activity, emotional stability, extraversion-introversion) as the main stimulator of professional activity, as well as self-assessment – the key mechanism of self-regulation, which provides a high level of effectiveness and reliability [9].

V. Lebedev considers the phenomenon of professional adaptation at three levels: need-motivation, functional and communicative. The state of maladaptation, from the author’s viewpoint, is characterized at the need-motivational level by the decrease in interest and motivation in the profession. At the functional level, this is manifested by the decrease in the ability to work, and at the communicative level – by the loss of communicative ability to interact appropriately with others. Depending on the frequency of such manifestations and their stability V. Lebediev proposes to speak about partial or complete professional maladaptation (under the condition of stable manifestation of all the mentioned elements) [13].

Different professions have their leading resources that ensure the success of adaptation of personality. For example, successful adaptation of investigators in prosecution is ensured by the following individual psychological characteristics as intellectual productivity, adequate high self-esteem, frustration tolerance, leadership, perseverance and the ability to assimilate the positive and negative experience of communication [6]. For the profession of a psychologist it is important to have the desire to help, a steady self-esteem, well-structured, trained thinking, well-developed observation, empathetic communication and so on. It is a high emotional potential and psychological development that enables a psychologist to engage in solving other people’s problems without projecting one’s own. The profession of a doctor, accompanied by the presence of various stress-related situations, which are connected with the content of work and the system of relations that occur in them, requires resources that would help to cope successfully. These resources include emotional lability, stiffness, and the desire to distance oneself and suppress negative responses.

Summarizing the ideas of the above mentioned authors, we can say that the more developed certain psychological characteristics meet professional requirements are, the better and faster the adaptation period in the profession is, and it is a prerequisite for success in the future professional activity. And vice versa, inadequate development or absence
of a particular set of psychological characteristics makes the period of adaptation more difficult, which could lead to a permanent state of psychological maladaptation.

**Conclusion.** So, the considerations presented in the paper give the opportunity to make some generalizations. Personal resources are one of the important characteristics of personality, which ensure professional formation of future specialists. The most important personality resources for professional activities are: special skills (especially those in the cognitive-emotional sphere); personality peculiarities; understanding of the professional sphere, namely the degree of awareness of the motives, objectives and constraints in professional activity. They are particularly important at the stage of entering the profession, providing a regulatory function during personality’s adaptation to the conditions of professional activity. One of the objectives of the professional psychological selection should be identification of future adaptation resources in future professionals. That will ensure successful fulfillment of future professional responsibilities and achievement of the required level of skill.

**Prospects** for further research should be the study of psychological mechanisms that form the basis of personality’s professional adaptation, identification of preconditions for the development of maladaptive behavioural states at the stage of preparation for the professional activity.

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Abstracts

IHIR HALIAN, ANDRII HALIAN. Zasoby osobowościowe samoregulacji adaptacji zawodowej przyszłego specjalisty. Artykuł skoncentrowany na zdefiniowaniu adaptacji profesjonalnej przyszłego fachowca. Regulatorami profesjonalnej adaptacji, związanej z przyszłą działalnością zawodową występują zasoby osobiste. Autorzy stwierdzają, że zasoby psychologiczne pochodzą z doświadczenia uświadamiania sobie własnych możliwości. Owe doświadczenie staje się bodźcem rozwoju osobistego w zawodzie.

Słowa kluczowe: adaptacja, dezadaptacja, adaptacja zawodowa, zasoby osobowościowe, samorozwój osobowości.

ІГОР ГАЛЯН, АНДРІЙ ГАЛЯН. Особистісні ресурси саморегуляції професійної адаптації майбутнього фахівця. У статті описується сутність професійної адаптації майбутнього фахівця. Вказується, що регуляторами адаптаційних процесів, пов’язаних з майбутньою професійною діяльністю, є особистісні ресурси. Констатується, що психологічна ресурсність особистості грунтуються на досвіді усвідомлення нею власних можливостей, який стає потенціалом для саморозкриття та творчого саморозвитку у професії.
ИГОРЬ ГАЛЯН, АНДРЕЙ ГАЛЯН. Личностные ресурсы саморегуляции профессиональной адаптации будущего специалиста. В статье описывается сущность профессиональной адаптации будущего специалиста. Указывается, что регуляторами адаптационных процессов, связанных с будущей профессиональной деятельностью, являются личностные ресурсы. Констатируется, что психологическая ресурсность личности основывается на опыте осознания собственных возможностей, который становится потенциалом для самораскрытия и творческого саморазвития в профессии.

Ключевые слова: адаптация, дезадаптация, профессиональная адаптация, профессиональное становление, личностные ресурсы, саморазвитие личности.

IHOR HALIAN, ANDRII HALIAN. Personality resources of future specialists’ self-regulation in their professional adaptation. The paper describes the essence of future specialists’ professional adaptation. It is claimed that the regulators of adaptive processes associated with future professional activity are personal resources. It is noted that personality psychological resources are based on the experience of awareness of one’s own opportunities, which is the potential for creative self-revelation and creative self-development in one’s profession.

Key words: adaptation, maladaptation, professional adaptation, professional formation, personal resources, personality self-development.
Introduction. Development of personality is connected with an identity formation and is a complicated process. It reflects an alternately change of successive stages that must pass in order to achieve psychological maturity. The formation of identity is one of the important tasks of development, since adolescence. One of the central identities is gender identity that reflects acceptance of women’s roles and behaviors (for women); adoption of male roles and behaviors (for men).

Formation of gender identity is an integral part of the individual self-acceptance, his subjective and psychological well-being. The article presents one of the approaches to the female identity formation in the process of relationship with a man. For women gender identity is found in taking their own femininity and acquiring behaviors and traits that traditionally are attributed to women such as: sensitivity, tenderness, sacrifice, compassion and others.
Formed femininity as one of the criteria of psychological maturity is a prerequisite for successful interpersonal relationships with the opposite sex, satisfaction with family life and the acquisition of adaptive social roles. The first stage of femininity development begins in the family, through observation of the social relationships of parents or other family members. However, the final stage of formation of femininity happens at the stage of building a successful relationship with the opposite sex.

Recent studies and publications

The article is based on E. Erikson’s theory of psychosocial development, which describes the stages of the individual development and the problems that can occur on the way to achieving identity. An important role in the investigation of gender identity takes the theory of C.G. Jung. It is considered in the context of archetypal behaviors, traditionally attributed to men or women and depicted in fairy tales, myths, and other types of folk art.

The purposes of the article

The purpose of the article is to study the psychological features of the development of female identity and analysis of the problems of its formation. The most successful way to achieve femininity and develop your gender identity can be found in the theory of C. G. Jung. It is based on analysis of mythological stories, tales and characters. Thus, the article analyzes the main problems of formation of femininity and how to overcome them using the myth of Cupid and Psyche.

The theoretical analysis of the concept of female identity and femininity

Femininity is reflected not only on the basis of physiological attributes for women, but also on the acquisition of social roles and behaviors that are considered as the characteristics for women at some stage of social development. So femininity in social psychological context, have two levels of development and formation: the first level is understanding of the social patterns and behavior peculiar to women, which emerged in society; the second - is actually female identity, acceptance (or rejection) by the woman of these social roles in their behavior and individual experience. Therefore, the social environment acts as a vector to the femininity formation of every individual woman at every historical stage of development. We dedicate a lot of time developing external features of femininity, leaving most essential aspects of women’s inner nature unidentified. Deep «femininity» remains out of frame because it’s hard to search and reveal the secrets of its development.
It is important to emphasize that the social representations of what is purely feminine in behavior, values and character and what is not, undergoes transformation depending on the stages of cultural and historical development of society. However, no matter what kind of femininity models are accepted at some stage, they are imprinted by people in fairy tales, myths, poetry and other forms of folk art [5,6].

C.G. Jung introduced the concept of archetypes as certain models or patterns of human behavior that are inherent in modern humans and representatives of ancient cultures. From the advent of writing, certain social standards of behavior were passed through from generation to generation, people began to attribute most expressive and repetitive behaviors to fantastic and mythical heroes. The essence of the characters’ behavior and scenarios were borrowed from life experience and modified from generation to generation. Lots of these patterns were apparently lost through the time, however, some scenarios of behavior are relevant for nowadays and withstood the trial of time. Thus, women’s and men’s behavior patterns can be discovered by analyzing the myths and tales that have survived to modern days [6].

C. G. Jung described differences between masculinity and femininity as fundamental. They manifest themselves in complete opposition. To describe the concept of femininity author introduces the concept of «Eros», and to describe the concept of masculinity - «Logos». «Eros» being the female principle in the theory of C.G. Jung is associated with motherhood, tenderness, weakness, emotionality, spirituality – those traits that are traditionally attributed to women. Instead, «Logos» being a masculine principle is associated with rationality, logic, commitment, activity, proudness. In spite of this «Eros» and «Logos» being described as opposites, they can simultaneously coexist in one person [5].

From a position of C. G. Jung every woman and man can be described with an energy of «Eros» and «Logos», but the amount of awareness and expression of each is displayed differently in men and women. A conscious part of the psyche of women - is «Eros», which has primal features of femininity. At the same time female psyche along with the «Eros» is full of masculine energy «Logos» which appears in the archetype of «Animus.» A conscious part of the man’s psyche is the «Logos,» but it has also unconscious feminine part, which is displayed in the archetype of «Anima». So in the process of femininity development, a woman must harmonize conscious (the female psyche) - «Eros» and unconscious (the male part of the psyche) – Animus [5;6].
The first and the fundamental mechanism of assimilation of the archetypal behaviors is acquired by a girl in primal family relationships. She observes the relationship of her parents from early childhood and identifies with the mother by learning her behavioral patterns, emotional reactions and traits. So the mother is responsible for the formation of «Eros» part of the woman’s psyche and the father – in her unconscious part «Animus». [5;6]

However, after separation of a young woman from the primal family, her femininity formation does not end, but continues in contacts with the opposite sex in the process of the development of intimacy. By engaging in a friendly or romantic relationship with a man, woman is experiencing and discovering the models of behavior that she received in relations with parents. Then some of these behavioral patterns are rejected as unnecessary or ineffective, while others are stabilized and rooted. Thus, femininity and female identity are revealed and fully developed only in a relationship with a man.

To explore this process we may apply the E. Erickson’s theory of identity. According to it, identity is reflected in the awareness of the individual’s own position on the social roles and conditions; it is the epicenter of human life cycle, because it defines the capacity for assimilation and internalization of social and personal experience of supporting its own integrity in a changing social environment.

We can naturally enable the development of femininity into the epigenetic theory of E. Erikson, whereby the formation of certain characteristics, qualities or properties follows the original plan. On each stage a certain feature or trait can be formed; the formation of this feature causes the crisis and transition to the next stage. E. Erickson described 8 stages of development, which are divided in the corresponding crises[2;3]:

Stage 1. Development of «basic trust vs. mistrust» (Hope). E. Erikson understood it as a trust to others and a sense that you are trusted. According to the author it is the basic trust which is crucial to the future sense of identity. Trust is related to the ability to take and accept as opposed to the skill to push away what is coming in the experience. Basic trust in the identity concept means that the person has a sense of equality «I am I».


Autonomy here is understood as the will to do «what I want and when I want.» At this stage a sense of self-sufficiency appeared, but it can be associated with a sense of shame and doubt if the function of self-control is diminished. However, the prerequisite for the sense of autonomy is a
basic trust, which was formed in the previous stage. Personality must be confident that her faith in self-sufficient behavior will not be threatened. Another important feature that is formed at this stage is doubt. It is manifested in the ability to see hidden and explicit side effects, negative and positive qualities of certain events; it is the ability to show distrust and suspicion to the facts that persons do not want to accept in their own lives. This step is essential in the formation of identity, because it is connected with the first separation and emancipation from the mother.

Stage 3. Development of «Initiative vs. guilt» (Purpose). At this stage a person learns to master a world around her/him, plans and executes some task. It establishes a degree of autonomy that enables to see oneself in social situations and roles and to choose life and career. The result of this should be a sense of initiative and activity. An important role in the development of identity here is given to an ability to understand their own goals and objectives, to take the initiative and activity towards them. Feeling of guilt may be developed when the undertakings do not produce expected results.

Stage 4. Development of «Industry vs. inferiority» (Competence). At this stage the assimilation of social norms and standards is occurring. The ability to develop self-discipline and execute social requirements is formed. Also a person can be overwhelmed by the need to design, create and be active in achieving the goals and objectives. If at this stage the person has no faith in own capabilities and has no social support, it may produce a sense of inferiority. What is happening at this stage is the coordination of internal autonomous desire and requirements, set by the social environment.

Stage 5. Development of «Identity vs. role confusion» (Fidelity). The most important in establishing identity is setting boundaries of the person’s own «I» with a clear differentiation of what is «mine» and «not mine.» It generates the ability to set person’s own goals, needs, values and push away ones of the strange, «not my» environment. A necessary condition of the formation of identity is a transition through the period of the crisis, which is reflected in the transformation of the internal structures of the mind and the emergence of some totally new composition that did not exist before. The formation of identity is impossible without-identity crisis. The crisis is reflected in the execution of certain mental tasks and overcoming the social problems on the new level. And this is a prerequisite for the development of the adaptive personal identity.

Stage 6. Development of «Intimacy vs. isolation» (Love). It is important to
look at the perspective from E. Erickson’s view of the crisis of intimacy, which manifests itself in social relationships with loved ones. Pure intimacy with the other person is possible only on the basis of the existing identity and understanding of the person’s individual boundaries of «I». So a woman (man) who has no personal female (male) identity can not establish a successful relationship with a person of the opposite sex or engage with them for a short-term period. Thus, the woman’s ability to create a relationship with a man is determined by the clarity of the boundaries of her personal «Me» and the ability to differentiate between «Me» and «not-Me». Another equally important element of intimacy for woman is distanciation, which is found in the willingness to alienate, isolate and destroy those forces and people that can be dangerous. This need is determined by the willingness to protect one’s boundaries and their own intimate space.

The author borrows the concept of genitality from psychoanalysis referred to sexual intimacy as a stage of development of identity. However, E. Erickson gives it a slightly different meaning – it is ability to find the balance between one’s own sexual need to possess, manipulate and intervene in the partner’s individual space. If genitality is not quite formed, it is manifested in: a) selfish attitude to the partner; it comes from the undeveloped identity at the previous stages – every part wants to know oneself using the partner; b) «genital battle», where each partner wants to defeat the other at different levels of functioning - physical, emotional or intellectual. When genitality is based on the developed identity it leads to partnership in couple, accepting of purely male or female behavior and a cooperation in achieving each other’s goals.

Stage 8. Development of “Generativity vs. stagnation” (Care) reflects the appearance of maturity. A mature personality, in contrast to dependent personality, has a strong need to feel useful. A person with established identity and intimacy is trying to discover the needs of others, to be attentive if others are in need and to support them.

Stage 9. Development of “Ego integrity vs. despair” (Wisdom). Only after passing through all the preceding stages, filled with the knowledge of themselves, supporting others and creativity, a person can reach a certain degree of integrity. E. Erickson refers to integrity as an emotional integration, pure trust in the mental representation of the past and the willingness to take the responsibility and initiative in the present (or power to resign it). The personality that reaches integrity is ready to defend its own lifestyle. If the ego-integrity is not formed, a sense of hopelessness
can be formed instead, which causes that death is not seen as an extreme limit of life and therefore it is not valued fully by personality.

Thus important in the context of the women’s psychology is the awareness of how the internalization of general social behavior patterns of each individual woman has occurred. Answers to these questions can be found in the theory of E. Erikson. The reflections of femininity at the social level can be discovered by analyzing the myths and people’s cultural heritage [2;3].

**Analysis of femininity development in myth of Cupid and Psyche**

Thus, femininity development occurs through reflection and understanding archetypal behavior of men and women’s psychological patterns in their relationships. That is why, if women are outside of social interaction with men, femininity development is complicated. According to analyze of Cupid and Psyche myth we can discover: the nature of female identity in gender communication; problems of femininity formation; ways of solving those problems by the female part of women’s mind being in harmony with the male part of it at the same time. Moreover, this myth is not only a proto-type and metaphor of femininity development, it could be naturally integrated into E. Erickson Epigenetic theory of identity formation.

The myth of «Cupid and Psyche» can be divided into several parts, which can symbolize stages of identity development:

- Part 1. Love of Cupid and Psyche
- Party 2. Violation of Trust and Cupid leaving
- Part 4. Psyche’s feeling of helplessness, which encourages her to action.
- Step 5. The first task: Sorting Out
- Step 6. The second task: the Golden Fleece
- Step 7. The third task: Crystal Flask
- Step 8. The fourth task: the Underworld Kingdom of Hades

At the beginning of the myth the Goddess of love Aphrodite noticed a young beautiful girl – Psyche. Aphrodite was frightened that Psyche would become more beautiful than the Goddess is. So she decided to use some trick toward the poor girl, she told her son (Cupid) to go to Psyche and make her fall in love with a terrible monster, what makes her become his wife [1;4].
**Step 1. Love of Cupid and Psyche.** While Cupid saw Psyche he was so attracted by her beauty that he accidentally wounded himself by his own arrow before hitting her. Then they both fell in love with each other and started to date secretly. Cupid was coming to Psyche every night. The basic requirement of the young God was that Psyche had no rights to see his face and their meetings had to be kept secret.

This stage symbolizes total trust to each other, total acceptance without any doubts. That relates to the first phase of development in E. Erickson’s theory «basic trust-distrust». At this stage, the most important feature of acceptance without doubts, checking or looking for new evidences is formatting. This episode reflects the first phase of romantic relationships when love and romance are encouraging lovers to be together and love each other without paying attention to shortcomings. Thus, at this stage of relations, lovers are indifferent to social values, social norms and internal standards. Therefore, the first stage of femininity development in relations is unconditional acceptance.

**Step 2. Violation of Trust and Cupid leaving.** On the next stage Psyche broke a promise to keep their meetings secret, so she told her sisters about dating with Cupid, who persuaded the girl to look at Cupid in the light. They scared Psyche by saying that Cupid is an awful monster, not God. The psyche being in doubt decided to test Cupid: she took a knife to kill him if he is a monster, and an oil lamp to look at him while he was sleeping.

She looked at him and discovered that he was really a beautiful God, hot oil fell on the Cupid’s body, the pain made him wake up and see his beloved with a knife in her hands. He was offended because of her distrust and as a consequence flew away to his mother – Aphrodite.

This episode is relevant to E. Erickson’s second stage of identity development called «autonomy, shame, doubt». Autonomy is shown in the part when Psyche starts to analyze the social situation in which her relation with Cupid exists, to pay attention to social evaluations, social norms and standards. So, she felt like she is losing control of the situation, her appearance with a knife symbolizes the desire to restore her control of the situation (as opposed to total trust). As a consequence of this desire, shame about expressing overcontrol appears.

**Step 3. Asking Aphrodite for help.** Finally Psyche realized that Cupid left her because of her distrust and desire to control the situation. She tried to commit suicide, but she suddenly met the god Pan (God of negative affects), who gave her a good advice. He told her that if she is really sorry,
she should ask for forgiveness and help of those who are ready to help and those who are in love. So she had to ask for help the goddess who punished her, taking her lover. This stage is compatible with the stage of «Initiative vs. guilt» by E. Erickson’s theory. So, pity of losing partner leads to the realization of true desire thus taking the initiative to correct one’s own mistakes. Realization and acceptance of own mistakes are achieved through feeling guilty and negative affect. It means that after realization of her mistakes, a woman should be able to: realize her true desires; ask for forgiveness. This stage of the femininity development can be called - initiative.

Step 4. *Psyche’s feeling of helplessness, disbelief in herself, which encourages her to act.* Psyche visits Aphrodite and the goddess give her four tasks that will prove that Psyche really deserves a Cupid love. Psyche encounters a sense of powerlessness and inferiority, but she gets over it and starts to do the tasks. This phase reflects the stage of «creation vs. inferiority» in E. Erickson’s theory. Because the way to creation comes through the recognition of oneself’s incompetence and inferiority in something. This is what stimulates creativity, changes and growth. With regard to relationships we can see that this stage refers to the recognition of her impotence by women and finding inner resources in order to return to a loved one: the development of essential feminine qualities. This stage can be called creation.

Step 5. *The First task: Sorting out.* The psyche had to sort out a huge pile of seeds and bring them all at the right place. When Psyche saw the amount of grain to sort, she panicked and was about to take her life away, but suddenly little ants appeared and helped her to do the task. This step can be compared to Erickson’s stage «Identity vs. role confusion». So to find harmony with herself and a man in a situation of conflict, she should first be aware of herself, differentiate her inner feelings and thoughts («My» and «Not my»), structure the inner content of the psyche. Only when this work is done, she can direct her energy to further stages of developing her femininity. If we consider this stage in a context of the woman and man intimate relationships, we may conclude that this metaphor can say that a woman had to have a good knowledge of herself, clear awareness of her own needs and desires to be able to develop her femininity in relationships.

Step 6. *The Second task: the Golden Fleece.* The second task was to bring the wool of the golden sheep to Aphrodite. Golden wool sheep are very aggressive creatures. When Psyche realized this and accepted her
importance again, she tried to take her own life. However, a young bamboo decided to help her and advised her to collect the pieces of the golden fleece from the bushes where sheep graze at night, when they were sleeping and could not harm the girl. This step is related to the E. Erickson’s stage, called «Intimacy-isolation», but only one part of it (genitality). Indeed, in order to engage in intimate relationships, woman should recognize and accept the masculine, sometimes aggressive nature, which is represented by sheep. Important for the development of femininity is that she should not engage in confrontation with this masculine nature, she must take as much as needed (enough, but not more) and wait for a good moment to do so. Recognition of the male power, accepting the natural differences between male and female nature, is what the woman should discover in relationships at the stage of intimacy.

Step 7. The Third task: Crystal Flask. The Psyche had to go to the River Styx and fill with water a small crystal flask. The water was extremely dangerous, it was guarded by a terrible creature, that is why again Psyche alone could not do it. But at the same moment an eagle flew to her, took a flask, rose high into the sky and with a sharp and fast motion scooped the water from the river Styx. This step reflects the next stage of intimacy «distancing», which is to distance oneself for a while from the relationships and understand what is really important and valuable. Then, when seeing the whole picture, come to take only what one needs. In interpersonal relationships it shows the ability to move away from the partner and see the situation from the side, to differentiate «My» and «His» in the situation and then come back to relationships, without overwhelming a partner.

Step 8. The Fourth task: the Underworld Kingdom of Hades. Then Psyche had to go down into the underworld of Hades and take from his wife Persephone the cream for the eternal youth of Aphrodite. Psyche again realized that it is impossible for her. However, the tower from which she wanted to jump gave her advice how to solve this problem. One of them was listening to a call for help and deny it three times, then save gold coins to pay for the crossing of the Styx and feed a monster that guards the entrance to the underworld with a pie. Psyche carried out all the advice. This stage reflects the E. Erickson’s stage of «generativity vs. stagnation». Generativity means that when a person acquires the maturity she wants to share her experience with others - children, students and so on. But we have to be selective in the process of sharing our experiences and not give valuable resources to something that could harm our existence. If we
do not share resources at all, or share above our limit, we will certainly find ourselves in a situation of stagnation - «remain in the kingdom of the death.» Thus, it is an important stage of creating relationships with a man and investing in this relationship. However, giving our best, we should remember to balance the extent we give, that it may be beneficial for both, and not harm both.

**Step 9. The Death of the Psyche and her Salvation.** After completing all the tasks of Aphrodite and returning from the Underworld, Psyche decided to open the box and take a little of the eternal youth cream for herself. Once she did this, she fell into an eternal sleep. When Cupid heard of the death of Psyche, it encouraged him to express his activity and save her. Then Psyche was given eternal life. This step overlaps with the stage «ego integrity vs. despair» in E. Erickson’s theory. What is important here is that, only after the woman goes through all stages of the development of female identity, she can reach integrity and really apply a feminine behavior pattern – to die metaphorically (which actually means to show her weakness) to be brought back to life by a man. Thus, the development of femininity and female identity takes to harmonize and accept all the manifestation of male behavior patterns of «Animus» and allow herself to use in her behavior feminine «Eros.» The strength of female Eros is manifested in weakness and irrationality. Pure feminity in the relation with a man means that after the woman expresses an activity, needs and motivations in a relationship, she should give up and passes the activity in the hand of man, which is to show her weakness to him. The possibility of losing a woman makes a man to show his strength and power, activates the resources of his own psyche and make its own «Logos” active.

The myth of the Cupid and Psyche leads us to the conclusion that the main task of purely identified women is to develop the ability to transform all the painfulness and suffering that she may experience in love to the possibility of personal growth and improvement. Therefore, the woman is given a chance to be filled up and completed, to develop and to grow in a relationship with a man. This is the quality that man can appreciate in her above all, it is something for what he is ready to return her to life, filling up and contemplating her transformation again and again.

**Conclusions.** Thus, the development of femininity occurs at two levels: 1) Social – the evolution of ideas about femininity in society; this stage is connected with indirect fixing of these ideas in myths, fairy tales, symbols; 2) Individual acceptance, internalization of social representations
about what is feminine.

Analysis of femininity and its formation at the social level can be described referring to the theory of C. G. Jung. It is drawing us to psychological analysis of myths and focuses on central behaviors and life scenarios of mythical heroes. The main task on the way to the formation of the female identity is harmonizing and balancing of «Eros» - the conscious part of the psyche of women and «Animus» – her unconscious part.

The myth of Cupid and Psyche is analyzed based on Epigenetic Theory of E. Erikson. Grounded on the nine stages of female identity development we selected. The myth, which is a symbolic representation of the female identity formation, is conditionally divided into several central steps that correspond perfectly with the E. Erickson’s Theory of Identity. Analysis of the myth based on the theory of C. G. Jung and E. Erickson brings us to the basic conclusion: women in a relationship with a man should be able to accept herself and the partner (emotions, individual differences and shared experiences of each other) and to create (to transform what has been taken into goals and objectives for the development, which can be accomplished only being in a couple). Therefore, an identified woman has the ability to accept herself and the man in a relationship totally (with all the negative and positive traits) and to create the relationship, which gives each partner a chance to develop.

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Abstracts

IRYNA SEMKIW, OKSANA ZACHARKO. Rozwój kobiecości w intymnych relacjach z mężczyzną, zilustrowany na przykładzie mitu o Erosie i Psyche. W artykule przedstawiono analizę psychologiczną problemów rozwoju tożsamości kobiecej i kobiecości w relacji kobiety i mężczyzny. Podjęto próbę połączenia teorii E. Erikson tożsamość i Junga podejście do rozumienia kobiecości na analizie mitów. Określony są sposoby i problemy tworzenia kobiecości w kontekście interpretacji mitu o Amorze i Psyche.

Słowa kluczowe: Anima, Animus, Eros, Logos, kobiecość, kobieca tożsamość, mit.

ІРИНА СЕМКІВ, ОКСАНА ЗАХАРКО. Розвиток жіночності в межах інтимних стосунків з чоловіком, проілюстрований на прикладі міфу про Ероса та Психею. У статті представлено психологічний аналіз проблем становлення жіночої ідентичності та жіночності у стосунках жінки з чоловіком. Зроблено спробу інтеграції теорії ідентичності Е. Еріксона та Юнгіанського підходу до розуміння жіночності на прикладі аналізу міфів. Охарактеризовано шляхи та проблеми формування жіночності у контексті тлумачення міфу про Амура та Психею.
Ключові слова: АнимаАнимус, Ерос, жіночність, жіноча ідентичність, Логос, міф.

ИРИНА СЕМКИВ, ОКСАНА ЗАХАРКО. Розвиток жіностюности в рамках інтимних відносин з чоловіком, проілюстроване на прикладі міфа об Еросе і Психе. В статті представлен психологічний аналіз проблеми становлення жіночої ідентичності і жіностюности в відносинах жінки з чоловіком. Проведено аналіз теорії ідентичності Е. Еріксона і яунгіанського підходу до розуміння жіностюности на прикладі аналізу міфів. Охарактеризовані шляхи і проблеми формування жіностюности в контексті тлумачення міфа об Амуре і Психе.

Ключові слова: АнимаАнимус, Ерос, жіностюность, жіноча ідентичність, Логос, міф.

IRYNA SEMKIV, OKSANA ZAKHARKO. The development of femininity within an intimate relation with a man, illustrated by the example of the myth of Eros and Psyche. This article presents an analysis of the psychological problems of female identity and femininity in men and women relations. E. Erikson’s identity theory and Jungian approach to understanding femininity on the analysis of myths are integrated. Ways and problems of femininity formation in Cupid and Psyche myth are analyzed.

Keywords: AnimA, Animus, Eros, femininity, female identity, myth, Logos.
Problem definition. The talented youth must use the terms of education, adjusted to their necessities that would allow them fully to realize the possibilities, both in their own interests and in the interests of society. However the work out of the formation of the talented one has nothing in common with elitism, but is only the part of the activity out of the individualization of education, that allows to give the adequate educational terms to the different groups of children. The equality of educational possibilities consists not in giving to all students the equal terms and averaging-out of the possibilities for all. It is not a matter of the creation of the best terms of talented youth, but only about the grant in terms adequate to their educational queries.

In general, all public education systems in Western Europe are in line with the recommendations of UNESCO that determine children’s right to get the education which suits their abilities and interests. However, still a fierce political struggle between the ideals of egalitarianism and elitism has been progressing. Therefore, although the specialized training of gifted children and youth in reality is represented in most Western
European countries, it is not always on legal basis [4; 6].

In Eastern Europe, along with state-existing organizations for gifted students and youth, there are also cultural and public centers. Although the amount of investigations of gifted children increases, special discussions at conferences, there is no one general concept of education of gifted youth.

Summary of the main material. The educational policy on gifted youth close links with the understanding of the term «genius» in a particular country. Despite the variety of interpretations of this concept in the scientific and educational communities some understanding of giftedness had been formed. This concept is significantly dynamic than solely internal or genetically caused property and also much more diverse than just cognitive-intellectual abilities.

Different ways of gifted students' identification were lined up on the basis of different definitions of «giftedness». In most European countries, there has been a shift from the idea of «giftedness» as the internal cognitive skills, closely related to the traditional school curriculum and its academic approaches, to a broader means that includes motivation, creativity, problem solving, leadership, social and emotional skills [2].

Simonton D.K. [7], studying the sociocultural context of the development of the talented people, has distinguished the macrosocial factors of their becoming: 1) the traditional education; 2) the presences of the role-play model of the talented man; 3) the wars; 4) the political instability.

The author considers that the traditional education promotes the potential of the talent to the certain limit, after that a negative effect takes place as a result of strengthening of propensity to the generally accepted methods of solving the problems. The potentially talented child for its becoming must have a very early access to the numerous real transmitters of talent. The war destroys the qualities that are the basis of the talent practically. The political instability stops the development of young talents, as to be talented – so to be sure of that the world is predictable and yields to control, however the political love affairs and the social anarchy, that is followed by them, destroys this persuasion.

Simonton D.K. especially underlines the circumstance that the external influences on the initial stages of the development of the gifted personality are considerably more important, than the influences carried out by all next life. That is, the gifted people form or break in childhood, teens and early youth.
The more special a talent appears, the earlier it shows up. An intellectual talent is not the special and has a slow nature. It means that to judge about an intellectual talent of a subject is possible only in the senior enough age. Therefore the identification of a child as intellectually untalented in the age, for example, 10-11 years old (the anymore in the age of 6-7 years old) in a scientific plan is illegal.

In order that a talent comes to a head, it is needed: the time, the enriched and variant subject’s environment, the affair, that the child likes, its own active efforts on the perfection of the possibilities, the meaningful talented adult, the quality and the individualized studies, and also much enough factors of the cooperation of a preschool child or a schoolboy with the surrounding world, that it is extremely difficult to envisage and plan. And farther, M. Kholodna notices [5], it remains to look after, to expect and to hope.

Consequently, it is possible to conclude: the basic efforts it is well worth sending rather not so much for the exposure to the talent of children and teenagers, than on conditioning for a display and becoming of their possible talent.

The modern school must become «anthropocentric»: a certain student and accordingly all methods and forms of the organization of the school life must become the center of all educational-educator influences, they must submit to the aim of its all-round personality development.

The fundamental maintenance of the rights and the interests of the child must become at lining up the bases of the modern school. М.О. Kholodna [5, p. 197] considers that in the present not simple sociocultural terms the school, obviously, remain an only social institution, that can undertake the securing of the main right for every child – the rights for such terms of the school environment, that would provide for its valuable personality development in the maximally possible range of height of its individual psychological resources. The intellectual possibilities of personality – one of base psychological resources, that is the basis of all-sufficient, initiative and productive vital functions.

The basic vector of alteration of a modern general school – and in accordance with the objective requirements of society, and in accordance with the logic of the school’s evolution as a social institution – is related to the height of orientation on the development of individual psychological resources of the student. Every child must have the guarantees that will take the deserving place in the process of school education from the point of view of taking into account of its personality rights among that one of
the most important is its right to be creative and clever.

Two basic strategies of the practical work were formed from the differentiation of the children depending on the features of their intellectual development for today in industry of education. The external differentiation in form sifting out consists in the selection of the children on the indexes of the level of the intellectual development of the decision of the question about the possibility or the impossibility of their studies in establishments of the education, that consider itself an elite due to the specialization, more various and difficult on-line tutorials, to preparation of schoolchildren to the choice of more prestige professional career et cetera. The external differentiation in form selection shows the selection of the children on the indexes of the level of the intellectual development with the next distribution in the classes with the different types of studies: for example, the class of speed-up development, the class of age-old norm, the class of an increase individual attention [1].

On the whole the school has a right on any innovation, if the new educational approach more effectively compared with the previous protects the rights of a child and avouches for its more favorable terms for the personality and the intellectual development. But during the external differentiation rights of the considerable part of the children are violated, in particular, because the effect of the label of the intellectual insolvency works in that or other form.

M.O. Kholodna [5] considers that during an initial and middle link studies must come true the intellectual education of all children within the framework of the internal differentiation on the basis of the principle of the individualization of the studies. In higher forms the most expedient direction of the intellectual education, obviously, the external differentiation will be on the basis of the principle of the specialization of the studies: the further intellectual development of the students will come true with taking into account of their free and realized choice of the specialized form of studies depending on the already formed cognitive interests, professional plans and real educational achievements. Thus, all students must be enabled by the valuable intellectual development in the conditions of the quality school education with the next personal choice of the intellectual fate.

There is a transition from the extensive to the intensive system support of the talented young people on the modern stage of the public policy in the industry of formation of the most developed countries. The extensive way is characterized by two features: 1) the exposure of
the high results (the realization of the subject olympiads, competitions, the selection of high-successful students) talented on the basis of the achievement; 2) the using of the alternative educational routes, related to the teaching of different disciplines at a higher professional level. Accordingly, the extensive approach runs into two basic groups of the problems. The orientation in the exposure of the talent on an achievement results in the loss of a large group of the talented ones with high potential, that does not prove the considerable achievements in the middle terms of the mass school (both incomplete grammar school and higher school). The orientation on an increase level of teaching is also suitable not for all students, as not all of them are motivated in a sufficient degree. The effective work with a talent envisages a necessity to find the differentiated approach to a needed sphere.

«No one country can allow to itself in reality to dissipate the talents, it would be the squandering of human capitals, that does not educe the intellectual or any other potential in time» [3, p. 462]. Therefore the most developed states with the aim of the maintenance of the potential talents go across from the extensive system to intensive, that envisages two terms: 1) the exposure of the talent not after the achievements, but after the potential; 2) the works with the needed sphere of the talented young people.

It is necessary the advanced humanitarian technologies of both the exposure and the development of the talent for the realization of the intensive system. The psychological technologies allow to carry out the tuning of the system under the individuality, and also to complement it by the necessary prosecution of the personality of the talented man, by its motivation et cetera.

D.V. Ushakov marks that «the additional advantage of the intensive system is a social orientation, as in its scopes can be built more effective «social elevators». Exactly the intensive approaches, that take into account the individual features of a needed sphere are capable to create the most favorable terms for the talented natives of those task forces, that are heavier to prove in the standardized terms of the extensive system» [3, p. 258].

The erection of the programs of the work with the gifted children on a state level results in debates of the ideological character, as a selection of the special programs is considered as the creation of the privileges. Such discussion of the problem of education of the gifted children took place in the Council of Europe on the initiative of Eurotalent. The rapporteur of M.
Takis Hadjidemetriou marked, that to the problem of the gifted children’s education it is possible to befit with the equality of the possibilities for all children [3, p. 456].

They are revealed two opposite opinions to the problem of the talent: 1) all children are clever and talented; 2) some children are more talented, than others, and that is why they present an important educational and economic resource. Both opinions cannot be underestimated, they must coexist and stimulate the reflections of professional developers of the programs, teachers and practical workers.

To suppress the problem of the gifted children (and, accordingly, the methods of work with them), not to get a reproach in elitarism, means to refuse them in a right to use the possibilities necessary for the development of their special flairs and talents. It is needed to find a method to win over this superstition in relation to the connection between the talented children and their necessities, from one side, and elitism, from the other one. However, any initiative, that system is put in the privileged position one group of the children for example talented, is unacceptable. All the children must have the opportunity to use the high-quality education and the corresponding terms of studies.

The talent is important as a strategic resource, that is why ill-timed exposure of the prominent intellectual and any other possibilities is the spending of human capitals. The studies of the gifted child at «normal» school are the same spending of human capitals that gives no result. However the terms that are offered for the gifted children are the ideal terms for all children, and it is necessary to create them for all children.

That really harms the gifted children, and less talented ones are the flat monotony of the educational possibilities. For the aspiration of the gifted children in a necessary side, it is needed to create a maximally possible variety and choice in education.

On results debates in support the gifted children the Parliamentary assembly of the European Union was accepted the Recommendation 1248 from the education of the gifted children. This document confirms, that a right to education is the basic right of man, and that it must be as far as possible adapted to every individual. By force of the practical reasoning, it is necessary the existence of the school departmental teaching that give the acceptable education for most children. However the children with the special necessities always will be for the studies of that, the special measures must be accepted. The highly gifted children must have such terms of studies, in that they would fully realize the possibilities in
accordance with their own interests and the interests of society.

In this document it was recommended to the countries of the European Union to take into account the next estimations in their educational politics:

to admit legislatively the highly gifted children, as such, that have a requirement in the school departmental teaching is adjusted for the complete development of their possibilities;

to plug the study of strategies of exposure of highly gifted and talented children in the training programs for teachers; to distribute the information about highly gifted children among all, who relates to these children (teachers, parents, doctors, development workers, departments of education et cetera);

the terms of the gifted children must be created mainly within the framework of the ordinary school departmental teaching, beginning from a preschool level. The flexible programs, the increases of the possibilities of mobility, the additional material, the auxiliary audiovisual facilities and the studies oriented to the projects, are the facilities and the methods that assist in the development of all children; they allow to recognize the special necessities of the child as soon as possible;

the ordinary school departmental teaching must be enough flexible, to allow to react on the necessities of the talented students or those, who show the exceptional results;

every special decision in relation to highly gifted or talented students must be accepted self-weighted, with the purpose to avoid both the risk of label-sticking on the students and the negative consequences for the society.

Legal regulation in the field of gifted education is represented in both general legislative acts which define the activities of the national education system, and the legal acts which are relate to the education of students with special needs, or it is completely absent.

In most European countries education of gifted takes place in the state school in regular classes. Most special education conditions are provided in the form of additional (extracurricular programs) educational resources but not in the form of spatial differentiation of gifted students' educational process. European experts believe that a promising line of educational policy lies in working with gifted students as students with special needs, with no legislative inclusion of this category of children in this area. It creates schools, which are able to organize the necessary conditions for the development of various children who has the whole spectrum of special needs, including the needs of the gifted.
In European countries the so-called inclusive approach is a strategic approach to the education of gifted students; it means a set on teaching of gifted students in the state schools and classes. Thus, the official approach to education for the gifted students in the UK is based on the principle of inclusion, which focuses on improving education for all children so that gifted students could remain in the state schools and be able to realize themselves through differentiation and individualization of studying. However, there are some countries where the concept of giftedness is excluded from the usage, as a contrary to the ideals of democracy (Scandinavian countries). The third group of countries (former Soviet states) retained positively proven form of specialized schools for gifted students, which is a legacy from the collapsed socialist bloc.

The state educational policy of European countries observes some common trends [6; 8]. The number of countries that recognize the need for special programs for education of gifted students arises. In most countries, government programs support all kinds of giftedness. Some of them emphasize the need to develop leadership, entrepreneurial and technical capabilities. Internet technologies are widely used for both education of gifted children and organization of the professional community that works with them. In several European countries government programs introduce trainings for those who are going to work with gifted students. Countries that recognize the special needs of these students and the need to use specific strategies and forms of education of gifted students, direct efforts on special trainings for teachers, who are going to work with this contingent of students.

Conclusions. Intellectual and creative potential is a strategic resource in all countries. Therefore, the most developed countries in order to preserve potential talent system make a transition from extensive to intensive, which involves identifying of talent, not by achievements, but by their potential and work with a motivational sphere of gifted youth.

A modern situation in the sphere of education of the gifted students testifies to the absence of the system of exposure and the support of the talent, at that the forming of the educational trajectory of a man will be possible on the basis of his/her capabilities and talents. The substantial changes in-process with the talented young people are impossible without the legislative and normative accompaniment. First of all, in a legislative plan it is necessary to fasten the understanding of the equality of rights in the system of education as the confession of the individual differences. The real equality consists in the creation of the equal possibilities of the access
of all groups of the students to the corresponding terms of the studies, but not in the middle of the possibilities for all. The equal rights for all groups of students – invalids, the children with the limited possibilities, highly-motivated, talented in science, sport, art, must be confessed – in access to education, adjusted to their necessities. This confession is the necessary condition of the successful realization of the practical work from the individualization of education that makes the basis of the work with all special groups of the children.

Despite a number of schools for the gifted children, the development of the system of competitions, the existence of the additional education centers that work effectively with young talents, the work with the gifted children remains unsystematic and insufficient in its scope. It is necessary the reformation of the identification of the talent, including hidden one, and the creation of a system of the alternative education routes for the gifted children in need.

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Abstracts


Słowa kluczowe: uzdolnienie, kreatywność, inteligencja, środowisko społeczne, utalentowane dzieci, elityzm, egalitaryzm, polityka edukacyjna, ekstensywny i intensywny system, indywidualizacja nauczania.

ЯРОСЛАВА ВАСИЛЬКЕВИЧ. Сучасні тенденції освіти обдарованих дітей. У статті аналізуються сучасні проблеми виявлення та навчання обдарованих дітей. Виділено особливості сучасної практики освіти, спрямованої на індивідуалізацію навчання обдарованих учнів. Розглянуто основні стратегії практичної роботи з
диференціації дітей за особливостями інтелектуального розвитку. Аналізуються особливості державної політики європейських країн у галузі освіти обдарованих учнів. Висвітлено основні положення Рекомендації 1248 з освіти обдарованих дітей, прийнятої Парламентською асамблеєю Євросоюзу.

Ключові слова: обдарованість, креативність, інтелект, соціальне середовище, обдаровані діти, елітизм, егалітаризм, освітня політика, екстенсивна та інтенсивна системи, індивідуалізація навчання.

ЯРОСЛАВА ВАСИЛЬКЕВИЧ. Современные тенденции об-разования одаренных детей. В статье анализируются совре-менные проблемы выявления и обучения одаренных детей. Выделены особенности современной практики образования, направленной на индивидуализацию обучения одаренных учеников. Рассмотрены основные стратегии практической работы по дифференциации детей за особенностями интеллектуального развития. Анализируются особенности государственной политики европейских стран в сфере образования одаренных учащихся. Освещены основные положения Рекомендації 1248 по образованию одаренных детей, принятой Парламентской ассамблеей Євросоюза.

Ключевые слова: одаренность, креативность, интеллект, социаль-ная среда, одаренные дети, элитизм, эгалитаризм, образовательная политика, экстенсивная и интенсивная системы, индивидуализа-ция обучения.

YAROSLAVA VASYLKEVYCH. Modern tendencies of education of gifted youth. The article focuses on analysis of the current problems of identifying and teaching gifted children. The peculiarities of modern educational practices aimed at individual teaching of gifted students are highlighted. The basic strategies of practical work with children with different stages of intellectual development are differentiated. The peculiarities of European public gifted students’ policy in education are analyzed. The substantive provisions of Recommendation 1248 on «Education for Gifted Children» are reflected, accepted by the Parliamentary Assembly of the Council of Europe.

Key words: giftedness, creativity, intelligence, social environment, gifted children, elitism, egalitarianism, educational policy, extensive and intensive systems, individualization of learning.
4. SOCIO-PSYCHOLOGICAL EXPERIMENT: THE ANTINOMY AND ETHICS

EKSPERYMENT SPOŁECZNO-PSYCHOLOGICZNY: ANTYNOMIE I ZASADY ETYCZNE
Personal Features of Students with Different Networking Strategies*

The modern informational space defines a special character of education. Information network educational interaction allows implementing innovative educational projects in the field of professional training of students.

The information educational space of modern University includes educational web-sites, specialized sites, educational university portals, textbooks with multimedia, electronic textbooks and manuals, electronic educational and methodical complexes, computer laboratory practice, test and control, training computer programs, educational video films, and audio records. Educational process adapts the information databases as an electronic resource, which structure includes library funds of the basic educational and methodical literature, periodicals, and the scientific literature.

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The dynamics and the structure of students’ educational and professional activity are mostly determined by the use of information and computer technologies. In conjunction with modern information and computer technologies we can notice this activity development and changings, the motivational system formation, which includes cognitive, business, communication, social, regulatory and creative motives. The information-computer environment as a context of the subject is becoming a new source of personal development, cognitive and operational spheres of activities.

The opportunity of using the net resources for communication, training, cognitive, professional activity makes the Internet not only a repository of information, but also environ, in which strategies of the different categories of users’ behavior, their personal special features are manifested. The Internet as a culture of online communities has its own set of values, attitudes, standards, to which Internet users should adapt. Besides, the Internet opens possibilities to use various sources of information: gender experimentation; variability of self-presentation and self-expression. Therefore, network space can be considered as a condition and a manifestation of the participants’ personality [4], [8], [11], [12], [14].

At the same time we should not overestimate the possibility of network information-educational technologies. In the electronic learning process large amount of educational information with various “special effects” for emotion perception strengthening and “fake” motivation is quite often used. The authors can find out the inaccuracy or the difference between audiovisual information on the screen (in structure, logical construction, aesthetic design, speed training material, etc.) and students’ individual abilities and age characteristics in represented number of software products. Electronic instructions do not consider knowledge contextually and polysemy. Only certain of them can simulate interpersonal communication between a teacher and students, the essence which consists of mentoring relationships, cooperation and support, non-verbal components of human communication. Unfortunately, electronic form may be reproduced and replicated, and not the best examples of jobs, training methods and techniques can be used.

Students searching activity is connected with the search for information through such browsers as Google, Yahoo, Yandex, Rambler. Easy access to information might develop erudition, but do not contribute self-activity to look for new knowledges. Also, it can be addictive and refusing to use traditional information sources (books, periodicals, dictionaries). The
use of ready-made materials can lead to intellectual passivity, failure to analyze and systematize substantive information.

Communicational needs are increased in students' age, increase time for communication and the expansion of its range. The Internet possibilities—such as ICQ, e-mail and various social networks—are activating communication with friends, are intensifying the search of new friends, participation in different virtual groups and subcultures. The lightness of this communication and these relationships attracts modern young people. In this case the value and significance of real communication, real empathy and assistance is reduced. Online action decreases the protective mechanisms of the personality, fading external prestigious motivation in relation to social motivation focused on the desire to conform to social norms, to look better in the eyes of others.

Network communication let students try new social roles. In this case participants cooperation form with each other can be transmitted from the real life, can be partially changed, or may be completely new. Entertainment resources reduce the focus on socially importance and socially useful activities. Network technology leads to a peculiar "lack of communication". Today it is not uncommon for a student, who knows the exam answer, to feel shy to say it [7].

There are three main types of activities: cognitive, gaming and communication activities [15]. These varieties correspond to a certain changes in personality:

- keenness of knowledge in programming and telecommunications, or, as an extreme option, hacking.
- a keenness by computer games or i.e. game addiction.
- keenness of network communication, or as extreme version, i.e. Internet addiction.

According to A.E. Zhichkin to the above-mentioned aspects, can add creative activities, or activities to transform the Internet (creating Web pages, programming, etc.) [15].

Network activity can be described as a deeply psychologically saturated, personal process. Feeling in the space of the Internet is different from the self-experience in the real world, which is manifested in the phenomenon of "virtual personality". Creating a virtual personality, the network users emphasize some of their features and hide others.

Let’s present the results of an empirical research on students' personal features with different network activity strategies. Students of some Moscow universities participated in this research. The sample composed
360 people. In this research participants average age was - 20.5 years. Psychodiagnostic complex includes the following methods: questionnaire “online behavior” (A. E. Zhichkina), method of studying motivation of students-participants of interaction information (N.L. Sungurova), a technique of differential personality test “self-confidence” (V.G. Romek), questionnaire “Diagnosis of social and psychological adaptation” (K. Rogers, A. R. Diamond).

Describing respondents’ behavior on the Internet we found out that 100% of respondents use the Internet at any free time. All respondents have educational activities determined by information and computer technologies.

The distribution of results on the Internet – communication motives can be presented this way (Pic. №1).

There are business motives in the first place (average score or GPA - 5.78). The Internet communication is necessary for students to keep in touch at work or at school, to achieve results in their professional activities. The second position is cognitive motive (average score or GPA- 5.43). Internet communication is presented respondents as a resource of learning new things. Next motive is the recreational motive (average mark or GPA -5.08). The fourth position is occupied by the motive of communication, communicative motive (average score or GPA - 5.01), next motive is a collaboration corporate motive (average mark or GPA -4.9).

**Motives Of Network Activity Students**

![Motives Of Network Activity Students](image)

Picture 1. Motives of Students Network Activity
Respondents note that the Internet is used for looking for new ideas ("to be informed", "to find information about their hobbies," "search for ideas"), for the regulation of emotional state ("to calm down"), to spend time and fill pauses. Students stay online in order to communicate with people who are close in ideas, to keep in touch with those "who are far away", "chatting with friends".

Internet interaction determines three types of students' network activity.

"Active alternatives perception" is used by respondents who look for their identity and for trying a new experience, that it is impossible in real life. This appears in interest to read other people’s messages, view sites, portals of different content, express the estimated relationship to photo or video material. "Activity in action" is used by people, with weakly expressed social-role component. They often become acquainted with network; they propose their themes for discussion, they usually stay online without a clear sense of their personal status. "The Internet addiction" is related to the perception of the Internet as environ capable to give emotional support, to help to cope with sadness and loneliness and give an opportunity for self-expression and self-presentation. These are people with increased sensitivity to the social limitations.

The highest indices (73% of students) were obtained on the scale "activity in alternative perception". Activity in alternative perception in the Internet communication is related to the structure identity of users. In this case, the higher is the desire to realize the "ideal Self" in the Internet,
lower is the activity in the alternatives perception. Desire to get a new experience behavior that is impossible in reality is very important for users with high levels of activity in alternatives perception.

The scale “activity in action” (23% of students revealed) means the act itself or, in other words, the activity in decisions. Active networking is related to users’ self-categorization features: less is expressed identity social-role component, the higher is the index of activity in action.

The scale “Internet addiction” results are 4% of respondents. Internet addiction is constant quest to stay online and loss of control over its use. The features of Internet- addiction users are to get rid of the requirements of the social environment and the need for emotional support.

It was found out that the activity in the alternatives perception (4.56) dominates over the activity in action (2.34) and the Internet addiction (1.89). Mathematical processing of data in SPSS with Friedman criterion identified statistically significant differences ($\chi^2_r = 68.98; p = 0$).

Studying sex differences of network behavior we found out statistically significant differences in the scale of activity in alternatives perception ($U = 243, p = 0.018$). Youths are more addicted to the network search for their personal and moral status, to self-expression, to the search activity information network resources. This position of the social role identity formation is a disturbing fact. In the further work we used the method of personal differential, which gives an opportunity to get information on the subjective aspects of the relationship of the test itself.

There were 70% of respondents who chose the strategy of activity in alternatives perception of characterized by dominance low values of power factor. We may include in personal features of these students: failure to keep the chosen line of behavior, addiction to external circumstances, and the lack of self-control.

For students active action is characterized by the dominance of low-activity factor (58% of respondents). Students with this strategy of behavior characterized by introversion, a certain passivity, calm emotional reactions. However, for this strategy of behavior is characteristic the factor of force with the low values (52% of respondents), which indicates insufficient self-control, incapacity to be held the line of behavior, depending on the external circumstances accepted.

Students prone to Internet addiction assessment factor and factor activity have low values, indicating a critical attitude towards themselves, dissatisfaction with their own behavior, level of achievement, an insufficient level of self-acceptance, also expressed introverted reaction.
surveyed, their passivity and pessimism.

The majority of respondents, who prefer the strategy of the activity in action, view themselves from the perspective of positive qualities, “charming”; “kind”; “active”; “rightful”; “sure”; “communicative”. Negative qualities assigned to the majority of students only the characteristics of “stubborn.” On a scale of “independent-dependent”, the majority of respondents noted a zone of uncertainty.

Students, who prefer activity in the alternatives perception, also mostly evaluate themselves with the position of the positive characteristics. Negative qualities dominate only in the categories of “irresponsible”, “stubborn”, “dependent”. Here, respondents indicated themselves as “addicted”, which also says that they need care and support.

Students prone to Internet addiction evaluate themselves with the position of the positive qualities, negative scores; however, occur more often than other two groups. So, most students evaluate themselves negatively on scales: “irresponsible”, “dependent”, “and irritable”.

The results of the questionnaire “Diagnosis of social and psychological adaptation” (Rogers and R. Diamond) and of the test “self-confidence” (V.G. Romek) are used for correlation analysis with the scales of network activity. Using the Spearman rank correlation coefficient authors revealed the following relationship:

- Between the scales “Internet addiction” and “Adaptability” (rs = -0.495 p = 0.000); “Internet addiction” and “accepting yourself” (rs = -0.322 p = 0.023); “Internet addiction” and “Adoption to others” (rs = -0.488 p = 0.000);
- Between the scales “Activity in the perception of alternatives” and “emotional discomfort” (rs = 0.294 p = 0.038);
- Between the scales of the Internet - addiction and social boldness (rs = -0.395, p = 0.34).

Students with high adaptive properties, with positive self-esteem, with a friendly attitude to the surrounding people need less or do not need replacing real communication on communication in the Internet environment. Socially daring real-life Internet users are less prone to Internet addiction than less active in real life Internet users. But it is also necessary to pay attention to the fact that emotional discomfort, in which a person can be, pushes him or her to the online environment and that’s why the desire to try a new experience becomes important, that it is impossible to test in real conversation. Emotional splashes as well characterized to this age period. Under the negative influence appears the desire to be insulated from the people, to avoid real interaction with
them, especially with the close ones.

Networking compared to the real social environment, gives user greater opportunity to express personal characteristics, and in this respect acts as such a social environment in which determinants of the impact of personal behavior, manifested most clearly.

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Abstracts

NINA SUNGUROWA, NATALIA KARABUSZCZENKO, KATERYNA CHWOROWA. Charakterystyczne cechy osobowości studentów o różnych strategiach aktywności internetowej.

Nowoczesne informacje i przestrzeni psychologiczne rozszerzają granice wolności osobistej. Internet otwiera możliwość korzystania z różnych źródeł informacji; eksperymenty polorolewego; Zmienność siebie i wyrażania siebie. Aktywność sieciowa może być opisana jako głęboko psychologicznie intensywnego, osobistego procesu. Poczuj się w przestrzeni Internetu różni się od siebie doświadczenia w świecie rzeczywistym. Internauci podkreślić pewne jego cechy lub właściwości, oraz inne funkcje celowo ukryć. Cechy osobowe w sieci objawiać motywy zachowań i komunikacji, psychologicznie użyciu technologii sieciowych w działaniach uprzywilejowane. W artykule analizuje wyniki badania empirycznego osobowości uczniów w sieci. Autorzy opisują trzy rodzaje aktywności sieciowej studentów na charakter i zakres zaangażowania działalności interakcji Internetu w postrzeganiu alternatyw, aktywność w działaniu, uzależnienia od

Słowa kluczowe: osobowość, aktywność internetowa, motywy zachowania się w Internecie, strategie aktywności internetowej.

НИНА СУНГУРОВА, НАТАЛЯ КАРАБУЩЕНКО, КАТЕРИНА ХВОРОВА. Особистісні особливості студентів з різними стратегіями мережевої активності. Сучасний інформаційно-психологічний простір розширює межі особистої свободи людини. Інтернет відкриває можливості використання різних джерел інформації; статевого й рольового експериментування; варіативності самопрезентації та самовираження. Мережеву активність можна охарактеризувати як глибоко психологічно насичений, особистісний процес. Переживання себе в просторі Інтернету відрізняється від переживання себе в реальному світі. Користувачі мережі висувають на перший план одні свої риси або особливості, а інші особливості навмисно приховують. Особистісні характеристики в мережевій взаємодії виявляються в мотивах поведінки і спілкування, в психологічному відношенні до використання мережевих технологій, в перевазі видів діяльності. У статті аналізуються результати емпіричного дослідження особистості студентів в мережевій взаємодії. Авторами описані три типи мережевої активності студентів за характером залученості й ступеня Інтернет-взаємодії: активність у сприйнятті альтернатив, активність в дії, Інтернет-залежність. Виявлено статеві відмінності в стратегіях мережевої активності. Обрання респондентами певних стратегій мережевої активності пов’язано з їх особистісними особливостями, з суб’єктивним ставленням до себе. Ключові слова: особистість, мережева активність, мотиви мережевого поведінки, стратегії мережевої активності.

НИНА СУНГУРОВА, НАТАЛЬЯ КАРАБУЩЕНКО, ЕКАТЕРИНА ХВОРОВА. Личностные особенности студентов с разными стратегиями сетевой активности. Современное информационно-психологическое пространство расширяет границы личной свободы человека. Интернет открывает возможности использования различных источников информации; полоролевого экспериментирования; варіативности самопрезентації і самовираження. Сетевую активность можно охарактеризовать как глубоко психологически насыщенный, личностный процесс. Переживание себя в
пространстве Интернета отличается от переживания себя в реальном мире. Пользователи сети выдигают на первый план свои черты или особенности, а другие особенности намеренно скрывают. Личностные характеристики в сетевом взаимодействии проявляются в мотивах поведения и общения, в психологическом отношении к использованию сетевых технологий, в предпочтении видов деятельности. В статье анализируются результаты эмпирического исследования личности студентов в сетевом взаимодействии. Авторами описаны три типа сетевой активности студентов по характеру вовлеченности и степени Интернет-взаимодействия: активность в восприятии альтернатив, активность в действии, Интернет-зависимость. Выявлены половозначимость в стратегиях сетевой активности. Предпочитение респондентами определенных стратегий сетевой активности связано с их личностными особенностями, с субъективным отношением к себе.

Ключевые слова: личность, сетевая активность, мотивы сетевого поведения, стратегии сетевой активности.

NINA SUNGUROVA, NATALYA KARABUSCHENKO, EKATERINA KHVOROVA. Personal features of students with different networking strategies. The modern information-psychological space expands the borders of personal freedom. The Internet opens the possibility to use the various sources of information; gender experimentation, variability of self-presentation and self-expression. Network activity can be characterized as a deeply psychological, personal process. Feeling in the space of the Internet is different from that which is felt in the real world. The Internet users emphasize one their traits or features, and they intentionally hide other features. Personal characteristics in network interaction manifest in the motives of behavior and communication, in psychological relation to use network technologies. The article analyzes the results of an empirical study of students’ personality in networking. The authors describe three types of students’ network activity (on the character of an involvement and on a degree the Internet addiction): the activity during the alternatives’ perception, the activity in action, the Internet addiction. Sexual (or gender) distinctions in network activity strategies are revealed. The preference is connected by respondents of the certain strategy of network activity with their personal features, with the subjective attitude to themselves.

Key words: person, network activity, motives of network behavior, strategy of network activity.
Natalia SURGUND

Occupational Mobility as a Component of the Synergetic System of the Professional Development of the Modern Specialist’s Personality

The problem of the article. The high dynamism of information and economic development of the modern world defines the fact that in a brief period of time (5-10 years) due to the origin and actualization of new knowledge, the fundamental restructuring of the world economy, including the Ukrainian one, takes place (E.A. Ivanchenko, R.M. Prima, A. Toffler, etc.). The result of these processes is the mobile emergence of new requirements to the employees to switch from one type of work to another easily and to master new knowledge and technologies quickly (L.V. Goriunova, D. Martens, A. Schelten, etc.). This defines extraordinary topicality of the occupational mobility for the modern specialists, as under present conditions the professional mobility is one of the important characteristics of human interaction with the world of professions, his professional activities and his professional development.

The psychological science defines the person’s professional
development as a component of the mental development of the personality (E.F. Zeer, S.D. Maksymenko, A. Maslow, K.K. Platonov, etc.). In addition to that, E.F. Zeer defines that the person’s professional development is determined by the interaction of such factors as a socio-economic situation, leading activities, a biological factor, age-related changes, the personality’s activity, a certain coincidence of circumstances and events and so on. On the basis of the determinism and indeterminism principles it defines the professional development as an open synergistic system [7, p. 18-22, 30]. In such a system, there are vector changes of the specialist’s professional development at crisis development moments (at the critical points of the professional crises, socio-economic changes, etc.) on the basis of the personality’s occupational mobility processes. According to the researchers [1; 6; 7; 15; 17], such changing of the personality’s professional development trajectory facilitate the overcoming of the tendency of his regressive professional development, but the ensuring conditions of such overcoming processes require the further in-depth study.

The analysis of the critical situations (the crisis points) of the specialist’s professional development as the basis for the qualitative changes in the synergetic system of his professional development in terms of the occupational mobility issue has been represented in an insufficient part of scientific publications. The particular statements of this issue have been analysed by E.F. Zeer [7], namely the statements connected with the professional development theory and its synergism, by M.I. Plotnikov [14] – the theory of the system change, by V.O. Avierinym [1] – the theory of the personality’s mental development on the basis of the synergetic approach (V.I. Arnold [2]; O.N. Kniazeva, S.P. Kurdiumov [9; 10; 11]) as well as the acmeological theory – V.M. Hladkova, A.O. Derkach, etc. [3; 4]. Hence, the purpose of the article is to analyze the problem of the specialist’s occupational mobility as the psychological basis of the professional crises overcoming in the synergetic system of the personality’s professional development, as a factor of his synergetic evolution.

The analysis of the researches and publications, in which the solution of this problem has been commenced. The researches of the scientists (L.V. Goriunova [5]; E.F. Zeer [7]; S.V. Nuzhnova [13]; R. Hauser [18], etc.) affirm that under the present global conditions the decrease of the duration cycle of the person’s profession changing has happened (at least 2-3 times during his lifetime). The special feature of the modern world is the replacement of monoprofessionalism by polyprofessionalism [5; 16], the necessity of mobile renovation of the professional knowledge and frequent retraining
in the professional field during the lifetime, the continuation of education, the mobile change of qualification and professional status/position [6; 8; 15; 17]. According to A. Toffler, in addition to the social factors the modern specialist’s demand to be professionally mobile under the conditions of the labour market dynamism is characterised by the science and industry development, the equipment updating, the technological innovation implementation, etc. [16].

The occupational mobility is characterized by the duality of its nature. On the one hand, it acts as a social factor that facilitates the harmonization of the processes of dynamic society change, and on the other hand, it has individual character and it is a factor of the specialist’s intrapersonal harmonization under conditions of changing. The occupational mobility on the individual and psychological level of the personal structures of the labour subject is manifested in the system of his social and professional interactions [17; 18].

**The main material.** The issue of the occupational mobility is an actual topic in the modern science and is studied by sociology, psychology, pedagogy, acmeology, etc. [1; 3-8; 12-18]. According to S.V. Nuzhnova, the basis of the occupational mobility is a complex integrative personal formation that combines the formed internal need for occupational mobility (the conscious readiness for it on the basis of psychological and acmeological development of motivation for self-education and self-development, the formation of psychological attitude to self-actualization and optimistic perception of the professional status change prospects), personal component (cognition, creativity, vitality), a component of knowledge (key and professional competencies (skills, habits, etc.), general education and professional knowledge, abilities to rapid knowledge transferring) [13].

In accordance with L.V. Goriunova, the occupational mobility is an important element in the personality’s professional development process. The concept of the specialist’s “occupational mobility” is determined not only by his ability to simple change of the profession, place and activity, but also by his ability to psychologically competent skills to make creative decisions for enhancing his professionalism through internal transformations for personal and professional self-development [5]. The occupational mobility is considered as a component of the specialist’s personal and professional acme-development system. The concept of the occupational mobility characterizes his readiness and ability to adapt quickly to new professional situations based on the “I-position”
harmonization concerning the perception of the professional change as the personal and professional development prospects [3, p. 42-60].

In the context of the psychological theory on the professional development, the occupational mobility is considered as a readiness to the specialist’s psychological restructuring of the existing professionally stipulated structure [6; 17]. As an important element of the professional development, the occupational mobility development during the professional training of the future specialist prepares him professionally and psychologically for the dynamism of the professional change, for the new specialities and professions mastering, it provides his readiness to innovate in the future professional activities [5; 8; 13; 15].

We share the approaches of A.O Derkach et al. [3], E.F. Zeer [7] concerning the possibility to consider the problem of the modern specialist’s occupational mobility from the acme-psychological position as an element of the continuous process of his professional acme-development in the context of the crises overcoming of the personality’s professional development in the professional development system.

As a component of the mental development, “the professional development is a mind change in the process of mastering the vocational and educational, working and professional activities. The personality’s professional development takes place in his interaction with the world of professions” [7, p. 22-23]. At the same time, “the mental development is always the novelty emergence, transition to which has uneven nature. Invariably it always involves the breaks in the gradualness. The person’s stability is constantly accompanied by his change as his enrichment” – E.F. Zeer [7, p. 21]. In this context, V.O. Avierin as for the principles of the personality’s mental development states that the starting point of any development system is the spectrum of individual contradictions and actions. Only the nonequilibrium systems, which at certain moments are in the state of instability, are capable of self-organization and development. The development involves the instability, the bifurcation, the credibility. In the case of the professional development as a component of the personality’s mental development system, the result of the dynamic imbalance of such system is the self-organization as the overcoming of the professional development regression. The important role in this process, which involves the synergetic approach, is played by the possible professional future. The future is a factor of the real professional present time and initiates the personality’s overcoming of the external obstacles and internal psychological barriers [1, p. 38-40].
According to the position of E.F. Zeer, the professional development system is an open, nonlinear and nonequilibrium system [7, p. 34], i.e. synergetic. Such characteristics, as defined by the researchers, let it be considered in terms of the synergetic approach as a complex system which functioning is based on the self-organization and self-development processes [2; 9; 10; 11]. Pay attention that according to the approach of A. Maslow, from the position of synergy, the human potential as an open system has no beginning or end. From a perspective of the humanistic psychology, a man is born potentially ready for the development, besides there are no limits of this development [12]. This suggests the infinity of options for the professional development of the personality.

An important characteristic of the personality’s professional development system is an openness of the system. This system feature eliminates univariance and the professional area isolation on the basis of the self-realization mobility in the world of the professions on the flow of information and the energy of the person’s mental development. The openness of the professional development system defines it as the one which is up to the self-organization and self-development principles [7, p. 34]. For the professional development system with such principles the central concept is self-actualization that represents the person’s attempts to change in a mobile way and express himself in that professional position which corresponds to the significance of the particular type of the professional activity the most [12].

The nonlinearity of the professional development system determines the multiplicity of its decisions, and it, correspondingly, characterises the multiplicity of the nonlinear trajectories of the personality’s professional development as the system development ways. [7, p. 38-39]. As O.N. Kniazeva and S.P. Kurdiumov state, the nonlinear systems are such complex ones, characteristics of which depend on the processes occurring in them, that is natural, social and information systems [9-11]. But according to the position of M.I. Plotnikov, the specialist’s professional development system is a social system, because at the individual and personal level it involves the changing at the first three levels (knowledge, attitude, individual behaviour), and at the fourth social level it defines the changing of the social and psychological interaction (group behaviour) [14].

In the complex synergetic systems, as noted by V.I. Arnold, S.P. Kurdiumov, O.N. Kniazeva, the transition at the critical points (the bifurcation points) from one level of their organization to another one,
formed by a new set of the system order parameters and their connection factors, is defined as the choice of a new way of the system development, as its evolution. The change of the complex system of its fluctuation (oscillations) at the critical points of the system development lead to the bifurcation process in them, providing a multiplicity of the development scenarios [2; 9-11]. A similar position concerning the synergetic system of the personality’s mental and professional development V.O. Avierin has. The author defines a person as a complex natural and social system that evolves based on the principles of openness and multi-variant of the effective self-development under the influence of such factors as environmental as well as biological and socio-professional factors [1].

According to E.F. Zeer, the transition from one level of the professional development to another one takes the existing system of the personality’s interaction with social and professional environment out of the state of the mobile (dynamic) balance. The imbalance of the professional development synergetic system is based on the change of the social and professional situation development, the change of the specialist’s professional status/professional position, the transition to the new content of the leading professional activities, etc., which necessarily means the personality’s professional and psychological reconstructing.

The nonequilibrium system and the instability of the specialist’s professional development system are accompanied by fluctuations, the person as if “oscillates” before further scenario choice of the professional life. The fluctuations, due to the change of professionalization conditions and factors, generate subjective and objective difficulties, interpersonal and intrapersonal conflicts. The development of these psychological problems leads to the professional development crises. The subjective experience of these crises contributes to the appearing of critical points – bifurcation points, which induce the personality to search for new ways of the professional career implementation. The new professional future options, implemented in the professional development system, determine new trajectories of the personal professional development [7, p. 39-40]. Based on this statement, we share the position of E.F. Zeer, that despite the nonlinearity and nonequilibrium of the personality’s professional development system (the open professional space system), “it is possible to predict the personality’s professional development” [7, p. 38]. It means that under conditions of professional development crises the predicted [!! – N.S.] transition to new trajectories of the specialist’s personal and professional movement is possible.
On the basis of the considered theoretical principles, in our opinion, it could be affirmed that in the synergetic system of the personality’s professional development the occupational mobility acts as “bridges” that facilitate the specialist’s conscious and optimal transition from one professional development trajectory to another one at the bifurcation points. In terms of this approach, the occupational mobility during the professional crises determines the multivariant of the personality’s professional choice, harmonizes the intrapersonal and external factors and provides the specialist’s professional development evolution as a system. We should mention that the professional and psychological restructuring of the specialist’s personality, which is typical of the bifurcation points in this synergetic system and occurs in terms of crisis development, means the harmonization of the specialist’s subjective intrapersonal positions with new social and professional conditions of his activities during the transition from the old professional development level to the new one.

From the point of view of acmeology as a component of the human development psychology (A.O. Derkach et al. [3], V.M. Hladkova [4]), both life and professional paths of the specialist’s and person’s development can be described on the basis of the general macrovertex acmeological model (“the development result” in the coordinates “movement in time”-“the development characteristics”) [4, p. 161], indicating the possibility of the personality’s achieving of the efficiency multiple result in the life and professional activities (macroacme and multiplicity of microacme). In this model of the acme-development of the specialist’s personality, the professional development trajectories and the development peaks alternate with the downward motion trajectories in the S-shaped way: from the crisis overcoming at the low development stages, the growth to the acme vertexes, movement to the lower boundary points (cate) through the stages of the crisis development, catastrophes and rise again (the professional development) to the new acmevertex [4, p. 157]. It should be noted that the scale of the personality’s professional development model is the scale of the whole way of his professional activities.

As V.M. Hladkova underlines, when used in the acmeology of the synergetic approach, the “synergo- acmeological theory” considers a person and the society as open integral systems – individual and social, which self-organize in the process of the integrative interaction, trying to achieve maximum perfection (the harmony of the structure). Moreover, this system on the basis of the self-organizing seeks to maximum stability, overcoming social (socio-professional) and individual crises during the
synergetic progress. In the acmeological development model these crises are characterized by the periodic trajectories of katabole – rolling down towards the largest decline through the stages of the crises development, the system catastrophes and the crisis overcoming [4, p. 232-233].

We believe that according to both the basic acmeology ([3, p. 300-332]), and the synergetic acmeology ([4, p. 217-237]) the macrovertex model of the acme-development of the specialist’s personality can be defined as a basic model of the synergetic system of the personality’s professional development. The interaction of the individual as a system of the individual and specialist’s development with the social system of the professional activities characterizes (on the basis of the synergetic self-organizing interplay of the internal and external factors and the principles of openness, nonlinearity and nonequilibrium systems) the process of common achievement of the maximum perfection as an individual and society (social and professional environment) through self-organization.

The analysis of the synergetic acme-model of the professional development shows that in this model the local stages of the ascending development, the achieving of both the microacme and macroacme, are described with the cyclic S-trajectories. In fact it also affirms that this model in the context of the general person’s professionalism genesis consists of

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Fig. 1. The models of the S-cycles of the personality’s professional development
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the macro-scale S-cycles of the specialist’s professional development.

The analysis of the scale increasing of this model up to the local stages of the microacme achievement gives the possibility to make a conclusion that the S-trajectory growth of the professional development (Fig. 1b) is not homogeneous solid lines and they consist of a set of more local S-trajectories (crisis overcoming stages, professional growth, development peaks, declining crises trajectories, catastrophes (qualitative change in the system)), combined with S-shaped cycles of much larger scale (Fig. 1a).

Note that the question of the cycling trajectories of acme and katabole during the human development is considered by the synergetic and acmeological theory in the context of the “problem of acme multiplicity” – the alternation of acme and katabole involves the process of social system self-organization [4, p. 232]. Thus, a specialist on the stages of his development (upward movement), after reaching a local professional height – “acme” to continue his social and professional progress must overcome the crisis period without destructing the dynamics of the development. The general evolutionary acme-dynamics of the specialist’s professional development will remain in the system in case the previous level of the system is a minimum balance basis – the base, providing sustainable specialist’s development at the new, much higher stage of the new “acme” achieving.

In the context of the macrovertex model of the professional acme-development we consider the situations of partial or complete reorientation of the meaningfulness of the professional actions and the specialist’s professional and status position that are at the heart of the problem of his occupational mobility, as the reflection of the maximum of the periodic crises of the personality’s professional development. Thus, in our opinion, the personality’s professional way can be described and pictured as a recurrent set of the local and strange acme manifestations while passing through the trajectories of the professional development crises points (including the bifurcation points where the old S-cycle of the professional development system is destroyed catastrophically and a new one begins to develop). These transitions at the pre-catastrophe bifurcation points characterize the overcoming of the specialist’s professional development regress tendency on the basis of his occupational mobility and due to the intropersonal coherent transition to new professional positions through the acceptance of a new professional “self-image”. The general dynamics of the S-cycles of the professional development system through the occupational mobility is presented by the distinguished area Fig. 1a. The
transitions from the regressive trajectory of the professional development to the growth trajectory can be overcome intentionally and predictably at the bifurcation points based on the specialist’s formed occupational mobility, as shown in Fig. 2.

\( S_1 \) and \( S_2 \) – the trajectories of the professional development S-cycles
\( S_{1\text{max}} \) – the local “acme” of the cycle \( S_1 \)
\( S_{1\text{max}}^\text{A} \) – the regressive stage of the crisis development on the trajectory of the cycle \( S_1 \) (descending trajectory – “katabole” of the cycle \( S_1 \))
\( A; 1 \) – the bifurcation points of the crisis development of the cycle \( S_1 \)
\( A \) – the catastrophe point (uneven destruction of the transition) of the cycle \( S_1 \)
\( B \) – the initial point of the new cycle \( S_2 \) functioning
\( B-C-D \) – the trajectory of the maximum crisis at the beginning of the cycle \( S_2 \)
\( C \left( S_{2\text{min}} \right) \) – the point of the local “cate”
\( D-E \) – the post-crisis growth trajectory
\( B-C-D-E \) – the trajectory of crisis overcoming at the beginning of the cycle \( S_2 \) and entering of the pre-crisis level of the system (level A-E)
\( 1-2 \) – the trajectory of the without-catastrophe crisis overcoming of the cycle \( S_1 \) and transition to the cycle \( S_2 \) on the basis of the occupational mobility

Fig. 2. Overcoming of the professional development crises through the professional mobility
mobility (as the overcoming of the crisis break between the cycles based on the pre-crisis resource development of the specialist’s behaviour interactive strategy)

1-2” – the trajectory of the effective without-catastrophe overcoming of the crisis cycle $S_1$ and through the transition to the cycle $S_2$” on the basis of the formed in the professional training course occupational mobility

We believe that this will help to avoid the most dangerous low trajectories (B-C-D in Fig. 2) of the personal and professional development – maximums of the professional crisis (cate) and long-term crisis phases, to overcome which consumes a large amount of individual time and resources – personal, individual and psychological resources as well as organizational, material and financial ones. Indeed, as the researchers state, the professional crises of the individual are characterized by the uncertainty concerning the prospects of the professional status/professional position changing and are usually accompanied by the loss of employment threats as a source of life and its stability support. This leads to the fact that professional crises become personal and professional crises and are often accompanied by person’s mental health disorders – high level of neuroticism, psychoemotional tension and overstrain, depressive and unadaptable states, frustration, aggression and autoagression development, etc. [6; 7; 15; 16; 17].

M.I. Plotnikov analysed the regularities of the organizational development of the social systems (structures) as the processes that evolve on the basis of self-organization through the dynamics of the S-shaped cycles of such system development. The dynamics of the system, i.e. its continuous cyclical development, is considered as the changes of the system, and in the model of the social system dynamics the “change” are defined as the result of its development in the coordinates “movement in time” -“characteristics of development (resources)” . Thus, the changes of the system are a function of time and resources used for development [14]. Each S-curve of the system cycles is defined as identical to the state of the relative dynamic system balance. The author pays the main attention to the research of the transitions from one dynamic balance state to another one, i.e. the transition from one S-cycle of the system to another.

The analysis of the providing conditions for the positive development dynamics of the open social system showed that during the periods of the transition from one S-cycle of the development to another one, this problem can be solved at the bifurcation points on the basis of the directed overcome of those critical stages of the system when it gets ruined unevenly,
moving to a new balance state as a new development cycle. The regime of crisis development and the transition catastrophe scenario (destruction of the old S-cycle and the stage of the crisis overcoming at the beginning of a new one) creates breaks in the system development dynamics. To overcome the crisis breaks between the S-cycles of the development and to ensure the positive dynamics of its evolution, the system should take great efforts (various resource investments during a certain period). In case the catastrophe destruction, with the lack of efforts-investments and time for supporting the upgrading of the essential system basis, it may not be restored in a new form during the next S-cycle of the development and then, consequently, it can degrade and get destroyed [14].

It should be noted that in the basis of M.I. Plotnikov’s consideration [14] of the “without-catastrophe” transition conditions at the bifurcation points of the social and professional self-developing system from the state of dynamic balance of one of its S-cycles to another, there is the singularity theory by H. Whitney. As V.I. Arnold [2] defines, the singularity theory by H. Whitney together with the bifurcation theory of dynamical systems by H. Poincaré-A. Andronova is the fundamental basis of the catastrophe theory (R. Thom). On the basis of the universal laws of the singularity theory the catastrophe theory considers the regularities and the nature of the options multiplicity of rearrangements and transitions of complex systems (social, organizational, material (physical), technical, economic and also mental objects at the individual and social levels of the organization). The bifurcation base of the catastrophe theory shows the conditions under which the system with a crisis growth (the development of strong fluctuations that contribute to the formation of unstable system points – critical bifurcation points, where the behaviour of the system becomes unstable and can evolve to several alternatives) still can remain dynamically balanced during the transition and be preserved at low mapping deformations. In this theory, the term “bifurcation” means a multiplicity of options of the system dynamics at a certain point of the crisis development, describing possible movement ways during the changing of the control parameters: 1) maintaining of the system dynamic balance state at the new development trajectories (cycles) or 2) catastrophe – uneven changing of parameters, factors and the system links (destruction of the old system) as a sudden reaction to smooth change of the external conditions. So the singularity theory shows that under condition of the system crisis growth there are always [!! – N.S.] possibilities to avoid its destruction through directed transition to another “without-
catastrophe” development trajectory at the bifurcation points and it ensures positive dynamics of the system evolution [2].

The analysis of the professional sources [2; 9; 10; 11] shows that the catastrophe theory of the dynamical systems is one of the areas of application of the general synergetic theory of evolution of the complex open self-organizing systems – social structures, the systems of the human development under conditions of social and professional interactions. This position explains the conclusions of M.I. Plotnikov as for the “without-catastrophe” transitions between the S-cycles of the complex open socio-professional system development as the basis for crisis overcoming at the bifurcation points of the crisis breaks in its dynamics. Such possibility of the “without-catastrophe” transition is determined on the basis of the investment resource development aimed at the specialist’s personality. It defines the ability of the system itself to the professional changing organization. As a basis of the investment resources of the social and professional system development the category of “knowledge” (as information, technology) is defined. This category provides the specialist with the development of the consciousness according to the model of change “knowledge – attitude – behaviour on the individual and personal as well as social levels”. The implementation of the investment resource system model determines the direction of the efforts to “changing of the type of consciousness” of the specialist. It means the changing of his behaviour psychological model. Four models of the specialist’s behaviour strategies are considered (reactive, inactive, proactive and interactive strategies), changes of which determine the direction of the investment resource system to overcome the crisis breaks in its development [14]. Attention should be paid to the fact that the interactive type of the specialist’s behaviour strategy determines his activity at the pre-crisis (“pre-liminal”) stage of the professional system development, such as: 1) active perception of new ideas and knowledge and on this basis – permanent prediction of future situations; 2) active implementation of future changes [introactiveness through effective personal and professional self-development, readiness to internal change – N.S.] that under conditions of crisis development ensures 3) managed and controlled transitions [ability to the “without-catastrophe” transitions to new trajectories of the professional development – N.S.] [14].

We want to emphasize that such an interactive strategy of the specialist’s behaviour for constructive overcoming of the professional crisis in the system of his professional development – through the development
of capacity for directed (controlled and self-controlled) transitions to new professional movement trajectories, we consider to be occupational mobility. The occupational mobility is a kind of without-catastrophe “bridge” between the cycles of the specialist’s professional development in the synergetic system of the personality’s professional development, the “bridge”, which in professional psychological crises provides multivariant selecting of the personality’s professional development ways and ensures acme-progress of the socio-professional capacity of the specialist’s personality at the new movement trajectories.

Thus, in terms of the synergetic approach we define a certain difference between our position as for the comprehension of the occupational mobility as a “bridge”-transition to overcome the crisis breaks in the professional development system and the approach of M.I. Plotnikov (overcoming investment breaks in the system to preserve its development dynamics). We consider the possibility of “managed and controlled transitions” in terms of the crisis development – on the descending trajectories of the katabole system (see Fig. 1), but not on the trajectories of still positive system dynamics in approaching the point $S_{\text{max}}$ (when braking the development dynamics). We believe that under condition of synergism of the specialist’s professional development system, due to the growth of the fluctuations amplitude, the professional crisis dynamism will reveal the most significant system instability moments, which will determine emergence of a set of bifurcation points on the katabole trajectories. And they are the very points, at which on the basis of the formed and advanced occupational mobility, a person can accomplish a directed and constructive self-effective “pre-catastrophe” transition to the new trajectory of his professional development. At the same time this occupational mobility as a factor of future in the real professional present time serves as a system attractor, identifying quickly the possible professional future on the basis of the pre-formed personal readiness to self-effective multi-variant of the professional changes.

We believe that the formation of the occupational mobility as the “changing of the type of consciousness” is possible on the basis of the development of the complex occupational mobility psychological components, among which the important role belongs to the autopsychological competence (autocompetence) of the personality. In terms of dynamic social and professional change, the developed autocompetence provides introharmonization of the specialist’s personality on the basis of the readiness forming for his psychological and
constructive perception of the multi-variant professional development scenarios as an integral part of his personal and professional acme-growth. In terms of synergism of the specialist’s professional development system the occupational mobility based on the advanced autopsychological competence provides the development of constructive, ecopsychologically introharmonized with the external factors new “professional Self-image”. At the points of professional crisis, it also favours the aimed self-effective transitions of the specialist’s from one trajectory of the professional development to another.

Conclusions. Thus, in the system of the modern specialist’s professional development the occupational mobility acts as a kind of “bridges” that during the professional crises development at the “pre-catastrophe” points of the bifurcation system assist its self-effective transitions from one trajectory of the professional development to another. In terms of this approach, the occupational mobility defines the multi-variant of the professional choice in the situations of professional crisis overcoming acting as the basis for professional and psychological restructuring of the individual. The occupational mobility on the basis of the development of the specialist’s psychological ability to the professional changes harmonizes intrapersonal and external system factors and provides the specialist’s professional development progress as an open synergetic system. Thus, the occupational mobility serves as an important component of the synergetic evolution of the open system of the modern specialist’s professional development.

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NATALIA SURGUND. Mobilność zawodowa jako część synergetycznego systemu rozwoju zawodowego osobowości nowoczesnego specjalisty. Mobilność profesjonalną fachowca określono jako ważny składnik synergetycznego systemu rozwoju zawodowego osobowości. Mobilność zawodowa zwiększa możliwości współczesnego specjalisty w zakresie przezwyciężania i zarządzania kryzysami rozwoju profesjonalnego w punktach bifurkacji systemu na podstawie przejść «bezkatastrofalnych» do innych trajektorii rozwoju profesjonalnego.

Kluczowe pojęcia: mobilność zawodowa, system rozwoju zawodowego, kryzysy rozwoju zawodowego, systemy synergetyczne, bifurkacje.

НАТАЛЬЯ СУРГУНД. Профессиональная мобильность как составляющая синергетической системы профессионального развития личности современного специалиста. Профессиональная мобильность определена как важная составляющая синергетической системы профессионального развития личности современного специалиста. Профессиональная мобильность увеличивает возможности современного специалиста в преодолении кризисов профессионального развития в точках бифуркаций системы на основе «безкатастрофических» переходов на другие траектории профессионального развития.

Ключевые слова: профессиональная мобильность, система профессионального развития, кризис профессионального развития, синергетические системы, бифуркации.
Профессиональная мобильность повышает возможности современного специалиста в преодолении кризисов профессионального развития в точках бифуркаций системы на основе „безкатастрофных” переходов на другие траектории профессионального движения.
Ключевые слова: профессиональная мобильность, система профессионального развития, профессиональные кризисы, синергетические системы, бифуркации.

NATALIA SURGUND. Occupational mobility as a component of the synergetic system of the professional development of the modern specialist’s personality. The specialist’s occupational mobility is defined as an important component of the synergetic system of the professional development of the personality. The occupational mobility increases the possibilities of the modern specialist to overcome crises of the professional development at the points of the system bifurcation on the basis of the “without-catastrophe” transition to other professional development trajectories.
Key words: occupational mobility, system of the profession development, crises of the professional development, synergetic system, bifurcation.
5.
PROSPECTS OF THE TRAINING METHOD IN PSYCHOLOGY AND SOCIAL WORK

PERSPEKTYWY METODY TRENINGU W PSYCHOLOGII I PRACY SOCJALNEJ
Irina ASTREMSKA

Included Supervision as a Core Element of the Practical Component of Future Social Workers Training at the University

The relevance of the topic. In social workers training urgent is the problem of strengthening practical orientation of future specialists. Its decision at the University level is possible through certain changes in the curriculum of social workers preparation and training programs. Introduction and wide use of new forms and methods of training (workshop, group work, design methods, case management, etc.) are absolutely necessary.

It is difficult to carry out the practical training of social workers without the participation and active support of the professional community of practitioners. In this regard, it is important to build the optimal variant of the model of interaction of theory and practice of social work in professional training, and to organize the process of supervisory support for students. The main objective of supervision is defined by the author as a purposeful development of knowledge, skills, and professionally important qualities of future social workers, providing professional and emotional support.
Analysis of recent researches and publications. In the scientific literature supervision is defined as a specific method of teaching young psychologists (I. D. Bulyubash, G. G. Grinson, P. David, D. Jacobs, B. Karvasarsky, N. Cox, D. J. Meyer, H. Spotts, P. Hawks, R. Shochet, etc.); alternative personal analysis (S. Sonnenberg, S. Lazarus, G. Ursino, etc.); a means of improving professional skills and qualifications of experienced professionals (P. Gladding, A. Dąbrowski, G. Counas, K. Krauter, A. Meneghetti); medium bias professional burnout (C. A. Kulakov, G. Shochet, P. Hawks).

Researchers S. Gladding, S. Sonnenberg, K. Krauter, S. Lazarus, A. Meneghetti, G. Ursano claim that supervisors is a method that contributes to the quality of work and is a necessary component of professional development for both beginners and experienced psychologists-practitioners.


The purpose of the article is: to substantiate the place of supervision, its goals, especially in practice-oriented teaching of future social workers; to determine the value and the specifics of interaction between universities and practical social institutions.

Presentation of the basic material. Ways of getting knowledge in social work are inextricably linked with the practice of helping clients, the comprehension of the most important phenomena of their existence that support the strategies. Due to orientation of social work on the life problems of real people, one of its features is a professional intermediary nature [1].

According to N. S. Danakin, acting as an intermediary between the client and society, social worker promotes, on one side, effective adaptation of the client in this society, on the other hand – to process of overcoming the alienation of society from the cares of real people [3], [8].

A feature of the socio-therapeutic contact with the client is that in the course of interaction a social worker effects the vision of the client’s problem, thereby correcting his behavior. Investigating the interaction arising as a result of the effects, G. Berner, L. Yunson [2] offer a three-part model of action which covers two groups of action strategies differing by levels of management and action. First, these are actions whose purpose is the motivation of the client to change the basic actions. In this case the
expert takes the responsibility for what kind of changes necessary to carry out while the client is responsible for implementation of actions. Second, these actions directed on internal change of the system that subsequently can lead to changes in the client’s behavior. Changes in a vital situation of the client happen by indirectly management. The Value of the practical component of mastering practical skills in the sphere of mediation is paramount.

Taking into consideration the peculiarities of “social work” as an academic discipline a necessary component of professional education of students is the practical training of future professionals directly in social institutions.

The subject of interaction of universities and practical social establishments is connected with a maintenance of professional training of future social workers and assumes the following:

1) creation of conditions for support of practice-oriented methods through the construction of an experimental space for their approbation, new forms of interaction of teachers and methodists of practice according to the model of supervision;
2) creation of a social work model from the standpoint of professional practitioner working in the real practical field;
3) joint participation in the development of criteria for quality of social worker training;
4) real expertise of viability, effectiveness, appropriateness of teaching methods;
5) development of creative technologies of social work with various groups of clients and introduce them in the practice of social work;
6) organizational consulting work on creating a new type of social institutions on model of foreign centers of activity and so on. etc.

Implementation of the practice-oriented training of experts, social work within the practical training on the basis of social city institutions and area a cart is possible on two levels:

The level of subjects in the theoretical knowledge, where the key is knowledge of teachers and students a real practice of social work through various forms of cooperation with practical social institutions. Examples of these forms, we include the following: systematic (concurrently) or period (as a scientific advisor, consultans, supervisor) work in social services; training of teachers in institutions of social work; organization and conducting of various types of practices on the basis of social institutions; search for social orders of practical institutions
for the development of social projects, their implementation by efforts of students and teachers; representation and active participation in the certification commissions, expert councils, etc., associated with the practical fields of social work; volunteer work; participate in presentations of new services, and so on. etc.

1) The level of the subjects in the practical field of social work, where the key is participation practical specialists in the educational in various activities of scientific and methodical character. At this level, there are the following forms of cooperation between practitioners with the university: attracting practical specialists to conduct studies (concurrently), or to participate in individual lessons as consultants, experts; organization of practice in social establishments: Orientation supervisors of students locally individual and group meetings on current issues of practice, reflection on the results of the practice; examination of the quality of training of future social workers in the process of study during practice and during the state certification.

2) One of the supervisor’s tasks in the course of work on the basis of establishment is formation students of ability to trace own feelings, emotions and thoughts; to carry out various social roles. Therefore the expert has to consider that any situation of supervise includes at least four elements: specialist supervisor; tutor; student; working context, problem situation.

The main objective of fact-finding practice on the first year of studying for students of specialty «Social Work» is the formation of the differentiated knowledge of system of social service of the population in the city of Mykolayiv and its region, establishments working with various categories of people. During the second year at the university in the process of educational practice future social workers get practical skills concerning the choice and realization of various methods of social work, gain ability to communicate with clients, to form and maintain the relations with colleagues. However, at the organization of practice it is necessary to consider the insufficient formation of motivation of success which is combined with the motivation of achievement (that is the students are aimed not at positive, effective result of work and at the process of realization of this or that social technology).

At the initial stage of training of students’ ability of self-determination of a professional orientation is insufficiently developed, is more whole than training, the directions of further work. They have a problem of
«professional self-determination». The concept «self-determination» belongs to a number of so-called «concept principles» [6].

It is the principle with which any sphere of life, in this case the educational and professional will be organized. Such a definition of concept assumes that self-determination cannot be taught. It is not only knowledge which can be transferred in the educational communication, not only skill, which is gotten in professional activity. Self-determination can be considered as the value accepted by the student as a reference point of the practical activities. This value transforms the practical-educational sphere, gives it specific characteristics, and defines participation of new subjects of the personal focused educational process. Professional formation of a future expert is a difficult and continuous process of design personal and professional qualities. Realization of practical abilities in the course of a Supervisee not only promotes the development of the activity of the student, but also forms a personal model of self-movement to professional skill. The self-movement of the personality to the tops of professionalism includes five stages according to E.F. Zeer [4]:

- «option» – formation of personal intentions, a conscious choice of the areas of work taking into account individual and psychological features;
- «vocational training» – formation of a professional orientation and system of professional knowledge, skills, acquisition of experience of the practical solution of professional situations and tasks;
- «professional adaptation» – entry into a profession, the development of a new social role, professional self-determination, formation of personal and professional qualities, experience of independent performance of professional activity;
- «professionalizing» – formation of a professional position, integration of personal and professionally important qualities into rather steady professionally significant educations, the qualified performance of professional activity;
- «professional skill» – full realization, self-implementation of the personality in professional activity on the basis of mobile integrated professional and personal new growths.

Supervisee comes from Latin «Supervisee» that designates «top view», «supervision». In the sphere of social work many elements of this concept remain in «original state». It concerns first of all control, correction and the management. In the middle of this century the aspect of training was added personnel [11].
Supervision function is to provide the help to students in construction and realization of an educational trajectory of the process of fact-finding and educational practice. Functions of supervisors in the educational systems of the different countries cover as state control over an education system, and psychology and pedagogical maintenance of the educational process. At the beginning of the XX century there was a special form of a Supervisee which, along with control, lags at consultation and support. During this period appeared links of that Supervisee about which speaks in this article [7].

Before mentioning the features of the supervision, it is necessary to determine the specifics of the environment in which it is implemented. In this case, such a condition is a hands-on environment as an aspect of professional learning.

In terms of interaction between students, teachers and specialists of institutions of special importance should be given to interpersonal communication, because in these conditions, students can not only comprehend the material, but also to understand the “true profession” and the supervisor is to raise the level of educational motivation of students. Motivation of students and their relationship with the supervisor are the starting point, as the actual purpose of the practical component of education is not only the formation of the system of professional knowledge, but also raising interest in the profession, conscious selection of technologies and fostering creativity. In the process of communication with students, the supervisor gives them a certain worldview, which is implemented in practice. Thus, supervision is even and philosophical aspect, integrates subjective understanding by students of moral categories in universal morality, values. This forms the students a holistic adequate perception of surrounding reality. This aspect is especially important given the specialty “Social work” that is included in the professional sphere “man – man”, which implies a knowledgeable choice of differentiated forms and methods of work. In addition, the structure of the system of social service of the population of Nikolaev and the Nikolaev area has its administrative specificities, and to teach it to students “theoretical level” without the “mentoring” practice is quite difficult. I informed the supervisor provides a comprehensive study of the structure, functions and main areas of work of the institutions, helps students to conduct competent analysis of the normative documents regulating activity of social service agencies city and regional level.

The main objective of supervision in the II course of practice – on the
basis of available theoretical knowledge of students to assist students in the process of formation of practical skills. In this case, by the supervisor it is very important to explain and show with examples features selection of forms and methods of work, the specificity of professional communication with different categories of customers, to develop a strategy for responding to problem and conflict situations. In practical work supervised is focused on the process and acquiring professional skills for efficient performance. Moreover, motivation helps students to understand the level of reflection that professional development is a complex multistep process in which students become more active, competent approach to the selection of methods and technologies of work, solve a problem situation.

Describing supervision in social work A. Kadushin [9], [10] mentions four of its main functions is educational, supportive, consultative and directing that, in his opinion, and defines the main categories of supervision. In accordance with the identified functions of supervision, it is possible to allocate following kinds of supervision, mentoring and supervision (the supervisor performs the role of the tutor); training supervision (emphasis on educational function); managerial (guide) supervision (supervisor is the «chief»the consulting supervision (responsibility for specialists of social institutions, but held periodic consultations with a specialist supervisor) [9].

Competent organization of supervision is the basis of successful professional socialization of future specialists, so this process is essential during students’ study at the University, including training and production practice, and professional internships.

Conclusions. Thus, in the process of training future social workers, formed skills by solving problem situations, it is necessary to direct efforts at formation of skills of timely switching from the training context in problem-professional. It is therefore necessary to develop ways of cooperation of universities with institutions of practical orientation not only in the field of practice of students, but also to invite experts for lectures, organize round tables, to the professional orientation of students in the University was not “purely” theoretical, but also include practical components.

There is an objective necessity of introduction of special units in the state departments, responsible not only for the students’ practice, the relationship with social institutions, but also for work with students during practice “on the ground”. In this case, the function successfully address the issue of implementation of goals and objectives practices, as
well as ensure the formation and development of students professional motivation, commitment to effective practice and self-improvement implements a new subject of practice-the educational process – a supervisor.

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Abstracts

IRINA ASTREMSKA. Superwizja jak główny element praktycznego komponentu przygotowania specjalistów w dziedzinie pracy socjalnej na uczelni wyższe. W pracy uzasadniane jest miejsce superwizji w strukturze praktycznego komponentu nauczania studentów 1-2 roku specjalności «Praca socjalna». Podkreślany jest charakter specjalności, obowiązkowym komponentem edukacji zawodowej jest praktyczne przygotowanie przyszłych specjalistów pracujących bezpośrednio w instytucjach socjalnych. Wyznaczamy przedmiot i warunki interakcji uczelni i instytucji zajmujących się pracą socjalną. Udowadniemy, że realizacja praktycznie zorientowanego przygotowania specjalistów pracy socjalnej na bazie instytucji socjalnych w mieście i regionie jest możliwe na dwóch poziomach: 1) poziom subiektów teoretycznych, gdzie najważniejszym zagadnieniem jest prowadzenie wspólnie z wykładowcami i studentami realnej praktyki pracy socjalnej przez różne formy współpracy
z instytucjami zajmującymi się pracą w tej dziedzinie; 2) poziom zagadnień
praktycznej sfery pracy socjalnej, gdzie najważniejszym czynnikiem jest
udział specjalistów, praktyków w nauczaniu studentów na naukowych
i metodycznych zajęciach. Poświęcamy uwagę funkcjom supervizji
(educacyjne, wsparcie, doradztwo, kierownicze) i supervisora (kontrol,
doradztwo, wsparcie), typom funkcji (nadzorcza, edukacyjna, menedżerska,
doradztwo), warunkom realizacji (motywacja, komunikacja, światopogląd).
Zaprezentowali pięć etapów własnego ruchu osobowości na wyżyny
profesjonalizmu (J. F. Zejer), na jakie wpływa supervizja: «optacja» –
świadomy wybór kierunków; «profesjonalne przygotowanie» – tworzenie
orientacji zawodowej; «profesjonalna adaptacja» – znajomość z zawodem;
«profesjonalizacja» – kwalifikacyjne wykonanie profesjonalnej pracy;
«profesjonalną umiejętność» – pełna realizacja w działalności zawodowej.

Słowa kluczowe: supervizja, funkcja supervizji, student, uczelnia
wyższa, praktyczne przygotowanie, umiejętności zawodowe, specjalista w
dziedzinie pracy socjalnej.

ІРИНА АСТРЕМСЬКА. Включена супервізія як основний
елемент практичного компонента підготовки майбутніх
специалістів соціальної роботи у ВНЗ. В роботі обґрунтовано
місце супервізії в структурі практичного компоненту навчання
студентів 1-2 курсів ВНЗ спеціальності «Соціальна робота». Відзначено,
що в силу особливостей спеціальності, необхідним компонентом
професійної освіти студентів є практична підготовка майбутніх
специалістів безпосередньо в соціальних установах. Визначено
предмет та умови взаємодії вищого навчального закладу та практичних
соціальних установ. Доведено, що здійснення практично-орієнтованого
навчання фахівців соціальної роботи в рамках практичної
підготовки на базі соціальних установ міста й області можливо на
dвох рівнях: 1) рівні суб’єктів теоретичного знання, де ключовим є
знання викладачами і студентами реальної практики соціальної
роботи за допомогою різних форм взаємодії із практичними соціальними
установами та 2) рівні суб’єктів практичного поля соціальної
роботи, де ключовим є участь фахівців-практиків у процесі навчання
студентів у різних заходах науково-методичного характеру.
Основну увагу приділено функціям супервізії (освітній, підтримуючий,
консультативний, спрямовуючий) та супервізора (контроль, консультування,
підтримка тощо), їх видам (наставницькій, навчальнії, міжособистісні комунікації, світогляду тощо). Проаналізовано

Ключові слова: супервізія, функції супервізії, мета супервізії, студент, вищий навчальний заклад, практикоорієнтованість навчання, практичний компонент, професійна майстерність, саморух особистості, спеціаліст соціальної роботи.

ИРИНА АСТРЕМСКАЯ. Включенная супервизия как основной элемент практического компонента подготовки будущих специалистов социальной работы в ВУЗ. В работе обосновано место супервизии в структуре практического компонента обучения студентов 1-2 курсов ВНЗ специальности «Социальная работа». Отмечено, что в силу особенностей специальности, необходимым компонентом профессионального образования студентов есть практическая подготовка будущих специалистов непосредственно в социальных учреждениях. Определен предмет и условия взаимодействия высшего учебного заведения и практических социальных учреждений. Доказано, что осуществление практико-ориентированного обучения специалистов социальной работы в рамках практической подготовки на базе социальных учреждений города и области возможно на двух уровнях: 1) уровне субъектов теоретического знания, где ключевым является знание преподавателям и студентами реальной практики социальной работы посредством различных форм взаимодействия с практическими социальными учреждениями и 2) уровне субъектов практического поля социальной работы, где ключевым является участие специалистов-практиков в процессе обучения студентов в различных мероприятиях научно-методического характера. Основное внимание уделяно функциям супервизии (образовательной, поддерживающей, консультативной, направляющей) и супервизора (контроля, консультирования, поддержки и т.п.), их видам (наставнической, обучающей, менеджерской (направляющей), консультирующей), условиям реализации функций супервизии (мотивации, межличностной коммуникации, мировозз-
IRINA ASTREMSKA. Included supervision as a core element of the practical component of future social workers training at the university. In the paper the place of supervision in the structure of the practical component of university students training in social work is defined. It is noted that because of the nature of the specialty, a necessary component of professional education is practical training of future social workers. It determines the subject and conditions of cooperation between universities and practice of social institutions. It is proved that the implementation of practice-oriented training of social workers in practical training on the basis of social institutions in the city and region is possible at two levels: the level of subjects of theoretical knowledge, which is a key to knowledge of teachers and students the actual practice of social work through various forms of practical interaction with social institutions; the level of the practical social work fields’ subjects, where the key is the involvement of practitioners to the educational process in various activities of scientific and methodical nature. The author focuses on the functions of supervision (educational, supportive, consultative, directing) and a supervisor (monitoring, counseling, support, etc.), their types (mentoring, training, managerial (guide), advising), the conditions of realization of functions of supervision (motivation, interpersonal communication, world view, etc.). The five stages of self-motion of personality to the heights of professionalism (E. F. Zeer), the development of which is effected by the supervision are described in the article. They are: «the choice» – a deliberate choice aimed work; «training» – the development of a professional nature; «professional
adaptation» – entry into the profession; the «professionalization» – qualified performance of professional activity; «professional skill» – the full realization in professional activity. The author shows the importance of implementing practical skills in the process of formation of personality models of self-motion in professional skills.

**Key words**: supervision, functions of supervision, purpose of supervision, student, high school, practitioners’ training, practical component, professional skill, self-motion of personality, social worker.
Prospects of Gender Training in Psychology and Social Work

Gender knowledge covers a wide palette of humanitarian disciplines – philosophy and feminist theories, sociological, economic and psychological studies, literature, fine arts and pedagogical practices. This inexhaustible source, that feeds the ideas of humanism and democracy, which are engraved in the list of fundamental human rights and freedoms. Therefore, the development of the society of parity democracy – a community of equal people, needs a high level of awareness of the gender factor, as one the basic means of building harmonious interpersonal relations in all spheres of life, even those which are traditionally considered to be exclusively feminine.

The way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the
ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training [2; 3].

It is quite obvious that choosing a method of imparting gender knowledge depends on the age of schoolchildren, their social environment, civility, and, finally, the subject-matter of the topic (which may require an explanatory-illustrative teaching method in some cases and problem-solving, heuristic methods that consist in organizing independent searching activities of pupils in others). The topic: “How to Prevent Swallowing the Bait of a Gender Stereotype in Words “This is for the beautiful, mild and hard-working!” and “This is for the bright, clever and well-read!” should be taught in different ways for primary school pupils, teenagers and youth. The interaction, a cooperation as a didactic innovation, may be applied not only in the process of so called “active” teaching methods, but also in problem-solving, partly-research and heuristic methods, as well as in the course of using “passive” methods (explanatory-illustrative or reproductive) that activate pupils’ emotions and attitude to the topic. As a result, while applying the aforesaid methods teachers aim at explaining new categories by means of various illustrative, visual aids that facilitate perception, interpretation and memorization. E.g., rather abstract notion of a patriarchal gender system and its restriction of fundamental human rights and freedoms, especially those of women, become rapidly quite clear in case it is illustrated with statistics as, for instance: According to UNICEF, only 1% of girls in Ethiopia have completed primary education; women remain illiterate in most cases. At the age of 10 girls get married. The country ranks 120th in the world concerning the number of women in governing institutions, along with Gambia, Congo and Somali [1].

If narration is used as an explanatory-illustrative teaching method, the material it is based on should support teacher’s conclusions while striking facts, figurative comparisons, examples from belles-lettres, folklore or even life experience would make the presentation of teaching material more intelligible and reasonable. (Elderly women Natalia Chaika and Hanna Sydova work as nursemAids in one of the sanatoriums for disabled children. They carried over twenty children out of the burning building risking their own lives. When one of the women lost consciousness checking whether nobody had been left in an ablaze room, the other one carried her out of it on her hands. This happened during New Year holidays in 2004. The teacher activates visual and creative thinking as well as the imagination of pupils by using interesting facts and figurative comparisons. (For example, Svitlana
Savytska, a Ukrainian woman-astronaut, stepped into outer space on July 14, 1984, and spent 3 hours 35 minutes welding using Paton’s method with the help of Volodymyr Dzhanibekov). Stories, tales and narratives prepared by the teacher may be used as an illustration of gender categories both in primary and high schools.

A lecture used in the process of acquiring gender knowledge is different from conventional, academic lectures since well-known experts in various gender issues – sociologists, lawyers, psychologists, sexologists, representatives of public non-governmental organizations – are invited. A lecture of this kind, first of all for school-leavers, can be delivered, for instance, by a member of La Strada republican organization which is famous for its work aimed at preventing the phenomenon of “traffical women” and providing help to victims of “white slavery”. Thus, one of the lectures delivered to the youth concerning “Labour Migration of Women” raised such questions as “female face” of unemployment in Ukraine, job placement problems of girls and women in our boroughs and small towns, intensification of search for cheap labour from other countries, manipulation of women’s trust or ignorance of the law and tragic experience of victims taken from their real-life stories, returning to motherland as “happiness with tears in one’s eyes” and everlasting sorrow in one’s heart: “If only I had known it earlier!”

There were a number of lectures (“Women as New Job Hunters on the World Stage: Advancement or Setback”, “Concubinage: Does Anyone Need Equality De Jure”, “Mono-family as a Challenge to the Collapse of Partnership”) delivered by representatives of the Ministry of Internal Affairs of Ukraine on the topic of home violence, by psychologists concerning crises of young families, preparedness of young people for marriage and family relationships, planning a family as an even function etc., in the accumulated experience of introducing gender knowledge. Experienced teachers illustrate gender notions using examples from belles-lettres, fine arts, newspaper articles, films, television programmes that provide real life meaning to abstract gender categories (it could be parts of television programmes “The World Without Women”, “Let Us Get Married”, radio programmes “Home Academy”, marriage advertisements etc.).

A reproductive method of teaching includes surveys, conversations, abstracting articles, analyzing narratives, etc. which give an opportunity to assess the application of gender knowledge in the context of real life. The peculiarity of gender knowledge is that every pupil may have their own views on the relationships between genders taken from their families or close social environment, which does not always coincide with the call
to equality that they hear in the classroom. The forms of realization of this method are very diverse: from conversations, abstracting, creating a collage or portfolio etc. to training exercises aimed at improving the communicative and organizational skills on the basis of equality and partnership (extract from training exercises: “Partnership requires high standards of communication that prevent from humiliating another person’s ego and damaging their self-esteem. All of you have already happened to feel pain in response to claims like “You are like this and that…” in the course of a conflict and therefore we have to use the pronoun “me” to respond to infringement of our needs as well as maintain balance in a relationship with an abusive partner. Your pair task is to demonstrate the causes of a conflict and verbalize a partnership-like way of communication. Let us start with you. “What is the problem?” – “He did not pay the bills for rent, telephone, electricity again, even though he had promised to do that.” – “What is usually said to a partner in such cases?” – “You, a foul word… why on earth did you make a promise? Otherwise, I would have done it myself...” – “What should be said to keep the chance of understanding?” – “I feel so hurt when anybody promises something and does perform it, even if it concerns paying bills ...”. – “All right, I remind you that this rule of communication is called turning a “You” statement in the “I” statement...

An introductory reproductive conversation is built in a way to reveal the extent of pupils’ understanding of certain gender notions: “Where do you believe the respect for the personality of a man to be higher: in a patriarchal or partnership family?”, “What, in your opinion, does the fact that children and a wife are afraid of a husband indicate? Is it his authority?” A reproductive conversation can be used both to test the knowledge of specific topics and for the purpose of concluding and systematization. The teacher briefly summarizes what the children have said, draws attention to the most important issues, recommends useful literature and problems worth considering (“Partnership is incompatible with fear, and domination and authority are two different things. Let us recall the contents of M.Ostrovskyi’s play “Thunderstorm”).

The forms of realization of the reproductive method in gender studies include conversations, presentations of various home tasks, namely, reviews of publications on gender issues, prepared essays, dramas, narratives, collages, graffiti etc. “Graffiti” is writing words, phrases, symbols, sketches on the discussed topic on the blackboard or on large pieces of drawing-paper (E.g., third form pupils presented on drawing-paper computer-based version of emotions experienced by girls and women who live in patriarchal and democratic countries). High school students demonstrate
the ability to reproduce, for instance, their understanding of concepts of gender equality and inequality at home and at work by means of certain figures or symbols. Other groups reproduce this topic using the “graffiti” technique.

A narrative as a way of applying the reproductive method can also be used both as explanatory, reproductive and problematic method of teaching, such as making a narrative in the form of tales, biographies or short life stories. It can be individual or group retelling of the adopted gender-differentiated and egalitarian rules of behaviour; completing characters and tables according to the teacher’s explanations of a certain algorithm of inter-gender relationships; describing an object or phenomenon according to a model; providing examples that prove a rule, quality and so on. For example, using a narrative is the best solution to a task of decoding the algorithm of behaviour of a violator. A gender component can be clearly and distinctly traced in their content, since individuals (both men and women, young and old), describe their experience of inter-gender relationships, obtaining education, profession, love, marriage and family life. In particular, teenagers acted as interpreters of non-fictional stories while familiarizing themselves with memoirs such as “Women and War”, various essays about the lives of women / men. When listeners of the narratives deliberate over the time, place, life circumstances of the characters, the evolution of their relations, problems (gender conflict) and their solution (gender selection), it becomes a true reconstruction of gender problems. (E.g., whether women should and can become military pilots that take part in military operations; Is it easy for a woman to serve in a men’s prison or in border troops? Can a woman become a head of an association for bikers? Can a woman take part in the “Formula 1”? How should one regard the experience of “Red Socks”, young female fighters in Liberia). Thus, narrative extracts give them an opportunity to demonstrate their understanding (taken from family experience or adopted in the classroom) of the creation of gender – social circumstances, private and social lives of men and women. Not without reason the narrative is said to give life to gender, an opportunity for its creators and the audience to “try on the shoes” of the other sex and even walk in them under certain historical and life circumstances.

Problem-solving method of teaching is considered not only active but also interactive. Depending on the degree of independence of thinking operations and conclusions of a pupil activated by the teacher, this interaction is called problematic, partly-research and heuristic (“I reached the conclusion about... by myself”). Thus, the above mentioned group of
active teaching methods has its internal distinctions only according to the level of autonomy of pupils in solving didactic problems. E.g., the problem of equality of the men and women in the household can be settled by setting and solving dilemmas of finding divergence in leisure time that is at the disposal of both genders.

A problematic didactic field can be created by well-grounded proving of a certain conclusion (E.g., there are less conflicts in dominant family types than in partnership ones. But why? Is it not because of the fact that such families resemble military headquarters, where orders of the head are not to be discussed?); by demonstrating a wilful breach of conclusion proving logic (“What if family members willingly create a dominant family type because they neglect the respect for an individual and value order and discipline that is believed to be in the hands of the head of family?”); paradoxical description of the object of gender concern with an opposite modality (Traditional families are usually headed by males. Let us imagine that tomorrow women would become heads in patriarchal, e.g. Pakistani, families. What way would their gender relations evolve?”; exacerbating conflicting gender issues (“A wife and children in a patriarchal family entirely depend on the power of a husband, a father. But he is not omnipotent and his power can be restricted by means of filing a claim with a court or law enforcement agencies. If a “patriarch” had unlimited power and the penalty for disobedience were higher, might all the talks about inequality totally disappear then?”).

Conducting “round tables”, “expert group discussions” (”panel discussions”), “forums”, “symposiums”, “public debates”, “court hearings”, “brainstorming”, “four corners discussions”, role plays and others has become widespread in modern gender teaching practice. This way of organizing gender studies allows you to see the practical significance of a problem, which significantly reduces the resistance to perceiving new information. Vexed questions can be discussed in the form of a “round table”, e.g. “Are true knights and ladies in actual need nowadays?” or “Does profanity sound worse when it is used by a girl?”, “Are women to blame for an extremely high male mortality rate nowadays?” “Does the fist of a man hurt more than derogatory accusations of a woman against him?” “Can “glamorous bimbos and nerds” make a partnership couple?”

In the course of organizing discussions, disputes, role plays, mini research projects, focus-groups, “brainstorming” etc., pupils take independent steps towards solving gender problems, finding “for” and “against” arguments. During a discussion the teacher lets students decide the fate of male violators: “Whether only they should be punished, and the
victim should rather be pitied? Or maybe the problem of family violence has deeper roots that reach the breach of partnership marriage in different areas of family life?" Teenagers, for instance, can get a “heuristic” task to prepare a creative collage-making workshop on the topic: “Our future is not littered with gender stereotypes”. The creative workshop not only selects illustrations from magazines, leaflets, gives rein to their imagination with pieces of fabric on drawing-paper, gluing them together in a certain pattern, but also someway highlights those areas of the lives of men and women (professional, family, political), where gender stereotypes are most common, points out specific ways they should be removed. In terms of youth’s acquiring knowledge on the topic “Traditional and Partnership Family” the teacher can organize a discussion “for” and “against” two types of family relationships, concubine and marriage (every 10th Ukrainian family lives on trust, civil marriage, since each type has its own advantages of interaction between genders and disadvantages”). A gender-based research task may be performed by students, for instance, in the process of organizing a “trial over patriarchy”, the preparation of which requires finding “for” and “against” arguments by students.

Which techniques can activate the research methods of gender studies? First of all, to involve students in the discussion of the hypothesis “The male gender is characterized by a higher level of aggression, because the men commit the majority of crimes. Try to prove the opposite or confirm the assumptions”; first we should solve several interrelated sub problems and then it will take us to the solving of the main problem (“To confirm the assumption of male aggression, we should explore a chain of sub hypothesis: 1) the reasons of the adult’s aggression come from the adolescence 2) There are more male than female in the colonies for the juvenile offenders. Does it mean that the representatives of male gender are more aggressive starting from primary school and pre-school? Is it true or falls? 3) So, we find out, that boys from the primary school and pre-school are not much different from their peers girls. What other social factors interfere the process of gender nurturing? Let’s model the situation: “During the break a teacher enters the classroom and see two boys beating each other in one corner, and the same situation with two girls in the other corner. How will the teacher react on these “fighters without rules”? Will it be the same reaction?”. The teacher should use correct sayings to find a right solution (“So, we find out, the different demands from the children’s behavior “Girls, shame on you! You are girls, and girls don’t fight!” and “Ah-well, “cocks”, get away from the class, try to find a better place to improve your martial arts!”). As the
result, it makes boys to solve the conflicts with the help of physical and verbal aggression, and girls – mediated, for example by rumors. But how do you explain the fact that in recent years the rate of female physical violence increases? Students should plan unusual, paradoxical proposals on gender issues, determine the degree of probability of certain events (“How to harmonize the relations between sexes? We may provide the penalty not only for the “insulting” word, but also for every “oblique” look”.

Discussion is the most common form of active learning. Such terms as “debate” and “discussion” are synonyms in pedagogy. Sometimes the last one is used for the broader discussion. Both provide an atmosphere of collective searching of the truth, which can be reached during a controversy. A collective searching means a free exchange of ideas, an expression of an own point of view, an argumentation of an own position. Two or more points of view determine the dialogue. It is not is determined not by the number of participants. The beginning of the dialogue is to redefine a problem “Is the divorce always “evil” for her and him? Could the breakup of the family become a great weal?”. The crucial moment is to choose a gender issue. It should be close not only to the adult’s, but also touch the children’s lives.

The realization of the subjective and personal approach during the process of gender learning is done by “debate” and “discussion”. They help to involve pupils and teachers into the process of “collective” thinking. Furthermore, the pupils and teacher are to oppose the “false” point of view, using the examples from real life, which are the tangent to legal, ethical and moral aspects of gender issues. The development of the main problem and questions for the discussion is a necessary condition for the effective discussion in a class or between classes: “Is unisex – a “third “sex?”

- A fashion for teenagers – is it a third, universal gender or a democratization of sex’ behavior?
- The real macho and feminine: is it a remnant of patriarchy in fashion?
- Can the unisex fashion stimulate the gender equality?
- “Emo” subculture and the rest – is it a challenge to patriarchal traditions, an escape from reality or the construction of new, advanced relationships between sexes?

A psychological value of the group discussions is to study, to realize the gender norms and requirements of the society; it is an ability to apply the acquired knowledge during the gender dispute with an opponent. The polemic, which occurs during the dispute, helps to overcome the
formal attitude to the gender knowledge, to recognize the necessity of the sexes ‘parity. It looks like a “creative laboratory” which helps to test the personal gender orientations.

Recently, the psychological workshop – the analysis of difficult life situations (case study), a gender portfolio, tests and interview – is used to analyze the high school students. Usually, the basics are small articles, essays or thoughts of the readers (for example the youth periodical), which describe the prominent people, their way to the “Olymp”, despite many difficulties, their achievements, traits, relationships, moral conflicts in family life, where the issues of gender relations are put very keenly.

Therefore, the implementation of gender education enables children and youth to acquire gender knowledge, to build and test their “Ego” in different situations, to practice and implement the principles of partnership, gender equality starting from school years and up to the period of creating their own families They are taught to work hard in their relationships, to be social and political active. Gender competence ensures the success in both spheres - autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc.

Gender competence may be named as “key competence”, because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life [6]. The primary task of the teacher is to form gender competence, it corresponds to slogan “Children deserve the best!”, the essence of which The president of the National Academy of Pedagogical Sciences of Ukraine V. H. Kremen’ clarifies the concept “Child is in the center” as a worshiping of the child’s personality, his individuality, creating the necessary conditions for its formation and development, The slogan “Child is in the center” should identify the activities of modern teachers in school and beyond” [4, p. 412–413].

Gender discourse is a new area of educational technology in business schools and universities, which stimulates mental space to look for a cultural development in all participants of pedagogical interaction
“parent-child-teacher”. It builds gender partnerships in humanization of social relations.

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Transliteration of references:

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TAMARA HOWORUN, OKSANA KIKINEŻDI, WOŁODYMYR KRAWIEC. Perspektywy szkoleń genderowych w psychologii i pracy socjalnej. W artykule przedstawiono autorski model technologii szkoleń genderowych jako psychologiczno-pedagogicznego towarzyszenia płciowej socjalizacji osobowości, ukierunkowanego na partnerstwo i parytet płci; określono innowacyjne metody interaktywnej nauki i perspektywy treningów genderowych u kształtowaniu kompetencji genderowych, egalitarnej świadomości i genderowej kultury młodzieży.

Słowa kluczowe: trening genderowy, płciowa socjalizacja osobowości, stereotyp genderowy, kompetencje genderowe, interaktywne metody nauczania, egalitarna świadomość, genderowo-oświatowe technologie, kultura genderowa.

TAMARA ГОВОРУН, ОКСАНА КІКІНЕЖДІ, ВОЛОДИМИР КРАВЕЦЬ. Перспективи гендерних тренінгів в психолоgiї та соцiальнiй роботi. У статтi представлена авторська модель гендерно-освітніх технологій як психолого-педагогічного супроводу статевої соціалізації особистості, спрямованої на партнерство та паритетність статей. Окреслені інноваційні методи інтерактивного навчання та перспективи гендерних тренінгів у формуванні гендерних компетенцій, егалітарної свідомості та гендерної культури молоді.

Ключовi слова: гендерний тренінг, статева соціалізація особистості, гендерний стереотип, гендерні компетенції, інтерактивні методи навчання, егалітарна свідомість, гендерно-освітні технології, гендерна культура.

TAMARA ГОВОРУН, ОКСАНА КИКИНЕЖДИ, ВОЛОДИМИР КРАВЕЦ. Перспективы гендерных тренингов в психологии и социальной работе. В статье представлена авторская система гендерно-образовательных технологий как психолого-педагогического сопровождения половой социализации личности, направленной на партнерство и паритетность полов. Раскрыты инновационные методы интерактивного обучения и перспективы гендерных тренингов в формировании гендерной компетенции, эгалитарного сознания и гендерной культуры молодежи.

Ключевые слова: гендерный тренинг, половая социализация личности, гендерный стереотип, гендерные компетенции, интерактив-
Prospects of gender training in psychology and social work. The article deals with the author’s model of gender and educational technologies as psychological and pedagogical support of individual gender socialization, which is focused on partnership and parity of genders; innovative methods of interactive learning and perspectives of gender trainings of gender competencies’ formation, egalitarian awareness and gender culture of youth were outlined.

Key words: gender training, gender socialization, gender stereotype, gender competence, interactive teaching methods, egalitarian consciousness, gender and educational technology, gender culture.
6. THE PROBLEM OF EFFICIENCY OF DEVELOPMENTAL INFLUENCE: POSSIBILITIES AND LIMITATIONS OF EDUCATIONAL TECHNOLOGY

PROBLEMY SKUTECZNOŚCI WPŁYWU ROZWOJOWEGO - MOŻLIWOŚCI I OGRANICZENIA TECHNOLOGII EDUKACYJNYCH
Muzykologia na Uniwersytecie Lwowskim w 1911-2011 Latach i Adolf Chybiński

W 2012 roku minęła setna rocznica założenia Zakładu Muzykologii Uniwersytetu Lwowskiego – chronologicznie drugiego1 muzykoznawczego instytutu na ziemiach polskich oraz jednej z najbardziej zasłużonych spośród uniwersyteckich instytucji muzykologicznych w Europie. Obecnie, dzięki odpowiedniej historycznej perspektywie, możemy należycie ocenić działalność prof. Adolfa Chybińskiego2 oraz stworzonej przez niego w ramach lwowskiej wszechnicy szkoły muzykologicznej, która położyła podwaliny polskiego i ukraińskiego muzykognawstwa.

Na początku XX stulecia muzykologia była nową dyscypliną naukową. Działalność jej prekursorów oraz pierwszych przedstawicieli

2 Adolf Chybiński (1880-1952), studiował w Krakowie filologię klasyczną, germanistykę i prawo na UJ, w latach 1905–1908 w Akademii Muzycznej w Monachium u L. Thuillego (kompozycja), 1901–1908 na Uniwersytecie w Monachium (muzykologia). Od 1912 r. profesor Uniwersytetu Lwowskiego, 1912–1939 kierownik Zakładu Muzykologii, 1945–1952 profesor Uniwersytetu w Poznaniu. Działalność naukowa Chybińskiego koncentrowała się na historii muzyki polskiej (głównie XVI i XVII w. oraz okres Młodej Polski); wiele uwagi poświęcał również polskiej muzyce ludowej (szczególnie góralskiej) i publicystyce muzycznej [12].
uwidoczniła się w Wiedniu pod koniec XIX w., wzbudzając powszechne zainteresowanie głównie w krajach niemieckojęzycznych. Zacząto badać i opisywać sztukę muzyczną, zarówno w formie zapisanej (rękopisy muzyczne, nuty i inne druki) oraz niezapisanej (np. muzyka ludowa). Muzykolodzy zajęli się też szczególnie odtwarzaniem i analizowaniem historycznego i kulturowego kontekstu, w którym powstawała i powstaje muzyka, a której przecież w żaden sposób nie da się od tych zależności wyabstrahować. Wraz z rozwojem muzykologii po raz pierwszy w historii rozpoczęto np. systematyczne badania nad historią muzyki. Dziś jest oczywiste, że zasługi lwowskiej placówki dla polskiej kultury muzycznej są nie do przecenienia. W roku swego założenia, lwowski instytut był trzecim – obok Wiednia i Pragi – tego typu ośrodkiem w ówczesnym państwie austro-węgierskim, co też w dużej mierze odzwierciedla rangę stolicy Galicji na tle innych miast ówczesnej monarchii Habsburgów. O ile faktem jest, że założone przez Zdzisława Jachimeckiego w ramach Uniwersytetu Jagiellońskiego seminarium muzykologiczne powstało niecały rok wcześniej, to jednak do lat 20. XX w. borykało się z problemami lokalowymi, co daje pierwszeństwo instytutowi lwowskiemu, nie tyle jako placówce chronologicznie wcześniej istniejącej, ale jako pierwszej w pełni zorganizowanej, wyposażonej i funkcjonującej.

Co ciekawe, u początków polskiej muzykologii symbolicznie przecięły się ze sobą losy dwóch wybitnych naukowców. Urodzony i wychowany we Lwowie Zdzisław Jachimecki był założycielem muzykologii krakowskiej, zaś pochodzący z Krakowa Adolf Chybiński zorganizował od podstaw działalność Zakładu Muzykologii na Uniwersytecie Lwowskim [13].

Tworzenie nowej placówki zbiegło się w czasie z okresem świetności lwowskiej Almae Matris, która na przełomie XIX i XX w. była największą uczelnią Galicji. Po zawieszeniu I wojny światowej oraz wojnie ukraińsko-polskiej o Lwów i Galicję Wschodnią, Królewskie Stołeczne Miasto Lwów weszło w skład państwa polskiego. Dnia 22 XI 1919 r. uchwałą Rządu Rzeczpospolitej Polskiej Uniwersytetowi Lwowskiemu nadano imię jego założyciela – króla Jana Kazimierza; odtąd oficjalna nazwa uniwersytetu brzmiała: Uniwersytet Jana Kazimierza we Lwowie. Była to jedna z największych i najbardziej zasłużonych placówek naukowych Odrodzonej Polski, gdzie wykładowi słynni naukowcy, dokonujący ważnych odkryć naukowych oraz publikujący cenione w świecie naukowym rozprawy. Dość tutaj wymienić takie kregi lwowskich naukowców, wraz z czołowymi ich przedstawicielami, jak: lwowska szkoła matematyczna (Stefan Banach, Stanisław Ulam); lwowsko-warszawska szkoła
filozoficzna (Kazimierz Twardowski, Kazimierz Ajdukiewicz, Tadeusz Kotarbiński, Roman Ingarden); lwowska szkoła historyczna (Ksawery Liske, Wojciech Kętrzyński, Tadeusz Wojciechowski, Ludwik Finkel, Oswald Balzer, Szymon Askenazy); lwowska szkoła antropologiczna (Jan Czecanowski); lwowska szkoła geograficzna (Eugeniusz Romer) czy biologiczna (Rudolf Weigl).

Na tle tak zasłużonych dla nauki lwowskich uniwersyteckich ośrodków badawczych niemniej chlubnie prezentują się zasługi Zakładu Muzykologii, które niniejszy artykuł ma zamiar przedstawić. Być może stanie się on przyczynkiem szerzej zakrojonej monografii, jak dotąd brak bowiem w polskojęzycznej literaturze szczegółowego opracowania tego tematu.

Pierwszym inicjatorem utworzenia Katedry Muzykologii na Uniwersytecie Lwowskim był kierujący Katedrą Historii Sztuki prof. Jan Bołoz-Antoniewicz, znany badacz renesansu, który w swych listach prosił Chybińskiego o jak najszybszy przyjazd do Lwowa. Przebywający wówczas w Monachium Chybiński, pracując nad zakończeniem pracy habilitacyjnej, otrzymał także w tym czasie list od dziekana Wydziału Filozoficznego Uniwersytetu Lwowskiego, Wilhelma Bruchnalskiego, z propozycją natychmiastowego objęcia posady docenta i kierownika Zakładu Muzykologii tegoż uniwersytetu.

We wrześniu 1912 r. A. Chybiński przyjechał do Lwowa i złożył potrzebne dokumenty, w celu uzyskania habilitacji. Podstawą do tego była rozprawa pt. „Teoria mensuralna w polskiej literaturze muzycznej I połowy XVI w.” [5]. Dnia 1 listopada 1912 r. Chybiński rozpoczął pracę na Uniwersytecie Lwowskim jako wykładowca historii i teorii muzyki. Zaprowadził w podporządkowanej sobie placówce europejską metodykę i metodologię wykładu dyscyplin muzycznych. U początku istnienia Katedry Muzykologii we Lwowie, która zaczęła funkcjonować na Wydziale Filozoficznym, dało to możliwość zorganizowania procesu nauczania na najwyższym poziomie [6].

Adolf Chybiński prowadził wykłady i zajęcia praktyczne (razem cztery godziny) dwa razy w tygodniu, ze średnim wynagrodzeniem 100 koron miesięcznie. Na początku zajęcia były prowadzone w starym korpusie uniwersytetu przy ul. św. Mikołaja (dziś ul. M. Hruszewskiego),

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3 Poglądy Ingardena, zwłaszcza przedstawiona przez niego koncepcja „filozofii muzyki”, skupiającej się wokół fenomenologii dzieła sztuki, miały swój wpływ na lwowską muzykologię. Do problemu estetyki muzycznej, szczególnie zaś do teorii stylu i recenzji muzycznej, nawiązywały później studiujące u Chybińskiego Stefania Łobaczewska i Zofia Lissa, które zajmując się muzykologią, miały też okazję słuchać wykładów Ingardena [10].
później w budynku Wydziału Fizyki przy ul. Długosza 27 (dzieś ul. św. Cyryla i Metodego). Latem 1913 r. przeprowadzono remont pomieszczeń i pierwsza stworzona w Galicji katedra muzykologiczna rozpoczęła kształcenie fachowców jako autonomiczną, naukowo-pedagogiczną instytucję, działającą na wzór niemieckich, podporządkowanych jednej osobie katedr muzycznych, z odpowiednim wyposażeniem i biblioteką.


Zakład został wyposażony w nowy fortepian sprowadzony z Wiednia. Do planu zajęć zostało dołączone sporządzone przez prof. Chybińskiego ogłoszenie: „Uwaga, wszelkie wykłady i ćwiczenia będą ilustrowane przykładami muzycznymi, dlatego skierowana jest prośba do studentek i studentów, którzy grają na fortepianie, skrzypcach, itp. o zgłoszenie się do wykładowcy”, które nie pozostało bez odzewu. Funkcję takich ilustraterek podczas zajęć Chybińskiego pełniły studentki: Stefania Łobaczewska (gry na fortepianie uczyła się w Konserwatorium Galicyjskiego Towarzystwa Muzycznego we Lwowie u Viléma Kurza), Helena Paygertówna oraz wspomniana wyżej Bronisława Wójcik [1]. Do bezpośredniego kontaktu z autentycznym źródłem muzycznym prof. Chybiński przywiązywał szczególną wagę, jak sam pisał, by studenci „nie byli znużeni ograniczając się do prac drukowanych i zdjęć” [1, S. 74].

Pierwszymi pracami naukowymi studentów Katedry Muzykologii Uniwersytetu Lwowskiego były: praca dotycząca odnalezionej przez Chybińskiego w Zakładzie Narodowym im. Ossolińskich we Lwowie cennego i unikatowego zabytku muzycznego „Cathemerinon” Wolfganga Grefingera, niemieckiego kompozytora z początku XVI w., napisana przez Stefanię Łobaczewską oraz rozprawa Bronisławy Wójcik, poświęcona tańcom polskim Johanna Fischera, niemieckiego kompozytora przełomu XVII i XVIII w., która była wydrukowana w czasopiśmie „Kwartalnik
Muzyczny” w 1914 r [14]. Były to pierwsze publikacje studentów niedawno powstałej katedry, opublikowane w fachowym wydawnictwie. W ten sposób studenci muzykologii Uniwersytetu Lwowskiego stali się pierwszymi polskimi studentami muzykologii w historii, którzy ujrzieli swe prace w druku [7].


Mimo trudnych warunków materialnych Chybiński z poświęceniem oddawał się pracy pedagogicznej. We wniosku Rady Wydziału Filozoficznego do Ministerstwa WRiOP z 19 VI 1919 r. w sprawie przyznania mu pełnego etatu, czytamy o nim m.in.: „[...] wykłada i prowadzi ćwiczenia w tutejszym Uniwersytecie z wielką gorliwością i prawdziwym dla uczniów pożytkiem, nie ustając przy tym w pracy naukowej. Jedna z jego uczennic Bronisława Wójcikówna, uzyskała w r. 1917 na podstawie rozprawy z zakresu historii muzyki stopień doktorki filozofii na tutejszym Uniwersytecie; jest to pierwszy z tego zakresu doktorat na ziemiach polskich” [9].

Dnia 22 X 1919 r. na posiedzeniu Rady Wydziału Filozoficznego prof. Chybiński, który dotąd sam prowadził wszystkie teoretyczne i praktyczne zajęcia, wniósł podanie o utworzenie przy Zakładzie Muzykologii asystentury, zarazem rekomendując na to stanowisko dr. Bronisławę Wójcik. Później, w różnych okresach, posadę tę zajmowali: Maria Szczepańska, ks. Hieronim Feicht CM i Józef Dunicz. Pod kierownictwem profesora prowadzili oni zajęcia praktyczne z analizy form muzycznych,
kontrapunktu i paleografii muzycznej.

W międzywojennej Polsce była to zdecydowanie najprężniej działająca placówka muzykologiczna, obok dwóch pozostałych, istniejących w Krakowie i w Poznaniu (ta druga została utworzona w 1922 r.). Uwidoczniło się to m.in. w odznaczeniu jej kierownika, prof. Chybińskiego, Krzyżem Komandorskim Orderu Polonia Restituta w 1929 r., w uznaniu dla jego zasług na polu naukowym i pedagogicznym. Tym samym prof. Chybiński stał się pierwszym polskim muzykologiem, uhonorowanym tak wysokim odznaczeniem państwowym. Po pewnym czasie Zakład Muzykologii Uniwersytetu Jana Kazimierza stała się znanym i liczącym się ośrodkiem nauki muzykologicznej. Szczególną rolę w tym procesie odegrał jej przełożony A. Chybiński, który w swojej działalności kierował się zdobyczami naukowymi innych europejskich szkół muzykologicznych. Cechami wyróżniającymi lwowską szkołę muzykologiczną pod kierownictwem Chybińskiego były takie kryteria jak: wszechstronne wykształcenie humanistyczne, dostrzeganie perspektywy historycznej w rozwoju sztuki muzycznej, wykorzystanie nowoczesnych metod nauczania [9]. Podstawową bazą w tych procesach miały być obiektywne oraz krytyczne opracowywanie materiałów oraz dążenie do samodoskonalenia.

Każdego roku akademickiego na nowoutworzony kierunek zgłaszała się znaczna ilość chętnych (około 30 osób), ale po rozmowie wstępnej z profesorem Chybińskim udawało się tam dostać nielicznym. Studenci, którzy chcieli uzyskać możliwość kształcenia się w dziedzinie muzykologii, powinni byli posiadać specjalne i fachowe przygotowanie, bez jakiego niemożliwe było opanowanie takich przedmiotów jak: 1) harmonia (teoretycznie i praktycznie); 2) teoria muzyki; 3) język łaciński; 4) znajomość przynajmniej jednego nowożytnego języka obcego (najczęściej był to wówczas język niemiecki albo francuski). Wysoki poziom wiedzy i umiejętności wymagany na egzaminie wstępnym w dalszej perspektywie zabezpieczał fachowe szkolenie przyszłych naukowców-muzykologów.

W toku studiów wykładowcy Katedry Muzykologii szczególną uwagę przywiązywali do samodzielnej pracy studentów nad przyswajaniem literatury muzycznej, także obcojęzycznej, oraz do zajęć praktycznych z paleografii muzycznej, harmonii, polifonii, analizy form muzycznych. W trakcie pracy ze studentami A. Chybiński kładał nacisk na analizę literatury źródłowej oraz technikę kompozytorską, co sprzyjało zaszczyepianiu w studentach potrzeby do sięgania w swej pracy po źródłoznawstwa oraz faktografii. Publikacje źródłowe, zawierające materiały potrzebne np. do
ćwiczeń z paleografii, tylko w części mogły być przydatne na zajęciach, dlatego też studenci transkrybowali oryginalne rękopisy, sprowadzane z bibliotek Krakowa, Gdańska lub będące własnością prywatną samego kierownika Katedry [8].

Prof. Adolf Chybiński opracował metodykę pracy Katedry Muzykologii, biorąc wzór z najlepszych ówcześnie analogicznych instytucji w Europie. Przyswajanie materiału edukacyjnego odbywało się poprzez system etapów, który przewidywał wykład materiału oraz praktyczne i seminaryjne jego opracowanie. Prof. Chybiński w swojej działalności pedagogicznej wyznaczył główny cel: zaangażować studentów do naukowo-badawczego procesu w różnych aspektach przedmiotów muzykologicznych. W rezultacie przyczyniło się to do wyuczenia studentów myślenia historycznego, zrozumienia powiązań strategii metodologicznych stosowanych w naukach humanistycznych, jak również immanentnych cech sztuki muzycznej [4].


W ramach pracy kierowanego przez siebie Zakładu prof. Chybiński niejako przeczucia nadciągający kataklizm II wojny światowej, zorganizował na własną rękę akcję sporządzania fotokopii i odpisów z druków i rękopisów muzycznych od XV do XVIII w., znajdujących się w kraju i za granicą. Ponieważ obawy Chybińskiego sprawdziły się i w czasie wojny zaginęło lub spaliło się wiele oryginałów, tylko dzięki kopiom, gromadzonym przez piętnaście lat, zachowały się dzisiaj unikatowe dla kultury polskiej, których całkowita strata byłaby niepowodowana.

Zainteresowania i kierunki badań poszczególnych wychowanków lwowskiej szkoły muzykologicznej były różnorodne. Poruszali oni problemy tak polskiej, jak i zachodnio-europejskiej muzyki dawnej (M.


Katedra Muzykologii na Uniwersytecie Lwowskim istniała oficjalnie do 31 XII 1939 r., jednak wraz z początkiem działań wojennych we wrześniu 1939 r. studia zostały zawieszone. Dzięki potencjałowi naukowemu i wysokiemu poziomowi poziomowi fachowego kształcenia studentów, katedra stała się jedną z tych instytucji, na bazie których utworzono z początkiem 1940 roku Wydział Teoretyczny Lwowskiego Konserwatorium Państwowego. Faktem jest jednak, że osiągnięcia lwowskiej muzykologii do roku 1939 były przez sowiecki zarząd Konserwatorium marginalizowane. Domagały się one nowej, marksistowsko-leninowskiej podbudowy ideologicznej i ku temu miały dążyć wszelkie działania pedagogiczne i wychowawcze. Wytyczne uczelni m.in. na rok akad. 1941/42, nie pozostawiały złudzeń co do prawdziwych intencji czynników zarządzających tą instytucją państwową.


Powrót osobnej katedry muzykologii na Uniwersytet we Lwowie nastąpił dopiero na początku XXI wieku, kiedy to w Lwowskim


Formowanie się muzykologii jako dyscypliny naukowej na Uniwersytecie Jana Kazimierza we Lwowie odbywało się zgodnie z trendami, które około roku 1912 wyznaczała europejska oświata muzyczna, oparta na doświadczeniu organizacyjnym oraz stanowisku muzykologii niemieckiej. Wprowadzono dobrze wyprofilowany, stopniowy system nauczania, przewidujący wykład materiału oraz zajęcia praktyczne, celem których było wprowadzenie studentów od samego początku do pracy badawczej na różnych obszarach nauki muzycznej. Głównym zadaniem studiów było ukształtowanie u studentów naukowego sposobu myślenia oraz umiejętności stosowania metodologii powiązanych ze sobą poszczególnych gałęzi muzyki jako dyscypliny.

Zarazem trzeba zwrócić uwagę na wspólne tendencje w procesie oświatowym polskiej oraz powojennej ukraińskiej szkoły muzykologicznej, dla których Adolf Chybiński, założyciel lwowskiej szkoły muzykologicznej, odegrał niepośrednią rolę. Dla obydwu bowiem wymienionych narodów, Lwów stał się miejscem nie tylko odrodzenia
narodowego, ale w szczególny sposób miejscem rozwoju nauki, w omawianym wypadku stając się miejscem założenia pionierskiego na skalę tej części Europy Zakładu Muzykologi. Silną tendencją w owym czasie była chęć podniesienia narodowej nauki muzycznej na poziom europejski na wszystkich szczeblach nauczania, co miało w założeniu wykształcić u ludzi świadomość wielkiej społecznej i kulturowej wagi oświaty muzycznej, a także wzmocnić prestiż nauk muzykologicznych, jako nieodzownych i bazowych dla profesjonalnej podbudowy życia muzycznego.

Patrząc na temat całościowo, warto zwrócić uwagę, że większości z wychowanków prof. Chybińskiego to muzykolodzy polscy, badający polską kulturę muzyczną. Pracujący w granicach zakreślonych Polsce przez umowy jałtańskie, odegrali kluczową rolę w rozwój polskiej muzykologii okresu powojennego. Dzięki temu, uformowani we Lwowie przedstawiciele szkoły prof. Chybińskiego, prowadzili działalność nadal, mimo formalnej likwidacji zakładu pod koniec 1939 r. Dzięki możliwości zdobywania wiedzy od bezpośrednich uczniów i następców założyciela Instytutu Muzykologii, kolejne pokolenia polskich i ukraińskich muzykologów mają sposobność kontynuowania tej tradycji, która swój początek wzięła sto lat temu, wraz z przyjazdem do Lwowa Adolfa Chybińskiego.

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OKSANA HYSA. Muzykologia na Uniwersytecie Lwowskim w latach 1911-2011 i Adolf Chybiński. Badania historii katedry muzykologii Lwowskiego uniwersytetu są aktualne na współczesnym etapie, ponieważ ten proces jest niewyraźnie wyodrębniony w naukowych pracach ukraińskich i zagranicznych muzykologów. To jest powiązane z brakiem dokumentalnych faktów, zarówno z problematyką powiązaną ze współpracą katedr Krakowskiej i Lwowskiej muzykologii na naukowym i edukacyjno-metodycznym poziomie. Ostatnim czasem pytaniem historii założenia i rozwoju katedry muzykologii częściowo się zajmowali tacy badacze: U. Hrab („Lwowska muzykologiczna szkoła Adolfa Chybińskiego (1912-1941)” [1], L. Kyjanowska („Główne etapy polsko-ukraińskich muzycznych relacji we Lwowie w XIX – pierwszej połowie XX wieku” [2]), Dziadek M. („Adolfa Chybińskiego i Zdzisława Jachimeckiego droga do muzykologii uniwersyteckiej” [8]) i inne. Niestety ten problem nie jest dość wyodrębniony w ukraińskim i obcym muzykownictwie i potrzebuje głębszego zrozumienia.

Kluczowe słowa: europejskie wykształcenie akademickie, Adolf Chybiński, działalność naukowa.

OKSAHAA HISA. Музикологія у Львівському університеті в 1911–2011 роках та Адольф Хибінський. Дослідження історії кафедри музикології Львівського університету є актуальним на сучасному етапі, оскільки цей процес неохоче висвітлено в наукових працях українських та зарубіжних музикознавців. Це пов’язано із відсутністю документальних фактів, а також із проблематикою, пов’язаною із співпрацею кафедр Краківської та Львівської музикології на науковому та навчально-методичному рівнях. Протягом останнього часу питанням історії встановлення та розвитку кафедри музикології частково займалися: У. Граб („Львівська музикологічна школа Адольфа Хибінського (1912 – 1941)” [1], Л. Киованська („Основні етапи польсько-українських музичних взаємозв’язків у Львові у XIX – першій половині XX століття” [2]), Магдалена Дяк („Шлях до створення музикології як університетської дисципліни Адольфа Хибінського та Здислава Яхімецького” [8]) та інші. На жаль ця проблема недостатньо висвітлена в українському та зарубіжному музикознавстві і потребує більш глибшого осмислення.

Ключові слова: європейська академічна освіта, Адольф Хибінський, наукова діяльність.
ОКСАНА ГИСА. Музыкология во Львовском университете у 1911- 2011 годах и Адольф Хибинский. Исследование истории кафедры музыкологии Львовского университета является актуальным на современном этапе, поскольку этот процесс неохотно освещен в научных трудах украинских и зарубежных музыкологов. Это связано с отсутствием документальных фактов, а также с проблематикой, связанной с сотрудничеством кафедр Краковской и Львовской музыкологии на научном и учебно-методическом уровне. В последнее время вопросам истории установления и развития кафедры музыкологии частично занимались: В. Граб („Львовская музыкологична школа Адольфа Хибинских (1912 - 1941)” [1]), Л. Кияновская („Основные этапы польско-украинских музыкальных взаимоотношений во Львове в XIX - первой половине XX века” [2]), Магдалена Дзядек („Путь к созданию музыкологии как университецьких дисциплины Адольфа Хибинского и Здислава Яхимецького” [8]) и другие. К сожалению эта проблема недостаточно освещена в украинском и зарубежном музыковедении и требует более глубокого осмысления.

**Ключевые слова:** европейская академическое образование, Адольф Хибинский, научная деятельность.

ОКСАНА HYSA. Musicology of Lviv University 1911- 2011 years and Adolf Hybinski. The investigations of the history of the department of musicology of Lviv University are topical on the modern stage, because this process is highlighted in scientific articles of Ukrainian and foreign musicologists. It’s connected with the absence of documentary facts and also with the range of problems, that is connected with collaboration of departments of Krakiv and Lviv musicology on the scientific and scientifically-methodical levels. During the last time the questions of the history of establishment and development of musicology have been partially investigated by: U. Hrab („Lviv musical school of Adolf Hybinski (1912-1941)” [1]), L. Kiyanoska („The main stages of Polish-Ukrainian relations in Lviv in XIX- the first half of the XX centuries” [2]), Dziadek M. („The road to the university musicology by Adolf Hybinski and Zdzislaw Yakhimetski” [8]) and others. Unfortunally this problem isn’t enough highlighted in the Ukrainian and foreign musicology and requires a deeper comprehension.

**Key words:** European academic education, Adolf Hybinski, scientific activity.
Introduction. Current state of the Ukrainian educational system makes the actual issues of establishing educational institutions that will be able to function successfully in both European and global areas.

A decisive contribution is made by school to the enrichment of the cultural potential and nation intellectual capital, personal development of the child, strengthening his physical, mental and social health [3–5]. Now school faces the task of nurturing the competitive individual creative thinking type.

All of this requires clarification of the theoretical and methodological foundations to the organization of the educational process aimed at providing holistic well-being of the child, the formation of the life values system, ability to learn independently, think critically, to navigate in the world of professions and fulfil themselves in various activities.
The effective practice of ensuring the children’s well-being is the UNICEF strategy in social initiatives support as of the establishment of child-friendly territories and institutions [2; 6; 7].

Child-friendly school is a general education institution, in which:

- children study, according to their own inclinations in a favorable environment that gives the opportunity to realize personal potential;
- school administration and teachers bear responsibility to make the school environment conducive to personal development, they also organize the educational process on the basis of student social-psychological competencies (life skills);
- the necessary and sufficient conditions are created by joint efforts of teachers, students and their parents to ensure the holistic well-being of the child.

In such education institution there is a particular focus on the gradual humanization and democratization of the educational process; partnership with family, children’s and youth public organizations, local communities, businesses, other governmental and non-governmental institutions; the implementation of preventive students education programmes, ensuring students’ right to participate in public life and decision making process etc.

Nowadays, approximately 600 Ukrainian secondary schools declared themselves as child-friendly Schools. For their advancement in this direction an official recognition of the conceptual bases of child-friendly Schools is needed.

This concept is considered and approved by the scientific and methodical commission on problems of children’s education and by youth scientific and methodological Council on Education of Ministry of Education and Science of Ukraine (protocol number 2 dated 24.06.2014).

**Legal and regulatory framework of child-friendly School creation.** The legal framework for the development and implementation of the Concept is the Declaration of the Rights of the Child, the UN Convention on the Rights of the Child, the Outcome document of the Special session on children of the UN General Assembly “A World Fit for Children”.

The concept of child-friendly School is based on the provisions of the Constitution of Ukraine and Laws of Ukraine such as “Child Welfare Law”, “Education Act”, “General secondary education Act”, “State programme “National action plan on implementation of the UN Convention on the Rights of the Child” Act for the period until 2016”, “Youth and children’s organizations Act”, the State target social programme “Ukrainian Youth” for the period 2009-2015, the National strategy of education development
in Ukraine for the period until 2021, the Programme ‘‘General principles underlying the education of 1-11 grades students of secondary schools”, orders of the Ministry of Education and Science of Ukraine “Indicative assessment criteria of the secondary schools’ activity” No. 772 dated 17.06.2013, and “Criteria approval for the rating assessment system of educational institutions activity” No.1343 dated 22.11.2011 and other legal and regulatory acts governing the activities of general educational institutions.

**Purpose and objectives of child-friendly School.** The purpose of child-friendly School is the provision of child’s holistic well-being by creating the necessary conditions for personal development, favourable school environment harmonization, establishment of collaborative interaction between educational process participants.

The purpose achieving will be fostered by the following targets:

- ensuring the education quality in accordance with both European and world standards, so students will be able to achieve the well-being, to develop their capacities and realize their potential;
- creating the climate, in which students can freely express their thoughts and views, show understanding of the need to observe social standards and rules of the school life;
- forecasting and prevention of possible risks and dangers to life and health of students and teachers that may occur in the school building, on its territory, within the local community;
- involving students and parents in the reform processes of institutional activity on the basis of child-friendly School model, coordination of pedagogical interaction subjects;
- improvement of the content, forms and methods of teachers’ development in the acquirement and implementing the methods of education process organization on the principles of life skills development;
- usage of the school self-organizing potential, the forms and mechanisms development of state-public management of the institution activities;
- improvement of existing and development of new effective models of educational institution social partnership with other social institutions related to the problems of students’ education;
- the role is strengthening of educational institutions in the revitalization of the local community activity to ensure the holistic well-being of students;
• information support establishment and creating of child-friendly School activity monitoring system.

The content of child-friendly School functioning. The content of child-friendly School functioning is shown in the characteristics of the main indicators of holistic well-being, defined in accordance with its components and biological, psychological and social needs of the student.

Components of holistic well-being of the child are spiritual and moral, mental, physical and social well-being.

Meeting the needs state of the child in acquiring the spiritual culture of the society, awareness and understanding of the higher intangible values, personal success on the way to self-realization, which is reflected in the spiritual world richness of the child, his/her erudition and emotional queries correspond to the spiritual and moral well-being.

Psychological well-being is the state of meeting the needs of the child in the intellectual, aesthetic, emotional and value development and self-awareness that reconfirm the consistency of mental processes and functions, a sense of personal integrity and inner balance.

Physical well-being is a state of meeting the needs of the student in adequate food, rest; an optimal physical activity that is reflected in good physical health, comfort and physical tone.

Social well-being of the student is based on the state of meeting needs in interpersonal relationships, involvement in a particular social group, social comfort that is reflected in personal satisfaction with social status, navigation in the world of professions, participation in society life and decision making process.

Holistic well-being indicators of student in child-friendly School are: moral attitudes; intelligent mobility; aesthetic attitudes; emotional and volitional stability; physical and vitality tone; navigation in the world of professions; participation in society life and decision making process; comfort; social protection; life safety.

Moral attitudes of personality are a unity of moral consciousness and behaviour, the unity of words and deeds, the presence of the life position that has active form and moral content. It is reflected in a moral qualities system that allows the child to evaluate actions, events and situations critically and to establish their moral value; in the ability to feel, to perceive and to create beauty in the everyday activities [1].

Intelligent mobility is reflected in the child’s ability to analyze, evaluate and to use creatively the increasing flows of information; ability to apply knowledge and experience to solve academic and social tasks and ability to
produce new ideas. The development of intelligent mobility is contributed by involving students in the creation and realization of various projects in education institution, community, city, district, region and country.

*Aesthetic attitudes* are reflected in the appropriate erudition, a wide range of aesthetic feelings, actions and deeds of personality related to art; student’s mastering a disciple system of basic artistic knowledge, his/her ability to perceive artworks adequately, to understand and express their own attitude to art, in desire and the ability to carry out creative work in the art field.

*Emotional and volitional stability* are characterized by the degree of person’s volitional dealing with his/her own emotions, both positive and negative. The daily work of teacher’s staff and student’s groups of child-friendly School should be aimed at developing students’ ability to manage their own emotions in class, during breaks and in everyday life.

*Physical and vitality tone* is reflected in the activity, vigour and the child’s ability to be active during various tasks and assignments execution. Physical and vitality tone of the child is provided by rational building of the daily regime in school and at home, by nutrition, prevention activities of mental and physical fatigue, the organization of motor activity and wellness physical exercises in an education institution.

Navigation in the world of professions preordains the degree of child’s self-realization in the future (adult life). Child-friendly School promotes the formation of the child’s attitude to the professional environment, professions and the awareness of professional abilities and helps her to direct the educational activity to the necessary knowledge assimilation and to abilities and skills acquirement. The navigation in the world of professions involves the students’ awareness of the social value of work, formed diligence as a basic personal quality, the need for the labour activity, understanding of economic laws and social problems and means of their solving.

Participation entails the availability of opportunities and resources of child’s influence on all issues relating to his/her life. Participation in society life, and particularly in education institution life, and decision-making process contributes to the acquirement of social experience, it is a means of changes, personal self-expression and reflection of non-indifference to current social issues of students, school, community, etc. The child’s right to participate in public life and decision-making process is realized through the efficient activity of students’ self-government, the functioning of children’s public associations established on the basis of education
institution, participation in socially significant projects of different levels (school, district, local, regional and national).

Comfort is indicated by the feeling of comfort, satisfaction with the educational activity and its results. Comfort is provided by a set of conditions: ergonomic, aesthetic and hygienic condition of the material and technical base, positive and safe psychological climate of child-friendly School.

Social protection is provided by a set of legal and social ensuring guarantees of the rights and freedoms of the child, by the compliance of the child-friendly School activity content, of the main legal documents that regulate the activity of education institutions of the Ukrainian education system. In child-friendly School all the student’s rights should be exercised and in particular: the right to life and development, non-discrimination, education, best taking into account interests of the child, protection from mistreatment, etc. The social protection basis of student in child-friendly School is his/her physical and psychological protection that is provided by a range of external and internal factors. The internal protection factor of student is his/her readiness to realize his/her own rights and responsibilities, to overcome difficult life circumstances that are determined by the level of independence and social and psychological competence. The external security factors of student are caused by the life environment quality.

Life safety is characterized by the absence of negative risk associated with the possibility to harm, even minimally, the child’s health; is caused by the rational organization of the educational process, by the school environment ergonomics and compliance with sanitary and hygienic norms and rules during the building and operation of the education institution.

Holistic well-being of the child in the aggregate of the indicators mentioned above is provided only in a holistic favourable integrated environment. This environment has security and supportive, educational and developmental, preventive and educational, social and creative functions.

Child-friendly School pays special attention to the creation of such an integrated environment at the different educational levels (primary school, secondary school and high school); provides the necessary knowledge and skills that students will be able to apply in their further life, and also helps them to become full-fledged and active citizens of society.

In this school children are not only protected, but they like to learn; teachers support the active participation of children in accordance with their abilities, combine curricular and extracurricular activities of students,
take into account child’s acquired social experience, respect students’ family and national traditions.

Child-friendly School develops students’ ability to successful adaptation to the changes, to strategic thinking in their own interests and interests of society, constructive interaction, reflection of social activity, creativity, mobility; encourages the development of skills, prosocial behaviour, orientates not to the stereotypical reproduction but to the designing of their own life path.

Using internationally recognized methods of education based on the development of social and psychological abilities (life skills), which contributes to the moral improvement of students, their awareness of the true values, increases resistance to negative social influences, significantly reduces the tendency to unreasonable risky behaviour, and helps the development of communication, empathy and cooperation, and other features of a harmoniously developed personality.

**Conditions of the effective child-friendly School functioning.** A practical embodiment of the child-friendly School Concept is possible when the next conditions are followed:

- creation of a favourable integrated environment to ensure the holistic well-being of the student, the preservation, strengthening and formation of health of all the participants of the educational process;
- the creation and application of effective technologies of education that provide the possibility to develop the child’s own socially approved behaviour model and self-identity in a changing social conditions and in an open information environment;
- attraction of students and parents to participate in solving urgent problems of the education institution, local community and society in general;
- development and implementation of a system of medical and psychological and social-pedagogical support development of students; it provides psychological protection and flexible response to living conditions changing and personal development problems;
- creation of a system of scientific and methodical support of the functioning and development of child-friendly School, the implementation of the program of mentorship and support of teachers who are able to develop and implement innovative technologies in the educational process, to interact with children through partnership based on personal development and
permanent professional development;

• strengthening linkages between education institutions and local communities, the development of intersectoral cooperation with state authorities and local self-government, public organizations and socially responsible businesses; establishing meaningful social communication; attracting attention and usage of social and cultural potential of the local community;

• training of school administration on advocacy issues, prevention education, creation of favourable school environment and development of partnership with parents, students, teachers, community organizations and governmental institutions;

• ordering of the system of state and public education institution management, activity increasing of the bodies of student’s self-government in the development of child-friendly School model taking into account the specific conditions and peculiarities of the education institution;

• development and implementation of monitoring mechanisms that help teachers to monitor the effectiveness and adjust child-friendly School activity independently.

The expected results of child-friendly School Concept realization. The Concept implementation results are expected to be the next:

1. Creating an effective system of providing the holistic well-being of the child as a creative, successful and mobile personality, who is ready to operate actively and safety for their own development and welfare growth and for the stability of the Ukrainian society.

2. Modernization of the educational environment in accordance with the requirements of the time, which provides quality education and child’s development by creating appropriate conditions for identifying and improving the individual aptitudes of each student, the optimal combination of individual, group and mass work in school.

3. Update the content, forms and methods of work with students based on their needs and interests; the implementation of innovative educational technologies in schools, including preventive, formation technologies of the social initiative of students, team work skills, ensuring their right to participate in public life and decision making process.

4. Updating of programmatic and methodical school base by developing educational programmes, instructional materials and textbooks that are aimed at providing holistic well-being of the child.

5. Providing of quality medical and psychological and social-
pedagogical support of the students’ development process by improving the functioning of medical and psychological school services.

6. The increase of students’ social activity in the creation of child-friendly School, improving the effectiveness of students’ self-government, the creation of children’s public organizations and associations in schools.

7. The formation of appropriate school teachers’ readiness to find the optimal forms and methods of preventive work, to implement innovative educational technologies, to collaborate with students on the principles of partnership, to ensure their own creative professional growth.

8. Building and providing of an effective system of constructive social interactions in the school with various social institutions in the local community.


10. Consolidation of the efforts of students, parents and teachers; optimal usage of social workers potential and enterprising members of the community for child-friendly School creating.

11. Using the developed criteria and indicators of child-friendly School activity for process monitoring.

12. The compilation and dissemination of experience in creating the necessary scientific and methodological, organizational, material and technical conditions to provide the holistic well-being of students in the child-friendly School.

Implementation of child-friendly School Concept will increase the probability of achieving the following goals:

*personal* – forming of the moral, intellectual, communicative and aesthetic competence of students; the development of their social and cultural identity and mastering of socially useful kinds of activities;

*social* – social and spiritual consolidation of child-friendly School students, the formation of their civic competence, reduction of children and adult community stratification risks; realisation of social norms of trust and respect for each other among the representatives of different generations and social groups, and increasing of social mobility and competitiveness of the individual.

The result of the successful implementation of the Concept in a row of Ukrainian education institutions should be the ability to create a network of child-friendly Schools that will be a decisive contribution to the realisation of strategy of providing quality education for all.
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Abstracts


Słowa kluczowe: Szkoła, przyjazna dziecku, dobro dziecka, koncepcja, środowisko edukacyjne.

ŽANNA ПЕТРОЧКО, ОЛЬГА ЄЖОВА, ВАЛЕНТИНА КИРИЧЕНКО. Школа, дружня до дитини, в Україні: концептуальні основи. Розглянуто теоретичні основи діяльності українських загальноосвітніх навчальних закладів як Шкіл, дружніх до дитини. Зосереджено увагу на необхідності формування комфортного для дитини освітнього середовища. Запропоновано шляхи і засоби створення Школи, дружньої до дитини у теоретико-методологічній, техноло-
гічній та організаційній площинах. Зазначено нормативно-правове підґрунтя створення Школи, дружньої до дитини (міжнародні та українські нормативно-правові документи). Підкреслено мету та завдання Школи, дружньої до дитини, які відповідають сучасному етапу розвитку вітчизняної середньої освіти. Вызначено зміст функціонування Школи, дружньої до дитини відповідно до характеристики основних показників цілісного благополуччя дитини. Вказані умови ефективного функціонування Школи, дружньої до дитини в Україні. Окреслено очікувані результати реалізації Концепції Школи, дружньої до дитини.

Ключові слова: Школа, дружня до дитини, благополуччя дитини, концепція, освітнє середовище.

ЖАННА ПЕТРОЧКО, ОЛЬГА ЄЖОВА, ВАЛЕНТИНА КИРИЧЕНКО. Школа, дружественная к ребенку, в Украине: кон-
Child-friendly school in Ukraine: conceptual framework. We examined the theoretical framework of Ukrainian secondary schools as child-friendly Schools. We emphasised the need of creating a comfortable learning environment for the child. We proposed the ways and means of creating child-friendly School in theoretical and methodological, technological and organizational dimensions. We indicated the regulatory framework of creating child-friendly School (international and Ukrainian legal documents). We highlighted the goal and objectives of child-friendly Schools that meet the modern stage of development of national secondary education. We determined the functioning content of child-friendly School in accordance with the characteristics of the main indicators of child’s holistic well-being. We indicated conditions of child-friendly Schools effective functioning in Ukraine. We outlined the expected results of child-friendly School Concept realization. The Concept focuses on the need to form the educational environment, taking into account the innovative requirements for its development, the needs of individual and the needs of society and state. It also proposes ways and means of establishing child-friendly School in theoretical, methodological, technological and organizational perspectives.

Key words: Child-Friendly School, child’s well-being, Concept, learning environment.
Elżbieta SALA

Gładziciele sztuki

Nietwórcze, skoncentrowane na informacji nauczanie o sztuce współczesnej zawiera w sobie immanentną sprzeczność. Inspiracją dla modelu edukacji o sztuce najnowszej może być ona sama, obecna nie tylko na poziomie przekazywanych treści, lecz także przenikająca samą istotę spotkania, stanowiąca jego metapoziom.

Niewiele jest równie zjadliwych pamfletów na nauczycieli artystycznych jak ten stworzony przez Thomasa Bernharda w książce Dawni mistrzowie. Austriacki pisarz określa ich mianem „gładzicieli sztuki”. Pisze: „[…] nauczyciel bardzo szybko zabija u powierzonych mu uczniów wszelką wrażliwość, nie tylko na sztukę malarską, zaś owa wycieczka do muzeum, po której nauczyciele ciągną swoje niewinne ofiary, wskutek tępoty nauczycielskiej, wskutek tego ich tępego gadulstwa, dla każdego na ogół ucznia okazuje się jego ostatnią wizytą w muzeum w ogóle.

[…] Nauczyciele psują uczniów, taka jest prawda, to fakt znany od wieków. […] młodzi ludzie, i to wszyscy, są przecież początkowo otwarcii na wszystko, a zatem i na sztukę, wszakże nauczyciele doszczętnie wybijają im sztukę z głowy.

Niezależnie od tego, jak bardzo wyrozumiałe, kompetentne i życzliwe osoby nas nigdyś uczyły (bądź nadal uczą), kilkustronicowy,
nieprzerwany strumień wyzisk i oskarżeń pod adresem nauczycieli czytamy z mniej lub bardziej skrywaną przyjemnością. Przyczyną owej satysfakcji jest nie tyle negatywne nastawienie do konkretnych osób i sytuacji (choć być może, czytając frazy Bernharda, przywołujemy w myślach określone wydarzenia z przeszłości), co niechęć, jaką skrycie każdy z nas żywi do samej sytuacji bycia uczniem. Dlaczego uczenie się jest takie nieznośne? Dobrze obrazuje to dowcip o chłopcu, który nie chciał chodzić do szkoły. Próbowano go do tego nakłonić różnymi sposobami, ale nic nie pomagało. W końcu zapytano dziecko, dlaczego tak się przed tym wzbrania. Chłopiec odpowiedział: „Bo tam każą mi się uczyć tego, czego nie wiem”.

Złość na nauczycieli jest bardzo powszechnym zjawiskiem. Nauczanie godzi w nasz narcyzm, zmusza do konfrontacji z faktem, że nie wszystko wiemy i nie wszystko od nas zależy, uznajesz tkwiące w nas braki, wymaga wysiłku. Sytuacja bycia uczniem jest w swej istocie frustrująca, staje się jednak nie do zniesienia, kiedy oczekiwania wobec nas formułuje osoba pozbawiona autorytetu.

Sztuka współczesna, współczesna edukacja

Niektoře problemy, z jakimi od zawsze borykała się edukacja, ulegają zaostrzeniu w społeczeństwie, które zgodnie z nomenklaturą psychoanalityczną można nazwać narcystycznym (to jest dążącym do natychmiastowej, bezwysiłkowej satysfakcji).

Jedną z tendencji, na które warto zwrócić uwagę, jest narastający konflikt pomiędzy konsumpcją a niemogącym się dokonać bez frustracji i wysiłku rozwojem, inna dotyczy kryzysu autorytetu nauczyciela, pozycja górującego nad uczniami mistrza staje się powoli nie do utrzymania.

Problemy te w sposób szczególny dają się zauważyć na polu edukacji o sztuce współczesnej. Niczym w soczewce skupiają się tu zjawiska o szerszym zasięgu. Po pierwsze: sztuka współczesna niemal z zasady jest trudna w odbiorze (konfrontuje nas z czymś nowym i innym). Po drugie: kryzys starego modelu nauczania przybiera w jej przypadku najostrzejszą formę (trudno być niekwestionowanym autorytetem w dyscyplinie, która wciąż sama siebie kwestionuje).

Muzea nie mogą zagwarantować sobie odbiorców, zastępując autorytet przymusem instytucjonalnym (co leży w zasięgu szkół publicznych), zatem muszą się zmierzyć z problemem społecznej recepcji swoich działań. Instytucje kultury, jak to trafnie ujął Wojciech Suchocki, „dokonują refleksji nad sobą także ze względu na potrzebę uzasadnienia swojego istnienia w zmieniającym się świecie”[2]. W owym
procesie ważną funkcję pełni edukacja. Nelson Goodman napisał: „Jeśli muzeum, pomimo swoich utrudnień, nie znajdzie sposobów na wpojenie umiejętności patrzenia oraz nie udzieli wsparcia przy ćwiczeniu tejże umiejętności, wtedy inne funkcje muzeum staną się bezzcelowe […]. Jeśli dzieła mają funkcjonować, muzeum musi działać jako instytucja zapobiegania ślepocie i leczenia niewrażliwości na to, co widzimy”[3].

**Edukator jako primus inter pares**

Inspiracją dla modelu edukacji o sztuce współczesnej może być ona sama, obecna nie tylko na poziomie przekazywanych treści, lecz także przenikająca samą istotę spotkania, stanowiąca jego metapoziom. Nietwórcze, skoncentrowane na informacji nauczanie o sztuce współczesnej zawiera w sobie immanentną sprzeczność. Wybór takiego podejścia może być podyktowany potrzebą ukrycia trudności, z jakimi musi się zmierzyć edukator.

Sztuka współczesna, w większym stopniu niż inne obszary kultury, konfrontuje nauczyciela z jego własnymi niedostatkami: brakiem wrażliwości, zrozumienia, wiedzy, pewności, kryteriów oceny. Edukator nie zrealizuje współczesnego ideału wyspecjalizowanego, obiektywnego eksperta, którego efekty pracy dają się łatwo zmierzyć. Trudno stać się fachowcem w dziedzinie wiedzy, która kwestionuje własne granice i zapewnia nas na wiele różnych sposobów, że nie jest tym, za coją uważamy. Nauczyciel nie może już jak dawniej przekazywać jednej wykładni kultury. Odkąd pożegnaliśmy się z tak zwanymi wielkimi narracjami, nauczanie nieuwzględniające wielu perspektyw odbierane jest słusznie jako nieuprawomocniona przemoc. Na polu sztuki zachowywanie pozorów wszechwiedzy, pewności i neutralności jest szczególnie rażące i odrzucające, jeśli nie, jak pisze Bernhard, odrażające.

Jeżeli pomyślimy o muzeum jak o instytucji edukacyjnej, to powinno być ono miejscem, „w którym prócz innych rzeczy uczący się pomagają sobie nawzajem w nauce, każdy w miarę własnych możliwości. A to oczywiście nie musi wykluczać kogoś, kto pełni funkcję nauczyciela. Zakłada się po prostu, że nauczyciel nie ma monopolu na odgrywanie tej roli, że uczący się także wznosi rusztowania dla siebie nawzajem”[4].

**Akt wyobraźni**

Współczesna edukacja wymaga, by mistrz nie bał się być uczniem. Edukator ma nie tyle przekazywać sens, co stwarzać przestrzeń, gdzie będzie on mógł być negocjowany pomiędzy odbiorcami, artystami, kuratorami czy krytykami. Celem edukacji o sztuce jest stworzenie warunków, w których odbiorcy będą zmotywowani do eksplorowania
światu sztuki i rozmawiania o swoich przeżyciach. Aby było to możliwe, potrzebane jest wyzwolenie w odbiorcach energii i potencjału pozwalających na zmierzenie się z tym, co inne i trudne.

Tak rozumiany efekt nauczania o sztuce współczesnej odpowiada na aktualne potrzeby społeczeństwa. Pomaga jednostce poznać czasy, w których żyje – badać ich złożoność i zmienność, pozwala się w nich lepiej odnaleźć i budować przestrzeń, w której możliwa staje się rozmowa o współczesności. Jest to zgodne z celami, jakie wyznacza współczesnej edukacji Jerome Bruner. Uważa on, że „system edukacyjny musi pomóc jednostkom wzrastającym w kulturze odnaleźć w niej swoją tożsamość. Bez tego ugrzęzną one w swych wysiłkach w poszukiwaniu znaczeń”[5]. Sztuka współczesna mogłaby pełnić w tym procesie istotną funkcję, jeśli zgodzimy się z tezą, iż „znalezienie miejsca w świecie […] jest ostatecznie aktem wyobraźni”[6].

Obustronna wymiana

Nie było jak dotąd w MOCAK-u spotkania edukacyjnego, podczas którego jeden z uczestników nie zmieniłby treści zadania i nie zaczął go realizować na własny sposób. Takie manifestacje indywidualności spotykają się u nas ze zrozumieniem i akceptacją. Zdarza się i tak, że uczestnicy przychodzą na spotkanie z pomysłem na swoje własne zadania lub wymyślają je i realizują w trakcie zajęć.

Jeśli na spotkaniu edukacyjnym jest rzeczywiście miejsce na twórczość i mediację sensów, może się ono zakończyć w nieoczekiwany sposób. Tak właśnie było w przypadku warsztatów z japońskim artystą Shinjim Ogawą, które odbyły się w maju w MOCAK-u. Początkowo nieufne dzieci, zrekrutowane z trudnych środowisk wychowawczych, zaczęły spontanicznie tworzyć portrety artysty i jego żony Mizuho i obdarowywać ich nimi. Takie zdarzenia mają miejsce bardzo często. Dzieci okazują swoje zadowolenie bądź wdzięczność, tworząc własne prace (na przykład origami) i dając je w prezencie prowadzącym zajęcia. Pokazuje to, że w trakcie spotkania edukacyjnego uczestnicy wymieniają się nie tylko informacjami czy sensami, lecz także emocjami.

Udane zajęcia to takie, które stanowią zaskoczenie zarówno dla edukatora, jak i dla uczestników, podczas których każdy z obecnych, począwszy od artysty, a skończywszy na koordynatorze czy koordynatorce, przeżywa coś po raz pierwszy.

Artysta

Świat sztuki współczesnej daje niezwykłą możliwość zaangażowania jego bezpośrednich twórców i fundatorów w nauczanie o nim. Znacząco
wpływa to na specyfikę spotkania edukacyjnego. Artystę trudniej zagadać niż dzieło. Nie można oczekiwać od niego stania z boku. Mówi w swoim imieniu. Warsztaty z udziałem konkretnego twórcy muszą siłą rzeczy zjeść z poziomu ogółków i wyeksponować określony aspekt sztuki współczesnej. Owo „doświadczenie fragmentu” niesie więcej pożytku niż pozory całości. W edukacji o sztuce współczesnej ważniejsza wydaje się jakość spotkania niż ilość przekazanych informacji czy obejrzanych dzieł. Nie jest to łatwe, gdyż – jak pisze Bernhard – „zdobycie jednak na owo drastyczne samoograniczenie wymaga wiele odwagi i tyle siły ducha, że człowiek niezmiernie rzadko może ją w sobie znaleźć”[7].

Spotkanie artysty z uczestnikami może przybrać różne formy. W trakcie warsztatów przeprowadzonych w MOCAK-u dzieci wraz z Shinjim Ogawą współtworzyły instalację Kraków – koło czasu, innym razem rysowały komiksy z Agnieszką Pikszą. Podczas zajęć przeznaczonych dla kobiet i dziewczynek uczestniczki razem z Małgorzątą Markiewicz stworzyły spódnice, na których przedstawiały swoje biografie. Na warsztatach prowadzonych przez Bartosza Kokosińskiego studenci przedstawiali historię za pomocą obrazów abstrakcyjnych. Młodzież, razem z Mikołajem Rejsem, malowała mural przy ulicy Kącik w Krakowie, natomiast seniorzy z Bukowna spotkali się z Markiem Chlandą na „rozmowie z duchami”.

Każe z tych spotkań miało wyjątkową atmosferę i przebieg, na które decydujący wpływ miała osobowość i twórczość artysty. Warsztaty były poprzedzone prezentacją tematyczną oraz oglądaniem wybranych prac z ekspozycji. Część merytoryczną przygotowywali pracownicy Muzeum oraz osoby związane z instytucją – w większości historycy sztuki, lecz także filozofowie, polonisiści, socjologowie. Jeden z artystów, w odpowiedzi na prezentację dotyczącą historii jego dyscypliny, powiedział, że twórca nie potrzebuje podziałów proponowanych przez historyków sztuki, aby robić to, co robi. Tego typu informacje potrzebne są odbiorcom, żeby mogli stworzyć sobie swoją mapę i móc się odnaleźć w świecie sztuki.

Rozumienie sztuki jest dalekie od poczucia, że została ona zupełnie przenikniona i nie ma w niej już nic do ukrycia. Orientacja w jej obszarze zakłada zgodę na niejasności. Warto wprowadzać odbiorców w świat sztuki, uwzględniając obecne w nim przeciwwstawne tendencje: porządkowania, klasyfikowania, interpretowania i oceniania z jednej strony, a z drugiej przekraczania, przedefiniowywania i zmieniania. Bez tej drugiej strony świat sztuki nie byłby możliwy.
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Abstracts

ELŻBIETA SALA. Gladziciele sztuki. Nietwórcze, skoncentrowane na informacji nauczanie o sztuce współczesnej zawiera w sobie immanentną sprzeczność. Inspiracją dla modelu edukacji o sztuce najnowszej może być ona sama, obecna nie tylko na poziomie przekazywanych treści, lecz także przenikająca samą istotę spotkania, stanowiąca jego meta-równem.

ЕЛЬЖБЕТА САЛА. Осягнення мистецтва. Позбавленість творчого контенту, зосередженість на опануванні лише інформації про сучасне мистецтво - включає внутрішнє протиріччя. Джерелом натхнення для моделі освіти та осягнення сучасного мистецтва має бути опанування не тільки на рівні його змісту, а й проникнуті в саму суть зустрічі з ним, що постає його мета-рівнем.

ЭЛЬЖБЕТА САЛА. Постижение искусства. Лишенный творческого контента, сосредоточены на учении информа-
ции о современном искусстве включает внутреннее противоречие. Источником вдохновения для модели образования современной техники может быть сама представить не только на уровне его содержания, но и проникнуть в самую суть встречи, представляющих метауровне.

ELŻBIETA SALA. Gładziele sztuki. Devoid of creative content, focused on the teaching of information on contemporary art includes the inherent contradiction. The inspiration for the education model of modern art can be herself present not only at the level of its contents, but also penetrating the very essence of the meeting, representing the meta-level.
Alla SEMBRAT

Retrospective Analysis of the Development of Pedagogical Communication Skills of a Future Teacher

Problem formulation. The spiritual and intellectual revival of Ukrainian people, the determination of priority rights and the reinterpretation of universal values require the search of innovative approaches to the educational process organization, the introduction of modern pedagogical technologies that contribute to the solution of educational problems in terms of statehood of Ukraine.

The effectiveness of these assignments directly depends on the level of professionally significant skills of a teacher. It is a teacher-creator that is the main generator of formation of an integral harmonious personality, a strategist and a subject of the life. He should be able to reveal, to capture and to guide each student through an interesting, meaningful, personally and socially significant activity.

The basis of the teacher activity and his professional appropriateness is the level of pedagogical communication skills, based on the mastery of oratory, self-regulation of feelings, taking into account the mental state of
The results of the problem study show that Ukraine has accumulated some experience of the development of pedagogical communication skills. However, the multifaceted possibilities of higher education are underused for the realization of their creative potential.

**Analysis of the recent researches and publications.** A number of scientific research of F. S. Arvat [1], I. A. Zyazyun [16], V. A. Kan-Kalyk [3], Y. L. Kolominskyy [5], A. V. Mudryk [9], R. Shmidr [10], etc.) is devoted to the study of the problem of pedagogical communication skills.

The effectiveness of pedagogical work is often reduced because of the difficulties that arise when teachers establish communication with students through the inability to engage in dialogue, to take into account the mental state of the subject of communication, the inability to understand and accept them as they are. The underestimation of the importance level of pedagogical communication art leads to conflicts, various misunderstandings between a teacher and students.

**The purpose of the research** is to analyze, theoretically substantiate main problems and preconditions of pedagogical communication problems of a future teacher.

**The objectives of the research** are the study and the analysis of the philosophical, psychological and pedagogical literature and the generalization of findings.

Main material of the research. The historical and comparative analysis of the achievements of previous generations in the field of communication art enables to reveal thoroughly the requirements to the definite phenomenon, to summarize theoretical principles, results, experience and use it while preparing a teacher to the pedagogical communication.

The ability to communicate as the impact on the audience of listeners was the subject of the analysis of many famous ancient thinkers who combined directly pedagogical work with oratory [7; 11; 13]. Socrates drew attention to the need of a gift of God and particular background of a teacher for establishing interaction with students. Faced with the problem of reporting the absolute truth to students via communication, he developed a heuristic (later called the Socratic) method of education. Its essence was in the ability of a teacher to awake the desire for truth in student using only a word; to develop independent thinking; to prove the falsity of the representations that students have and then to guide students to a proper understanding of the truth.

The disciple of Socrates, Plato continued his studies about the ability
to express information. The idea of the impact of speech on the soul was valuable in his theory. Plato thought that only by knowing the nature of the human soul one can inspire its views to other using words and assist the development of the body and the soul of a student. [11]

The achievements of oratory in Ancient Greece were extended creatively by thinkers of Ancient Rome. By summarizing theoretical and practical experience of his predecessors, the teacher and orator Quintilian set on a professional level pedagogical problems associated with the ability to speak persuasively and clearly. According to Quintilian, the peak of oratory was the ability to speak impromptu, without preparation, to develop independent thinking.

Summarizing it should be noted that in ancient times a teacher stood along with a speaker-philosopher, a poet-foreteller. He was a harbinger of the truth, devoted himself to verity, goodness, beauty. In educational institutions of that time it was striving to educate a citizen who skillfully persuaded using a word which was directed at broad community.

In the Middle Ages the problem of teacher preparation for a communicative interaction remained relevant as the ideological stronghold was the religion that monopolized science, art and school, laid its hands to the guidance of education and upbringing. The educational process, conducted in the catechistic way, was difficult to students because of a great moral and mental tension [7].

Over the time representatives of the Renaissance, including F. Rabelais, E. Rotterdam, T. Moore, criticized the scholastic school referring to the problems of the Middle Ages. The teachers-humanists tried to develop a child’s curiosity and interest in knowledge, activity and initiative. They advocated for easy and pleasant educational process, establishment of friendly relationships between a teacher and students, the domination of mutual understanding. They recommended combining rigor with softness, renouncing constraint and violence in the educational process, providing an extremely important role of a word [7].

J. A. Comenius considered the problem of the peculiarities of communication between a teacher and a student more fundamentally. He emphasized that success in the work of school, in education and upbringing of students depended on a teacher, his ability to teach the material so that it was well perceived by the audience, “that the drink of science was absorbed without beating, without violence, without disgust...” [4]. According to J. A. Comenius, the teacher’s ability to awake and maintain interest in the knowledge via communication with children has
a particular importance.

French philosopher Jean-Jacques Rousseau expressed his opinion on communication skills of a teacher, something consonant to the views of his predecessors. “In the heart will go down only that what comes from the heart.” He considered that the ability of a teacher to influence students insensibly while communicating with them was too important. [7].

French philosophers-materialists of the 18th century K. Helvetius and D. Diderot also paid attention to the definite problem. Their views coincided in the point that a teacher had to master the ability to awake interest of a child using only a word [13].

Swiss teacher J.H. Pestalozzi studied the ability of a teacher communicatively interact not only with students, but also with their families. In his opinion, a teacher should have good pronunciation, be able to teach material clearly and build his speech logically.

So summarizing it is worth noting that the mentioned problem, originated in the ancient civilization in Ancient Greece, was further developed in each subsequent period of social development. The ability to speak persuasively, to organize interaction, to influence the audience of listeners somehow attracted the attention of many famous philosophers, enlighteners and teachers.

Ukraine has rich and diverse national pedagogical traditions. Since the era of Tripoli culture in the III millennium BC, pre-Ukrainians ethnically developed national pedagogical traditions that have become a reliable and sustainable basis of a Ukrainian national system of education, scientific pedagogy. The rising generation was educated democratically. It was contributed to the magic word, in force of which pre-Ukrainians believed for a long time because it was considered a pledge of truth, accumulating experience of many people. Thanks to it human feelings and intentions were transmitted. The outstanding moral norms of cohabitation were fixed by customary laws of folk pedagogy and transmitted from generation to generation through folklore. Therefore, the national art of oratory that originated on its own ground has been completely independent. Folk proverbs, sayings, songs made its basis [8; 12].

During the period of Kievan Rus, art of oratory has gradually become more prosperous. This was primarily facilitated by the establishment of schools, libraries, further development of the national culture. Living human word had a great importance in social life in general and school in particular. The first monuments of pedagogical literature, handwritten books – collections of educational content that reflected the problem
of education and the importance of ability to speak persuasively were created. The most famous orators of the period of Kievan Rus were Ilarion of Kiev and Cyril of Turov, first metropolitan of Russia Ilarion.

During the Cossack era, the word was the dominant of education. “The Cossacks had selected national language, its rich arsenal. They often mastered scientific systems of verbal communication that increased the impact of a word on interlocutors and audience... It was a natural phenomenon that the language of Cossacks had a colorful, expressive, emotional and imaginative nature...” Democracy and deference were the main characteristics of verbal relationships between starshinas and Cossacks. They addressed to each other as “you”, any command shouts were not allowed. [8; 12].

The communal schools that functioned in Ukraine since the late 16th century were extremely attentive to communication between a teacher and students. The statutes of the communal schools that prearranged the requirements for teachers made a particular interest to the study of this problem.

The main important thing for our study is the ability to organize interaction with students directly via live communication with them.

Unique experience of learning of oratory has been accumulated at the Kyiv Mohyla Academy. According to the researchers, in particular, V. P. Masluk and Z. I.Khizhnyak, there were held the courses of the original structure and content by talented teachers with a high level of rhetorical skills. [7; 12] The founder of Kyiv College Peter Mogila made a significant contribution to the development of communication problem. He explained the definite problem in the famous book “Anfology” noting that while communicating the educator should always be able to understand his students.

The bright representative of humanism in pedagogical theory and practice G. S. Skovoroda attached great importance to a teacher activity. He believed that the purpose of education was to develop a thinking, sensitive, educated, free, harmoniously developed, happy and useful for the society person. The teacher-enlightener assigned a key role in achieving this goal to a teacher, stressing that he must be a master of his craft, know it, constantly self-educate [8;12].

Advanced pedagogical ideas of the 19th century in matters of education and upbringing consider the problem of pedagogical communication despite the fact that the specific studies of this problem did not exist at that time.
The author of the first textbook on pedagogy in Ukraine “National pedagogy in favor of agricultural schools and teachers” O.V.Duhnovych was convinced that the teacher should be wise, humane, sincere in communication, knowledgeable. He should be able to choose and use the best potential of a word for the development of the abilities of children, to form the high moral identity, to create the necessary conditions for the full development of the child [12].

K. D. Ushinsky considered education and upbringing as a subtle and complex process that required great communication skills of a teacher, which was the ability to establish interaction, manifestation of sincere and open feelings in a relationship with a student. He held the opinion that interaction and understanding between students and a teacher were necessary for an effective education. He believed that even voice and appearance could help to get close to children or push them away [15].

The problem of communication between a teacher and students was constantly in the field of teacher-humanist B. D. Hrinchenko. He noted that success in education, upbringing and interaction was caused by the individuality of a national teacher, the level of communication skills [3;8].

I. I. Ohienko believed that the dialogue should be based on the principles of humanity. I.I.Ohienko attached a particular importance to the communication skills of a teacher while introducing the new material to children, emphasizing that it was the understanding between a teacher and students that led to success in mastering new information [8; 12].

The outstanding teacher G. G. Vashchenko pointed to the need of perfect ability to speak the native language through the prism of deep approach to the development of the youth creativity, education of creators of cultural values based on the culture of the native language as an important factor of education of fulfilled personality [8].

M. P. Dragomanov held a principled position on communicative pedagogical qualification. In his opinion, a national teacher is not only “teacher of literacy” but highly educated individuality, able to transfer knowledge to their students via skillful communication [8].

The content of pedagogical mastery, ways and means of improving the pedagogical communication skills are reflected in the works of A. S. Makarenko, who emphasized that the teacher should know how to use his own voice, face, gait, to show his character, feelings, mood. “There cannot be a good teacher who has no facial expressions, which cannot provide the necessary expression of his face or restrain his mood. An educator should be able to organize, to walk, to joke, to be funny, angry.
An educator has to behave so that each movement brings him, and always know what he wants in the moment and does not want to. If an educator does not know whom he can bring?" [7;8].

V. O. Sukhomlynsky gave many wise pieces of advice regarding pedagogical communication. Arguing that a word of a teacher as a tool of influence on a student had no substitute, he emphasized the need to establish appropriate relationships between the participants in the educational process based on pedagogical communication skills. He explained the concept of formation of humanism of a teacher’s personality and formed the conditions for its efficient functioning. The idea of cooperation is one of those that permeates the entire heritage of the outstanding teacher [14].

The results of the research. Thus, the genesis of the problem shows that the theory and practice of Ukrainian schools and pedagogy features the presence of necessary professional skills, communicative competence of a teacher as the crucial factor in the relationship of a teacher and a student. The progressive teachers-enlighteners considered a student as a main subject of productive educational activity and the ability of a teacher to organize communication as its basis. In each subsequent period the requirements for the skills to communicate were extended and eventually covered all aspects of this process. Nowadays the development of professional competence of a teacher, one component of which is the development of pedagogical communication skills of a teacher, is also relevant.

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Abstracts

AŁŁA SEMBRAT. Retrospektywna analiza rozwoju umiejętności komunikacji pedagogicznej przyszłego nauczyciela. W artykule przeanalizowano historyczne doświadczenia i krajowe tradycje pedagogiczne w rozwoju umiejętności komunikacji pedagogicznej przyszłego nauczyciela. Teoretycznie uzasadniono podstawowe czynniki i ustalono przesłanki rozwoju komunikacji pedagogicznej przyszłych nauczycieli. Geneza problemu świadczy, że teoria i praktyka ukraińskiej szkoły i pedagogika decydującą rolę w kształtowaniu relacji nauczyciela i uczniów udzielały obecności w nauczyciela niezbędnych umiejętności
The analysis of the development of professional communication skills of future teachers. In the article, the historical experience and domestic pedagogical traditions are analyzed for the development of professional communication skills of future teachers. Theoretical grounds are established for the main factors and identified prerequisites for the development of professional communication skills of future teachers. The genealogy of the problem shows that the theory and practice of the Ukrainian school and pedagogy, which play a decisive role in the formation of the relationship between the teacher and the student, attribute the necessary professional skills, communicative competence. The problem of the development of professional communication skills is analyzed, which is based on the mastery of oratory, self-regulation of emotions, consideration of the psychological state of the subjects of communicative interaction, in modern scientific studies. It is established that one of the components of the professional competence of a teacher is the development of professional communication skills.

Key words: pedagogical communication, skills, education, teacher, student, personality, experience.
коммуникативного взаимодействия, в современных научных исследованиях. Определено, что одной из составляющих профессиональной компетенции учителя является развитие умений педагогического общения.

Ключевые слова: педагогическое общение, умение, воспитание, учитель, ученик, личность, опыт.

ALLA SEMBRAT. Retrospective analysis of the development of pedagogical communication skills of a future teacher. The article analyzes historical experience and national traditions of the development of pedagogical communication skills of a future teacher. The key factors were theoretically substantiated and the preconditions for the development of pedagogical communication of a future teacher were identified. The genesis of the problem shows that the theory and practice of Ukrainian schools and pedagogy features the presence of necessary professional skills, communicative competence of a teacher as the crucial factor in the relationship of a teacher and a student. The article examines the problem of the development of pedagogical communication skills based on the mastery of oratory, self-regulation of feelings, taking into account the mental state of the actors of communicative interaction in modern scientific research. It was determined that the development of pedagogical communication skills is one of the components of the professional competence of a teacher.

Keywords: pedagogical communication, skills, education, teacher, student, personality, experience.
7.
EDUCATION IN THE MODERN WORLD: INTEGRATION, IDENTIFICATION, SYNTHESIS

EDUKACJA WE WSPÓŁCZESNYM ŚWIECIE: INTEGRACJA, IDENTYFIKACJA, SYNTEZA
Educational reforming in Ukraine requires psychological and pedagogical proving of the content and methods of the educational process. The universities are ready to implement modern teaching technologies today. The computer and distance education are one of the most popular among them, involving interactive teaching methods, teaching technology trainings. This process is especially important due to significant education changes in Ukraine and countries nearby foreign lands. Teachers, psychologists, professional disciplines’ methodologists can feel the importance of such techniques that would help to find out the personal approach for each student.

It is impossible to follow the traditional steps of teaching disciplines,
when the teacher used to play the leading role and the students perceive the material in silence, listening to lecturer’s explanations afterwards reporting during seminars, doing control tasks, passing tests and exams.

The purpose of this article is to study the organization of student-centered learning in higher education institutions. The introduction of interactive methods in teaching professional disciplines gives a chance to roundly change attitudes towards learning object, turning it into a subject. In this case, a regular student takes part in lectures, seminars, etc. The increasing of educational efficiency is based on showing respect for the student’s personal opinion and encouraging the creativity. L. Vygotsky, P. Halperin, V. Shatalov et al has already discussed the topic in their works. This approach, based on treating the student as a subject of education, leads to self-improving as well as increases the activity and quality of knowledge and skills. In the papers of foreign teachers, this concept has been referred to ‘learning through participation’ [1,5], ‘cooperative learning’ [2,6], where there is an opportunity to talk over each problem, including proofs and reasons needed to share one’s point of view. It provides not only a better understanding of educational material, but also develops speech and succeeding skills. Interactive learning in higher education provides a revolutionary change in methodology of stereotypes formed by teachers.

Personality-directed education provides the training based on a great respect for the individual, taking into account his personal characteristics, relationship and treating him as a responsible subject.

Group training activities are a form of teaching organization in small groups of students, gathered with a common educational purpose of the teacher and indirect management in collaboration with students. The teacher has to manage each student’s work indirectly, through the offered assignments, regulating students’ activity.

The relationship between the educator and a student look like a cooperation, so that the teacher will intervene directly into the work groups only if there is a question the students ask to seek help. It is their joint activity, that does not isolate the students, but instead allows them naturally make up a dialogue, cooperate and mutually assist. It is well known, there might be a psychological barrier between a student and the teacher, so it is much easier to ask for an advice an ager than a pedagoge. Psycho-pedagogical research has indicated that group learning increases training effectiveness, and helps to share one’s point of view; learning skills for making up a dialogue. The western countries have already
designed many techniques for using in an interactive learning (working in small groups, discussions, competitions, debates, tournaments, training as a systematic study, business games, simulation games, case studies, problems, exercises, etc.). These methods could be applied for tutoring, learning and testing, although the selective or combinative choice is up to the pedagogue. The main teacher’s task today is to look for the resources, that would stimulate creativity, research and learning activity.

According to S. Parnsom there have been some recommendations for managing the creative environment during the learning process. First of all, the person, who educates should get rid of the internal barriers to stimulate creative expression; pay attention at subconscious activity; give up assessments; demonstrate students the advantages of using metaphors and analogies; do mental exercises to get used to an unfamiliar environment; maintain living imagination; helping students to see content, direction of their creative activities. The advices will be taken properly only in the case when there are no limitations for free ideas exchange such as debate creative and personal cooperation between the students and the pedagogues.

The synectics technique involves representing the basis of creativity and its chance to be implemented into the learning process. It involves the following steps: initial nomination of a problem that is quite challenging to solve; analysis of relevant information (on this stage various information sources may be operated, gathering and summarizing facts); consider the possibilities to solve the problem through detailed analysis and expert commentary of all the options put forward; choosing one of the problems options, while the original version is being temporarily rejected; figurative analogies “metaphorical” description of the phenomena that contains the problem; ‘adapting’ approaches outlined by a group to solve the problem (it is necessary to decide whether the problem is solved or a new way out should be chosen).

The discussion as a form of learning with student team should not be bounded to each instructor’s step, instead it had better to be naturally open, answering all problematic questions that might be raised inside of the group. The pedagogical experience all around the world has stored a plenty of techniques to exchange the ideas, which are the related forms of discussion. [3,4,6]. It includes:

- “round table” is a conversation when small groups of students (less than five) with equal rights to voice start sharing their views.
- “expert group meeting” (“panel discussion”) is a joint talk
launched by a few members (4-5 students, which had elected the Head of meeting before) to solve a problem. Each member has to report in order to share one`s thoughts out.

- “forum” is a discussion, similar to “expert group meeting”, which requires providing ideas exchange between a group and the public.
- “debate” is a formal discussion based on a brief speech of participants from two opponent teams. One of the ways it could be held is ‘British debate’ more likely referred to British parliament sessions;
- “court hearing” is a council, where all the members are talking over an open issue while playing roles in line with a court hearing in the real world.

The “aquarium technique” as a special way of providing group interaction should be also mentioned [3,4]. This kind of discussion is usually brought to demonstrate all conflicts and different opinions, dedicated to the chosen controversial topic. M.V. Klarin believes that this type of discussion has paid a lot more attention in the presentation process and arguments, so that he suggests an algorithm for the “aquarium technique”:

- formulation of the problem;
- students forming groups;
- choosing the person who represents the whole group`s views;
- brief problem discussion;
- position defense;
- a possibility to “time out” for consultations;
- discussion ends due to the lack of time or successfully solved problems;
- students make comments on “aquarium technique”.

“Case” – method.

In keeping with L. Vygotsky, the primary task of education is to arouse a number of internal student development mechanisms. “These results could be achieved only during the environment interaction, during discussion and cooperation with one`s fellows, but following internal steps of development, they become the property of one`s own.” [2,6]. It is extremely important to teach students how to cooperate at least because it involves them in a purposeful activity. This is the essence of the action-cooperative approach to education. “Cases” – are very detailed, contextual, descriptive reports and notifications of teaching and learning. The method of cases means the practical use of “cases” as an
educational resource in different fields as law, business, medicine and higher education. [2,5]. T. Koshmanova has distinguished two types of “cases” to be applied for training. The first type - is detailed (up to every single hour count) daily teaching related to the principle: when? where? and how? The second type requires a quick, specific learning situation or an accident event during the practice to be immediately explained. [2,5].

The Case-method is most likely used to help future professionals to understand the activity features such as: relationships, types of responsibility, motivation. It succeeds the skills and helps students adapting to a future job.

However, the case-method still has a couple of disadvantages:
- it is poorly studied in pedagogy;
- it does not solve the deep problems and tasks;
- requires a lot of time;
- teachers are required some experience, deep understanding the conducting discussions and case analysis;
- the person, who educates must be able to abandon their own judgments and prejudices.

Project Method
A significant attention is paid at written works, so-called projects at high school in the USA. Projects explicate logical skills and its design, using the correct words. “It does not require any proof that the written work is much more difficult and even risky. Once we have turned our thoughts into the written words, they make us sensitive to the covering, objections, misinterpretations” [2,4]. Completing a writing project demands student thinking and formulating the main subject of subjects studied in high school. The authentic conversation is a vital tool for testing and it allows clarifying generation thoughts. Authentic conversation, as well as any other conversation, needs a dialogue, but it is able to solve problems at a higher level and is called to form the professional skills too. [2]. Educators are trying to train students as researchers able to develop their own working theory. The student has to do two presentations (in fact, this portfolio) at the beginning and end of the semester. Each student in order to feel oneself a speaker ought to be representing his point of view for 7-10 minutes. Sometimes, the teacher should make up specific tasks or projects for small groups during discussion. Apart from that, the teacher formulates the problem and controls the various approaches to the solution and its arguments. Let’s try to answer the common problematic question “How to reduce the incidence of tuberculosis in
the city?” [3,6]. In the first instance, each student should write down proposals come to mind, after the teacher divides all the students into several groups including 4-5 students. The students inside the group are reviewing their records, choosing the most productive ideas. The concepts to be submitted, as a group choice must being considered for next 10-15 minutes. Finally, a representative from each group is standing in front of the audience to share and defend the group-choice point. Although, there is an alternative consequence, when there has been a list of proposed ideas and students look for the groups they want to be a part of while choosing the concepts they accept or agree with. In this case, each group has to develop a complete project on solving the mentioned problems, consistent with ideas they have been brought together. Each group has its own results to achieve. The main purpose of project method is looking for creative solutions.

The group form training involves the following steps: an interactive method for choosing a particular occupation; student group forming; problems and ways to solve election. The space the students work in must allow feeling themselves comfortable to move around the class and easily communicate with each other.

There are a several options to manage the training participation: setting chairs in a circle, “banquet style”, “Π” - similar style; “Christmas tree” [1,4]. The methods described above can be effectively implemented in higher education in various types of seminars.

Let’s have a look at the classes, where students learn communication, verbal and discussion skills that are essential for future graduates. During the practical conference-lesson, students turn into the researchers on mentioned problems, according to the schedule (usually five or six questions). Students are divided into categories such as researchers (five people) and speaker’s opponents (five people), participants - most students. Furthermore, the students have to elect both the Conference Head and Secretary. The teachers’ role depends on the classes’ purpose, the one could be both a mentor and moderator as well as a spectator or a commentator. The main assignment is to prepare students for participation in various level conferences; to rich that seminars question list includes scientists’ reports from all around the world. In conclusion, the student public judges the reports.

The practical dispute lesson is related to students’ motivation and involves their communicative skills perfection, which are so essential for the future medical doctor, teacher, politician, lawyer, etc. It is better to
choose several topics from the course in order to improve the ability to stand debate, keep the scientific dialogue going on with opponents, ask the adequate questions and even more useful to clearly and logically answer it.

The teacher should compare democratic and non-democratic types of elections and explain why the first is obviously superior during the classes dedicated to the elections. The pedagogue assigns students from several committees that determines the names of the candidates. Then, students can feel the difference between the voting for one candidate and a couple of them from the list. The other goal is to increase the social status and raise responsibility for the future of the state. Therefore, during the lesson, the teacher can seed and raise the human values and democratic ideals.

One of the methods used in terms of practical classes such as “snowball” is complicated, but it would allow the specialist to succeed skills for independent scientific activity. There were always some controversial questions much easily to answer inside of a small group, which should be added to the practical classes’ schedule. Later, the students would be gathered in groups (2-3 in each) and asked to talk over the issues within 5 minutes. The next step is to merge smaller groups into one-two larger for gradually analyzing complex issues and collect enough material to solve a problem together. The students elected by group members as well as students good at some specific area will be improving their positions in front of the public.

In this way, the group form of learning compared to others has a number of advantages: for the same period of time the productivity is much higher; high results in mastering the knowledge and skills formation, including cooperation and speech skills; providing a humane relationship between students and training activities (planning, reflection, control, self-control).

Like any other form of classroom work with students during the training session, the group learning is not perfect due to the fact it has not been the final goal of the pedagogical process. The introduction of new teaching methods in higher education demands a teacher changing the attitude of one`s role in the classroom as a learning process manager. The educator might frighten to lose a leadership role in the educational process; get up with reluctance to have trouble with changes during the classes; be worried about the possibility of losing control over the students and bring up the fear that, not all students have been working with the same effort. All these might be caused by a teacher`s role changes according to some researchers [1,6].
The brainstorming method means coming up with innovative ideas, especially in the cases, when the problem solution cannot be obtained through logics. The most effective brainstorming has worked in groups because the collective work is accompanied by the interaction effect of group members.

The brainstorming method consists of the following steps: defining the problem needed to be resolved; appointing the leader; forming groups of 5 to 8 people; implementation of group work, when the members offer their ideas for solutions; writing down all proposals on the blackboard or flipchart. Once the coming out with ideas has successfully stopped, all of them should be discussed and sorted out in order to select the best one, voting as a method of consensus may be applied if necessary.

Finally, brainstorm has a number of advantages over other methods of selective cooperation. In particular, it does not need any qualified stuff and does not require special training to “generate” new ideas. The disadvantages of the method are difficulties to manage the group; extremely massive amount of proposals will not guarantee a “brilliant working idea”; method is not suitable for solving complex problems.

Conclusion
Along these lines, implementing the modern educational technologies and methods has found out a personal approach to each student, encouraging one to be creative, which leads to better quality of knowledge and ultimate skills especially necessary for the future specialist.

We believe that every teacher has the right to choose such forms of learning, depending on the discipline’s purposes. There is no doubt, teaching subjects in high school needs some changes. Even though it is going to be a challenging process, the only ones, who are able to cut it short are the students. It will not take long, if they hard work, improving themselves in professional subjects.

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ELWIRA DŻALIŁOWA, OLENA KEFELI-JANOWSKA, NATALIA LITWINOWA, HALYNA RISZNIAK, OLGA SMILNYCKA. Pedagogiczne technologie i metody ich stosowania w szkolnictwie wyższym. Reformowanie szkoły wyższej i te wymagania, które są stawiane absolwentom uniwersytetów, akademii, instytutów, mają całkiem zmienić metodykę nauczania w szkole wyższej. Dziś pojawia się przejście od pedagogiki autorytarnej do rozwoju humanistycznego osobowości, od nagromadzenia wiedzy do umiejętności operowania nią, od wykształcenia „jednorazowego” do nieprzerwanego, od bieżącej organizacji nauczania do indywidualnej. Nowy paradigma wykształcenia spowodował odnawianie metody podstawowej.

Słowa kluczowe: technologie pedagogiczne, szkoła wyższa, interaktywne metody, dyskusja, studium przypadku.

ЕЛЬВІРА ДЖАЛІЛОВА, ОЛЕНА КЕФЕЛІ-ЯНОВСЬКА, НАТАЛІЯ ЛІТВІНОВА, ГАЛІНА РІШНЯК, ОЛЬГА СМІЛЬНИЦЬКА. Педагогічні технології та методика їх застосування у вищій школі. Реформування вищої школи і її вимоги, що ставляться до випускників університетів, академій, інститутів, повинні докорінно змінити навчальні методики вищої школи. Сьогодні намітився перехід від авторитарної педагогіки до гуманістичного розвитку особистості, від накопичення знань до вміння оперувати знаннями, від «одноразової» освіти до безперервної, від поточної організації навчання до індивідуальної. Нова парадигма освіти обумовила оновлення фахової.

Ключові слова: педагогічні технології, вища школа, інтерактивні методики, дискусія «кейс»-метод.
ЭЛЬВИРА ДЖАЛИЛОВА, ЕЛЕНА КЕФЕЛИ-ЯНОВСКАЯ, НАТАЛИЯ ЛИТВИНОВА, ГАЛИНА РИШНЯК, ОЛЬГА СМИЛЬНИЦКАЯ. Педагогические технологии и методика их применения в высшей школе. Реформирование высшей школы и требования, предъявляемые к выпускникам университетов, академий, институтов, должны в корне изменить учебные методики высшей школы. Сегодня наметился переход от авторитарной педагогики к гуманистическому развитию личности, от накопления знаний к умению оперировать знаниями, от «одноразового» образования к непрерывному, от текущей организации обучения в индивидуальной. Новая парадигма образования обусловила обновление профессиональной.

Ключевые слова: педагогические технологии, высшая школа, интерактивные методики, дискуссия «кейс»-метод.

ELVIRA DZHALILOVA, OLENA KEFELI-YANOVSKA, NATALIYA LITVINova, HALYNA RISHNIK, OLGA SMILNYTSKA. Pedagogical technologies and the methods of their use in higher education. High school reforming and requirements for graduates of universities, academies, institutions must completely change teaching methods in higher education. Nowadays, the authoritarian pedagogy has been converted into humanistic personality development, moving away from knowledge accumulation to its use ability, from ‘one-time’ into continuing education, from recurrent learning organization into the individual. The new paradigm has led us to the renewal of professional education.

Key words: pedagogical technologies, high school, interactive methods, case-method discussion.
Innovative Technology of Students Trainings for Responsible Parenthood in Humanitarian Practice of Modern Germany

In the conditions of global transformations of 21st century, having been regarded as “the century of parenthood” by United Nations, the problems of cultural genesis of parenthood, family upbringing, sexual socialization of children, revealing of leading strategies of social, family and gender state policy are becoming especially important that causes interest of pedagogical science to learning the best educational practices of foreign experience about youth training to fulfill the parental duties.

The development of contents, forms and methods of syllabi and parental training curriculums in the context of a new training paradigm, is getting especially strong, as it requires the efforts of a state, family, and school and out-of-school institutions in providing with material, social and pedagogical conditions for students’ learning the basics of parental training.

Applying to positive achievements of foreign experience in parenthood, of Germany in particular, which defined the problems of family-centrism and child-centrism as a higher priority in state social policy at the end of the 20st century; this applying enables the creative
use of foreign experience on the national ground. It should be admitted that the problem of training the students for responsible parenthood is getting more and more relevant and widespread in modern Germany, as the country is interested in the development of the parental competencies in students, as basic life competencies that will determine the educational potential of the institute of future parenthood.

For the last decades, the scientific and pedagogical investigations of gender and sex education of students have been intensified, the part of which is formed of the responsible attitude to fulfilling of the parental roles in the future. The use of innovative educational technologies in parenthood in school and out-of-school practice in Germany was studied by both Ukrainian (N. Bastun, I. Bratus, I.Bekh, T.Hovorun, O. Kikinezhdi, V. Kravets, V. Kremen, L. Kovalchuk, S. Lukomska) and German scientists (H. Engler, B. Geisler, K. Grossmann, M. Hempel, L. Herwartz-Emden, A. Hilgers, G. Rife, C. Schiersmann, U. Vogel, I. Weber-Kellerman). The works of such famous German and American scientists-pedagogue as S. Amann, E.G.Dal, A.Diozed, T. Rohrmann, R. Kjubi, D. Konsidein, L. Mastermann, P.Ofderheid, M. Suschon, K. Tainer, S. Tella, H. Tolle, S. Zinser, and others are dedicated to scientific substantiation of the important directions of pedagogical activity in media space.

The scientists consider parenthood as personal formation and social and pedagogical phenomenon that includes the totality of value orientations of a personality, parental feelings, views and attitude, parental responsibility and family educational styles. [1, p. 5] The results of the analysis of scientific sources testify that training the students for responsible parenthood in Germany as a part of a general educational system is an integral system of theoretical knowledge and necessary practical skills and experience in basics of parental pedagogics and psychology, forms of constructive interaction of children and parents and increase of parental competence in the questions of children upbringing and education[3, p. 17].

It should be admitted that the modernization of the German school training system takes place according to the strategic directions of state policy of social security of motherhood and childhood, orientation on family centrism, respect to Christian and democratic values, sticking to main rights and freedoms of a person and principles of gender equality, in the context of multiculturalism and humanism. The distinctive tendency of Germany is the tendency to "privatization" of care that provides advanced infrastructure, namely: the activity of volunteer organizations,
national universities, charity funds, religious groups and youth organizations, centers of social services for youth, centers of marriage, parenting, advisory services, medical and sanitary centers.

The appearing of the phenomenon of “involving parenthood” is an innovative tendency in connection with gender and family policy of Germany, which provides an active involving of men into children upbringing, caring about them, participation in delivery with a partner and maternity leave, the comprehending of responsibility for family and children. [5, p. 57].

Specificity of training the students for parenthood in Germany is its vertical, horizontal nature, implementation of varied courses, modules and themes in different educational establishments (elementary school, secondary school, upper secondary school, non-classical secondary school) and extracurricular activities. Today in Germany, comprehensive activity of schools and welfare centers is being conducted, in the context of sex education, parenthood and premarital training of students and collaboration with social services for youth, and provides consulting and social assistance to young people from risk groups (e.g. in the case of early pregnancy).

The system and structural analysis of a wide range of sources (syllabi, curriculums, projects, etc.) made it possible to find out innovative methods used in school practice in parenthood. Let us dwell upon innovative technologies in parenthood - methods and techniques to be applied in the national school. Teaching the basics of parenthood is performed in Germany through interactive methods, cooperative learning and peer coaching, where student and teacher are equal, reflecting subjects that are a prerequisite for developing parental competencies of students, training a responsible person and citizens with an active life position [4, p. 57]. Interactive lessons include game elements, work in focus groups, role-playing games, elements of leisure, entertaining, communicative and physical exercises.

The scientist A. Hilgers indicates the methods that enhance mind-body self-regulation of behaviour of pupils, namely forecasting, “brainstorming” portfolio, narrative, collage, essay, dispute, critical thinking, role-playing games, interactive mini-lectures, educational discussion, problem resolution, interpretative analysis, auto-training, art therapy, etc. [3, p. 78].

The collage method expands the creative opportunities for students, develops skills with a variety of means how to express their feelings and
thoughts, helps to reveal the originality and uniqueness of students’
individual. For example, the teacher gives the task of making a collage for
the themes “If I ever have a child, what do I wish for my future child?”,
“What do the parents need to know about the mental development of
children to become good parents?” etc. The use of collage as one of the
most effective forms of training the students for future parenthood,
develops not only thinking, memory, stimulates speech, creates the effect
of presence in intercultural communication situations, but also allows
parents to expand the knowledge about the development and providing
with life necessities of a child, thereby helping to acquire parental
competencies [4, p. 105].

The essay method effectively contributes to the creativity of students
and their critical thinking, which does not have extensive use. The essay is
a composition-discourse of a small amount of free composition, in which
everyone can express personal considerations and views on a particular
issue or problem. The use of essay method at course lessons in preparation
for parenthood contributes to a clear and proper formulation of ideas,
activation of students’ capability, their self-realization and creative growth,
 improves positive and critical thinking, their creativity, develops logic,
individual abilities, scientific insight, imagination and creative fantasy,
allows fluency in the language of terms and concepts, reveals the depth of
educational material, teaches to use examples, quotes, find the necessary
arguments “for” and “against” concerning certain problem [7, p. 78].

Narrative method is interesting - based on his own experience, a
student tells a problem in the process of which he seems to “live” through
real situation and makes some conclusions by himself. This contributes
to better understanding of the role of parenthood by students (programs
offer a variety of topics to create their own life stories, poems, family
stories), because it allows develop own view of life [5, p. 165] (for example,
students are organized into two groups. The first group is preparing a
speech on the topic “Portrait of a child”, the other - on the topic “Portrait
of a father”. After the completion of the task, the group will present
their results).

Enriching and systematization of contents of school syllabi in
training for parenthood through the use of modern data storage devices,
developing and approbation of the modern interactive method encourage
the youth to have the courses in parenthood with the help of visualization
of the urgent questions -these are considered as important pedagogical
tasks by German scientists (P. Sanders, L. Swinden). Also, the series of
computer educating programs are written, which are offered for remote
learning and the additional opportunities for the students’ courses out of
school are created in the city and youth state organizations. We should
admit the use of video-technologies in school training for parenthood
in the developed social network of Germany, namely: remote learning,
special websites, forums, conferences in the Internet, getting the advisory
services online which are innovative in the pedagogical practice [3, p. 47].

The main tasks of the use of media-education in secondary schools of
Germany is providing the students with the skill to adequately perceive
and use the TV and video information, the development of communicative
skills, increasing the motivation to get new knowledge, stimulation of
cognitive activity, individualization and differentiation in acquiring the
program knowledge in training for future parenthood.

The intensification of training for parenthood in the schools of
Germany provides the implementation of media-technologies – computer
games and video games, telecommunications, the importance of which
consists in bringing the contents of life problems of parenthood in a visual
form, activating of critical thinking of students that enable them to perform
the household duties [7, p. 47]. The developed computer variants of tests
and questionnaires give the opportunity to check their own educational
achievements. The monitoring confirmed high effectiveness of interactive
video, especially in the individual work organization. Internet takes an
important place in gender education, where there are plenty of german
websites that include different gender information, which is interesting
for students, teachers and parents.

The media-set ”To open, to see, to feel” („Entdecken, schauen, fühlen!“), developed by S. Amann and S. Zinser in 2004 is a unique
innovative media-technology for sex education and training for future
parenthood in preschool education establishments. This technology
includes the methodical material for teachers, children and parents and is
an important tool for individual creativity, enables adequate perception
of “taboo topics” by preschool children, helps to develop their moral
feelings that enable the self-cognition of a child and gives the opportunity
to find the answers to the questions: “What are love, marriage, pregnancy
and delivering of a child?” [2, p. 47]. The innovation of this method
consists in the development of healthy motivation to worries and actions,
which are related to sex and sexuality as a precondition to understanding
of future parental roles by children. Today the main tasks of application
of media-education in preschool establishments of Germany is providing
the children with the skill to perceive and use the media-and video-information, the development of communicative skills, stimulation of cognitive activity, individualization and differentiation in acquiring the program knowledge in sex education.

“Online training for the youth” (Online-Elterntraining für Jugend) is original for the youth and their parents, it has been available on the Internet since 2003 and it is aimed at solving the personal and family problems. Parental online training includes different advice concerning finding the way out from individual stressful situations and family disputed situations, for example the right upbringing of children, solving problematic educational situations in child-parent interaction etc. [3, p. 79]. The structure of training includes four interactive modules, the learning of which can be checked with the help of a test. Every virtual participant of the test gets a certificate for successful taking of four exams. Exchange of thoughts and writing the essay-speculation about future, private life are further prospects of participating in the training. The development and implementation of such online trainings for the youth can be precious gain for Ukrainian schools.

The implementation of mass media educational technologies by german experts in preschool and secondary educational establishments testified their important role in the socialization of preschool children and students, as the informative technologies in self realization of a personality is a tool of individual creativity, a spur for better self-cognition, understanding of the forms and methods of parental communication and they give the opportunity to show one’s individuality [3, p. 168].

The enriching of the contents of school training for parenthood with media-education, the development and approbation of its interactive methods (video, CD, websites, game exercises and practical tasks) are admitted by German scientists (T. Rohrmann, H. Tolle. S. Zinser) as prospects of development. Besides this, teachers’ use of computer, media means of communication, printed mass media in education, training and social work with the students deserve the attention. The role of mass media technologies and their influence on the effectiveness of training for parenthood in the schools of Germany and the transferring of rich experience of purposeful pedagogic application of mass media with the purpose of improvement of the educational process and contribution to personal training of future fathers and mothers arouse a significant interest. German scientists draw special attention to increasing of teachers’ competence in the theory of pedagogical concepts and phenomena,
creating and sharing the information with the help of technical and semiotic systems, developing of critical thinking and enabling everybody to have a media dialogue with other people. The system of diversified experience of Germany concerning the organizing of cooperation of educational establishments with parents deserves the attention and influences positively on increasing of teachers’ competence in the questions of upbringing and educating of a child, harmonization of family and parent-child relations. The social network embraces informative and communicative technologies of cooperation with parents, namely: telephone and individual conversations with students, teachers and parents about the educational problems; information exchange through the Internet; common film watching; “round tables” of parents with teachers; meetings on school projects and festivals; parents’ help in out-of-school events [6, p. 88].

Among the innovative forms of work with parents, the invitations of parents should be distinguished - entrepreneurs of small and medium business who acquaint the teenagers with real personal experience of drawing up the rational family budget, healthy food and taking out loans for an apartment which contribute to mutual approach, better adaptation of young people to life [7, p. 85]. At the initiative of enterprise owners, the excursions on the factory floor are conducted for senior pupils for them to acquire independent life skills and experience in different spheres of social competencies on the manifestation of their organizing and leadership skills. Besides this, a good option is to spread partial payment of funds for completing courses in family budgeting and parental education throughout Germany, for example, on the occasion of the delivery of a child. An example of support for parenthood courses by an enterprise is a federal family project “Competence in profession, family and parenthood”, which was introduced by the manufacturer of natural cosmetics “Weleda” (WELEDA) and other regional enterprises on federal land Schleswig-Holstein [6, p. 79].

One of the newest forms of school activity of Germany on training for parenthood is to engage volunteers, including sending “parental leaflets” («Elternbriefen») to all young families who have completed courses at the Centers for Obstetrics or Maternity schools during six years after the birth of the first child. These promotional messages are adapted for students, aimed at awareness of the values of parenthood and contain tips on solving of urgent problems of conflict-free communication and help to improve parent-child relations.
The activity of self- and mutual help groups (Selbsthilfegruppe) is an innovative form of educational technologies, containing various forms of work, such as: parental evenings, training, advisory services, maternity and family centers, groups for single parents, self-help groups for parents with physically or mentally challenged children and self-help groups for people with HIV / AIDS diseases [7, p. 80].

Therefore, the training for parenthood in Germany is implemented through the use of various innovative strategies and educational technologies. While developing parental competence in students, a priority role belongs to media technologies (computer and video games, telecommunication means), video informative (remote learning, specialized websites, forums, conferences on the Internet, receiving advisory services online), interactive (simulation and role-playing games, training, forecasting, “brainstorming”, dispute and discussion, solving of disputed situations) and project technologies, which should be used in the organization of school and out-of-school training in parenthood that are based on democratic principles of “parent-child” interaction and dialogic communication.

Thus, the study of innovative educational technologies in parenthood of Germany with the possibility of their creative use in Ukrainian educational space can be an important factor in improving and strengthening of Ukrainian family institute, its educational potential, increasing public interest in the ethics of parental culture in general, which is especially relevant in the conditions of creating a democratic society in Ukraine.

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Transliteration of references:


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IRYNA HRECZYN. Innowacyjne technologie przygotowania uczącej się młodzieży do odpowiedzialnego rodzicielstwa w praktyce społecznej współczesnych Niemiec. W artykule ujawniono specyfikę współczesnego niemieckiego systemu przygotowania prokreacyjnego młodzieży szkolnej, w szczególności przedstawiono innowacyjne techniki i strategie nauczania, media- i projektowe technologie, stosowane w humanitarnej praktyce współczesnych Niemiec. Przedstawiono podstawowe zasady i podejścia w zakresie kształtowania rodzicielskich kompetencji u uczniów, metody interaktywnego uczenia się i specyfikę korzystania z programów nauczania w pracy oświatowej z młodzieżą uczniowską.

Słowa kluczowe: odpowiedzialne rodzicielstwo, innowacyjne metody nauczania, mas-media szkoleniowe technologie, szkolne i pozaszkolne przygotowanie do rodzicielstwa.

ИРИНА ГРЕЧИН. Инновационные технологии подготовки ученической молодежи к ответственному родительству в гуманитарной практике современной Германии. В статье раскрыта специфика современной немецкой системы прокреативной подготовки ученической молодежи, в частности, освещены инновационные методы и стратегии учебы, медиа-технологии, видеоинформационные и проектные технологии, которые применяют в гуманитарной практике современной Германии. Показаны основные принципы и подходы к формированию родительских компетенций у учеников, методы интерактивного обучения и специфика использования учебных программ в просветительской работе с ученической молодежью.

Ключевые слова: ответственное родительство, инновационные методы обучения, мас-медийные образовательные технологии, школьная и вне-школьная подготовка к родительству.
IRYNA HRECHYN. Innovative technology of students trainings for responsible parenthood in humanitarian practice of modern Germany. The article deals with the specifics of modern German system of creative trainings of students. In particular, innovative approaches and studying strategies, media and design technologies, which are used in humanitarian practice of modern Germany, are highlighted. The basic principles and approaches of the formation of parental competencies in students, methods of interactive training and specific of usage of training programs in the educational work with pupils are demonstrated. Keywords: responsible parenthood, innovative teaching approaches, mass media educational technology, school and after-school training in parenting.
Olena KOVALCHUK

Problems and Perspectives of Motivating Student at Learning English in Technical University

Language of international communication.

Nowadays it’s especially important to know foreign languages. Knowing a foreign language other than your native language has evolved to be extremely beneficial. Learning a foreign language open up employment opportunities. Most companies therefore, look for candidates with foreign language skills. Whether viewed from the financial or social aspect, being able to communicate in a foreign language helps to make ‘real’ connection with people and provides a better understanding of your language.

Some analysts say: «English is becoming the international language of business and society», other «English is considered the language of international communication». The Economist also points outs that while, according to one optimistic estimate, half the world’s people might speak English by 2050. So, if you want to follow trends, new gadgets and technology, modernization of the developing world, you have to know
Learning English starts nowadays from the first school grade (some elementary skills are offered in pre-school institutions). Regarding the personality of school teachers of English students become either motivated to learn the language or lose interest to subject study. Since not formed motivation and interest at the primary level leads to a future passive and ineffective foreign language learning.

Unfortunately, we must admit that in most comprehensive schools of Ukraine at the elementary level teachers give some instruction in writing and reading skills but at the secondary level these skills are not taught in the same way. In many rural areas of Ukraine the primary education is provided through the native languages, with not much emphasis on learning and using English.

So, when entering technical (non-linguistic) university first-year students face a lot of difficulties in language study, starting from cramming technical lexis to understanding the international peers. So, it is the university professor, tutor (it is more responsive than a teacher) who is responsible for helping the learners overcome their anxiety, nervousness and fear with encouraging words. The main goal of professor of English in technical university is to motivate students and “establish good atmosphere and suitable environment that can help students to speak actively, correctly and fluently” [Vanhala, 2008].

Basic concepts: Relation of Motivation to Learning and Performance

First we give definition of the word motivation, learning and then performance; afterwards we will see the scientific correlation between these words.

Referring to Mariam Webster’s Learners dictionary “motivation” is the act or process of giving someone a reason for doing something: the act or process of motivating someone [Webster, ]. To motivate your students is one of the most difficult aspects of being a teacher or a professor. While motivating students can be a difficult task, the rewards are more than worth it. Students who are not motivated will not learn effectively. Motivated students are more excited to learn and participate.

American psychologist, Carl Rogers, defines two types of motivation for learning: intrinsic and extrinsic motivation [Carl Rogers]. Intrinsic motivation — comes from the learner. The learning activity and the learning environment motivate the learner because they are a source of enjoyment or value. Extrinsic motivation — comes from an external source, some kind of external benefit or reward. The potential negative consequences of not
learning can also be motivating.

Business dictionary defines learning as “measurable and relatively permanent change in behaviour through experience, instruction, or study”. [Business Dictionary] Whereas individual learning is selective, group learning is essentially political its outcomes depend largely on power playing in the group. In the words of Harvard Business School psychologist Chris Argyris, learning is “detection and correction of error” where an error means “any mismatch between our intentions and what actually happens”[Chris Argyris]. Learning itself cannot be measured, but its results can be.

Learning motivation can naturally relate with students’ desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

When intrinsically motivated a student is moved to act for “the fun or challenge entailed rather than because of external prods, pressures, or reward” [Richard Ryan, 2000]. An extrinsically motivated student performs “in order to obtain some reward or avoid some punishment external to the activity itself,” such as grades, stickers, or teacher approval [Lepper, 2005].

The term “motivation to learn” has a slightly different meaning. It is defined by one author as “the meaningfulness, value, and benefits of academic tasks to the learner--regardless of whether or not they are intrinsically interesting” [Hermine Marshall, 1987]. Carole Ames notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning [Carole Ames, 1988].

Moreover, motivation can affect both new learning and the performance of previously learned skills, strategies, and behaviours. Activities such as drills and review sessions involve performance of previously learned skills, but most class time is spent learning facts, beliefs, rules, concepts, skills, strategies, algorithms, and behaviours. As an example of the effect of motivation on performance, may be viewed when a teacher (in our case professor) tells his group to complete some review materials so those students, who are less than enthusiastic about this assignment, work lackadaisically. To boost students’ motivation, the teacher (tutor, professor) arranges the reward system so that all students (not just the brightest ones) can earn the desired reward. Such performance effects often are dramatic, but the role of motivation during
learning is equally important.

Actually, there are several factors which affect students’ performance in speaking foreign language (for instance English) fluently. They are scared about committing mistakes while they speak. They cannot also express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students hesitate to speak in English is that they are shy and nervous. They feel fearful to speak English in front of other people because they lack confidence about their own competence in English.

**Statement of the problem**

University curriculum emphasises the importance of the language learning which enables the learner to get skills for communication with native speakers. Learning should stress values connected to cooperation with other people.

Hence the tendency in modern students - interested in gaining knowledge of a foreign language, as is the ability to study or train in another country, to work with the Internet, to find the necessary information in foreign sources, participate in scientific conferences and others. The students have clearly understood the need for learning a foreign language, feel an inner need in education because “education without motivation ineffective” [Vanhala, 2008] University professors are seen as important link in creating life-long learning enthusiasm and giving basic knowledge of language learning and communication skills.

Motivation to study a foreign language in Lutsk NTU has increased significantly since political, socio-economic and cultural changes in Ukraine identified new challenges for students and professionals, “appeared perspectives study abroad, developing opportunities for personal communication with colleagues and reading of literature published abroad. Regarding international contacts variety of Lutsk National Technical University with European universities, the academic language study is provided in four language streams: English, German, French as basic languages and Polish as additional language for some specialities. However, it’s worth to admit that English is most popular language course for students in LutskNTU.

The present study tries to uncover difficulties assumed in the learning English language skills among the technical university students and the motives that inspire non-linguistic university “freshers” and graduates for learning English. In order to provide the research and achieve the results we set up the following objectives:
1. To study the causes of student’s hesitation in learning English.
2. To explore problems related to listening, reading and writing skills of the language learners.
3. To find out possible motives for positive stimulation of language learning at the first as well as the fifth year of university study.
4. To investigate the level of satisfaction with the English teaching methodologies and present course contents among the technical university students.
5. To develop the list of recommendations for students on how to stay motivated and for teachers on how to enhance motivation.

Methods
The study is descriptive in nature. After going through the relevant literature, a questionnaire and some interviews were developed with randomly selected for the Lutsk NTU students of the first and the fifth years of study. All the selected students of Lutsk National Technical University belong to the academic-list at Business and Computer Sciences department. In order to check the reliability and validity of research 20 items questionnaire was administered to 100 students from the attendees (see Table 1).

Table 1.
Questionnaire

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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<tr>
<td><strong>Background and Learning Barriers</strong></td>
<td></td>
</tr>
<tr>
<td>1. What year of study are you in?</td>
<td>First</td>
</tr>
<tr>
<td>2. What’s your gender?</td>
<td>female</td>
</tr>
<tr>
<td>3. How long have you been learning English before LutskNTU study?</td>
<td>0-4 years</td>
</tr>
<tr>
<td>4. Do you speak English easily?</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Can you write correct English?</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Do you feel that your English course forms a foundation of technological future oriented course of study?</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Do you face any difficulty in your technical field or in using the Internet because of weak English?</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Do you feel hesitation in speaking English?</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Do you understand when your teacher speaks English?</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Do you use any chance of improving your English language skills as extra university study?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Results
The answers to the first group of questions presented in Table 1 relate to students’ perceived learning difficulties, likeness of English language. Firstly, we rank the respondents on their age and gender. The results show that predominant amount of respondents were students of the first and the second year of study (84% see Figure 1) (as groups of undergraduates
are more numerous in Lutsk National Technical University). The technical “Computer Sciences” and “Business” specialisations are attractive for males -71% rather than for female students -29% (see Figure 2).

85% of the respondents had been learning English for at least 5 years before university course began, starting from the school years, some since kindergarten.

As to the students abilities to speak easily or write correctly English, 12 % of the respondents agreed that they can speak English well and 83% says yes that they were taught in classroom how to speak English well. The most striking number is 5% - it’s a number of students who cannot speak English at all. As for their responses towards their willingness to speak in front of group and whether they feel hesitation in speaking, 58 % says yes that they are hesitant to speak English in front of their group (see Figure 3).
Figure 3 also shows us the percentage of students who are grammatically educated in writing English. So, only 10% of graduates and undergraduates of Lutsk NTU are sure that they write English correctly. Hence, 58% of respondents often face difficulties in using the Internet due to their weak English while 35% don’t have language problems in Internet because of using electronic translators.

However, only 54% of the students fully comprehend the teachers’ lectures while 34% says that they comprehend only 25% of what their teachers say. As far as the English course evaluations are concerned, 63% agree that the course offers a foundation of technological future oriented course of study? But unfortunately, only 23% of students use their chance of improving English language skills externally. That means that the level of self-motivation in learning English is comparatively low. First year students explain this phenomenon by lack of time and absence of evaluation. University graduates are fully involved in research theses and scientific investigation which captures all extra curricula time.

Having regarded the first block of questions concerning the students’ background and learning barriers it is worth highlighting students’ satisfaction with the teaching methodology. We must first admit that at this level a teacher is expected to use effective working methods for language learning. As far as students’ reading, writing, speaking and listening skills are concerned, the respondents approved the methods of delivering English in a group in the following way (see Figure 4): 81% of respondents agree that their teachers teach them rules of reading English, 65% says yes that they practice writing, and 70% believe that in class they are taught grammatical rules. In response towards students likeness to listening in English 75% confirms that the teachers communicated with them in English.

Figure 4.
Students’ satisfaction regarding teaching methodologies was also identified and only 62% students were satisfied with exiting teaching methodologies and 76% of respondents agreed that learning professionally oriented vocabulary will form a foundation for developing communication skills. 77% of the students feel that with the use of technical facilities they can further simplify the way of enhancing their English learning skills.

Summing up these two blocks of questions we may admit that LutskNTU students require extra help in improving their English listening, reading and writing skills. At present university students are not fully satisfied with their present course contents of English language and teaching methodologies.

However, the respondents possess very high intrinsic motivation to study English. The predominant motives for learning foreign languages, English for instance:

- Cognitive motives (the desire to acquire new knowledge);
- Professional reasons;
- Awareness of their own inclinations and abilities;
- The desire to travel much and to feel comfortable in foreign countries.

Hence, respondents also proved some extrinsic motives that affect the learning activity.

- Awareness and prestige of higher education;
- Getting good grades and as a result, the diploma;
- Awareness of employability

Most respondents indicated that the high professional level of teachers and their partnering attitude to the students positively impact on strengthening intrinsic motivation to learn.

Also, if you compare the students’ answers first and fifth years, clearly shows that senior students are more motivated. They have chosen their path in life and know the purpose of learning English for which they work and learn language.

Conclusions and Recommendations.

The above research showed that students of Lutsk National Technical University as well as university professors are not fully satisfied with the learning outcomes of English course. So teachers should work hard and try to improve students’ writing as well as speaking skills through extra reading or computer assisted programs. On the basis of the research findings, it is concluded that students are hesitant in speaking English and using reading skill. It is recommended that the exercise part should be
improved and exercises should be added in order to improve the reading, writing and speaking skills of the students. Findings show that many students still prefer to write in their native languages creative writing, may be ask to write poems or essays daily just to overcome hesitation of writing. Finally it was concluded that students are not fully satisfied with existing teaching methodologies so methodology of teaching English should be revised and improved through visual aid facilities provided in all English teaching lecture room.

Moreover, the university teachers should know their students, the motives of their activities, motivational arsenal of tools, all types and subtypes of motivation and their reserves. Only then one can design the motivation that guarantees progress in learning a foreign language.

Researchers have begun to identify those aspects of the teaching situation that enhance students’ self-motivation [Lowman, 1990, Sass, 1989]. To encourage students to become self-motivated independent learners, instructors can do the following:

- Firstly, help your student(s) identify his/her goals: Will he/she study the language for pleasure or career growth?
- Secondly, focus your student on realistic results: If the purpose of the student to receive a high level of conversational speech, we should not expect that he will see the results in a week. Ensure opportunities for students’ success by assigning tasks that are neither too easy nor too difficult. Give frequent, early, positive feedback that supports students’ beliefs that they can do well.
- Third, the student must identify the original approach to language learning. If students need to go on a short trip to some of the country would be enough high school program, but if a student wants to achieve a higher level, it must be structured approach and independent work. So, help students find personal meaning and value in the material.
- Fourth, the student must set reasonable goals. Setting realistic goals and achieve their consistent incredibly motivating. Small successes will give positive reinforcement to increase motivation to continue to learn the language.

Experience has proved that if learning is enjoyable, there is greater involvement and recall on the part of the student. To ensure high motivation for English study teacher must create a positive learning classroom environment and maintain friendly interpersonal relationships as between members of academic staff, and between the same team on
the one hand and the other on the other. Individual approach to every student will perform skilfully, so to speak, “psychological balance” between necessary and student Praise weak moderate strong criticisms student. Thus, the atmosphere of trust and rigor, Business benevolent criticism, a high degree of mutual responsibility and will promote not only the stimulation enhance motivation, but keeping it stable at a high level. This positive atmosphere was largely determined by the level of communicative culture of a teacher.

The teacher also has a creative approach to presentation, homework and independent work. Tasks such as searching for information, research, analysis, presentation, business games for students would be more useful and interesting than many traditional translation and reading texts. No need to forget about the individual approach to each student, the main way again depends on the creativity of the teacher.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student’s motivation to work and to learn interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval of others, some by overcoming challenges.

References:


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Abstracts

OLENA KOWALCZUK. Problemy i perspektywy motywacji studentów uczących się języka angielskiego na wyższej uczelni technicznej. Dokument ten opisuje cechy i problemy motywacji uczniów do nauki języków obcych w szkołach wyższych pozajęzykowych. Znaczenie artykułu zwraca uwagę na rosnące zapotrzebowanie na specjalistów, którzy znają języki obce w dziedzinie gospodarki i technologii komputerowej. W celu identyfikacji źródeł motywacji i trudności students studiować języki obce przeprowadziła badanie wśród 200 studentów pierwszego roku i p’ять курсы studentów. Badania wykazały, metody i rodzaje (wewnętrzne i zewnętrzne), motywacja i bariery skutecznie uczyć się angielskiego. Autor daje rady dla studentów, w jaki sposób utrzymać motywację i nauczycieli o tym, jak zwiększyć motywację do nauki języków obcych.

Słowa kluczowe: język angielski jako język obcy, trudności w uczeniu się, motywacji zewnętrzna, motywacja wewnętrzna, wyższa uczelnia techniczna.
ОЛЕНА КОВАЛЬЧУК. Проблеми і перспективи мотивації студентів при вивченні англійської мови в технічному університеті. Ця стаття описує особливості та проблеми мотивації студентів в процесі вивчення іноземних мов у немовному виші. Вагомість проблеми, піднятій у статті підкреслюється зростаючим попитом на фахівців, що розмовляють іноземними мовами у галузях управління і економіки, комп’ютерних технологій. З метою виявлення джерел і труднощів мотивації студентів до вивчення іноземних мов було проведено опитування 200 першокурсників та п’яткикурсників. У ході дослідження було виявлено методи і види (внутрішньої і зовнішньої) мотивації, а також перешкоди, що заважають ефективному вивченню англійської мови. Автор дає поради для студентів про те, як залишатися вмотивованим і для вчителів про те, як підвищити мотивацію до вивчення іноземної мови.

Ключові слова: англійська мова як іноземна, труднощі в навчанні, зовнішня мотивація, внутрішня мотивація, мотиви, технічний університет.

ЕЛЕНА КОВАЛЬЧУК. Проблемы и перспективы мотивации студентов при изучении английского языка в техническом университете. Статья описывает особенности и проблемы мотивации студентов в процессе изучения иностранных языков в немовном вузе. Весомость проблемы, поднятой в статье подчеркивается растущим спросом на специалистов, которые говорят на иностранных языках в сферах управления и экономики, компьютерных технологий. С целью выявления источников и трудностей мотивации студентов к изучению иностранных языков был проведен опрос 200 первокурсников и пятикурсников. В ходе исследования было выявлено методы и виды (внутренней и внешней) мотивации, а также препятствия, мешающие эффективному изучению английского языка. Автор дает советы для студентов о том, как оставаться мотивированным и для учителей о том, как повысить мотивацию к изучению иностранного языка.

Ключевые слова: английский язык как иностранный, трудности в обучении, внешняя мотивация, внутренняя мотивация, мотивы, технический университет.
OLENA KOVALCHUK. PROBLEMS AND PERSPECTIVES OF MOTIVATING STUDENT AT LEARNING ENGLISH IN TECHNICAL UNIVERSITY. This paper describes the peculiarities and problems of students’ motivation during foreign languages learning in non-linguistic university. The article is of current interest because of the increasing demand on foreign language speaking employees in the field of management and economy. The survey of 200 students was done to identify the sources for their motivation. Methods and kinds of motivation as well as motives in the process of foreign language learning have been studied. Two types of motivation (intrinsic and extrinsic) were distinguished and intrinsic appeared to be the most important. There is also advice for students on how to stay motivated and for teachers on how to enhance motivation.

Key words: English as foreign language, learning difficulties, extrinsic motivation, intrinsic motivation, motives, technical university.
The processes of globalization taking place in the modern world could not but have an impact on such an important social system as education. In particular, the reaction of higher education to integration in Europe gave the universities a task of finding a new identity, redefining their objectives, mission and the prospects of development [1].

One of the peculiarities of modern higher education is nowadays its commercialization [2]. It is pushing the universities to master the kinds of activities thanks to which they concentrate their attention on satisfying the demands of the market, of some groups of consumers and of customers of scientific and education services.

The fact that higher education is listed in the World Trade Organization’s (WTO) General Agreement on Trade in Services (GATS) means that under current conditions knowledge belongs to the category
of commodities, and education has become a service obeying the logic and laws of the market. Therefore, an institution providing education services is forced to function in the conditions of profitability, competitiveness, self-financing, aspiration to reduce costs and orientation to a short-term result [5].

The objective of this work is the analysis of the functioning of the European scholarship programmes (based on the example of the SAIA programme) as a means of implementation of academic mobility under the Bologna process.

Today, structural changes in the field of education are first and foremost associated with the Bologna Process as a major innovation of the beginning of the XXI century. The official “date of birth” of the Bologna Process is 13 June 1999, when Education Ministers from 29 European countries signed in the Italian town of Bologna the Bologna Declaration, a document aimed at creating a European education area. The Bologna Declaration is designed to ensure the creation of the European Higher Education Area (EHEA) and is conditioned by three factors:

• globalization that requires unification of the systems of education;
• intensification of international competition in the field of education due to which the European system of education started falling behind the US system of education;
• growing European integration.

Thus, the Bologna Process is regarded as one of the forms of modernisation of higher education and the answer to the integration processes taking place in Europe and all over the world. The Bologna Declaration pursues six main objectives:

• introduction of a two-degree structure that would include a bachelor’s degree and a master’s degree;
• elaboration of easily readable and comparable qualifications with mandatory issuance of the Diploma Supplement;
• establishment of a system of academic credits;
• assurance of high quality of education;
• facilitation of mobility of all participants of the process of education;
• development of a wide range of forms of cooperation.

It is the analysis of the ways of realisation of the last two missions, namely that of promotion of academic mobility and development of all possible forms of cooperation in the field of higher education, which is the focus of this article.

First of all, one must make sure to properly understand the meaning
of the term «academic mobility». The definition of academic mobility is given on the recommendations of the Committee of Ministers of the Council of Europe in 1996. Academic mobility is defined as movement of persons involved in education to another education institution for a determined period of time with the purpose of studying, teaching or doing research after which students, teachers or researchers return to their original educational institution. It should be stressed that this notion does not imply immigration or prolonged period of study or work abroad.

The idea of the importance of mobility is permanently present in the Bologna documents. The Magna Charta Universitatum has confirmed the fact that universities have always encouraged and keep encouraging the mobility of teachers and students [7]. This policy was further developed in the Joint Declaration of the European Education Ministers in Sorbonne in 1998. The Declaration emphasises that the open European Higher Education Area offers innumerable possibilities respecting individual differences of everyone while requiring permanent efforts aimed at overcoming obstacles and creating conditions for teaching and learning that will enhance mobility and strengthen cooperation. It also recommends that “...at both undergraduate and graduate level, students would be encouraged to spend at least one semester in universities outside their own country. At the same time, more teaching and research staff should be working in European countries other than their own”[6].

The Bologna Declaration has formulated specific objectives in this respect in order to promote mobility through efficient implementation of free movement with special attention to the following:

• for students, access to study and training opportunities and to related services;
• for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights [6].

The analysis of the mechanisms of implementation of academic mobility revealed a number of problems encountered by the participants in this process (students, PhD students, university teachers, researchers). Among these problems is difficulty communicating in a new language environment, formalities related to a stay in another country (obtaining of necessary documents), everyday problems and those related to one’s field of activity etc.

The majority of problems are caused, in the first place, by the financial
aspect of the matter. Equal accessibility for everyone to the programmes of academic mobility is guaranteed by special funds financing certain programmes. These programmes exist at international, European and regional levels. They select the candidates according to strict predefined criteria providing students, PhD students, university teachers and researchers with scholarships sufficient to cover all relevant expenses during their time of stay on the territory of a receiving state. For this reason these programmes are called “scholarship programmes”.

Each of them has a dedicated Internet site that provides comprehensive information on various scholarship programmes, opening a wide access to them for all those interested in academic mobility. A programme’s site serves as a source of information on the list of documents necessary for participation in the process of selection for receiving a scholarship, deadlines and addresses of submission of online applications. No less important is the information concerning visas, insurances, medical support, learning conditions and other aspects of stay in another country for those candidates who were approved for a programme’s scholarship. All this provides a clear guidance for everyone willing to take part in a selection.

A determining document for a candidate’s selection for a scholarship is his/her programme of activities in an educational, cultural or scientific institution of the receiving state. To guarantee impartial and qualified selection of participants for a programme, a commission is formed whose work is guided by strict criteria. It scrutinizes the correlation of the topicality of a work with the proposed ways of its realization, the level to which the programme’s author is mastering the methodology of its implementation, the degree of interest in it of the receiving institution, the importance of the results obtained for a sending and a receiving country etc.

A competition-based selection of presented programmes guarantees equal chances for all participants as well as financial support of truly high-quality teaching, scientific or cultural projects.

Nowadays, there exists a significant number of European scholarship programmes. They offer programmes of different duration for various social and age groups of subjects to academic mobility for EU and non-EU countries. Each of them is actively implementing the idea of academic mobility within the framework of the Bologna Process.

In line with the announced objective and due to the article’s limited size, we have chosen the Slovak SAIA scholarship programme for analysis.
We were guided in our choice by the following criteria:

- possible participation in the programme of non-EU countries;
- different duration of scholarship programmes;
- financial support of participants of academic mobility from all social groups.

According to the programme, the amount of a monthly scholarship depends on the social group to which an applicant belongs as well as on his/her academic degree if any, and his/her experience of work at a university or scientific/cultural institution. Thus, a second-degree student (i.e. one having a Master’s degree) may count on a 350€ scholarship, a PhD student/university teacher without an academic degree will get 580€, a university teacher with a PhD degree and a working experience of up to 10 years - 850€, over 10 years - 1000€ per month.

Using the data published on SAIA’s official site, we have analysed the results of implementation of academic mobility by means of the above-mentioned scholarship programme during its existence from 2006 till the first half of 2016. These data demonstrate vividly SAIA’s popularity within the academic community. The results of our research are presented in the charts and are based on the following criteria:

- the dynamics of the total number of scholarship holders;
- the ratio between the main groups of participants of academic mobility (students, PhD students, university teachers, researchers);
- scholarship holders’ countries of origin;
- duration of scholarship holders’ programmes.

This approach will, in our opinion, permit to carry out a comprehensive analysis of the programme’s implementation.
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Distribution of scholarship holders by their country of origin

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Table 1(continuation)

|       | Albania | Argentina | Armenia | Azerbaijan | Australia | Austria | Belarus | Bosnia and Herzegovina | Bulgaria | Canada | Chile | China | Croatia | Cuba | Cyprus | Czech Republic | Denmark | Egypt | Estonia | Finland | France | Georgia | Germany | Great Britain | Greece | Hungary | Iceland | India | Indonesia | Iran | Iraq | Italy | Japan | Korea | Latvia | Luxembourg | Macedonia | Malta | Mexico | Moldova | Monaco | Montenegro | Morocco | Mozambique | Myanmar | Nepal | Netherlands | New Zealand | Nicaragua | Nigeria | Norway | Oman | Pakistan | Panama | Peru | Qatar | Romania | Russia | Rwanda | Serbia | Slovakia | Slovenia | South Africa | Spain | Sweden | Switzerland | Syria | Taiwan | Texas | Tunisia | Turkey | Uganda | Ukraine | Uzbekistan | Vietnam |
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| 2006  | 1       | 1         | 1       | 9         | 1         | 11      | 1       | 1                      | 4        | 1      | 4     | 2     | 1       | 3     | 4      | 3           | 2       | 7      | 1       | 3       | 3      | 7       |
| 2007  | 1       | 1         | 1       | 2         | 2       | 8       | 3       | 4                      | 1        | 8     | 2     | 1     |          |       |        |              |          |        |          |          |        |        |
| 2008  | 1       | 2         | 2       | 4         | 1       | 11      | 1       | 3                      | 17       | 10    | 6     | 1     | 3       | 13    | 3      |              |          |        |          |          |        |        |
| 2009  | 2       | 6         | 1       | 10        | 16      | 1       | 5       | 1                      | 23       | 8     | 9     | 3     | 1       | 1     | 8      | 9            | 3        |        |          |          |        |        |
| 2010  | 2       | 1         | 2       | 4         | 1       | 5       | 7       | 4                      | 4         | 1     | 7     | 1     | 1       |       |        |              |          |        |          |          |        |        |
| 2011  | 1       | 1         | 1       | 4         | 7       | 2       | 3       | 12                     | 2         | 1     | 2     | 3     | 4       |       |        |              |          |        |          |          |        |        |
| 2012  | 1       | 1         | 1       | 10        | 1       | 1       | 16      | 8                      | 3         | 2     | 6     |       |          |       |        |              |          |        |          |          |        |        |
| 2013  | 1       | 2         | 1       | 1         | 1       | 1       | 7       | 4                      | 1         | 2     | 3     | 4     | 3       | 8     | 8      | 1            |          |        |          |          |        |        |
| 2014  | 2       | 3         | 6       | 1         | 3       | 1       | 7       | 5                      | 1         | 2     | 1      | 5     | 4       | 8     | 1       |              |          |        |          |          |        |        |
| 2015  | 1       | 2         | 1       | 1         | 1       | 1       | 7       | 4                      | 1         | 2     | 2     |       | 1       | 5     | 5      | 1            |          |        |          |          |        |        |
| 2016* | 1       | 2         | 1       | 1         | 1       | 1       | 1       | 1                      | 1         | 2     | 4     | 6     |         |       |        |              |          |        |          |          |        |        |
|       | ∑       | 2         | 6        | 12        | 3       | 8       | 43       | 1           | 5       | 47   | 77   | 81   | 13      | 29    | 21      | 107         | 49       | 1      | 5       | 32      | 8       | 13      | 7       | 20       | 43   | 75   | 5       | 1     | 2       |

analysis of the functioning of the SAIA programme with regard to its contribution to the facilitation of academic mobility proclaimed by the Bologna Declaration.

As for origin of participants of the scholarship programmes financed
through SAIA, the current number is 62 countries. Some of them have only participated once, while Ukraine (381 scholarship holders) is an uncontestable leader of this programme (table 1).

It appears that the internships of university teachers and researchers are, in most cases, of a research nature and are independent of a specific cycle. Therefore, the majority of scholarship holders from this category are invited by SAIA for a short-time stay. The analysis of the number of months granted to scholarship holders of different categories (Chart 3) has demonstrated, however, that the average duration of an internship per person in 2006-2016 is relatively stable and equals 4.5 months.

Thus, having performed a comprehensive analysis of the functioning of the SAIA’s scholarship programme taken as an example of the work of European programmes supporting the implementation of academic mobility proclaimed by the Bologna Declaration, it is important to point out the following facts:

• it is accessible to everyone interested in academic mobility (university students, PhD students, university teachers, researchers);
• it is financing short-term (1 to 3 months) as well as long-term (up to 12 months) scholarship programmes;
• it is open to all countries;
• it provides with scholarships sufficient to cover one’s everyday and academic needs in Slovakia;
• it maintains an active contact with the invited participants even after the end of their internships in order to keep them informed.

Chart 3. Duration of study by categories of scholarship holders from 2006 till 2016*
of the programme’s new possibilities.
Therefore, the work of European scholarship programmes directed at facilitating academic mobility should be considered as a powerful means of development of the European Education Area.

References:


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ANZHELA KYRYCZUK, NATALIA KOPNIAK, TETIANA ROGACZOWA. Europejskie programy stypendialne jako skuteczny środek promowania mobilności akademickiej w ramach Procesu Bolońskiego (na przykładzie programu SAIA). Artykuł zajmuje się aspektom edukacji integracji europejskiej. Na podstawie analizy głównych postanowień Deklaracji Bolońskiej, zdecydowano się rozpoznać, że edukacja stała się usługą, która podlega logice i prawam gospodarki rynkowej. Biorąc pod uwagę, że jako jeden z mechanizmów integracji w obszarze szkolnictwa wyższego, autorzy uważają zjawisko mobilności akademickiej, co jest jednym z celów Deklaracji Bolońskiej. W tym zakresie została wykonana analiza możliwości europejskich programów stypendialnych jako narzędzie mobilności akademickiej. Jak ilustrowany przykład jest analizowana realizacja Słowackiego programu stypendialnego SAIA badano na podstawie określonych kryteriów. Wyciągnięte wnioski, które potwierdzają skuteczność europejskich programów stypendialnych w związku z zasadami Deklaracji Bolońskiej w sprawie mobilności akademickiej i efektywnego tworzenia wspólnego europejskiego obszaru szkolnictwa wyższego.

Słowa kluczowe: Integracja europejska, Deklaracja Bolońska, Obszar Szkolnictwa Wyższego.
АНЖЕЛА КИРИЧУК, НАТАЛІЯ КОПНЯК, ТАТЬЯНА РОГАЧОВА. Європейські стипендиальні програми як ефективний засіб реалізації академічної мобільності в рамках Болонського процесу (на прикладі програми SAIA). Стаття посвячене проблемі освітнього вектора Європейської інтеграції. На основі аналізу основних положень Болонської декларації зроблено висновок про визнання освіти послугою, що підпорядковується логіці та законам ринку. Одним з механізмів забезпечення інтеграції у сфері вищої освіти авторами розглянуто феномен академічної мобільності, важливе значення якої, поряд з іншими завданнями, сформульовано у Болонській декларації. Зроблено спробу проаналізувати можливості європейських стипендиальних програм (на прикладі стипендиальної програми SAIA Словацької республіки). Зроблено висновки, що підтверджують дієвість європейських стипендиальних програм у контексті забезпечення принципу Болонської декларації про академічну мобільність та ефективне формування єдиного європейського науково-освітнього простору.

Ключові слова: Європейська інтеграція, Болонська декларація, вища освіта.
ANZHELA KYRYCHUK, NATALIA KOPNIAK, TATIANA ROHAHCOVA. **European scholarship programmes as an effective means of promoting academic mobility within the framework of the Bologna Process (based on the example of the SAIA programme).** The article deals with the educational aspect of the European integration. Based on the thorough study of the guidelines of the Bologna Declaration, it was decided to recognize that education became a service that follows the logic and laws of the market economy. Considering it as one of the mechanisms of integration into the Higher Education Area, the authors looked into the phenomenon of academic mobility which is one of the Bologna Declaration objectives [3]. In this context an attempt was made to analyze the possibilities of the European scholarship programmes (based on the example of the Slovak Republic SAIA scholarship program) as a tool for fostering academic mobility. Conclusions were drawn that corroborate the efficiency of the European scholarship programmes in the context of implementation of the idea of academic mobility proclaimed by the Bologna Declaration and of effective creation of the common European Higher Education Area.

**Key words.** European integration, the Bologna Declaration, the Higher Education Area.
Iryna MELNYCHUK

Integration of General Scientific Approaches Towards Formation of Professional Competence of Future Doctors

Basic social institutions of society which organizationally insure the professional activity of any branch are represented by the system of education and professional training. Nowadays it occurs in Ukraine the reorientation of results evaluation of education from such concepts as “readiness”, “intelligence” to categories “competence”, «competensy». This process is defined by scholars as the competent approach in the higher education which is led onto the formation of professional competence of future professionals.

The analysis of scientific literature towards the indicated problem demonstrates the complicated, many-sided interpretations of such concepts as “competence” and “competency” as well as of the approach to the process and results of education which is established upon these concepts. Theoretical and methodological consideration of competent approach in the system of higher education is reflected in the scientific works of I. Zymnia, S. Klepko, O. Ovcharuk, A. Hutorskyi, R. Nunn and
many others. Scientists consider a competitive approach as the innovative method of modelling of objectives and results of education[10], norms of its quality as the system of indicators of a student’s readiness towards performing this or that activity [5, c. 11].

The competence of a specialist with the higher education can be demonstrated on the practical wishes and abilities (readiness) to realize one’s own potential (skills, abilities, experience, personal qualities) for successive (effective), creative (productive) activity in the professional sphere, realizing its social importance and personal responsibility for the results of this activity and necessity of its permanent improvement [6, c. 23]. In this definition of competence it is reflected the result of professional training, the basic aim of which lies in the formation of the student’s ability to notice, understand and estimate many professional problems in the future, to solve them constructively, to consider any obstacle as the stimulus for further development.

Prototype of the competent approach in the modern pedagogical science are ideas of general and personal development, formed in the context of psychological and pedagogical conceptions of person-oriented education. Categorial base of competent approach is directly connected with the idea of goal-seeking and goal-ability of educative process, where competences reflect the higher generalizing level of the student’s skills and abilities.

In the consideration of a competent approach European system of basic competences is applied, the components of which are value-meaningful, general cultural, educational and cognitive, informative, communicative, social and activity-based competences and competence of self-development. Evidently, competitive approach in the system of higher education, is established on the conception of competences, presupposes inter enrichment and close connection of theory and practice; that is why it may become the basis for projecting national model of professionals training.

The emergence of competent approach is the rule of development of the system of education, stipulated by the search of ways of its approaching to constantly changing needs of society. In higher medical education competitive approach is organically connected with the idea of detailed development and upbringing of future qualified doctor. However, investigating various aspects of the problem of professional training of future doctors, it is indicated, that scientists do not pay special attention upon the integration of competitive and general scientific approaches. Their
connection will help to reconsider the essence of professional competence and concretization of basic principles of professional training of qualified specialists in the sphere of medicine. In the complex of general scientific approaches we admit: gnosiological, systemic, complex, person-oriented, praxeological, axiological, acmeological, synergetic.

Gnosiological approach (from Greek. *Gnosis,* – *seos* – knowledge) is based upon the theory of cognition (gnosiology). This process is preconditioned by the social and historical practice of obtaining and development of knowledge, its permanent deeping, broadening and improvement, which results in new knowledge. Scientists state, that philosophical and dialectal understanding of cognition should not be investigated as a mirror reflection, passive contemplation of the world by a separate subject (*«gnosiological Robinson»*) [11, c. 377], but as a complicated, dialectical, socially and culturally conditioned process of active creative reflection of reality in the course of social and historic practice.

On the basis of gnosiological approach towards the formation of professional competence of future doctors – direction to the implementation in training students of various forms and methods of scientific cognition of complex study, analysis, comparison, searching parallels in the peculiarities of the study of medicine specialists for specificity determination and tendencies of optimization of higher medical education.

The disclosure of dialectics of scientific cognition is based on the idea, that this is the process of transforming of external and objective into the aspect of socially urgent subjectivity. It is fixed in logical forms of mentality not on the base of internal experience but reflects on external experience of society, in practice. In practical activity, precisely, a person overcomes the absence of internal experience and the received knowledge is “brought” to the level of the objective and veritable, and subjectivity of individual mentality is taken by social activity.

For realization of gnosiological aspect in the formation of professional competence of future doctors the following is demanded: systemic connection of scientific cognition with valuable and goal-oriented issues of professional preparation of a medical specialist. Hence, the emergence of a completely new stage in the development of scientific cognition methodology was caused by the foundation of the systemic approach in scientific researches, which took place in 60-s of the XX century. Traditions of systemic world conceptualization, integral cognition of environmental phenomenon can be found in the works of L.Bertalanfi, V.Vernadskyi, L.Vyhotskyi, P.Florenskyi and others. «Systemic
movement» in science ended in establishing a new independent sphere of knowledge – systemology or general theory of systems. The basic idea of the systemic approach lies in the study of an object as the whole, which is composed of different interrelated elements, well-composed and hardly organized[7, c. 106].

The scientific value of a systematic approach lies in the depiction of conceptualizing level of research. Implementation of system approach is a universal method of cognition, research technology, opposing the spontaneity, subjectivity, creating conditions for stability and succession of scientific research. Pedagogical dictionary of S. Honcharenko characterizes the systematic approach as a trend in the special methodology of science, whose task is to develop research methods and design of organizationally complex objects as systems [1, p. 305].

According to scientists systemologists, any system (Greek. Systema - combination, composed of parts) is characterized by orderliness of connections and relations between parts, components, elements, as well as their integrity, having peculiarities in different systemic objects. A component is the minimal unit of a system. The system structure reflects the natural stable relations between its components, “space and time placement of components and the type of their interaction” [9, p. 46]. Therefore, the formation of professional competence of future physicians presupposes to structure this phenomenon on separate components and to define the interrelations between them. Any change of the properties of one element causes changes of the other components, and possibly, of the whole system. The emergence of new relationships between the elements causes the emergence of integrative properties of particular components indicating on the important characteristic of any system, what can be considered as a special isolation system-forming bonds [2, p. 62].

Integration of knowledge about various qualities, properties and positions of different systems (social, scientific, educational, professional) presupposes the use of a complex approach to the formation of professional competence of future doctors. The working-out of a complex approach is associated with B. Ananiev. General characteristics of complex approach include: direction to the identification of many-sidedness, diversity of ontological determinants and components. According to A. Derkach, disciplines of humanities, orienting on the complexity of research led to the appearance of a new scientific branch - Humanity, which is intended to create a valuable integrative approach towards the investigation of a person [3, p. 29].
A characteristic feature of the cognitive process of the beginning of XXI cen. is the increasing role of cross-subject complex approaches towards vocational training. Therefore, the formation of professional competence of future physicians includes a combination of complex approach with realization of different blocks of higher medical education: humanities (the study of social sciences), biomedical (the study of anatomy, physiology, histology, genetics, etc.), clinical (providing practical vocational training).

An important place in the formation of professional competence of doctors takes person-oriented approach, which “reflects the fact of including a subject into social connections and relations, treats a person as a socio-cultural reality” [4, c. 625]. A basic concept in realizing of person-oriented approach is the definition of “personality” which is studied by special science Personology (lat. Persona - person) and other modern social sciences (psychology, pedagogy, acmeology etc.). Personality is treated as integrity - dynamic, relatively stable, integrated system of intelligent, social, cultural, moral and volitional qualities. This is a special quality of a person, acquired in the course of activity, communication and relationships. It arises as a means, a tool for finding the essence; it is the subject of cognition and active transformation of the world [4, p. 627-628]. Integral personality is seen as a subject of own vitality, which includes the full content of individual life, particularly professional. A mature person is functionally independent, with conscious, motivated behavior, has a wide margins of “I”, a healthy sense of reality and the need for self-improvement that characterizes the readiness in the formation of professional competence of future doctor.

Various aspects of personality-oriented study was investigated by psychologists and pedagogues from the late 80s of the twentieth century (C. Amonashvili, Ye.Bondarevska, G. Ball, N. Bibik, S. Maksimenko, I. Bekh, O.Savchenko, A. Hutorskoy, I. Yakymanska etc.). Didactic and methodological support of person-oriented study involves strengthening in the content of future doctors’ training, knowledge about mankind, personally meaningful, emotiogenic material; working out of techniques based on dialogic interaction, cognitive interest, situations of choice, reflection, stimulation, maintaining emotional comfort and implementation of the “Education of Success” [4, p. 627].

Realization of person-oriented approach in the training of future doctors presupposes its combination with activity-based approach. Hence, it is only due to the activity personality becomes the subject of cognition and transformation of objective reality. Cognition (thought) - is
always the search and discovery of smth. new, of previously unknown approaches and solutions, active attaining of truth, subject’s active activity in any of its forms. Activity is one of the fundamental concepts of classical philosophical tradition that captures in its content collision act of goal-oriented (free) will, on the one hand, and the objective laws of being - on the other. The combination of particular professional deeds create a professional structure of integrated activity carried out by the specialist, which becomes the basic component of its formation.

On the basis of generalized views of P.Anokhin, H.Kostiuk, O. Leontiev, S.Rubenstein and other scholars, the problem of activity can be defined as the interrelation of person-oriented and activity-based approaches towards the formation of professional competence of future doctors. The fact mentioned above, presupposes students’ mastering of the ways of projecting and models approbation of professional activity in the most individual way in virtually simulated situations; this becomes quite realistically possible by means of implementation technologies, especially interactive [7]. Realization of activity-based approach is based upon the students’ ability to observe themselves in the profession of a doctor, that is connected with the praxeological approach towards training of future doctors.

Praxeological approach (Greek, \textit{praxis} – action) based on philosophical conceptions of activity which nowadays obtains the status of the programme and conceptual project and presents general theory of activity organization of Polish philosopher T. Kotarbinskyi (1886-1981). Praxeological approach deals with organization of educational activity of subject of the mentioned process as well as optimization of future professional activity of a doctor. In the basis of the praxeological approach lies general «programme of actions», that regulates teachers’ and students’ activity. The central concept of praxeology is the notion of ‘method that helps’ to transform theory on a common methodology and indicates ways of working taking into account their practical properties, in terms of their effectiveness. In order to be effective, productive or resultative (to achieve the determined goal), «correct» (definite, adequate, maximally close to the model or norm), «clear» (the one that omits the predicted consequences and unnecessary extra deeds), «safe» (means of action should be trustfull, that betters the objective ability of achieving the result mentioned) and successive, the basic criterion of practical success is implied – its reasonableness and practical value [8, c. 794].

Active participation of students in virtually professional models of
medical practice will encourage them to single out the valuable orientation and acmeological issues of their individual professional genesis among possible actions of a specialist in the sphere of medicine. That is why, special attention in disclosure of integration of general scientific approaches in the formation of professional competence of future physicians is paid to axiological, acmeological and synergistic approaches.

Acmeological approach (Greek. *aksios* – valuable) based on the philosophical teachings (of values) on moral, ethical and cultural values as meaningful basis of human existence, that define directions and motives of human life, activity, deeds. Students’ awareness about professional values will cause in the successful formation of professional competence of doctors.

Acmeological approach (Ancient Greek. *akme* – highest peak, maturity, the best time, the top of smth) lies at the basis of integral science – acmeology [3], it studies phenomenology, law, mechanisms of a person’s development at the time of the highest professional maturity, i.e. studies professionalism as a highest degree of personality development. Definition by students of some “peaks” in the way of their own professional formation while studying in higher medical establishment will determine the main purpose in the formation of professional competence of future doctors.

Synergetic approach (from the Greek. Synergetikos - consistent; the one that has agreed, joint action) based on scientific and philosophical principle that considers nature and the world as a complex self-organizing system, and preconditioned by the development of the theory of self-organization (synergetics).

Synergetics is a new interdisciplinary research area, interdisciplinary field of science that is based on the ideas of consistency and integrity of the world, scientific ideas of the world and of man himself in this world. The name of this cooperative science comes from the concept of “synergy” (from the Greek. Sinergeia - cooperation, community). Synergetic approach involves studying the complex effect of several factors that reinforce each other’s action when the combined effect is much stronger than the effect of each separate component. Synergetics are treated as an interdisciplinary direction of scientific research. Implementation of synergistic approach in formation of professional competence of future physicians is based on integration of various general scientific approaches in the vocational training of medical practice students.

So, the purposeful formation of professional competence of doctors-to-be presupposes in-depth study of the possibilities and methods of complex
implementation of different approaches in terms of an educational process of medical institutions, which will favour to more qualified training of medical specialists.

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IRENA MELNYCZUK. Integracja ogólnonaukowego podejścia do kształtowania kompetencji zawodowej przyszłych lekarzy. W artykule zaktualizowano konieczność użycia kompetencyjnego podejścia w fachowym przygotowaniu przyszłych lekarzy. Odzwierciedlono istotę fachowej kompetencji jako podstawy kompetencyjnego podejścia do nauczania studentów w wyższych medycznych edukacyjnych zakładach. W rozumieniu podejścia kompetencyjnego stosowany jest europejski system kluczowych kompetencji, elementy którego są oparte na wartościowo-znaczącą, ogólnie kulturalną, edukacyjno-poznawczą, informacyjną, komunikacyjną, społeczno-działalnościową kompetencje i kompetencję samodoskonalenia. W systemie szkolnictwa wyższego
podejście kompetencyjne oparte na koncepcji kompetencji, przewiduje wzajemne wzbogacenie, ścisłe powiązanie teorii i praktyki, i dlatego może stać się podstawą projektowania narodowego modelu szkolenia fachowców. Uzasadniono celowość integracji kompetencyjnego i ogólnonaukowych podejścia w fachowym przygotowaniu wykwalifikowanych fachowców branży medycznej. W kompleksie ogólnonaukowych podejść wyróżniono gnoseologiczne, systemowe, kompleksowe, osobowościowe, prakseologiczne, aksjologiczne, akmeologiczne, synergetyczne podejścia i wyświetlono ich istotę.

Słowa kluczowe: podejście kompetencyjne, podejście ogólnonaukowe, przyszli lekarze, przygotowanie zawodowe.

ІРИНА МЕЛЬНИЧУК. Інтеграція загальнонаукових підходів до формування професійної компетентності майбутніх лікарів. У статті актуалізовано необхідність використання компетентнісного підходу у професійній підготовці майбутніх лікарів. Відображено сутність професійної компетентності як основи компетентнісного підходу до навчання студентів у вищих медичних навчальних закладах. У розумінні компетентнісного підходу використовується європейська система ключових компетенцій, компонентами якої є ціннісно-змістовна, загальнокультурна, навчально-пізнавальна, інформаційна, комунікативна, соціально-діяльнісна компетенції та компетенція самовдосконалення. У системі вищої освіти компетентнісний підхід, заснований на концепції компетенції, передбачає взаємозбагачення і тісний зв’язок теорії і практики, і тому може стати базисом проектування національної моделі підготовки фахівців. Обґрунтовано доцільність інтеграції компетентнісного та загальнонаукових підходів у професійній підготовці кваліфікованих фахівців медичної галузі. У комплексі загальнонаукових підходів виокремлено гносеологічний, системний, комплексний, особистісний, праксеологічний, аксіологічний, акмеологічний, синергетичний підходи і висвітлено їхню сутність.

Ключові слова: компетентнісний підхід, загальнонаукові підходи, майбутні лікарі, професійна підготовка.

ІРИНА МЕЛЬНИЧУК. Інтеграция общенаучных подходов к формированию профессиональной компетентности будущих врачей. В статье актуализирована необходимость использования компетентностного подхода в профессиональной подготовке будущих врачей. Отображена сущность профессиональной компе-
Integration of general scientific approaches towards formation of professional competence of future doctors. The article actualizes the necessity of implementation of the competence approach in the professional training of future doctors. The European system of core competencies, which includes such components as value-content, general cultural, educational, cognitive, informational, communicative, social-activity-competence and self-competence is used in understanding the competence approach. In higher education competence approach, based on the concept of competencies, involves mutual and close relationship theory and practice, and can therefore become a basis for a national model of professional training. The expediency of integration of competence and general scientific approaches in the professional training of highly-qualified medical specialists is also substantiated. The complex of general scientific approaches makes it possible to single out and describe the essence of: gnosiological, systemic, complex, person-oriented, praxeological, axiological, acmeological, synergetical approaches.

Keywords: competence approach, general scientific approaches, future doctors, professional training
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