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I. PHILOSOPHICAL SCIENCES

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THE DHOFAR REBELLION (1963–1976) AS THE FINAL STAGE OF SULTAN SAID BIN TAIMUR'S POLICY

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The article is devoted to the historical inquiry of the Dhofar Rebellion of 1963–1976 which was important stage of the historical development of the Sultanate of Oman. It has been stressed that the background of the rebellion determined by complex combination of political, economic and ethnic factors. The main reason for the support of the local mountain population of Karra and Kathiri for NDFLOAG (the National Democratic Front for the Liberation of Oman and the Arabian Gulf) was not revolutionary sentiments but ethnic problems. The Jebel Samkhan highlanders were not part of the tribal structure of Oman and had no place in the political elite. It has been concluded that Dhofar received its current status as a result of the Dhofar rebellion. The rebellion was the final and the most important stage in the policy of Sultan bin Said. After it Oman became a single state. The Dhofar Liberation Front remained an independent organization in Oman (based in London). It pursues the same policy but does not speak openly.

Key words: The Sultanate of Oman, Dhofar rebellion, Sultan Said bin Taimur, the National Democratic Front for the Liberation of Oman and the Arabian Gulf (NDFLOAG).

The Dhofar Rebellion (1963–1976) also known as the War in Dhofar or the Omani Civil War played an important role in the history of Oman and also the British history. In the 1960–1970s the British together with local allies fought a stubborn struggle against representatives of the insurgency in the Omani province of Dhofar. The local separatist movement soon gained support from left-wing groups in neighboring Yemen, which caused concern among the British and the subsequent dispatch of troops there from Britain. The war in Dhofar threatened to turn into “Arab Vietnam” and caused the downfall of sheikhs and emirs, allies of the United States and Great Britain.

The paper will aim at investigating of the historical and political aspects of the Dhofar Rebellion as final and most important stage of Sultan Said bin Taimur’s policy.

This investigation is based on the works of the representatives both historical and political fields of scientific knowledge. Among them should be mentioned I. Aleksandrov [1], Jr. Allen and H. Calvin [2], R. El-Solh [3], J. Jones [4], B. Korany, P. Noble, and R. Brynen [6], S. Plekhanov [7], and others. In spite of rather wide range of investigations of history and politics of Oman many aspects of the Dhofar Rebellion of 1963–1976 are still largely unexplored.

In 1962 Oman was a very underdeveloped country. Sultan Said bin Taimur – an absolute ruler under British influence had outlawed almost all technological development and relied on British support to maintain the rudimentary functions of the state. Dhofar itself depended of Oman but was culturally and linguistically distinct from Oman proper.

In the 19th century representatives of the Al-Said dynasty concluded beneficial agreements with the British government enlisting the support of the British in repelling external and internal threats. One of the dangers came precisely from the interior of the country or “true” Oman where in the 1860s the tradition of electing local spiritual leaders – imams was revived and the

power of the Muscat sultans virtually disappeared. Largely thanks to the presence of the British fleet it was possible to hold the coast which was important for the control of the Strait of Hormuz and the western part of the Indian Ocean. The British went to it in order to secure their possessions in Hindustan. In the 1940–1950s Sultan Said bin Taimur managed with significant support from the British army to annex back the Imamate of Oman which has already become an independent state that has established foreign policy ties with Saudi Arabia and received a place in the League of Arab States.

By the early 1960s the rule of the imams in “true” Oman was done away with but the last imam and his supporters fled to Saudi Arabia from where they openly threatened the rulers of Muscat. Meanwhile a new hotbed of tension has emerged in the Dhofar region which lies in the south of the Sultanate on the border with Yemen. Dhofar was on the sidelines during the conflict between the imam and the Sultan, there were no hostilities although many people from this province served in the newly formed units of the Sultan’s army trained by British instructors.

Dissatisfaction with the Sultan’s policies ultimately provoked an uprising of several leaders of the local Arab tribes led by Musallim bin Nafl. He and his supporters attacked government troops seized part of the oil produced but under pressure from superior enemy forces was forced to flee to Saudi Arabia. The leaders of the latter were hostile towards Said bin Taimur since he was the first to capture an important oasis in the oil-bearing region on the border of the states. In exile Musallim bin Nafl formed the Dhofar Liberation Front which with some support from Iraq and Saudi Arabia began a guerrilla war in the province. In 1968 it joined to the Bahrain National Liberation Front and began to be called the National Democratic Front for the Liberation of Oman and the Arabian Gulf (NDFLOAG).

The main reason for the support of the local mountain population of Karra and Kathiri for NDFLOAG was not revolutionary sentiments but ethnic problems. The Jebel Samkhan highlanders were not part of the tribal structure of Oman and had no place in the political elite.

The ideologues of the NDFLOAG developed a revolutionary theory and invented a new revolutionary class – the Bedouintariate. These were young “kabili” – people who left their tribes. They had nothing to lose and they were the most progressive revolutionary class in the Arabian Peninsula. The ideologues – “*Adu*” (“enemies”, the common name for NDFLOAG fighters) were trained in Yemen. Ideological work took primitive forms. A. Vasiliev in his book [8] described a “demonstration” in one of the mountain villages of Dhofar. The militant Adu with a submachine gun lined up the entire population of the village and shouted slogans to the peasants – about the Communist Party of the Soviet Union, Lenin, Marxism-Leninism, etc., which the peasants loudly chanted in chorus, hardly knowing what this is about [8, p. 75]. At the same time the activities of the partisans who opened schools, tried to provide medical and veterinary care, aroused sympathy from the ranchers, many of whom still lived in caves.

Dhofar at this time was divided into four zones. The western zone and the neighboring zone of Ho Chi Minh were controlled by Adu. There was a front line on the “red line” a guerrilla war was going on in the eastern zone [7, p. 66].

The first step of the Sultan was to spread in Dhofar information about the amnesty for the participants in the armed struggle. Radio stations were broadcasting on Dhofar where the Sultan’s decree on amnesty was passed on to the militants, leaflets were dropped from planes. Already in August 1970 about 200 Adu militants descended from the mountains. On the basis of the militants who surrendered under the amnesty from the Dzhebali (highlanders), the Sultan began to form the firkat (anti-partisan commandos).

Firkat actions were effective because their fighters knew how to fight in the mountains, and also knew the routes of the partisans, the locations of their warehouses, etc. [2, p. 165].

The strategy of the anti-partisan war was also changed. Prior to that with the onset of the harif (monsoon season) when it became impossible to use aviation, the forces of the SAF (Sultan's army) left the mountains, returned to the Salalah plain. Now it was decided to create zones of constant control of the SAF and gradually expand them. The first successful operation was the seizure of the port town of Sadakh in the west of the country by a firkat detachment.

Measures to win the sympathy of the local population were the supply of food to the highlanders through the firkat. Prizes were also awarded for the surrender of Soviet weapons which were armed with Adu (Kalashnikov assault rifles, Simonov and Degtyarev rifles).

Nevertheless the first firkat detachment of several dozen fighters created in February 1971 disintegrated due to contradictions between representatives of various Jabali clans without even entering a battle. When forming subsequent units tribal principles were taken into account.

There was also a powerful propaganda and agitation campaign. This was how the sale of transistor receivers at very low prices in the market-places was organized so that the population could listen to the programs of the loyalist Radio Salalah leaflets were dropped from planes, hung on notice boards at checkpoints. The main emphasis in these materials was made on the atheism of the communists, on the fact that they are the enemies of Islam.

Simultaneously with the firkat Civic Aid Teams were organized to dig wells, distribute food, and organize primary health care. In the zones of government control, they began to build roads, conduct electricity, open schools and mosques [3, p. 64].

During this period Adu changed their political orientation from China to the USSR. The USSR had incomparably greater capabilities to help the partisans than China, which in the early 1970s was on the brink of economic disaster. But it was also connected with the events in neighboring Yemen where as a result of political struggle came to power “supporters of scientific socialism”, a pro-Soviet group. Through Yemen the USSR transferred to Adu Shpagin’s large-caliber machine guns, light 60-mm mortars, portable missile systems, anti-aircraft guns, and many automatic small arms.

Feeling the weakening of support for their struggle by the people of Dhofar Adu unleashed a mass terror, now killing everyone who was critical of their policies including the representatives of the working people [6, p. 82].

The weakening of Adu’s positions was also the result of a change in the international situation – since 1970 a sharp “correction” of a number of regimes in Arab countries began.

As a result the internationalization of the conflict began. Hussein – the King of Jordan sent his instructors and pilots to the SAF (trained by Soviet instructors in their time). A battalion of Jordanian paratroopers was stationed in Tamrit which controlled the road linking the Dhofar Plateau with Salalah. Thus, the partisans were deprived of the opportunity to expand the area of their actions. Egyptian military advisers also appeared. They were also trained by Soviet instructors at the time.

By November 1971 the Sultan’s troops had regained full control over the Red Zone and the Eastern Zone. In November 1971 a chain of fortified points was built in the “red zone” between which minefields were arranged. This defensive line became known as the Leopard Line. By May 1972 5AR units in pursuit of the partisans were already entering Yemen. In June 1970 – May 1972 more than 110 incursions by Omani (that is, in fact, British) aviation were committed into Yemeni airspace. 5AR aircrafts struck targets in Yemeni territory.

The government of the NDFLOAG has made a formal request to Whitehall regarding the involvement of British 5AR troops in operations in Yemen. However, the British Foreign Office spokesman denied the participation of the British army in such actions but did not rule out that the 5AR ranks may include British citizens who served in the British army. But they fight as mercenaries [1, p. 57].

However, in the summer of 1972 during the harif the Sultan's units retreated from the Leopard Line, as they lost their air supplies. The partisans attacked the Mirbat fortress at the foot of the northern slopes of Jebel Samhan. It was the largest battle of the war which began on July 19, 1972. Just as the guerrillas broke through the line of barbed wire "5AR Strikemasters" appeared in the sky and launched a missile attack on clusters of militants after which helicopters landed paratroopers.

As it turned out later, this major action was a gesture of despair on the part of Adu. They intended to capture the city for at least a few hours, execute vali and rich citizens who were active supporters of the Sultan, and intimidate the residents as much as possible. A large-scale act of intimidation was envisaged upon learning of which the population would be afraid to support the Sultan and would discard the idea of leaving the war. However, everything happened the other way around – Adu left about 100 dead on the battlefield, about the same number later died of wounds in primitive mountain hospitals.

Adu as typical political sectarians began searching for "scapegoats" responsible for the failure of the operation; a number of "revolutionary tribunals" were held over the alleged perpetrators [5, p. 219–220]. But in fact Adu's mistake was that they were completely sure that during the harif not a single plane or helicopter would be able to take off. They did not take into account that the technology was constantly being improved. After that the

Hornbeam Line was built from the coast inland of Dhofar consisting of barbed wire, minefields, and sangars (boulder checkpoints).

To provide military assistance to Iran in the Dhofar Rebellion the Sultan made territorial concessions handing over to Iran three small islands in the navigable part of the Persian Gulf. Despite the fact that these islands were just rocks protruding from the sea, they had a strategic value – by placing military bases on them, Iran could block navigation in the Persian Gulf – one of the busiest shipping areas in the world.

On December 23, 1973, 3,000 Iranian paratroopers supported by an English airborne battalion and British aviation launched an offensive in Dhofar. For the partisans the landing of the airborne assault was a surprise since there was no airborne force in the SAF.

The war in Dhofar consumed great resources. Up to 47% of the total budget was spent on military spending. At the same time the Sultan not trusting the tribes of Oman formed his army from Baloch mercenaries (up to 70% of the entire army) [9, p. 184].

According to Soviet researchers Dhofar then found itself in the conditions of a military, economic and political blockade. But in fact, the ultra-left Omani revolutionaries made a number of tactical mistakes. So Adu's voluntaristic decision "abolished the tribes" in Dhofar. Tribal pastures and water sources were declared the property of the whole people. After that part of the tribes under the influence of their sheikhs began to tend to a compromise with the enemy. Because of this the Adu units formed on a non-tribal basis began to lose their combat effectiveness – the fighters stopped trusting each other. A number of mistakes were made during the anti-religious campaign. A breeding ground for atheism was the 6-year Lenin school in Yemen, near the border. Teachers which were trained in the Warsaw Bloc countries worked there. At the same time it must be emphasized once again that Adu and their allies sought to attract the population not only with

ideological slogans. Thus, in the Hauf region (Yemen, near the border with Oman) a modern Cuban hospital was deployed where not only the wounded Adu were treated but also the civilian population of Dhofar. For people for whom the only method of treatment for almost all diseases was cauterization with a hot iron the effect of even the simplest antibiotics seemed a real miracle [9, p. 187].

A feature of the anti-partisan struggle in Dhofar was that the government forces did not pursue the goal of inflicting maximum damage on the enemy. The main goal was to win the hearts and minds of the militants. Therefore, the means of the anti-guerrilla warfare arsenal were used very limitedly –for example, they never poisoned water sources, did not place “mine-stretchers” so that none of the civilian population would suffer, so as not to anger even more militants [5, p. 329–330].

The congress of the NDFLOAG in June 1974 decided in the changed situation to remove the task of a regional revolution in the Persian Gulf and to create a wide the Popular Front for the Liberation of Oman (PFLO). The task of socialist transformations was also removed. NDFLOAG now set itself only the task of eliminating military bases and withdrawing foreign troops from the country, fighting against the “Iranian invaders”. An absolutely untimely decision was made to create a regular army NDFLOAG. The Omani “ultra-left” continued to make mistakes in the “Soviet construction”. So, private trade was prohibited. In the conditions of the blockade of Dhofar an equal distribution of food rations was introduced. However, let us remember that a significant part of the land fund, the lands of the fled feudal lords, were abandoned – the poor Karr were afraid to take them for themselves and cultivate them. Due to the fighting the irrigation system was destroyed and not restored. The Adu were no longer able to provide the population with food, even with ration cards.

Yemen could not provide assistance in this regard, since there the “building of socialism” led to the same problems. Adu tried to solve the problem, as in Yemen – by socializing property and creating “cooperatives” modeled on Soviet collective farms. In general, there was nothing new in collective property for Karr, but one must remember that the Adu “abolished the tribes” and cooperatives were founded from representatives of different clans, which simply did not fit into the psychology of local residents in terms of the attitude to property. This is a vivid example of “left-wing excesses” typical for Omani revolutionaries – even in the USSR during collectivization in a number of national regions, such factors were taken into account, for example, in Chechnya and Dagestan. The local population was also annoyed by the endless meetings, rallies, and political education filled with obscure political demagoguery. Even Kabili began to turn away from Adu. At the same time the Sultan managed to invite hundreds of nurses, doctors, teachers, hydrologists from Egypt, Lebanon and Jordan to use oil revenues. The water problem was successfully solved by drilling artesian wells (several hundred of them were drilled).

By November 1974 the insurgents had been completely driven west of the Hornbeam Line. Firkat combed the vadi and caves of Dhofar where the partisans set up warehouses, hospitals and bases. In January 1975 as a result of a joint operation of the Iranian paratroopers and the Sultan’s fleet the capital of the “liberated region” – the port village of Rahyut was captured. The Adu sea supply route was cut. After that construction began on the Demavend Line 35–40 km west of Hornbeam. In January-February 1975 the SAF established control over the main militant bases in vadi Shershitti, Ashauk, and Guiper. During all this time the partisans undertook only one retaliatory action – a rocket and mortar attack on Sarfait in honor of the decade of the revolution on June 9, 1975. The “Simba Line” was already in close proximity to the border with Yemen, from

which shelling of Omani territory became more frequent [4, p. 111–115]. On October 16, 1975, Omani Hawk Hunter attack aircraft attacked the Yemeni town of Haufa, destroying the headquarters of Adu, a police station and artillery positions. The Sultan feared that this would become a pretext for a war with Yemen. However, this did not happen, since Yemen at that time developed extremely tense relations with the Yemen Arab Republic, and inside the country there was a struggle between Nasserites and supporters of “scientific socialism”. The remaining Adu group was cut off from the border with Yemen by the “Simba line” and surrounded in a gorge. The partisans were threatened with total destruction. However, the Yemeni government asked the Sultan to provide a corridor to escape the encirclement for 200 of its soldiers who were in the ranks of Adu. The partisans also left Oman along the corridor leaving, however, all their heavy weapons.

The rebellion was declared suppressed in January 1976, although isolated incidents took place until late 1979.

Thus, as a result of the rebellion Dhofar received its current status. The rebellion was the final stage in the policy of Sultan bin Said. After it Oman became a single state. The Dhofar Liberation Front remained an independent organization in Oman (based in London). It pursues the same policy but does not speak openly.

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II. PEDAGOGICAL SCIENCES

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RESEARCH ON THE STATE OF APPLICATION OF DISTANCE AND BLENDED LEARNING TECHNOLOGY BASED ON THE INTERNET IN SPECIALIZED DISCIPLINES FOR THE TRAINING OF FUTURE BACHELORS IN CYBERSECURITY

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The article presents a study of the state of application of distance and blended learning technology based on the Internet in specialized disciplines for the preparation of future bachelors in cybersecurity. The following technologies of distance and blended learning on the basis of the Internet for preparation for lectures, for preparation for practical / laboratory classes, during lectures, during practical / laboratory classes, to help with homework, to perform tests works for the purpose of reporting on separate performed tasks.

Key words: distance learning technologies, blended learning technologies, cybersecurity, professional training, bachelors in cybersecurity.

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Дослідження стану застосування технології дистанційного та
змішаного навчання на основі мережі Інтернет з профільних дисциплін
для підготовки майбутніх бакалаврів з кібербезпеки / Навчально-*

науковий інститут інформаційної безпеки Служби Безпеки України, м. Київ, Україна

У статті представлено дослідження стану застосування технології дистанційного та змішаного навчання на основі мережі Інтернет з профільних дисциплін для підготовки майбутніх бакалаврів з кібербезпеки. Охарактеризовано такі технології дистанційного та змішаного навчання на основі мережі Інтернет для підготовки до лекційних занять, для підготовки до практичних/лабораторних занять, під час лекційних занять, під час практичних/лабораторних занять, з метою допомоги під час виконання домашнього завдання, з метою виконання контрольних робіт з метою звітності щодо окремих виконаних завдань.

Ключові слова: технології дистанційного навчання, технології змішаного навчання, кібербезпека, професійна підготовка, бакалаври з кібербезпеки.

Вступ. Подолання загроз, розроблення рішень для зміцнення інформаційної безпеки на національному рівні, збереження та протистояння будь-якому втручанню в інформаційне середовище потребують кваліфікованого високотехнологічного захисту інформації, професійного регулювання й управління. Реалії сьогодення доводять, що професійна діяльність фахівців із кібербезпеки щодо реалізації окреслених стратегічних напрямів кібербезпеки України є недостатньо ефективною в аспекті виявлення й усунення прихованих і відкритих кіберзагроз. Це частково аргументоване, з одного боку, викликами сучасного глобалізованого та інформаційного суспільства, браком усвідомлення державою важливості досягнення нової якості професійної підготовки нової нетократичної кібереліти; з іншого - прогалинами в якості професійної підготовки магістрів з кібербезпеки, зокрема в аспекті

її спеціального кібербезпекового складника. Окреслене протиріччя потребує використання сучасних дистанційних методик у підготовці фахівців зазначеного напрямку. Так, виникає потреба у дослідженні стану застосування технології дистанційного та змішаного навчання на основі мережі Інтернет з профільних дисциплін для підготовки майбутніх бакалаврів з кібербезпеки.

Мета: Дослідити та проаналізувати стан застосування технології дистанційного та змішаного навчання на основі мережі Інтернет з профільних дисциплін для підготовки майбутніх бакалаврів з кібербезпеки

Виклад основного матеріалу. Професійна підготовка бакалаврів з кібербезпеки спрямована на формування готовності магістра до професійної діяльності, що передбачає розуміння змісту професійної діяльності, усвідомлення мотивів, здібностей, можливостей і бажання ефективно провадити професійну діяльність, володіння професійними знаннями, уміннями й навичками. Водночас домінантою професійної підготовки є високий рівень науково-дослідницької діяльності в галузі кібербезпеки, що інтегрує професійні та науково-дослідницькі університет, компетентності, досвід, самоосвіту (Брайко, 2020). Професійна підготовка бакалаврів з кібербезпеки в Україні регульована законодавчо-нормативними документами, а саме: Законом України «Про освіту» (2019), «Про вищу освіту» (2014), «Про інформацію» (2017), «Стратегією кібербезпеки України» (2017), Законом «Про національну безпеку України» (2020), та ін. Обґрунтування нових концептуальних підходів до вдосконалення професійної підготовки бакалаврів з кібербезпеки потребує в контексті інтеграції України до європейського освітньо-інформаційного простору ретельної уваги до результатів наукових пошуків і прогностичних ідей. Для України характерний високий

рівень розвитку національної системи кібербезпеки, що уможливлює потужна стратегічна й законодавча база.

На основі проведеного ряду досліджень стану використання мережі Інтернет в процесі професійної підготовки бакалаврів з кібербезпеки (Samoylenko A. A., 2020), стану сприйняття різних типів навчальної інформації майбутніми бакалаврами з кібербезпеки (Samoylenko O. O., 2020), стану використання типів девайсів в процесі професійної підготовки бакалаврів з кібербезпеки (Самойленко О. О., 2020), та педагогічних засобів моделі підготовки фахівців в умовах масових відкритих дистанційних курсів (Самойленко, Бацуровська, Самойленко, & Доценко, 2018) виявлено потребу у дослідженні стану використання засобів навчальної інформації для підготовки бакалаврів з кібербезпеки.

З метою дослідження стану використання засобів навчальної інформації для підготовки бакалаврів з кібербезпеки нами було проведено анкетування протягом трьох навчальних семестрів. В анкетуванні брали участь здобувачі вищої освіти спеціальності 125 «Кібербезпека» у кількості 187 осіб. Предметом дослідження стали питання, які стосуються засобів для здійснення навчання в мережі Інтернет, в соціальних мережах, дистанційних навчальних курсах, масових відкритих дистанційних курсах, YouTube каналах з інтерактивом для самоперевірки отриманих знань та в умовах навчальних середовищ засобами мережевих тренажерів для програмування.

Було досліджено за допомогою яких засобів здійснюється навчання в мережі Інтернет. До засобів віднесено технології дистанційного та змішаного навчання на основі мережі Інтернет для підготовки до лекційних занять, для підготовки до практичних/лабораторних занять, під час лекційних занять, під час практичних/лабораторних занять, з метою допомоги під час виконання домашнього завдання, з метою виконання контрольних робіт з метою звітності щодо окремих виконаних завдань.

Результати проведеного дослідження з приводу того як застосовуються в університеті технології дистанційного та змішаного навчання на основі мережі Інтернет з профільних дисциплін для підготовки майбутніх бакалаврів спеціальності «Кібербезпека» представлені нижче (Таблиця).

Здобувачі вищої освіти спеціальності «Кібербезпека» використовують мережу Інтернет для підготовки до лекційних занять. На початку експерименту цей показник складав 40 %, наприкінці експерименту він зменшився майже на 10 %. Викладачі зазначили, що для підготовки до лекційних занять мережу Інтернет також використовують, але на початку експерименту показник різнився з показниками здобувачів вищої освіти на 28 %. Наприкінці експерименту показник для викладачів збільшився на 8 % і складає різницю з показником здобувачів вищої освіти інженерних спеціальностей у 12 %.

Таблиця 1.

Дослідження стану застосування технології дистанційного та змішаного навчання на основі мережі Інтернет з профільних дисциплін для підготовки майбутніх бакалаврів з кібербезпеки

Використання технологій дистанційного та змішаного навчання на основі мережі Інтернет	Здобувачами вищої освіти у відсотковому співвідношенні			Викладачами у відсотковому співвідношенні		
	I семестр 2018н.р.	II семестр 2018н.р.	I семестр 2019н.р.	I семестр 2019н.р.	I семестр 2018н.р.	I семестр 2019н.р.
для підготовки до лекційних занять	39,8%	32,9%	31,9%	11,2%	15,3%	19,2%
для підготовки до практичних/лабораторних занять	38,8%	39,9%	44,9%	15,8%	16,3%	19,9%
під час лекційних занять	11,2%	12,3%	15,8%	2,0%	2,0%	3,1%
під час практичних/лабораторних занять	18,9%	19,8%	22,5%	2,0%	2,0%	3,1%

з метою допомоги під час виконання домашнього завдання	88,9%	91,8%	96,8%	1,0%	1,8%	3,1%
з метою виконання контрольних робіт	88,2%	91,6%	98,8%	1,0%	1,8%	3,2%
з метою звітності щодо окремих виконаних завдань	1,7%	1,9%	3,9%	1,2%	1,9%	3,5%

Щодо підготовки до практичних та лабораторних занять майбутні бакалаври з кібербезпеки на початку експерименту зазначили, що в мережі Інтернет використовують майже на 40 %. Наприкінці експерименту показник збільшився на 5 %. Зафіксовані результати для бакалаврів у 18 % початку експерименту для підготовки до лабораторних та практичних занять. Цей показник був збільшений на 5 %. Різниця показників викладачів та майбутніх бакалаврів з кібербезпеки наприкінці експерименту складала майже 25 %. Отримані результати надають можливість стверджувати, що здобувачі вищої освіти для підготовки до лекційних занять використовують навчальний контент більше ніж викладачі, але враховуючи складності пошуку інформації показник наприкінці експерименту зменшується, в той час як викладачі лише здобувають навик роботи в мережі Інтернет задля підготовки до лекційних занять.

Зафіксована динаміка використання мережі Інтернет для підготовки до практичних та лабораторних занять, яка свідчить про потребу розробки відповідних методик та технологій щодо використання мережевого навчання. На початку експерименту 11 % опитаних здобувачів вищої освіти зазначили, що використовують мережу Інтернет під час лекційних занять. Наприкінці експерименту показник збільшився лише на 5%. В той час як викладачі майже не застосовують мережу Інтернет під час лекційних занять (Рис), показники не перевищують 3 %.

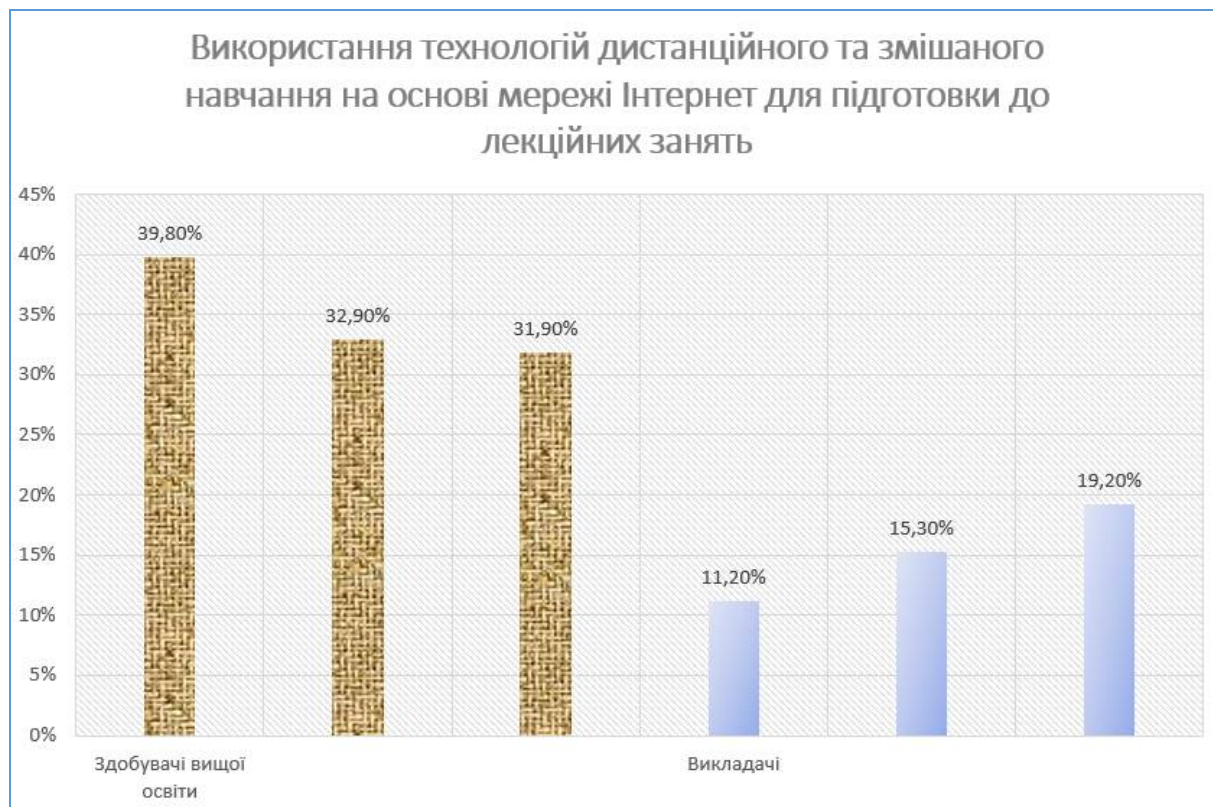


Рис. 1. Стан використання технологій дистанційного та змішаного навчання на основі мережі Інтернет для підготовки до лекційних занять

Використання мережі Інтернет під час практичних та лабораторних занять також має позитивну динаміку. На початку експерименту здобувачі вищої освіти надали можливість зафіксувати показник у 19 %, який до кінця дослідження збільшився на 4 %. У викладачів цей показник не перевищує 3 %. Отримані результати підводять до висновку, щодо потреби у змішаному навчанні здобувачів вищої освіти спеціальності «Кібербезпека» за рахунок мережі Інтернет під час навчання в університеті більше ніж для викладачів.

Щодо використання мережі Інтернет з метою допомоги під час виконання домашнього завдання з боку здобувачів вищої освіти має позитивну динаміку та високі показники: на початку експерименту показник складає майже 90 %, наприкінці експерименту – 97 %, в той час як викладачі надають можливість зафіксувати показник не вище ніж 3%.

Аналогічна картина простежуються щодо показників використання мережі Інтернет з метою виконання контрольних робіт. Наприкінці експерименту майже 99 % здобувачів вищої освіти стверджують що використовують мережу Інтернет, в той час як викладачі дають можливість зафіксувати результат у 3,2 %. Це підводить до висновку про низьку якість виконання контрольних робіт та підвищення потреби у виконанні електронних завдань задля виконання домашніх задач. Можна стверджувати, що викладачі майже не надають допомоги здобувачам вищої освіти спеціальності «Кібербезпека» щодо виконання домашніх завдань через мережу Інтернет. А останнє обмежується взаємоконсультуванням в умовах мережі Інтернет. Так, потрібно електронне навчальне середовище, яке надало б можливість допомоги під час виконання домашніх завдань та окреслити рамки виконання контрольних робіт в мережі Інтернет. Використання мережі Інтернет з метою звітності щодо виконання окремих завдань не дало можливості зафіксувати високі показники. наприкінці експерименту показник складає 4 % і практично однаковий з показником викладачів. Отже отримані результати засвідчують про низьку якість використання навчання в умовах мережі Інтернет.

Інші два напрямки дослідження було проведено тільки серед здобувачів вищої освіти спеціальності «Кібербезпека». До першого напрямку ми віднесли здійснення контролю викладачами діяльності в мережі Інтернет. До другого напрямку віднесено здійснення контролю самими здобувачами вищої освіти власної навчальної діяльності в мережі Інтернет протягом трьох семестрів 2018-2019 н.р.

Висновки. Таким чином, динаміка отриманих результатів свідчить про те, що збільшується потреба у використанні мережі Інтернет в процесі фахової підготовки бакалаврів з кібербезпеки. Так потрібно удосконалювати технології дистанційного та змішаного навчання на

основі мережі Інтернет для підготовки до лекційних занять, для підготовки до практичних/лабораторних занять, під час лекційних занять, під час практичних/лабораторних занять, з метою допомоги під час виконання домашнього завдання, з метою виконання контрольних робіт з метою звітності щодо окремих виконаних завдань. До перспектив подальших розробок відносимо розробку методик що здатні характеризуватися вмотивованістю майбутніх бакалаврів з кібербезпеки на професійну підготовку та на систематичне використання засобів освітньо-цифрового середовища.

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**SCIENTIFIC-METHODICAL RECOMMENDATIONS ON
MODERNIZATION OF PROFESSIONAL TRAINING OF FUTURE BORDER
GUARD OFFICERS' IN UKRAINE CONCERNING THE INDIAN
EXPERIENCE**

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The article explains the notion of modernization of professional training of future border guard officers, reveals its types and levels, substantiates the necessity of learning the experience of Indian higher educational military establishments.

Besides the author outlines the scientific and methodical recommendations on modernization of professional training of future border guard officers at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi considering the experience of higher military educational establishments of the Republic of India. The recommendations are to be considered at the level of Administration of the State Border Guard Service of Ukraine, the management of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, teaching staff of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, the faculties management and the course officers, and the cadets themselves.

Key words: modernization, professional training, recommendations, foreign advanced experience, future border guard officers, higher military educational establishment

Introduction. Foreign advanced experience during modernization of professional training of future military experts plays a significant role. Its thorough examination and explanation of implementation procedures are very important in order to use it properly. Understanding of foreign advanced experience helps reflect the most efficient (at the certain stage and in certain conditions) and the most qualitative solution of pedagogical problems. Foreign advanced experience is more rational, economical and optimal concerning use of time, efforts and means. Also, it brings innovative elements into content of training, methods and forms of organization of educational process at the higher military educational establishments. Implementation of foreign experience during professional training of future border guard officers helps exercise the following important aspects: increase of level of professional competence of future border guard officers, encouragement of creativity among teaching staff, improvement of educational process in accordance with modern requirements on the basis of foreign approved practice, avoiding mistakes while planning professional training of future border guard officers.

Regarding considerable experience of the Republic of India concerning prevention of similar threats at the border (proxy war, border conflicts, disputed territories, transborder crimes, illegal infiltrations, separatist movements, etc.) we consider that it is important to study the system of border guards' training in the Republic of India in order to develop recommendations for training of future border guard officers at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi.

The analysis of scientific literature proves that the problem of modernization of professional training of future experts was studied by many Ukrainian (N. Berestetska, O. Komar, A. Ulanovska) and foreign scholars (S. Chandra, R. Sharma, R. Evans, P. Leppmann, A. Jha, K. Kirkland, D. Sutch,

V. Maheshwari, K. Osolind, P. Serdykov, A. Sengupta, D. Rakshit). The peculiarities of implementation of foreign advanced experience while building professional competence of future experts were described by S. Kovalova, N. Melnyk, L. Momot, A. Sbrueva, B. Tevlin. The practice of modernization of professional training in Indian higher educational establishments was revealed by A. Jha, M. Lall, C. Naik, F. Rivzi, S. Sharma, P. Sharma, A. Sengupta, D. Rakshit, E. Vara Prasad. But the problem of modernization of professional training of future border guard officers in Ukraine concerning the experience of the Republic of India is disregarded by Ukrainian theorists and practitioners. Thus, the **aim of the article** is to study the possibilities of implementation of recommendations of Indian higher military educational establishments at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi in order to modernize professional training of future border guard officers.

Results of investigation. On the basis of analysis of scientific literature [1; 3; 8; 12; 13; 16; 20; 21; 26; 29; 30], we can provide the unified definition of modernization. It is the process of changing towards improvement, objective characteristics of modern education, complicated procedure including qualitative and quantitative transformations and adaptation of modern techniques of realization of professional training considering scientific and technical advances as well as system of modern values. Modernization occurs due to changes in technology and social profile of community; it is intellectual, psychological, social and technological phenomenon. S. Chandra and R. Sharma differentiate exogenic and endogenic factors of modernization of education in India when combined lead to improvement of professional training of future experts [9; 10].

As modernization changes professional training towards increase of its efficiency and adaptation to modern requirements, V. Maheshwari [17] offers the following classification of modernization changes: *elimination* means

removal of old or inefficient categories, behavior models and some values in the process of professional training; *adding* means creation of new elements in the system of professional training that did not exist before; *support* concerns improvement of conditions which contribute to increase of efficiency of professional training of experts; *synthetic changes* mean creation of new element on the basis of existing ones.

While modernizing the process of professional training we have to take into consideration that some elements will be eliminated, some elements will be added, some conditions will be provided or changed to support the existing elements, and some new elements will be created on the basis on existing ones. It means that modernization process should be studied thoroughly and well-calculated to prevent possible mistakes.

P. Serdyukov [23] describes the classification of innovations forming modernization of education. He distinguishes innovations into political (laws and legal acts in the sphere of education), social (improvement of social policy, accessibility of education, etc.), cultural (moral education, multiculturalism, bilingual education), pedagogical (competence-based approach, development of specific subjects, innovative methods of teaching), psychological (cognitive learning, stress release among those who are studying), and technological ones (use of information and communication technologies).

The questionnaire of active duty personnel of the State Border Guard Service of Ukraine showed that modernization of professional training of future border guard officers should concern the following aspects: the level of technological effectiveness of the process of service performance; skills to acquire and use new scientific and technological advances; development and use of innovative scientific and methodological approaches to carry out service duties; development of creativity and self-improvement skills; building skills of usage of new methods of activities; formation of foreign language

competence and performance of service duties by means of foreign language.

But modernization of professional training of servicemen has some peculiarities. According to T. Williams military educational environment is characterized by conventional structure that negatively affects implementation of any innovations [28]. For higher military educational establishments modernization concern not only adoption of innovation but significant inner transformation accompanied with changes in activity of thinking styles.

K. Kirkland and D. Slutch [14] divide modernization changes into three levels: micro-, meso-, and macrochanges. Microchanges mean direct influence of the process participants, their mutual interactions and ability to acts of innovation carriers. Mesochanges concern influence at the local level like rules within educational establishment, its organizational structure and cooperation with local authorities. Macrochanges mean government initiatives in the sphere of education. Concerning this differentiation, we can affirm that modernization of professional training of future border guard officers in Ukraine take place into three levels macrolevel, mesolevel and microlevel, where macrolevel deals with the Administration of the State Border Guard Service of Ukraine, mesolevel concern the decision of management of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi and activities of teaching staff, microlevel means the activities of cadets themselves in the process of their professional training.

These findings enable us to develop recommendations that will be applicable in the process of professional training of future border guard officers in Ukraine. Let us examine them in detail.

Recommendations to the Administration of the State Border Guard Service of Ukraine

Specify the tasks for professional training of future border guard officers training considering border agency missions and substantiation of scientific and practical requirements to program of training.

Provide the conditions for licensing of educational process at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi in general and certain specialties in accordance with national and international standards.

Build international cooperation with foreign higher military educational establishments.

Finance educational process at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi at a sufficient level in order to improve physical infrastructure, transform existing models and provide innovative technologies that will help save funds in the long term (simulation technologies, Internet learning, energy efficient equipment).

Recommendations to the management of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi

Develop step-by-step approach to modernization of professional training of future border guard officers.

Design of educational process on the principles of flexibility, adaptability, pedagogical efficiency, relevance, economic efficiency and innovation.

Create consultative council at the level of educational establishment with the involvement of foreign experts in the sphere of military education and representatives of border guard organs to assess the results of professional training of future border guard officers. Also, we recommend interviewing cadets to assess the level of learning satisfaction.

Evaluate readiness of future border guard officers to professional activities using internationally approved techniques and in accordance with international standards.

Extend international cooperation with higher military educational establishments abroad to exchange the experience and to implement advanced practices.

Improve the role of methodological department to transform it into advisory organ.

Strengthen the requirement to self-preparation of teaching staff.

Create the possibilities of academic mobility during the academic year.

Support inter-disciplinary links and sequence of teaching general military and special subjects.

Strengthen of military component in the system of professional training of future border guard officers that includes higher proportion of practical training and apprenticeship.

Consider the suggestions of representative of border guard organs concerning the content of professional training of future border guard officers.

Diversify professional training of future border guard officers.

Approve mixed forms of organization of learning and develop the instruction for usage of microteaching, horizontal learning, cross-learning, cascade learning within the educational process.

Widely use the possibilities of distant learning.

Implement integrated approach to development of programs of general military and special subjects.

Create the system of continuing professional training of experts through training courses for induction training, retraining and advanced training of border guard officers.

Use simulation technologies during teaching of general military and special subjects.

Design of formal requirement to physical infrastructure and adopt the plan for its further improvement.

Encourage preparation of new textbooks and training manuals, including electronic ones, to provide the qualitative teaching of special subjects.

Considering the increased number of international contacts, recommend to add the course “Cross-cultural communication” to training program of cadets studying on various specialties.

Widely use the possibilities of capsule courses to teach specific skills or optional subjects.

Apply elements of bilingual teaching at the undergraduate level to enhance the level of foreign language competence of future border guard officers.

Use possibilities of extracurricular learning more effectively. Consider the results during calculating learning outcomes.

Recommendations for teaching staff of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi

Improve medical system of formation of professional training of future border guard officers considering foreign advanced experience and implementation of innovative technologies.

Consider psychological-pedagogical component during professional training of future border guard officers and pay attention to formation of teaching skills at the lessons as in future an officer will conduct instructor's function at the border unit. The special attention should be drawn towards the cadets of technical specialties.

Develop methodical recommendations of use of simulation technologies considering professional tasks of future border guard officers.

Widely use active and proactive methods of learning at the classroom. Provide possibilities of using active and proactive methods of learning during extracurricular activities.

Develop the methodical recommendations of use of war-gaming considering professional tasks of future border guard officers.

Improve digital skills in order to use properly information and communication technologies in the process of professional training of border guard officers. To extend a range of information and communication technologies (ICT) in order to increase the efficiency of educational process. We recommend to organize a series of workshops for teaching staff to build their ICT-competence.

Acquire a sufficient level of English to have access to scientific information and to participate in various events abroad or with presence of foreign counterparts. We recommend organizing intensive course of English for teaching staff. Further we recommend for instructors to study the course “English for Specific Purposes”.

Widely use method of cases – situational tasks – in the process of professional training of border guard officers. Each case must include a problem to be solved using the professional knowledge and skills. We recommend using the method of cases for all general military and special subjects without exceptions. Differentiate cases according to number of participants, length of task, materials to be used, and skills to be built.

Implement the use of video materials at the classroom and during extracurricular activities. Video lecture is recommended to be an integral element of educational process at the National Academy of the State Border guard Service of Ukraine named after Bohdan Khmelnytskyi.

Creatively use mixed forms of organization of educational process and innovative organizational pedagogical technologies (microteaching, horizontal learning, cascade learning, capsule learning, cross-learning).

Develop integrated courses and apply integrated lessons to form professional skills, extend professional knowledge and create a coherent system of ideas about future professional activity among cadets.

The lessons should be designed to shape a personality of future border guard officer characterized by patriotism, humanism, morality and to inculcate respect to profession of border guard and own culture, history and customs.

Recommendations to the management of faculties of the National Academy of the State Border guard Service of Ukraine named after Bohdan Khmelnytskyi

Pay attention to psychological and pedagogical training of course officers.

Use psychological and pedagogical technologies of stress release and teach cadets to use them independently.

Use effectively independent training of cadets and develop special task to use the time with great efficiency. Teach cadets to work independently and appreciate own time. Independent training needs assessing, monitoring and controlling.

Develop cadets' self-motivation, self-actualization and self-training.

Recommendations for cadets of the National Academy of the State Border guard Service of Ukraine named after Bohdan Khmelnytskyi

Consider the importance of border guards' role in modern society.

Possess a high level of self-motivation and desire to self-actualization.

Have time management skills.

Participate in extracurricular activities, sport competitions, volunteer activities.

Initiate the possibility to perform leader's or instructor's functions at the classroom in the format of microteaching, horizontal learning, cross-learning.

Acquire skills of stress release and enhance stress tolerance.

To evaluate own activities properly and fairly.

Conclusions. To conclude, there is an objective necessity to improve the system of professional training of future border guard officers under modern conditions and we consider that modernization tendencies will help update it, adapt to new challenges and dynamic transformations of professional environment. Foreign advanced experience is a significant aspect of modernization of professional training of future border guard officers.

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**IMPLEMENTING GAMIFICATION FOR TRAINING PERSONNEL IN A
MODERN ORGANIZATION**

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The article reviews the modern phenomenon of gamification in relation to corporate training of personnel. Examples of using gamification in different educational programs and corporate format are analyzed and provided. The peculiarities of implementation of gamification depending on age groups of participants are reviewed.

Keywords: gamification, personnel training, corporate training, implementation of gamification

докторант, Насирова С. В. Впровадження гейміфікації в корпоративному навчанні та розвитку персоналу сучасної організації / Міжнародна академія управління персоналом, Україна, Київ

В статті розглядається сучасний феномен гейміфікації стосовно до корпоративного навчання персоналу. Аналізуються та приводяться приклади застосування гейміфікації в різних навчальних програмах та корпоративному форматі. Розглядаються особливості впровадження гейміфікації в залежності від вікових груп учасників.

Ключові слова: гейміфікація, навчання персоналу, корпоративне навчання, впровадження гейміфікації

Вступ. Враховуючи швидко змінювані умови функціонування сучасних підприємств, розвиток системи навчання персоналу в компанії стає одним із найважливішим фактором успішності компанії. Активний розвиток компаній в різних галузях економіки, високий рівень конкуренції породжує необхідність в постійному вдосконаленні системи корпоративного навчання та професійного розвитку персоналу.

На сьогоднішній день навчання персоналу виступає в ролі інструменту, завдяки якому можна досягти підвищення ефективності та прибутковості компанії в цілому. Персонал, який пройшов навчання здатний підвищити якість виконання робіт, мінімізувати витрати, залучати більше нових клієнтів, підвищити якість клієнтського сервісу тощо.

Цілі та задачі статті. Ціллю даної статті є аналіз інноваційних форм роботи в питаннях корпоративного навчання, а саме розгляд такої форми, як гейміфікація. Аналіз прикладів впровадження та результатів, яких можна досягти.

Основний матеріал. Для досягнення більшої ефективності корпоративного навчання важливо впроваджувати актуальні та інноваційні інструменти для покращення технологій навчання. Одним із таких інструментів є гейміфікація.

Гейміфікація /ігрофікація, геймізація/ - це використання методів проектування ігор для неігрових контекстів та ситуацій, таких як бізнес-процеси, соціальні проекти, навчання, тощо. [1]

Крім того, гра, яка заснована на принципах ком'ютерних ігор більш близька сучасному поколінню, вона завжди багатозадачна та мозаїчна.

Спеціалісти департаменту Массачусетського технологічного університету, який відповідає за розробку ігрових моделей для навчання, називають декілька форм, в яких сьогодні можуть бути використані ігри для навчального процесу: [2]

- гра, як спосіб створити інновацію
- гра, як спосіб отримання знань з певних галузей
- гра, як симуляція
- гра як спосіб дискусії
- гра, як спосіб оволодіння практичними навичками
- гра, як спосіб рольової поведінки
- гра, як спосіб рефлексії
- гра, як задання для дослідження тощо.

Розглянемо переваги від впровадження гейміфікації в процес корпоративного навчання:

1. Підвищення мотивації до навчання серед працівників в результаті якого підвищується інтерес до конкретної галузі знань, або набуття певних навичок чи компетенцій
2. Більший відсоток засвоєння знань в порівнянні з традиційними методами навчання. Завдяки ігровому формату навчальний матеріал легше сприймається. Певні терміни, теорії і гіпотези розглядаються з різних сторін, що стимулює та розвиває творче мислення та креативний підхід до роботи.
3. Засвоєння більших об'ємів навчального матеріалу

Крім того, слід брати до уваги суттєвий поколінський сдвиг трудових ресурсів в сторону покоління Y та Z. Ці покоління характеризуються перш за все глибокою включеністю в цифрові та комп'ютерні технології. Представники цього покоління орієнтовані на швидкий результат, їм досить важко приймати довгострокові цілі. Миттєвий зворотній зв'язок – один із основних принципів гейміфікації, цей аспект дуже важливий для представників даних поколінь. Крім того гейміфікація дозволяє довгострокові важкі завдання розбити на невеликі зрозумілі етапи.

Розглянемо класифікацію типів гравців, розроблену Річардом Бартлом, та встановимо взаємозв'язок з поведінковими моделями представників різних поколінь. [3]

Таблиця 1.

**Порівняльна характеристика типів гравців за Р.Бартлом
та співставлення з поведінковими моделями різних поколінь**

Тип гравців	Характеристика типу	Якому поколінню притаманно	Поведінкова модель у грі
Кар'єристи achivers	Колекціонери досягнень, вони змагаються не з іншими, а з системою, бажаючи отримати максимум із можливого	Baby boom	Накопичити максимум багатства, максимально зібрати призи, фішки, прагне до отримання статусу
Кілери Killers	Люблять змагатися та демонструвати свою перевагу перед іншими гравцями, часто використовуючи агресивні методи	Покоління X	Головна мета гри – довести, що я найсильніший. Завдання захопити якомога більше території та досягнень. Їм не подобається монотонність, як правило вони дуже мало

			спілкуються на форумах.
Соціальщики socialisers	Любителі спілкування. Для них гра – це фон, тема, де щось відбувається з гравцями. Їм важливі відносини з іншими гравцями, їм подобаються навіть прості спостереження за тим, як грають інші люди.	Покоління Y	Приходять у гру спілкуватися, обожнюють іри, де є форуми, чати. Швидко виходять з гри, якщо там мало соціального.
Дослідники Explorers	Глядачі, яких не завжди турбує отримані бали. Їм подобається вивчати, спостерігати, аналізувати внутрішню механіку гри. Використовують набір очків для дослідження нових рівней та можливостей.	Покоління Z	Розбираються зі складними хитросплетіннями, вивчають додаткові джерела інформації, які є у гри. Доброзичливі до інших гравців, не люблять ретинги, порівняння. Для них важливо від гри отримувати дослідницький кайф.

Розуміючи класифікацію типів гравців, різні моделі поведінки у грі, вплив сприйняття гри різними поколіннями можливо врахувати ці моменти при проектування гри, або створювати різні типи ігор для представників різних поколінь. Так наприклад, фармакологічна компанія Gedeon Richter має різні варіанти гейміфікації для представників різних поколінь. Для поколінь X, baby boomer вони мають гру – бродилка по аптекам. Там важливо «зайняти» товаром максимальну кількість аптек на певній території. Включені рейтинги порівнянь з іншими гравцями, є

варіанти різних досягнень, очків, рейтингів в механіці гри. Звичайно у гравця вшита навчальна компонента, коли учасник здійснює «захват території» треба виконати обов'язковий алгоритм роботи з аптеками. Це призводить до багатократних повторень алгоритму /бізнес-процесу залучення нових аптек до мережі дилерів/, що призводить до запам'ятовування і це легко сприймається в ігровому форматі.

Для представників покоління Y, Z в них зовсім інша розробка, заснована на дослідницькому сюжеті. В рамках хімічної лабораторії треба вивчити компоненти та механізми роботи дуже складних препаратів, знайти додаткову іннервацію, результати досліджень тощо. Такий розподіл гейміфікованих навчальних продуктів дуже ефективно використовується компанією в рамках корпоративного навчання та є дуже результативним.

Розрізняють декілька елементів гейміфікації за типом ігрових площадок [4]:

- Корпоративні навчальні настільні ігри. До даної категорії можна віднести ігри на перевірку рівня знань та hard skills від Google. Учасники за допомогою карток настільної гри відповідають на запитання щодо налаштування контекстної реклами та веб-аналітики. Також один із прикладів подібної гри розроблений у компанії МТС та використовується в програмах адаптації новачків. Гра про корпоративні цінності «Просто» - партнерство, результативність, ответственность, смелость, творчество, открытость.
- Настінні рейтинги, дошки пошани, таблиці з результатами гейміфікації.
- Он-лайн ігри та мобільні додатки використовуються багатьма вітчизняними та міжнародними компаніями. Корпоративні розробки, які створюються для вирішення певних бізнес-здач.

- Бізнес-симуляції. Дозволяють гравцям відчувати себе керівниками більш високого рівня, оцінити результати своєї діяльності та роботи колег. Один з прикладів розробка ЕКОПСИ консалтинг – Managing. Гравці набувають управлінського досвіду протягом 10 ігрових років, при цьому координуючи фінанси, процеси управління персоналом, стратегію розвитку великого холдингу. [5]

Аналізуючи досвід впровадження гейміфікації в роботі HR департаментів виділяють такі результати від впровадження гейміфікації:

- підвищення включеності персоналу в загальну стратегію компанії
- підвищення рівня «самопочуття» персоналу
- підвищення середнього строку роботи працівників в компанії
- зниження плинності кадрів
- підвищення якості та продуктивності роботи з боку працівників

Висновок. Аналізуючи приклади впровадження ігрових елементів та гейміфікації в напрямку роботи з персоналом можна побачити, що це призводить до професійного росту та розвитку персоналу і підвищення ефективності бізнесу. Особливо це важливо в питаннях організації корпоративного навчання. Гейміфікація в навчальних програмах підвищує мотивацію до самостійного вивчення матеріалу, робить цей процес більш легким та результативним. Крім того, поява молодого покоління на ринку праці призводить до необхідності трансформації навчання до більш сучасного та інноваційного формату. Покоління працівників, які виховані на стику 2 поколінь має іншу систему цінностей, інтереси та тактику поведінки. Саме тому гейміфікація є не тільки трендом, але й інструментом з великими можливостями в питання професійного навчання та розвитку персоналу.

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**THE MODEL OF EDUCATION OF FOREIGN LANGUAGE
COMMUNICATIVE CULTURE HUMANITIES STUDENTS' IN HIGHER
EDUCATION INSTITUTIONS**

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The article analyzes the definition of terms: “foreign language communicative culture” (FLCC) and “Smart-technology”. The definition of foreign language communicative culture is conceptualized and considers the factors for successful education of the foreign communicative culture.

According to the results of the ascertaining experiment, the reasons for insufficient students' knowledge of a foreign language communication culture were established: inconsistency of the content of educational work with the task of education of a foreign language communication culture; insufficient use of teaching aids and methods that motivate to be participants in intercultural interaction.

In the article, also, is represented the model of the process FLCC education of humanities students' in higher education institutions, which theoretically substantiated and consist of structural aspects. The pedagogical conditions of organizing the educational process of FLCC of students are determined by: impenetation of personality-oriented education in FLCC; usage of any foreign language as a tool of intercultural communication; creation of innovative-technological space of Smart-technologies use in FLCC education.

The model is reproduced in the form of an innovative methods to

approach to the specified standard. The structure of it includes: the use of cognitive-research interactive, and feedback methods; designed "Interactive foreign language course (English)" for students of philological specialties, which is available on the educational online platform in the Internet; the created base of Smart-tools for organizing distance learning and an application system of interactive communication technologies for teaching and learning.

Therefore, the introduction of new technologies in the field of education leads to the transition from the old scheme of reproductive knowledge transfer to a new creative and communicative learning.

Key words: *culture, language personality, foreign language culture, foreign language communicative culture (FLCC), the model of education of foreign language communicative culture of personality, Smart-technologies.*

The diversity of cultures views the world, denoting the same things differently, so, first of all, the formation of a foreign language communicative culture is the ability to take into account the differences of cultures in communication, as well as an important contribution to peace, security and stability.

By acquiring knowledge about the culture of the people, in particular about language as part of culture, a young person develops communication skills. The study of foreign languages focuses not only on the formation of students' language skills and abilities, but also on more global goals: the study of culture and specifics of modern life of the studied language, expanding linguistic and cultural horizons.

In the State standards of higher education, foreign language was included as compulsory, the purpose is to formulate and develop the foreign language communication culture of the participants of professional communication. And take into account communicative skills, which are

formed based on language knowledge and abilities, mastering the skills and abilities to communicate orally and written form according to motives, goals and social norms of speech behavior in typical spheres and situations.

The necessity of developing the foreign language communicative culture is evidenced by a large number of disputes in the world community related to the understanding of the norms of interaction between different cultures. The solution to these problems is the unification and cooperation of the international community that is aimed at improving the understanding of the cultural, religious traditions and values of different countries.

Today, cooperation and cooperation between world countries is being implemented through the strategies, programs and projects of such intergovernmental regional organizations as the Council of Europe (CE), the European Union (EU), the Organization for Security and Cooperation in Europe (OSCE), the Central European Initiative (CEI), as well as other reputable international organizations. Respect for the cultural diversity of the world is also emphasized in the provisions of the Universal Declaration of Human Rights.

Changes in the activities of interacting cultures result in a huge number of summits, conventions, and signing of declarations, pacts, and partnership agreements between countries. The most important of these documents include: the Universal Declaration of Human Rights, European Convention on Human Rights (1950)

(<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), European Cultural Convention (1954),

(<http://www.coe.int/ru/web/conventions/full-list/-/conventions/treaty/018>),

International Covenant on Economic, Social and Cultural Rights, Vienna Declaration, Framework Convention for the Protection of National Minorities, Permanent Representation of Ukraine to the Council of Europe (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), White Paper on Intercultural

Dialogue, Council of Europe Program 2010–2014 “Education for Intercultural Understanding of Human Rights and Democratic Culture”, Declaration on the Establishment of the Shanghai Cooperation Organization, Faro Declaration on the Council of Europe Strategy for the Development of Intercultural Dialogue (2005) (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), Rome Declaration EU (2017), etc.

The works of modern scientists are devoted to the study of the components of communicative culture, the disclosure of some aspects of it: worldview (A. Bodalov, B. Lomov), psychological (B. Ananiev, G. Andreeva, I. Zymnia, I. Kotova, A. Leontiev, Y. Sherkovin), sociological (T. Drydze, S. Samigin, A. Rean), art criticism (P. Ershov, A. Murashov), aesthetic (N. Myropolska, O. Komarovka), adaptive (V. Aschepkov, G. Yakusheva) spiritual (G. Shevchenko), culturological (V. Safonov, V. Sokolov).

M.Zakiyev, R. Zamaletdinov, F.Safiullin, F.Harisov, C.Harisov, F.Yusupov, R.Yusupov and many others believe that to achieve such goals it is necessary: directed selection and selection of educational linguocultural material in the contextual content of national values and traditions; creation of a multilingual educational environment of interpersonal interaction in the course of solving educational tasks and in the process of training exercises; variant modeling of the curriculum, which allows to take into account cognitive interests, profile of training and individual preferences of students, which promotes tolerance and ability to conduct dialogue, increases the level of competence in foreign language vocabulary, creates the need for intercultural communication.

The importance of communicative training of students in higher education institutions is emphasized by: I. Zvereva, M. Isaenko, A. Kapska, M. Kots, O. Kuleshova, A. Kurinna, V. Malakhov, N. Skotna, F. Khmil, G. Zuckerman, P. Shakhbanova, O. Shved, T. Shepelenko, O. Shmaylova, O. Yakovliva.

The problem of foreign language competence is covered in the works of foreign and domestic researchers: E. Vereshchagin, V. Kostomarov, E. Passov, S. Ter-Minasova, L. Shcherba, A. Holliday, O. Sysoeva. The dependence of the formation of communicative culture on the structure of verbal interaction between teacher and student has been studied in the works of O. Bodalev, A. Brudny, V. Grekhnev, V. Kan-Kalik, O. Leontiev, S. Musatov, T. Netchinova, A. Rean, I. Todorova, A. Harash and others.

In his research, P. Kendzor argues that culture can be regarded not only as material possessions and spiritual values created by man in the process of purposeful activity, but also above all as relationships that arise in the course of accumulation, exchange, translation of cultural meanings and meanings. Using of the activity approach in the educational process enriches it with new values, meanings and values that accumulate in different layers of the educational potential of a culture. (*Kendzior, 2017*)

Speaking about the development of culture, it is not possible without intercultural communication, where the cultural function is performed by the language in which it is carried out and formed linguistic personality that owns it.

This is confirmed by the American linguist E. Sapir, denying the biological certainty of language, noting that language is a purely human, almost instinctive way of conveying thoughts, emotions, and desires. The scientist emphasizes the communicative function of language as the most expressive form of communicative behavior (*Sapir, 2001*)

D. Hymes argued that, on the one hand, language determines cultural reality, people belonging to different cultures have, to some extent, special communication systems, and on the other, cultural values and beliefs partially create linguistic reality (*Hymes D.H. ,1972*)

So, modern foreign language training of specialists should contribute to the development of the general outlook, to expand and deepen professional

knowledge, to raise a world-view culture and to be an essential means of forming a person's competitiveness as the most important indicator of the effectiveness of the educational socialization process. Consequently, foreign-language culture has the richest potential in implementing the ideas of the humanization of education. And according to the program of the new Ukrainian school in 2019, one of the main principles of modern education is humanism, where a person is the greatest social value.

Aim and tasks. The purpose of our research is based on the analysis of scientific sources on the problem to theoretically substantiate and experimentally test the effectiveness of the model and organizational and pedagogical conditions of education of foreign language communicative culture of humanities students in higher education.

According to the purpose and conceptual vision of the research structure, the following tasks are defined: By theoretical analysis of philosophical, psychological and pedagogical sources on the research problem to clarify the conceptual and categorical apparatus of research. To characterize the peculiarities of education of foreign language communicative culture of students of humanities in higher education institutions. To determine the criteria, indicators and characterize the levels of education of foreign language communication culture of students of humanities specialties of higher education institutions. Theoretically substantiate and experimentally test the effectiveness of the model and organizational and pedagogical conditions for the education of foreign language communicative culture of students of humanities specialties in higher education institutions.

Main material. Scientists believe that communicative culture is one of the important aspects of a basic personality culture. And it should be considered as a major component of culture, where a foreign language culture serves as a system for improving the formation of professional and socially significant personality traits, and language is a facility of

communication and the development of a foreign language communicative culture.

The focus of culture and the language of communication is the linguistic personality in all its diversity: physical, social, intellectual and emotional. The phenomenon of linguistic personality is a reflection of cultural identity in linguistic activity.

In the structure of linguistic personality, there is a need for self-esteem and the ability to self-esteem. These needs regulate the behavior of the subject who speaks and influence the choice of linguistic means used to frame the linguistic personality of their thoughts. Through appreciation and self-esteem, the linguistic personality models his or her attitude to reality and creates his / her own image. The problem of evaluation includes three aspects: 1) the object of evaluation; 2) a means of assessment; 3) the evaluating subject. Self-esteem involves two points: 1) the author interprets the text of his behavior in a sign situation and explains his particular linguistic behavior; 2) verbal modeling is the creation of a self-portrait by comparing oneself to others (Vladimirov, 2007).

In our study, the foreign-language communicative culture is considered as a set of norms and rules that regulate communication of people in different cultural contexts. It is characterized by the presence of a communicative ideal, a tolerant attitude to the interlocutor as a value, awareness of his individual characteristics, his own communicative abilities and the ability to have a communicative situation.

An analysis of the determinations of the essence of humanitarian education allowed us to distinguish the following main characteristics of this phenomenon: humanistic, cultural and social orientation and morality.

The humanitarian paradigm of education focuses on the formation of a person in culture, to reveal the true, deep in it. That is, humanitarian education treats a person as a cultural full value subject, who has the right to

self-affirmation, autonomy and choice of values, but which preserves its own socio-cultural identity, positively perceives other cultures, respects social and cultural diversity.

The use of Internet resources and the use of SMART technologies in foreign language teaching give access to authentic information. Working with authentic material compensates for the absence of real situations of language use; enables creation of certain speech samples-standards; implements the didactic principle of clarity and enables the activation of a large number of language units; introduction into the process of teaching non-standard speech tasks, which is a favorable factor for the development of students' communicative and creative abilities. It should be noted that in SMART-technologies the motivation for learning increases, because the use of modern gadgets is of particular interest to students.

So, based on a native and foreign research, we define the meaning of *“SMART technology”*: *a technical and software that takes advantage of the global information society to carry out joint educational activities on the Internet and provide educational services of a new quality.*

The study confirmed the benefits of usage Smart-technologies, such as: access to authentic materials, special methods of organizing student learning activities, distance learning (Zoom) based on emotionally colored activities (games), research tasks, etc. The FLCC virtual space created a comfortable informational and educational environment for students.

Research and experimental work at different stages covered 414 students of humanities from Mykolayiv V.O Sukhomlinsky National University, Precarpathian Vasyl Stefanyk National University, Luhansk Taras Shevchenko National University. Experimental group consist of 196 students and control group - 218 students of humanities.

Diagnostics of the state of students' FLCC reviled the reasons of its lemitations: inconsistency of the content of educational materials to the tasks

of FLCC education; insufficient usage in teaching methods to motivate students to be participants in intercultural interaction. The result is the absence of their initiative in communication, lack of motivation and low understanding of FLCC meaning, shortage of desire in searching mutual understanding, manifestation of categorical judgments, limited interaction strategies, insufficient level of linguo-cultural competence, and knowledge of foreign language for productive communication.

So, according to the results of the ascertaining experiment, the reasons for insufficient students' knowledge of a foreign language communication culture were established: inconsistency of the content of educational work with the task of education of a foreign language communication culture; insufficient use of teaching aids and methods that motivate to be participants in intercultural interaction.

In pedagogical science, modeling is widely used as a method of teaching and a method of scientific research. The model is a well-thought-out scheme that illustrates the content, objectives, essence, functions, methods, tools, resources for the design, organization and conduct of the educational process with the provision of pedagogical conditions for students and teachers.

The model of FLCC education of humanities students in higher education institutions is theoretically substantiated, which contains target, theoretical, conceptual, semantic, procedural, defining and effective aspects.

In our model, we set the goal of educating students' foreign language communication culture (*target aspect of the model*). The goal is determined by the presence of students' communicative ideal, their own communicative abilities and skills to own a communicative situation

To achieve these goals, tasks are identified that involve the

development of students' interest and motivation for a foreign language communicative culture; expansion, streamlining and systematization of students' knowledge of foreign language communication culture and its components; formation of personal qualities and skills necessary for the development of foreign language communicative culture.

The solution of the tasks should be carried out on the basis of the structure of the ICC defined by us and the implementation of the leading approaches, principles and pedagogical conditions of education of foreign language communication culture (*theoretical aspect of the model*).

The conceptual aspect of the model reflects the following components: FLCC functions (communicative, cultural, corrective, emotional and evaluative) and presents the leading values of FLCC education: openness to intercultural dialogue, values towards oneself and other people, tolerance and partnership.

In the semantic aspect of the model, the methodological support of the organization of the process of education of foreign language communicative culture humanities students' in higher education institutions is described.

The procedural aspect of the model is represented by a learning web environment for collaboration of students (research, design, creative), which are created using Google services; e-learning tools created by the teacher using e-learning systems (Moodle, Zoom) using Smart-technologies and using SMART-tools Google Apps (Google Hangouts, Forms, Charts, Presentations), Google Classroom.

The procedural component also includes methods of diagnosis and electronic control - SMART-control. Assessment of students' achievements is carried out online. With the help of this type of control, students' ability to assess and improve their level of foreign language communicative competence is formed.

The defining aspect of the model reflects the criteria, indicators, levels of education of foreign language communicative culture of humanities students' in higher education institutions.

For each science the question of criteria which can be guided at an estimation of pedagogical processes and the phenomena is rather important. Only in the presence of such criteria it is possible to draw a conclusion about desirable, the best results of pedagogical influence (*G.Batishchev, 1987, p.17*).

In order to monitor and analyze the dynamics of the process of education of foreign language communication culture in the study identified the following criteria and indicators of education of foreign language communication culture of the student: 1) *cognitive*: knowledge of a foreign language at a sufficient level for free communication; recognition of the equality of cultures, their values and achievements; understanding the essence of the interaction of cultures in the modern world; ideas about ways to avoid and prevent the emergence of conflicting intercultural situations in communication; 2) *emotional-value*: value attitude to other cultures; desire to get a positive experience of foreign language communication; interest in intercultural communication; openness to intercultural dialogue; 3) *behavioral*: readiness for foreign language communication; ability to produce their own communication strategies; ability to implement communicative models in speech behavior; communicative control of own actions.

The developed criteria and indicators make it possible to characterize the levels of education of foreign language communicative culture of students of humanitarian specialties of higher education institutions: *Low (imperfect) level, medium (potentially-perfect) level and high (perfect) level*.

The effective aspect of the model is the predicted result: education of foreign language communicative culture of students of humanities in higher education institutions.

We assume that the introduction of these components of the model into the pedagogical process will ensure the successful education of a foreign language communicative culture of the student. The end result of this process are: formed motives of personal self-development and the desire to be a participant in intercultural interaction based on experience and basic linguistic and cultural knowledge; understanding the essence of foreign language communicative culture; acquired skills, abilities and own strategies of intercultural communication, which will allow students to self-realize in a culturally diverse world.

Signs of education of foreign language communicative culture of students will be such qualities as: tolerance (the ability to feel the emotional state of the communication partner, to understand and accept the uniqueness of any individual); the desire to emotionally support another person; the ability to justify their actions, to identify the motives of their activities; reflection (the ability to identify the basis for activities, deeds, relationships, life situations); ability to competently, quickly solve problems of intercultural communication taking into account different points of view, in different situations; ability to think constructively and logically; desire for continuous self-education and self-development; knowledge of cognitive abilities, adaptability to the new cultural environment, flexibility and mobility in communication in a foreign language; active realization of their creative abilities, rich personal potential, necessary for successful mastering of activities at the intersection of cultures; ability to use Smart-technologies in own professional activity.

The model is reproduced in the form of an innovative methods to approach to the specified standard. The structure of it includes: the use of cognitive-research interactive, and feedback methods; designed "*Interactive foreign language course (English)*" <<https://flcommunicativeculture.wordpress.com/>> for students of philological specialties, which is available on the educational online platform in the

Internet; the created base of Smart-tools for organizing distance learning and an application system of interactive communication technologies for teaching and learning.

Approbation of the conceptual model of education of foreign language communicative culture of humanities students in higher education institutions and creation of certain organizational and pedagogical conditions developed on the basis of methodological support implementation, which included: use of cognitive-research, feedback methods and interactive methods; "Interactive foreign language course (English)" for students of philological specialties in the humanities, which is available on the educational online platform on the Internet; creation of a database of service Smart-tools for the organization of distance learning and creation of interactive ways of presenting educational material.

Conclusion. As a result of scientific research, a pedagogical model was developed, which reflects the process of education of students of higher education institutions of foreign language communicative culture. The model of education reflects the functional and structural links between its aspects, which are a well-thought-out scheme that illustrates the content, objectives, essence, functions, methods, tools, resources for designing, organizing and implementing the educational process with pedagogical conditions for foreign language communication culture. students.

The result of the implementation of the developed theoretical model should be the education of students in foreign language communicative culture: formed motives for personal self-development and the desire to be a participant in intercultural interaction based on experience and basic linguistic and cultural knowledge; understanding the essence of foreign language communicative culture; acquired skills, abilities and own strategies of intercultural communication, which will allow students to self-realize in a culturally diverse world.

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**WORK WITH PARENTS AND TEACHERS ON PRIMARY-SCHOOL
PUPILS' SELF-CONCEPT TRAINING**

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The article is devoted to work with parents and teachers on the training of the self-concept of primary-school pupils. The results of the diagnostic section, which covered 93 parents and 14 primary school teachers of general educational institutions, are presented. It was investigated by the author's questionnaires how well parents and teachers are oriented in such conceptions as "self-concept" and "self-assessment", as well as whether parents and teachers pay special attention to the training of self-concept, how they do it and what difficulties they face. It was determined that the work with parents and teachers should be comprehensive and aimed at preparing primary school teachers and parents to create favorable conditions for the training of self-concept of primary-school pupils. Based on the results of the diagnosis, the directions of work with parents and teachers in the framework of self-concept training of primary-school pupils are characterized.

Key words: training, self-concept, self-assessment, primary-school pupils, extracurricular activities.

Introduction. One of the most important tasks of modern education is training of a whole person, the disclosure of the personal potential of each child, promoting his/her self-realization. One of the prerequisites for the implementation of this task is a positive self-concept children's training.

Under the conception of “Self-concept of primary-school pupils” we understand the dynamic system of ideas and knowledge of junior pupils about themselves, which is presented by emotional and valuable self-assessment and is manifested in the relevant spiritual and moral actions and behavior. “Training of self-concept of primary-school pupils” is a process aimed at creating favorable conditions for the formation of cognitive, emotional and valuable, volitional and behavioral components of their development.

The significance of the positive self-concept of children has led to considerable interest of scientists in this phenomenon. The regularities and conditions of development of self-concept of primary-school pupils are well studied (Shaidenkova, T., Peshkova, N., 2007; Pirmagomedova, E., Nagieva, A., Suleymanova, G., 2015; Vitushkina, E., Kruzhilina, T.; 2014; Egorov, I., 2002). The influence of significant adults on the formation and organization of self-knowledge and the formation of a positive self-concept of children, the importance of the role of parents and teachers in training self-concept of children were studied by the following scientists (Aunola, K., Viljaranta, J., Pesu, L., 2016; Podofay, S., 2007; Moroz, O., 2013). But the influence of significant adults on the training of self-concept of primary school children and the organization of work with parents and teachers in general educational institutions remains an insufficiently researched and relevant problem.

An important role in the training of self-concept of primary-school pupils is played by adults who are directly involved in their life and activities. For primary-school pupils, these adults are members of the children’s family and educators who create for them the living conditions and atmosphere in which the foundations of the children’s self-concept are laid. The role of the family is important in training the self-concept of the primary-school pupils. It is in the family circle that a child first discovers whether he is loved or

accepted as he is. The teacher's personality plays an important role in shaping the child's psyche and self-concept. We believe that the pedagogical conditions for the training of self-concept of primary-school pupils in extracurricular activities are the preparation of primary school teachers and improving the pedagogical culture of parents. According to I. Bekh, it is important for a teacher to have well-defined abilities to reflect on his/her individual capabilities and knowledge of how his/her "Ego" and personal qualities affect children, how they are interpreted, what significance they acquire. The adequacy of a teacher's "self-image" affects the success of the outcome of training children (Bekh, 1998). That is why the understanding of parents and teachers of the importance of self-concept in the life of primary-school pupils and their conscious inclusion in the process of training of self-concept are extremely important prerequisites for their healthy development.

Formulation of the purpose of the article and tasks. The purpose of our study is to outline areas of work with parents and teachers on the training of self-concept of primary-school pupils, so the task is to diagnose the awareness and readiness of parents and teachers to train self-concept of primary-school pupils and to identify difficulties they face.

Presentation of the main material of the article with indication and justification of the obtained scientific results. In order to diagnose the readiness of parents and teachers to train self-concept of primary-school pupils, we conducted a questionnaire using the author's one, which consisted of two semantic parts, containing only 9 questions. For each of them it was possible to give one or more answer options out of 4-5 offered ones. The study covered 93 parents and 14 primary school teachers at general educational institutions: Kyiv educational complex "Dominant", Mezhyritsk Lyceum of Kaniv City Council of Cherkasy Region, Cherkasy gymnasium № 9 named after O.M. Lutsenko of Cherkasy City Council of

Cherkasy region, Chervona Sloboda general secondary institution for Grades I-III № 1 of Chervona Sloboda village Council of Cherkasy region, Zolotonosha general secondary institution for Grades I-III № 3 of Zolotonosha City Council of Cherkasy region.

The first part of the questionnaire was aimed at finding out how well parents and teachers were oriented in such conceptions as “self-concept” and “self-assessment”. This part of the questionnaire consisted of 5 questions:

1. Which of the following statements best fits your understanding of what a child’s self-concept is?
2. Is it necessary to pay special attention to the training of the child’s self-concept?
3. At what age does the formation of the child’s self-concept begin?
4. What should be the child’s self-assessment?
5. What influences a child’s self-assessment the most?

The second part of the questionnaire was aimed at finding out whether parents and teachers pay special attention to the training of self-concept, how they do it and what difficulties they face. This part of the questionnaire consisted of 4 questions:

1. Do you pay attention to the training of your child’s self-concept?
2. If you do it purposefully, how do you achieve your goal?
3. Do you need help in training a child’s self-concept?
4. If so, what exactly do you miss the most?

The questionnaire versions for parents and teachers differed only in the wording of the questions.

The results of the survey of parents on the first content of the questionnaire are presented in Table 1.

Table 1

**Parents' awareness of self-concepts training
of primary-school children (%)**

List of questions	Grade of the child			
	1	2	3	4
1. Which of the following statements best fits your understanding of what a child's self-concept is?				
a) I don't know what self-concept is;	7,0	11,0	9,0	9,0
b) Self-concept is the same as self-assessment;	23,0	30,0	32,0	28,0
c) Self-concept is all the child's ideas about himself;	39,0	26,0	16,0	27,0
d) Self-concept is all the child's ideas about himself and his assessment..	31,0	33,0	43,0	36,0
2. Is it necessary to pay special attention to the training of the child's self-concept?				
a) it is not necessary, it will be formed naturally;	13,0	15,0	12,0	13,0
b) it is necessary – it should be done by parents and the child's circle;	21,0	34,0	41,0	35,0
c) it is necessary – it should be done by educators and teachers;	41,0	37,0	36,0	46,0
d) it is necessary – it should be done by all who bring up the	25,0	14,0	11,0	6,0
3. At what age does the formation of the child's self-concept begin?				
a) from birth;	9,0	8,0	4,0	10,0
b) in early childhood, from the 1st year of life;	9,0	15,0	13,0	13,0
c) in preschool age, from the 3d year of life;	30,0	21,0	28,0	31,0
d) in early school age, from the 6th year of life;	20,0	25,0	31,0	30,0
e) in early adolescence, from the 11th year of life.	32,0	31,0	24,0	16,0
4. What should be the child's self-assessment?				
a) high level;	5,0	13,0	11,0	9,0
b) positive;	31,0	33,0	25,0	40,0
c) realistic;	53,0	37,0	43,0	29,0

d) realistically positive.	11,0	17,0	21,0	22,0
5. What influences a child's self-assessment the most?				
a) family;	21,0	17,0	23,0	16,0
b) educational institution;	31,0	25,0	30,0	31,0
c) peers;	22,0	32,0	22,0	27,0
d) extracurricular activities;	7,0	10,0	16,0	16,0
e) all of the above mentioned.	19,0	16,0	9,0	10,0

The results of the survey showed that approximately a third of parents have an understanding of the essence and meaning of training self-concept, formed at least at the intermediate level (they give a complete or almost complete answer to three out of the five questions of the first part). Only 10% of parents have a good understanding of the essence and importance of self-concept training (they give the most complete answer to all 5 questions of the first semantic part).

More than a third of parents believe that a child's self-assessment should be realistic (while losing the child-centered focus on recognizing the intrinsic value of each child). However, less than 20% of them believe that self-assessment should be both realistic and positive. Approximately the same number of parents understand the factors of self-concept training.

It is worth noting that approximately 40% of parents delegate responsibility for self-concept training purely to teachers.

Parents' answers regarding views on the process of primary-school pupils' self-concept training are presented in Table 2.

Most parents stated that they train their children's self-concept via stories about their expectations and impressions of the younger generation and stories about other people's lives. Approximately only a third of parents encourage their children to analyze other people on their own and compare themselves with them. Slightly more than 10% of parents stimulate their children to self-reflection. A very small proportion of parents – less than 5%

– pointed to other ways of self-concept training (among these ways – there are classes with a psychologist or lessons at a religious Sunday school).

Table 2

**Views of parents on primary-school pupils'
self-concept training (%)**

List of questions	Grade of the child			
	1	2	3	4
1. Do you pay attention to the training of your child's self-concept?				
a) No, I don't pay much attention to it;	11,0	12,0	11,0	15,0
b) I understand that this is important, but I do not do it specifically;	49,0	47,0	38,0	49,0
c) purposefully train self-concept of my child.	40,0	41,0	51,0	36,0
2. If you do it purposefully, how do you achieve your goal?				
a) On occasion, I tell the child what he should be;	15,0	21,0	20,0	24,0
b) On occasion I show the child examples of good and bad behavior (nature, cartoons, films, other people's experiences);	34,0	40,0	32,0	34,0
c) On occasion I ask the child what he thinks of himself;	15,0	9,0	20,0	9,0
d) On occasion, I ask the child what he thinks about other people's; s;	31,0	29,0	28,0	33,0
e) other (describe).	5,0	1,0	0,0	0,0
3. Do you need help in training a child's self-concept?				
a) No, I don't need;	21,0	19,0	10,0	11,0
b) I need to some extent;	66,0	50,0	63,0	74,0
c) I definitely need.	13,0	31,0	27,0	15,0
4. If so, what exactly do you miss the most?				
a) Information on what exactly to train;	11,0	10,0	8,0	8,0
b) Information about what the child's self-concept should be;	9,0	8,0	10,0	2,0
c) Communication skills with the child;	6,0	8,0	10,0	17,0
d) Specific exercises, games;	33,0	35,0	29,0	28,0
e) Time for exercises, games, conversations.	41,0	39,0	43,0	45,0

Most parents say that they understand the importance of children's self-concept training, but do not pay special attention to it. Almost 40% of parents say that they train their children's self-concept purposefully. Only about 10% of surveyed parents say they do not pay much attention to self-concept training. The results of the survey showed that parents in general do not sufficiently understand the essence of their children's self-concept training, as well as their role in it.

In general, the results of the survey of specialists in the field of primary education are similar to the results of the survey of parents (Tables 3-4). Almost a third of teachers have an average awareness of self-concept training and about 10% – good one. Another 10% of teachers do not have a good enough awareness of the self-concept training.

Table 3

Teachers' awareness of primary-school pupils' self-concept training

List of questions	Number of teachers (%)
1. Which of the following statements best fits your understanding of what a child's self-concept is?	
a) I don't know what self-concept is;	5,0
b) Self-concept is the same as self-assessment;	21,0
c) Self-concept is all the child's ideas about himself;	42,0
d) Self-concept is all the child's ideas about himself and his self-assessment..	32,0
2. Is it necessary to pay special attention to the training of the child's self-concept?	
a) it is not necessary, it will be formed naturally;	12,0
b) it is necessary – it should be done by parents and the child's inner circle;	43,0
c) it is necessary – it should be done by educators and teachers;	25,0
d) it is necessary – it should be done by all who bring up the child.	20,0
3. At what age does the formation of the child's self-concept begin?	

a) from birth;	7,0
b) in early childhood, from the 1st year of life;	10,0
c) in preschool age, from the 3d year of life;	27,0
d) in early school age, from the 6th year of life;	27,0
e) in early adolescence, from the 11th year of life.	29,0
4. What should be the child's self-assessment?	
a) high level;	11,0
b) positive;	20,0
c) realistic;	57,0
d) realistically positive.	12,0
5. What influences a child's self-assessment the most?	
a) family;	35,0
b) educational institution;	19,0
c) peers;	30,0
d) extracurricular activities;	0,0
e) all of the above mentioned.	16,0

The number of teachers who give a complete answer about the essence of the conception of "self-concept" is the same as the number of parents - about 30%. Also, almost 30% of professionals are well aware of the age at which the self-concept of a child begins to form. Almost 60% of educators believe that the self-assessment of the younger generation should be realistic. That is, they, like parents, lose sight of the child-centered orientation.

Table 4

Views of teachers on primary-school pupils' self-concept training

List of questions	Number of teachers (%)
1. Do you pay attention to the training of your child's self-concept?	
a) No, I don't pay much attention to it;	5,0

b) I understand that this is important, but I do not do it specifically;	65,0
c) purposefully train self-concept of my child.	30,0
2. If you do it purposefully, how do you achieve your goal?	
a) On occasion, I tell the child what he should be;	15,0
b) On occasion I show the child examples of good and bad behavior (in literature, books, films, other people's experiences);	45,0
c) On occasion I ask the child what he thinks of himself;	5,0
d) On occasion, I ask the child what he thinks about other people's actions;	15,0
e) other (describe).	20,0
3. Do you need help in training a child's self-concept?	
a) No, I don't need;	21,0
b) I need to some extent;	66,0
c) I definitely need.	13,0
4. If so, what exactly do you miss the most?	
a) Information on what exactly to train;	5,0
b) Information about what the child's self-concept should be;	5,0
c) Communication skills with the child;	0,0
d) Specific exercises, games;	35,0
e) Time for exercises, games, conversations.	55,0

Two thirds of teachers admit that to some extent they need help in children's self-concept training in their pedagogical activities, and only 13% – that they definitely need such help. Like parents, teachers mostly believe that the lack of time does not allow them to pay enough attention to the training of pupils' self-concept. Another 35% believe that they are lacking awareness of specific educational methods.

The differences between the answers to the questionnaire of teachers and parents are interesting. Parents generally consider the general educational institution to be the main factor in the training of self-concept, and teachers – the persons who have the greatest influence and,

accordingly, the highest percentage of responsibility for the children's self-concept training. Teachers, on the other hand, consider the family to be the most important factor in training the self-concept of primary-school pupils, and parents to be the most influential and responsible persons. This means that in a significant number of cases, children are left without the support of adults who would consciously take responsibility for the formation of their self-concept.

Thus, the results of the diagnosis of the readiness of parents and teachers to train the self-concept of primary-school pupils showed that both parents and teachers are not fully prepared for the primary-school pupils' self-concept training and need professional help. Taking into account the results of the diagnostic stage, we can outline the areas of work with parents and teachers on the primary-school pupils self-concept training: development of parents' and teachers' awareness of their role in training the self-concept of children; formation of orientation on the child-centered approach of the above-mentioned contingent of adults, search and validation of strengths and weaknesses of the child in the general positive key; teaching parents and teachers the forms and methods that have positively influenced the self-concept of children.

As part of the formative experiment in work with parents and teachers, we consider it important to educate and teach them about the peculiarities of training the self-concept of primary-school pupils: lectures, discussions at parent meetings and pedagogical councils, seminars, online webinars and individual consultations.

Improving the pedagogical culture of parents regarding the training of self-concept of primary-school pupils includes the following components: teaching parents to meet the needs of the child in positive attention and unconditional acceptance; helping parents to cultivate pupils' own dignity and children's sense of value.

During lectures, seminars and webinars it is important for parents to deepen their knowledge of the phenomenon of “self-concept”, the role of parents in training self-concept, self-assessment and values of children, features of self-concept of primary-school pupils, understanding the importance of their emotional needs. Increasing the level of theoretical knowledge of parents on the problem of primary-school pupils’ self-concept training is to reveal its essence and the relevance of the problem of its training: consider the definition of the term “self-concept”, characterize the cognitive, emotional and valuable, volitional and behavioral components of primary-school pupils’ self-concept training, as well as the influence of parents on the formation of the child’s attitude to himself and his self-image. A separate task is to form parents’ understanding of the importance to meet the child’s need for acceptance and love, acceptance of the child’s individuality, lack of destructive criticism in education, attitude to the child with respect and understanding of both physical and emotional needs. Parents must also understand the importance of the impact of their behavior on the training of the younger generation. The child observes how parents and other adults communicate, absorbs patterns of behavior, as well as interactions between adults and their manner of communication. Helping parents to understand the characteristics of a positive self-concept can facilitate the process of its training. First of all, the positive self-concept of the child is manifested in self-assessment, self-confidence and a friendly attitude to others.

The main tasks of the teacher’s activities to ensure the primary-school pupils self-concept training are the following: providing a favorable psychological atmosphere in the classroom; development of children’s ability to self-understanding; improving ways of interacting with the outside world and people; support of pupils’ creative self-expression; combining the efforts of parents, teachers and children to create effective conditions for the

formation of a positive self-concept of the primary-school pupils; personal growth of the teacher. When organizing work with teachers at pedagogical councils, seminars and lectures, it is important to deepen theoretical knowledge on the primary-school pupils self-concept training, namely to reveal the essence and structure of this concept; criteria and indicators of child's self-concept training; to characterize the approaches and values, the consideration of which is important in the process of primary-school pupils' self-concept training; to characterize the features of primary-school pupils' self-concept training; to identify factors that positively and negatively affect the primary-school pupils' self-concept training; providing teachers with information on methods of diagnosing the levels of primary-school pupils' self-concept training, as well as using the potential of extracurricular activities of general educational institutions to provide the self-concept of primary-school pupils and teaching forms and methods that teachers could implement in extracurricular activities.

Conclusions and prospects for further research. Therefore, work with parents and teachers should be comprehensive and aimed at preparing primary-school teachers and parents to create favorable conditions for the primary-school pupils' self-concept training.

Work with parents and teachers contributes to their active involvement in the primary-school pupils' self-concept training and includes individual work, seminars, webinars, lectures and discussions at parent meetings.

The prospect of further research is to develop ways to implement certain pedagogical conditions for the primary-school pupils' self-concept training and to test experimentally their effectiveness.

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THEORY AND PRACTICE OF PATRIOTIC EDUCATION OF HIGH SCHOOL STUDENTS IN UKRAINE

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The study is focused on clarifying the essence of the concept “patriotic education” and highlighting the state of high school students’ patriotic education in modern Ukraine. The design of the study is descriptive, exploiting a set of theoretical methods (analysis, systematization and generalization of philosophical, pedagogical and psychological literature on the issue under scrutiny to determine its theoretical foundations as well as the essence and content of basic notions – “patriotism”, “patriotic education”). Academic approaches (historical, systematic, personality-oriented, competence-based, activity-based) and main principles of modern patriotic education of high school students (national orientation, humanization of the educational process, self-movement, integrity, continuity, cultural conformity, pedagogical competent provision, stimulation, multiculturalism, social conformity) are considered. It is stated that patriotic education should be carried out comprehensively, in the unity of all the constituents of the Ukrainian state (the joint efforts of public administration bodies, educational institutions, families, public organizations and associations, the Armed Forces of Ukraine and other law enforcement agencies). With this regard the subject “Defense of Ukraine” has been implemented into Ukrainian high school, the specifics of which are highlighted.

Key words: patriotic education, patriotism, citizenship, high school students, academic approaches, academic principles, general secondary education.

Introduction. The current stage of national spiritual revival of Ukraine due to the protracted economic crisis (which also affected the social sphere) requires instilling in the younger generation a sense of love for the Motherland, as well as forming commitment of young people to strengthening Ukrainian statehood through active participation in civic activities. Furthermore, the challenges facing our country, such as defending its territorial integrity, becoming a unified democratic nation, etc. have accelerated the issue of enhancing patriotic education of high school students. With this regard, we share the opinion of Ukrainian scholars Abramchuk and Fitsula (2008) that the revival of patriotism of citizens is one of the most urgent needs of modern Ukrainian society, and the socio-economic situation in our country requires a rethinking of “leading theoretical and methodological approaches to patriotic education, and objectives, content and techniques of their implementation” (p. 23).

In modern conditions of developing a democratic society, patriotism has risen to the highest level, extends to all people of the country, permeates all spheres of a public life, has directed character, which is manifested in a conscious attitude of people to work, socio-political activities, intolerance of any violations of human rights, norms and rules of democratic coexistence. Due to this, patriotic education is considered to be the consolidating, developing, stabilizing, cognitive, cultural and educational sphere of society (Somin, 2018). From the standpoint of security and ensuring interconnection between generations, it guarantees safe future for the Ukrainian nation. This is reflected in the educational policy of today's Ukraine. The Laws of Ukraine “On Education” and “On General Secondary Education” define the tasks of education as strategic in developing awareness of civic duty on the basis of

national and universal spiritual values, shaping every student's quality of a citizen-patriot of Ukraine and a sense of belonging to the world community as well. The modernization of patriotic education of high school students is taking into account the Ukrainian socio-cultural reality: Ukraine is a polyethnic state and the formation of a unified political nation and civil society is associated with the Ukrainian national revival and development of ethnic cultural diversity minority.

Therefore, today, patriotic education of high school students has become an important task not only in terms of the national aspect but also of the global one, presupposing the development of students' ability to analyze the relationship, interactions with different cultures, and awareness of the place of native culture and its values in the context of the transnational culture produced from an environment characterized by plurality of participants, languages and ethnicity.

Various pedagogical and psychological aspects of the patriotic education in accordance with the concept "New Ukrainian School" are under scrutiny by numerous Ukrainian scholars, among which are the following: principles of patriotic education at general secondary education institutions (Bekh & Chorna, 2014); patriotic feelings of youth in the context of national interests of the Ukrainian state (Chorna, 2003); forming key and subject competencies in the process of patriotic education of high school students (Zaikovska & Mazakova, 2016); methods of patriotic education of high school students in extracurricular activities (Petrongovsky, 2003); pedagogical conditions of military and patriotic education of high school students (Ostapenko & Tymchyk, 2018); shaping national identity of adolescents in patriotic education through school-family interaction (Fedorenko, Voronina & Zhurba, 2000) and many others.

Notwithstanding the foregoing findings in the sphere under study, there is still a need to research into modernizing patriotic education of high school

students as a factor of ensuring the security of Ukraine. The current state of pedagogical work in general secondary education regarding patriotic education has testified its lagging behind the demands of the modern society. On the one hand, the traditional, insufficiently effective approach to the organization of patriotic education of high school students is still dominating. On the other hand, the biggest problem is that Ukrainian teachers have been trained to teach a certain subject. And it is demanding to them to implement patriotic education into the contents of each and every school subject.

Given the analysis of scholarly and methodological sources, as well as current trends in the theory and practice of patriotic education in Ukraine, the study aims to resolve the contradiction between the society requirements for the modernization of patriotic education of high school students in Ukraine and a low level of its practical realization, insufficient development of the updated methodological support.

Aims and tasks. The main purpose of the article is to clarify the essence of the concept “patriotic education” and highlight the state of high school students’ patriotic education in modern Ukraine.

Main body of the article. Various aspects of patriotism (the word “patriotism” is of Greek origin – *patris* is rendered as “homeland”) as a socio-pedagogical phenomenon are considered in philosophy, humanities, pedagogy (Bekh, 2018). A noble sense of patriotism, faithfulness and love for the Motherland have long been inherent in people. This feeling was the driving force that raised peoples to fight against invaders and oppressors. It is a well-known fact that the word “patriotism” first appeared in the period of the French Revolution of 1789–1793: patriots were fighters for the people’s well-being and defenders of the republic, who fought against the traitors of the homeland from the camp of the monarchists (Petrongovsky, 2003, p. 11).

Patriotism, in its turn, is a component of citizenship. The latter is “manifested in the subjective experience of belonging to the Ukrainian people,

Ukrainian nation, conscious acceptance of moral values, and characterized by the identification and formation of the corresponding national self-concept on the basis of national dignity, responsibility for the destiny of the native land, love for Ukraine, and the desire and readiness to protect Ukraine” (Fedorenko, Voronina & Zhurba, 2020, p. 195).

Hence, patriotism is one of the deepest civic feelings, that contains love for one’s land, devotion to one’s people, pride in the heritage of national culture, as well as respect for other nations, their rights, their freedoms, their culture. As a generalizing, integral personality quality, patriotism combines axiological and ethnocultural attitude to other people, nature, social environment, material and spiritual possessions.

The structure of high school students’ patriotism is understood by Ukrainian academics (Bekh, 2018; Bekh & Chorna, 2014; Oryshko, 2006; Petrongovsky, 2003; Zaikovska & Mazakova, 2016) as a system of the following components: patriotic feelings (love and responsibility for the destiny of homeland); spirituality and cultural values; national human dignity and self-confidence; need to satisfy their national interests; patriotic consciousness; national tact and respect for the national dignity of people of other nationalities; need and readiness for patriotic activities.

Patriotic feelings elevate the personality when they are paired with respect for people of other countries and do not degenerate into the psychology of national exclusivity. The process of forming patriotic feelings achieves the desired results on condition it is carried out in the overall pedagogical process, supported, consolidated and deepened in different types of socially useful activities. In this regard, patriotism, as noted by Chorna (2003), is understood as multidimensional, multicomponent, but, at the same time, integral system qualities that are united by activities and become the need to serve the Ukrainian people.

Thus, patriotism is a complex phenomenon of the spiritual and social life of an individual, which is reflected in the personal and social consciousness, and considered a decisive factor in human awareness of universal values. It is manifested in practical activities aimed at the democratic development of native country and protection of its interests.

The key tasks of patriotic education of high school students in Ukraine is to ensure (Petrongovsky, 2003): instilling the unity of intellectual, moral and civic values; creating an open educational acmeological environment of interaction on the basis of multidisciplinary: “parents – high school students – teachers” and “school – Kyiv (the capital) – Ukraine – Europe – World”; acquiring the spiritual heritage of the Ukrainian people, developing personal traits of a responsible and active citizen of the Ukrainian state as well as European identity (belonging to the European community); national security of Ukraine, social and information protection of its citizens; forming the culture of interethnic relations, of wide acquaintance with the concepts of “Ukraine” and “Ukrainians in the World”, with spiritual and cultural values (European multiculturalism); understanding European citizenship as the respect for human rights, democracy and freedom.

Fulfilling the objectives of patriotic education of high school students requires exploiting the following academic approaches: historical, systematic, personality-oriented, competence-based, activity-based (Bekh & Chorna, 2014; Oryshko, 2006; Ostapenko & Tymchyk, 2018; Petrongovsky, 2003; Zaikovska & Mazakova, 2016). We consider them in more detail.

The historical approach assists to determine the most urgent, at this stage of development of Ukrainian society, challenges and tasks of patriotic education of high school students, awareness of the need to protect the territorial integrity and sovereignty of Ukraine, building civil, democratic society.

A necessary condition for the modernization of patriotic education of high school students is the implementation of a *systematic approach* that ensures the unity and integration of the educational process, the integrity of practice and theory, education and self-development of the individual.

In the patriotic education of high school students, a *personality-oriented approach* is based on taking into account the interests of high school students, their age characteristics, abilities, opportunities, and rights. Through the chain “human – people – nation – state”, it is possible to implement a promising and democratic model of patriotic education of high school students.

The competence-based approach ensures the use of the acquired knowledge in solving specific tasks related to protection, survival in emergencies, first aid, viability, etc. This approach allows high school students to get certain experience, the ability to analyze the situation, to build a strategy of their own behavior.

Also, the effectiveness of patriotic education depends on the implementation of *the activity-based approach*. The personality of a citizen-patriot is formed more intensively if he / she loves the homeland not only in words, but in deeds, takes part in activities where civic and patriotic values are tested in practice.

In addition, modern patriotic education is governed by the main principles, which are as follows: *the principle of national orientation* (respect for the state symbols of Ukraine, education of love for the native land, the Ukrainian people, respect for its culture; preservation of national identity, readiness to defend Ukraine); *the principle of humanization of the educational process* (patriotic education on the basis of moral values, focus on the individual as the highest value, providing individual programs of education); *the principle of self-movement* (education of independence, leadership qualities, critical thinking and self-criticism, a sense of responsibility for

decisions); *the principle of integrity* consolidates the patriotic potential of all subjects into one system; *the principle of continuity* ensures the transmission of experience from generation to generation in the assimilation of national values, which are the basis of patriotic education and development of the individual's personality in general; *the principle of cultural conformity*, according to which patriotic education is carried out on the grounds of the history, culture and language of the Ukrainian people; *the principle of pedagogical competent provision*, which consists in the effective use of appropriate pedagogical forms, methods, selection of content, pedagogical tact in the process of patriotic education; *the principle of stimulation* is determined by the belief in the strength and ability of the individual, his/her ability to achieve results, encouragement of self-organization, self-education and self-enhancement; *the principle of multiculturalism* presupposes the integration of Ukrainian culture into the European as well as world scale, a tolerant attitude to other peoples; ability to perceive Ukrainian culture as an integral part of universal culture; *the principle of social conformity* as the correlation of the content and methods of patriotic education with the real socio-economic situation in Ukraine, in which the educational process unfolds.

As far as the current practice of patriotic education in Ukraine is concerned, much depends on the system of educational activities awakening high school students' deep emotional understanding of the essence of patriotism (e.g.: positive examples of patriotic conviction (vivid factual material of the deeds of famous historical figures, heroes of national liberation wars) and engaging high school students into discussions that contribute to an in-depth understanding of the role of patriotism in democratic development of Ukraine and its flourishing as a state).

Furthermore, patriotic education of high school students is supposed to contribute to the defense capabilities of Ukraine. As our country, together with

the international community, is to take part in peacekeeping and humanitarian operations, fight with international terrorism and prevent military conflicts that threaten the humanity. To fulfill this lofty mission, patriotic education of the younger generation must be based on the spiritual and moral values of our society, including military-historical training, applied physical training, as well as training in the basics of military service and life safety (Bekh & Chorna, 2014). Consequently, the process of patriotic education should be carried out comprehensively, in the unity of all the constituents of the Ukrainian state – the joint efforts of public administration bodies, as well as educational institutions, families, public organizations and associations, the Armed Forces of Ukraine and other law enforcement agencies. With this regard the subject “Defense of Ukraine” has been introduced into Ukrainian high school.

“Defense of Ukraine” is a compulsory subject that is studied in general secondary education institutions during the 10th and 11th grades through field classes and training sessions at school. At the end of the course “Defense of Ukraine” 3-day (18 hours) military field classes are organized on the basis of military units, military commissariats and specialized educational institutions, which are organized and conducted by district military commissariats and local governments. Since, in modern conditions patriotic education is focused on the formation of readiness for military service as a special type of civil service. Its content is determined by the national interests of Ukraine and is designed to ensure the active participation of citizens in maintaining the security of the Ukrainian state from external threats.

With the introduction of the concept “New Ukrainian School”, the Ministry of Education and Science of Ukraine has developed four cross-cutting curriculum content lines for studying “Defense of Ukraine” – environmental security and sustainable development, civic responsibility, health and safety, entrepreneurship and financial literacy. The cross-cutting content lines reflect the leading socially and personally significant ideas that

are consistently revealed in the process of teaching and educating students, and are a means of integrating educational content, correlated with key competencies, mastery of which ensures the formation of values and worldviews. Also, new notions of defending Ukraine in the face of new challenges, in particular during the “hybrid war”, occupy an important place in this program. Critical thinking and media literacy are the “weapons” of citizens that high school students should get acquainted with in the lessons of the subject “Defense of Ukraine”.

Therefore, the main purpose of the subject “Defense of Ukraine” is the formation of high school students’ skills and abilities to defend their homeland and act in emergencies, as well as the overall understanding of patriotic education as a part of national education. In accordance with the set aim, the following complex of educational tasks are to be fulfilled:

- acquaintance with the basics of legal support of Ukraine, civil protection and protection of life and health;
- development of the high students’ awareness of their duty to protect Ukraine in the event of a threat to the sovereignty and territorial integrity of the state;
- acquisition of knowledge about the functions of the Armed Forces of Ukraine and other military formations, their characteristics;
- mastering the basics of defense of the homeland, civil defense, home care, psychological education of students to defend the native country;
- vocational orientation of young people to serve in the Armed Forces of Ukraine and other military formations defined by the Ukrainian current legislation, to protect life and health, ensure their own safety and the safety of others in peacetime and wartime emergencies.

It should be observed that the aforementioned tasks have become especially relevant today, when the Armed Forces of Ukraine need a well-trained reserve, and it is a modern school that can ensure this task, because

it is in the course of high school subjects (including “Defense of Ukraine”) that one hundred percent of pre-conscription youth receive basic military training, form a sense of patriotism and national dignity.

Along with the above mentioned, the subject “Defense of Ukraine” is aimed at achieving the comprehensive goals of the general secondary education of high school students: well-rounded personality development; successful socialization; formation of their national identity, citizenship (e.g., ecological citizenship, global citizenship), world view, critical thinking, creativity, research skills, ability to self-enhancement and self-cognition in the conditions of the challenges of modern world. The leading factor in the development of such a personality is the formation of high school students’ ability to apply knowledge in real life, while solving practical problems and the ability to determine and justify their own life position. And to fulfill these goals of the general secondary education, teachers must arise the high school students’ interest in the educational process by involving compelling facts related to the material under consideration and utilizing pedagogical techniques for cooperative as well as autonomous learning:

- exercises and tasks, which create prerequisites for cooperation, active participation of high school students in the learning process;
- tasks that encourage dialogue, expression of personal opinions and civic positions as well;
- creative tasks, in solving which high school students show initiative, independence, have the right to choose and argue;
- tasks that encourage specially designed situations of choice and modeling life situations (Petrongovsky, 2003).

By organizing high school students’ work in teams, teachers exploit not only collaborative work within one group but also interactions between different groups. For example, a group of four people is given a situational task: “Walking down the street, you witnessed the fall of an elderly woman, 60

years old. She does not shout, does not move. What will be your actions? Carry out the algorithm of examination of the woman and the necessary first aid measures for the victim in the absence of breathing". Studying the conditions of the problem, group members must very quickly organize their work, determining the positions of each student. The results of the group's work are as follows: "Someone coordinates the work, someone calls an ambulance (demonstrates how to do it correctly in this situation), someone determines the state of consciousness, checks breathing, etc." All the teamwork of the group is based on mutual support, trust in each other. Both the work of the group as a whole and the participation of each member of the group in particular are evaluated. To make an assessment, teachers involve the rest of the students, who closely monitor how each member of particular group work. They point out the mistakes of the group, make comments on the correctness of certain actions.

In fact, the mentioned activity is rather time-consuming, requires careful preparation, and yet it is one of the most effective and especially appropriate during practical classes. Such work creates favorable conditions for high school students' self-realization, allows them to feel their importance and contributes to forming such necessary for life qualities as: the ability to make independent decisions; openly and freely show their feelings and express their opinions; respect the opinion of others; believe in success; not despair at failures; not be ashamed to ask for help. And a teacher's task is to positively adjust all participants of this process to work, to stimulate a friendly attitude to each other, partnerships, mutual assistance.

Thus, teaching the subject "Defense of Ukraine" is carried out as dual process at the psychological and ideological levels: on the one hand, it is a moral and psychological process of shaping feelings, ideas, habits, moods, aspirations, norms of patriotism, volitional qualities; on the other hand, it is the formation of patriotic consciousness, ideas, views, beliefs on the worldview

level. Naturally, in this regard an important place is occupied by extracurricular activities, in particular in the form of discussions, debates, educational commemoration practices aimed at developing a practical component of high school students' patriotism (Verbytska, Guyver & Kendzor, 2019). And it is successfully formed, first of all, in the process of involving high school students in actions of mutual aid and support, which allows them to show mercy. Such activities are carried out within the framework of the volunteer movement (sponsorship concerts and gifts in the home for the elderly; concerts, communication and gifts in the regional shelter for minors; collecting things for flood-affected areas of Prykarpattia region; patronage concerts in the orphanage; collecting stationery and textbooks for kids with low-income families.

In view of all the above, in Ukraine, the today's patriotic education of high school students provides:

- education of worthy citizens of Ukraine with a high level of moral qualities (honor, conscience, responsibility, benevolence, truth, love for the homeland);
- readiness of young people to perform the civic duty to defend the national interests, independence and security of Ukraine;
- tolerance and respect for people of other nationalities, other views and beliefs (forming of European identity);
- respect for human rights, democracy, freedom and responsibility (European citizenship);
- fostering a sense of responsibility for nature conservation as the national wealth;
- shaping the responsible attitude to individual health;
- education for life based on the unity of language, civics, general cultural, information and communication competences;
- consolidation of efforts of parents, teachers and public institutions.

Conclusions. From the outcome of the study, it is possible to conclude that in Ukraine, in its democratic development, patriotism is nourished by the progressive patriotic traditions of Ukrainians, as well as the best examples of patriotic traditions of other European countries and peoples, the world democratic movements, enriching them with historical achievements of their homeland. And different aspects of patriotic education of high school students must be implemented comprehensively, ensuring the formation of unity of thought, feeling and action. It is necessary to combine the acquisition of knowledge about social events and phenomena, patriotic actions and behavior, emotionally positive attitude to them with practice in accessible social activities and deeds.

We envisage the ways of modernizing patriotic education in: creating favorable educational environment in a general secondary education institution with the view to involving high school students in cooperative activities on patriotic orientation; realizing the educational potential of extracurricular activities and exploiting innovative forms, methods and means of implementing the content of patriotic education of high school students to motivate them to military service and defense of Ukraine; training teachers for innovative patriotic education of high school students.

On the basis of the findings, the scope for further research lies in studying the state of the patriotic education at higher education institutions in Ukraine.

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**PREREQUISITES FOR DEVELOPING OF INTEGRATED
TECHNOLOGY OF HEALTH-PRESERVING COMPETENCE'S
FORMATION OF PRIMARY SCHOOL CHILDREN**

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The article substantiates the prerequisites for the developing of an integrated technology of health-preserving competence's formation of children of primary school age.

Girls and boys were found to have below average levels of physical health and physical activity, and there were identified a significant number of children with below average levels of values. Based on a detailed analysis of experimental data, there are identified the factors that can contribute to the formation of health competence of primary school students : attention emphasized on the use of breathing exercises in combination with physical exercises; increasing motivation for independent and systematic exercise; formation of skills of independent and active show of self-control; purposeful formation of axiological guidelines for a healthy lifestyle and positive motivation of children to exercise ,and organization of the educational process in physical culture on the basis of integrated education.

Key words: health, physical culture, physical development, intellectual and cognitive development, task's integration.

Вітченко А. М., Передумови розробки інтегрованої технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку / Національний університет «Чернігівський колегіум» імені Т. Г. Шевченка, Україна, Чернігів

У статті обґрунтовано передумови розробки інтегрованої технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку в процесі фізичного виховання. Встановлено, що дівчата і хлопчики мають нижче середнього рівень фізичного здоров'я й рухової активності та виявлено значну кількість дітей з нижче середнім рівнем сформованості ціннісного ставлення їх до здоров'я. На основі детального аналізу експериментальних даних визначено чинники, які можуть сприяти формуванню здоров'язбережувальної компетентності учнів початкової школи: акцентована увага на застосуванні дихальних вправ в поєднанні з фізичними вправами; підвищення мотивації до самостійних та систематичних занять фізичними вправами; формування навичок

самостійного і активного прояву самоконтролю; цілеспрямоване формування аксіологічних орієнтирів здорового способу життя та позитивної мотивації дітей до занять фізичними вправами та організація освітнього процесу з фізичної культури на засадах інтегрованого навчання.

Ключові слова: здоров'я, фізична культура, фізичний розвиток, інтелектуально-пізнавальний розвиток, інтеграція задач.

Вступ. У сучасному суспільстві здоров'я дитини визначається як найвища людська цінність, оскільки воно є головним показником його цивілізованості та ефективної діяльності. В Україні склалися такі соціально-педагогічні й соціально-економічні умови, що є причиною суттєвого погіршення стану здоров'я дітей різного віку (Баламутов Н., Гозак С., Мудрик С. та інші). За даними сучасних досліджень, до школи зараз йде тільки 20% здорових дітей, а закінчують її здоровими лише 5%. Як наголошують Андрущенко В., Єжова О., Матвієнко О., Мороз Д. причина погіршення здоров'я дітей шкільного віку, полягає не стільки в несприятливих умовах життя, скільки в недостатній увазі до створення відповідних умов освітнього процесу, щодо формування ціннісного відношення дитини до власного здоров'я.

На законодавчому рівні у низці нормативно-правових документів зафіксовано концептуальні положення сприяння здоров'язбережувальній діяльності та формуванню ціннісного відношення особистості до власного здоров'я та здоров'я оточуючих, як найвищої індивідуальної і суспільної цінності; передбачено пошук шляхів удосконалення процесу формування, збереження та зміцнення здоров'я підростаючого покоління та їх ефективного використання в життєдіяльності кожної особистості.

В сучасних умовах реформування системи початкової освіти питання здоров'язбережувальної діяльності знайшли відображення в

Концепції Нової української школи. Ключові компоненти якої визначають нові підходи до організації освітнього процесу дітей за допомогою впровадження нового змісту освіти, що ґрунтується на формуванні у дітей шкільного віку компетентностей, необхідних для самоорганізації в суспільстві, як повноцінної його складової; побудови системи виховання, яка формує цінності у дітей.

Проблема формування здоров'язбережувальної компетентності є об'єктом багатьох досліджень науковців. В наукових доробках сучасних дослідників відображено різні аспекти здоров'язбереження: теоретичні аспекти здоров'язбережувальної діяльності (Вайнер Є., Татарникова Л. та ін.); формування здоров'язбережувальної компетентності дітей дошкільного віку (Андрющенко Т.), молодшого шкільного віку (Бережна Т., Желан А. та ін.), учнів основної школи (Козак Н., Отравенко О., Н. Поліщук,) та студентів закладів вищої освіти (Воронін Д.); впровадження здоров'язбережувальних технологій в освітній процес (Гаркуша С., Гончарова Н., та ін.); формування здоров'язбережувальної компетентності на уроках «Основ здоров'я» (Гнатюк О.). Не зважаючи на актуальність питання та велику кількість наукових доробок, на сьогодні проблема формування здоров'язбережувальної компетентності дітей шкільного віку нажалі залишається відкритою.

Актуальною лишається проблема пошуку ефективних та дієвих шляхів формування здоров'язбережувальної компетентності дітей молодшого шкільного віку в процесі занять фізичними вправами.

Мета дослідження – визначити передумови та обґрунтувати чинники розробки інтегрованої технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку в процесі фізичного виховання.

Виклад основного матеріалу статті. Нині одним із важливих чинників підвищення рівня фізичної культури дітей молодшого шкільного

віку є формування у них здоров'язбережувальної компетентності, спонукання до здорового способу життя та здійснення освітнього процесу на засадах здоров'язбереження.

Для експериментального обґрунтування порушеної проблеми було організовано та проведено констатувальний експеримент, в якому взяли участь 300 учнів початкових класів ЗЗСО м. Чернігова та області.

Для оцінки фізичного розвитку та стану здоров'я дітей молодшого шкільного віку використовувались показники та методики діагностування, представлені на рис.1.

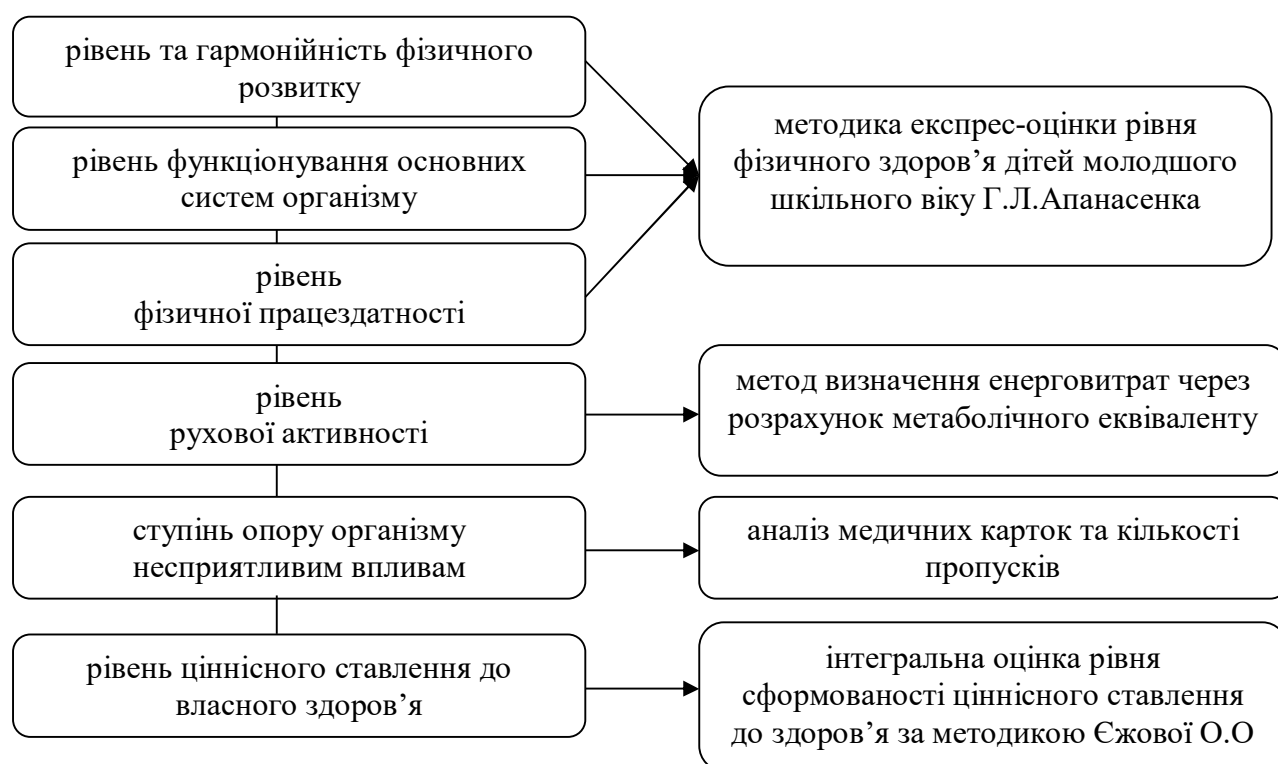


Рис. 1. Блок-схема показників та методик діагностування оцінки фізичного розвитку та стану здоров'я дітей молодшого шкільного віку

Узагальнені результати дослідження за методикою Апанасенка Г. [1] представлені в таблиці 1.

Таблиця 1

Статистичні значення показників фізичного (соматичного) здоров'я дітей молодшого шкільного віку (за Апанасенко Г.), n=300

Показник фізичного здоров'я	Статистичний показник	Дівчата (n=175)	Рівень	Хлопці (n=125)	Рівень
Життєвий індекс, мл/кг	$\bar{x}$	54,9	Середній	54,5	Нижче середнього
	$S\bar{x}$	0,7		0,7	
	S	9,4		6,6	
	V	17		15,8	
Силовий індекс, %	$\bar{x}$	41,2	Нижче середнього	47,4	Нижче середнього
	$S\bar{x}$	0,7		0,9	
	S	8,96		19,4	
	V	21,7		40,9	
Індекс Робінсона, ум.од.	$\bar{x}$	77,2	Середній	76,9	Середній
	$S\bar{x}$	0,6		0,7	
	S	8,0		7,7	
	V	10,4		13,5	
Індекс маси тіла, кг/м ²	$\bar{x}$	18,5	Середній	19,3	Нижче середнього
	$S\bar{x}$	0,2		0,3	
	S	2,7		3,3	
	V	14,6		17,1	
Індекс Руф'є, ум.од.	$\bar{x}$	10,3	Нижче середнього	7,07	Середній
	$S\bar{x}$	0,1		0,1	
	S	1,6		1,7	
	V	15,5		21,3	
Комплексний показник здоров'я	$\bar{x}$	3,96	Нижче середнього	5,04	Нижче середнього
	$S\bar{x}$	0,2		0,25	
	S	2,9		2,8	
	V	73,2		55,5	

Отримані данні про загальний рівень здоров'я дітей молодшого шкільного віку свідчать про те, що більшість обстежених дітей, як хлопчиків, так і дівчат мають низький (26,3% дівчата, 23,2% хлопчики) або нижче середнього (46,3% дівчата, 38,4% хлопчики) рівень фізичного здоров'я. Середній рівень мали 27,4% дівчат та 38,4% хлопчиків (рис 2).

Чим вищий рівень фізичного здоров'я, за даними Апанасенка Г., тим менша вірогідність виникнення соматичної патології та застудних захворювань [2]. Нами отримано помірний кореляційний зв'язок між

рівнем фізичного здоров'я і кількістю захворювань дітей впродовж навчального року ($r=0,65$).

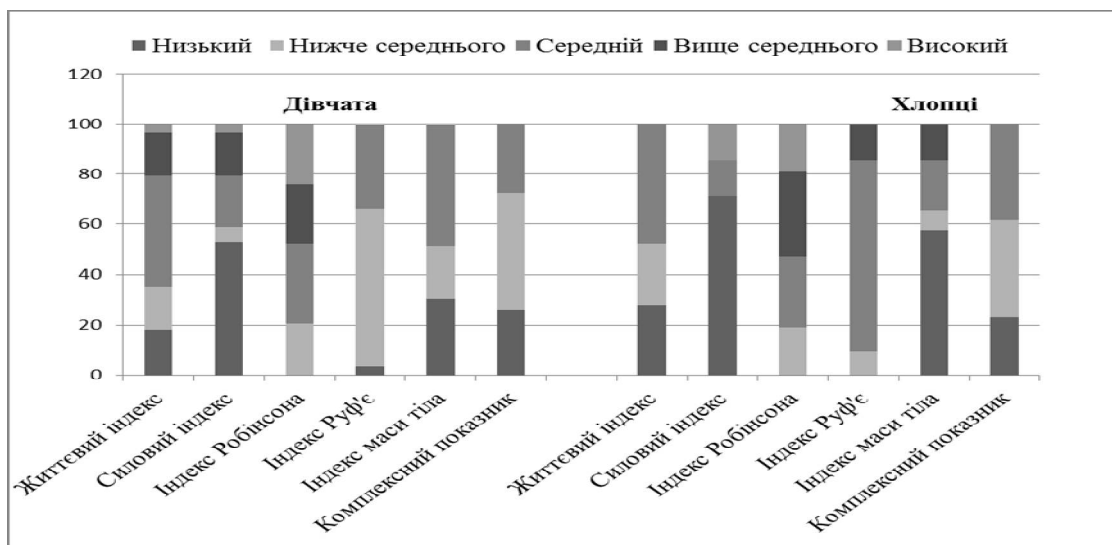


Рис. 2. Розподіл дітей молодшого шкільного віку за рівнем показників фізичного (соматичного) здоров'я (%)

Детальний аналіз середньо статистичного (табл.1) кожного з індексів дозволив виявити: показники силового індексу, як у дівчат, так і у хлопчиків не відповідають віковій нормі; у дівчат нижче середнього рівень індексу Руф'є, що вказує на погану адаптацію їх ССС до фізичних навантажень; у хлопчиків нижче середнього рівень життєвого індексу, що свідчить про недостатність розвитку дихальної системи та нижче середнього індекс маси тіла.

Отримані результати вказують на розвиток несприятливих адаптаційних змін у функціональному стані організму дітей молодшого шкільного віку.

Визначення добових енерговитрат через розрахунок метаболічного еквіваленту дітей молодшого шкільного віку дозволив виявити, що і у дівчаток і хлопців впродовж будніх днів тижня спостерігається середній рівень рухової активності за рахунок відвідування спортивних та хореографічних секцій, уроків фізичної культури, ходьби до школи пішки та виконання фізичної роботи в побуті.

У вихідний день показник добових енерговитрат, як у дівчаток, так і хлопців відповідає низькому рівню рухової активності. Різниця між показником буденного та вихідного дня є достовірною ($p < 0,05$) (табл.2).

Таблиця 2

Середній показник рівня рухової активності дітей молодшого шкільного віку впродовж тижня за показником добових енерговитрат (ккал), n=300

Понеділок	Вівторок	Середа	Четвер	П'ятниця	Субота	Неділя
Дівчата						
2738±36	2649±18	2675±20	2753±26	2556±13	2525±18	2492±15
2674±18					2509±14	
p<0,05						
Хлопці						
2731±34	2670±24	2721±22	2795±30	2594±19	2506±15	2422±7
2702±20					2464±9	
p<0,05						

Підсумовуючи отримані дані, слід зауважити, що у дітей молодшого шкільного віку існує дефіцит рухової активності. Результатом гіподинамії дітей є катастрофічне погіршення стану здоров'я, виникнення цілого ряду захворювань впродовж року (органів дихання (45%), хвороби кістково-м'язової системи (35%), захворювання органів травної системи (12%), захворювання пов'язані з зором (8%)).

Різно знижує функціональний стан і працездатність організму дитини дефіцит біологічної потреби в рухах, отримано тісний кореляційний зв'язок ($r=0,73$) між рівнем рухової активності і кількістю захворювань дітей впродовж навчального року [4].

Стосовно рівня сформованості ціннісного ставлення дітей молодшого шкільного віку до здоров'я необхідно констатувати недостатній його рівень – менша половини дітей мають середній або вище середнього рівень. Нижче середнього рівня мають 37,6 % дівчат та 35,2 % хлопців, низького - 16% дівчата і 18 хлопці (рис. 3).

Отримані результати досліджень підтверджують актуальність порушеної нами проблеми і дозволяють окреслити деякі чинники для

розробки інтегрованої технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку в процесі фізичного виховання.

Враховуючи доволі низькі показники ціннісного відношення дітей до здоров'я, передбачаємо що в інтегрованій технології значна частина педагогічних впливів має бути спрямована на *формування аксіологічних орієнтирів здорового способу життя* та позитивної мотивації дітей до занять фізичними вправами. Для того, щоб вести здоровий спосіб життя необхідно створити у дітей установку на свідоме збереження і зміцнення власного здоров'я і здоров'я інших людей і надати цій діяльності ціннісної орієнтації.

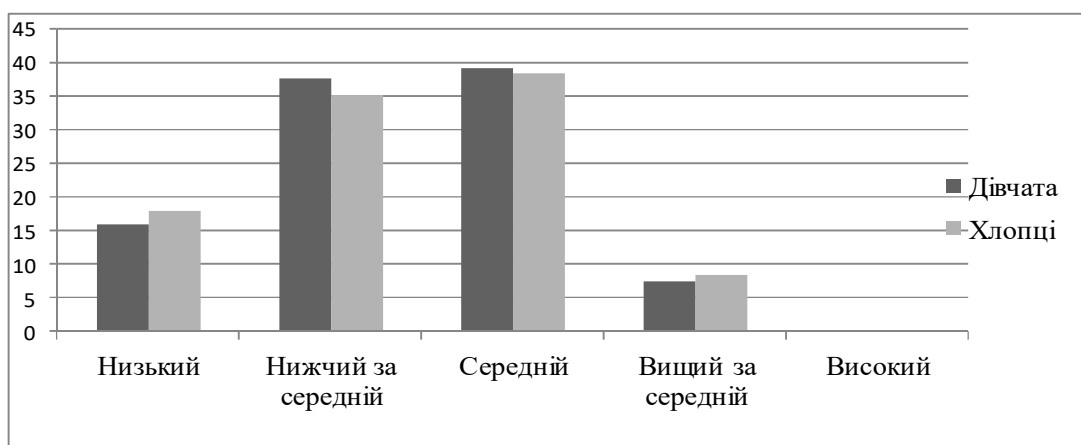


Рис. 3. Рівень сформованості ціннісного ставлення дітей молодшого шкільного віку до здоров'я (%)

Зважаючи на низькі показники рухової активності (РА) дітей (нижчий рівень РА у вихідний день, ніж у будні, свідчить про недостатній рівень усвідомлення дітей щодо цінності дотримання оптимального рухового режиму), майбутня технологія повинна включати чинники, що будуть здійснювати позитивний вплив на формування цінностей щодо активного та здорового способу життя, мотивацію на здоровий спосіб життя, збільшення об'єму РА та передбачати механізми стимулювання до занять фізичними вправами дітей молодшого шкільного віку [4].

Економічно вигідним та ефективним засобом оптимізації рівня РА, профілактики захворюваності, підвищення стійкості організму, поліпшення розумової і фізичної працездатності дітей молодшого шкільного віку є створення умов для *підвищення мотивації до самостійних та систематичних занять фізичними вправами*. Особливого значення набуває проблема ефективного управління власною діяльністю, що вимагає компетентного виконання регулюючої і контролюючої функцій, *оволодіння діями самоконтролю*. Сформовані навички самостійного і активного прояву самоконтролю у дітей молодшого шкільного віку мають забезпечити успішність розвитку їх особистості, зокрема формування здоров'язбережувальної компетентності та загалом, фізичної культури особистості.

Недостатній рівень показника життєвого індексу, зумовлюють утворення чинника, що буде цілеспрямовано впливати на усвідомлення необхідності правильного дихання, формування навичок дихання, компетентності, що відображатиметься у поєднанні (інтеграції) дихальних і фізичних вправ.

Важливим положенням для реалізації технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку є *акцентована увага на застосуванні дихальних вправ в поєднанні з фізичними вправами* [3]. Інтеграція у повсякденне життя дитини природних для неї видів діяльності, головним із яких є дихальні вправи буде сприяти розвитку рухової функції; зростанню компетентності дітей у використанні дихальних вправ у поєднанні з фізичними; підтримці фізичної і розумової працездатності та покращенні функціонального показника індексу Руф'є; підвищенню рівня фізичної культури особистості та здатності до здоров'язбереження.

Недостатній рівень комплексного показника фізичного здоров'я дітей молодшого шкільного віку обумовлює інтегровані впливи на

усвідомлення цінності здоров'я, сформованість умінь і навичок його збереження та зміцнення. Ми вважаємо, що саме цінності, впливаючи на мотиви особистості є основою формування здоров'язбережувальної компетентності.

Взаємозв'язок пізнавальної й рухової діяльності у процесі занять фізичними вправами, за даними Дубогай О., є дуже важливим, він підсилює забезпечення освітнього, оздоровчого і виховного ефектів [5]. Отже, ключовим положенням розробки інтегрованої технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку має стати положення щодо *організації освітнього процесу з фізичної культури на засадах інтегрованого навчання з активізацією пізнавального інтересу школярів та стимулювання внутрішньої мотивації за рахунок впровадження в освітній процес з фізичного виховання активних методів навчання, творчих навчально-пізнавальних, дослідницьких завдань, ведення щоденнику самоконтролю тощо.*

Висновок. В результаті дослідження виявлено низький рівень фізичного розвитку і здоров'я дітей молодшого шкільного віку, які стали передмовою для розробки інтегрованої технології формування здоров'язбережувальної компетентності дітей молодшого шкільного віку у процесі фізичного виховання. Визначено чинники, які можуть сприяти формуванню здоров'язбережувальної компетентності учнів початкової школи: формування аксіологічних орієнтирів здорового способу життя; підвищення мотивації до самостійних та систематичних занять фізичними вправами та формування навичок самостійного і активного прояву самоконтролю; акцентована увага на застосуванні дихальних вправ в поєднанні з фізичними вправами та організація освітнього процесу з фізичної культури на засадах інтегрованого навчання.

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