

ABSTRACT&REFERENCES

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CRITERIA AND FORMATION LEVELS OF PROFESSIONAL COMPETENCES OF SPECIALISTS OF THE NATURE PROTECTION BRANCH IN ECOLOGICAL MONITORING

p. 4-7

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During the study there were elaborated criteria and estimation levels of the multi-step system of training specialists of the nature protection branch for ecological monitoring: for future specialists and professionals by the formation level of professional competences in ecological monitoring; for specialists of the nature protection branch by the level of readiness to the professional activity. There was constructed a criteria-level scale for estimating future competences formation of future specialists that includes motivational, theoretical-methodological and analytical-practical criteria. The estimation is realized by reproductive, sufficient and high levels. For future professionals in ecological monitoring, the criteria-level scale for estimating professional competence formation includes motivation-value, activity-practical, scientific-research criteria and interpreting, constructive, research levels. For the professional development of specialists of the nature protection branch in the system of postgraduate education, a criteria-level scale was developed for estimating the level of readiness to the professional activity, including the following criteria: motivational-axiological for estimating formation motives of the professional nature protective activity; competence for estimating professionalism; professional attitude for estimating a personal attitude to the professional activity, especially independence in making decisions, in using different approaches to solving complicated ecological situations, in elaborating and planning projects for improving the environment quality. Corresponding to peculiarities of the professional development, there were determined readiness levels, namely basic, integrative-projective, creative. There were elaborated and substantiated criteria, parameters and levels that provide the estimation of the multi-level training system of specialists of the nature protection branch for ecological monitoring through the formation of professional competences and readiness to the professional activity

Keywords: ecological monitoring, postgraduate education, criteria, levels, professional competences, professional development

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SPECIFICS OF SOFT SKILLS DEVELOPMENT OF IT-STUDENTS BY THE MEANS OF EDUCATIONAL SCRUM PROJECTS

p. 8-15

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The article raises a problem of finding relevant and effective methods for the development of soft skills of future special-

ists in the area of informational technologies. As the starting point of the research the author defines a project work during which an independence and skills of solving problems in the subsequent professional activities are formed. The first section of the work examines the essence of soft skills and provides their classification. The author also highlights the most significant soft skills of an IT employee, including creativity, conflict management, critical thinking, presentation, leadership, communicative skills, flexibility, and gives a brief description of each of them. In the next section the author examines both monolith and agile types of software development methodologies, used in modern IT companies, making an accent on how the soft skills of professionals are implemented in the process of work. Particular attention is paid to the Scrum methodology, which is considered as the best polygon of development of non-technical skills of a specialist. The article also contains a description of the processes and project roles in Scrum. The last section of the work contains a detailed analysis of the use of soft skills at each stage of the Scrum methodology, confirming the effectiveness of it as a form of developing the soft skills of future IT specialists

Keywords: *scrum, soft skills, software development, student of IT specialty, methodology of development*

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ANALYSIS OF THE MAIN PROBLEMS OF DIDACTICS IN THE PEDAGOGY OF ALEXANDER DUKHNOVYCH

p. 15-22

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On the basis of the analysis of «Folk Pedagogy ...» (1857) and other works of the outstanding Transcarpathian scholar Alexander Dukhnovych, the main conceptual principles, on which his pedagogy is based, are described in the article.

It is proved, that A. Dukhnovych substantiated the general foundations of pedagogy (defined its subject, indicated the purpose and task of education), separated and resolved the main problems of didactics (revealed the substance of the educational process, characterized the content of education, patterns, methods and principles of teaching), highlighted the role of teacher-educator (character, mission and responsibilities of teachers etc.).

It is stated, that in the understanding of A. Dukhnovych, which corresponds to the current level of psychological and pedagogical knowledge, teaching – is a kind of human activity that involves interaction, cooperation between teacher and student, so it consists of two processes: 1. a process of teaching (teacher's activity); 2. a process of learning (activity of a student, a group).

The main principles of teaching (a natural correspondence of education and upbringing, the principle of educational nature of schooling, use of visual methods, accessibility, the principle of a differentiated approach to learning, the principle of non-violence, the principle of scientific teaching, the principle of emotional learning, etc.) and didactic rules for their implementation, which found their reflection and substantiation in the heritage of A. Dukhnovych are closely analyzed.

Some aspects of pedagogical mastery of a teacher, who is obliged to know the leading didactic regulations and rules, are revealed.

It is demonstrated, that the essential core of A. Dukhnovych's didactics is the principle of person-oriented learning – paying great attention to individual skills, abilities, and capabilities of children, to the development of their creative abilities and the formation of their worldview.

The discussion problem of deviations in child's behavior and the issue of punishments in the understanding of Transcarpathian pedagogue-educator is described. It is proved, that in general, A. Dukhnovych favored the humanization of the educational process by refusing to use the principles of authoritarian pedagogy.

The conducted research confirms that the person-oriented approach together with the principle of natural correspondence are the most important elements of the pedagogy of A. Dukhnovych, and contains all basic structural components of the theory of learning

Keywords: didactics, principles of didactics of Alexander Dukhnovych, Dukhnovych's pedagogy, person-oriented learning

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PROFESSIONAL-SYNERGETIC SCIENTIFIC-METHODIC COMPETENCY OF TEACHERS IN THE POSTGRADUATE PEDAGOGICAL EDUCATION SYSTEM

p. 23-27

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This article analyzes synergetic parameters of pedagogy as determinants of creative learning, reveals conceptual, theoretical-methodological, functional and competence bases of synergetic pedagogy formation as a new interdisciplinary field of the professional-pedagogic activity. There is determined the author definition of the notion "synergetically

oriented scientific-methodical competence of teachers” as a multi-component integral system of equivalent general (universal, key) and professional competences, realized through all learning stages during life by combining, mutually using and adding forms, methods, means and technologies, creating the methodical support of the educational process and based on it, scientific statements and argued results as a consequence of making studies in a certain field of science, solving complicated scientific-theoretical or practical problems. There are defined and concretized system qualities, abilities, readiness to form the professional-synergetic scientific-methodical competence of teachers.

There is considered in detail the importance of the professional-synergetic scientific-methodical competence of teachers, conditioned by its functions: for teachers: self-determination, self-motivation; self-reflection and creativity; self-education, self-improvement and self-development self-realization and self-regulation adaptive socialization; ego-protection; self-prophylaxis and self-rehabilitation; for a staff of postgraduate pedagogical educational institutions: treating-monitoring functions; organizational-projecting; methodical, methodological; partner-socializing; psychological-emotional; supporting-realizing; analytic-regulating.

There is concretized, that depending on content of the professional-synergetic scientific methodical competence of teachers, educators and levels of cognitive and technological operational components, main functional groups of partial competences are determined: functional-philosophical, general scientific, concrete scientific, scientific-methodical competence and their structure is determined for defining the categorical apparatus and terminological base of this study. There is summarized, that the effectiveness of forming the professional-synergetic scientific methodical competence of teachers in the system of postgraduate pedagogical education, from our point of view, depends on integration of possibilities of its realization in formal, non-formal and informal education. It is vitally important for a teacher, educator to realize continuous professional education, applying innovative forms and methods, forming a personality of students and also demonstrating such attitude to learning on own example, realizing own individual educational trajectory

Keywords: professional-synergetic scientific methodical competence of teachers, functional-philosophical, general scientific, concrete scientific, postgraduate pedagogical education

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IMPLEMENTATION OF THE PROFESSIONAL TRAINING AND EDUCATION EXPERIENCE OF THE UKRAINIAN DIASPORA GIRLS IN THE CONTENT OF THE WORK OF THE “SCHOOL OF NOBLE UKRAINIAN WOMEN”

p. 27-36

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The article describes the essence of the implementation of the experience of professional training and education of girls of the Ukrainian diaspora in the content of the activities of «School of noble Ukrainian women» in Bolekhov (Dolynsky district of Ivano-Frankivsk region, (1996–2001) and Lviv (since 2009), traces their role in the national-civic formation of the Ukrainian youth, the influence of the work of this extra-curricular educational institution on the deployment of activities of similar institutions in modern Ukraine has been found out.

It has been researched, that the school of noble Ukrainian women in Bolekhiv of Dolyna district of Ivano-Frankivsk region under the leadership of Larisa Darmokhval (the chairman of the Union of Ukrainian women of Bolekhiv) can be consid-

ered a prototype of creation of a network of schools for girls. It continued the best traditions of women's schools in Galicia in the late 19th – early 20th centuries, which in turn fully fulfilled their mission in emigration, became a strong support for the formation of education for women in the Ukrainian diaspora, opened a new page in the history of girls' education in the western region of Ukraine and inspired to create a network of similar educational establishments in other settlements of our state. Emphasis is placed on the activities of the Bolshevik members of the Union of Ukrainian Women in the field of Ukrainian girls' upbringing and the uplifting of spirituality of women of the region, which has been continued since 2009 by Lviv women, led by Rostyslav Fedak (Deputy Head of the Ukrainian Union of Ukraine and initiator of the establishment of the School in Lviv). Noble Ukrainian Schools in 2009/2010 testified that the purpose of the school was to educate a new generation of public figures, educated citizens, who would not only be able to build their family and protect it, but also were the basis for building a civil society, an independent state of law, a model of spirituality and culture. Emphasis is placed on the role in the professional formation of the girls-students of the school of prominent cultural and educational figures of Ukrainian emigration, the implementation of the European experience in their professional orientation. Continuing the best traditions of women's educational institutions of the Ukrainian Diaspora «School of noble Ukrainian women» even today opens new pages in the history of education of girls of the region, inspires work and service for the benefit of the Ukrainian state

Keywords: implementation, diaspora, education of girls, «School of noble Ukrainian women», national and civic education

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SYSTEMATIZATION OF ADULT EDUCATION CENTRES AS PROVIDERS OF NON-FORMAL LEARNING IN UKRAINE

p. 36–40

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The process of adult learning in non-formal education is an organized activity of andragogues and adults who study, according to informal educational programs, in conditions of free choice, for achievement of personal and professional educational goals, determined by adults. This process is provided by providers of non-formal educational services, including a variety of companies, organizations, institutions or individuals that provide these services to the target audience of the adult population. Adult education centers in Ukraine today are such providers that are developing rapidly.

The article is devoted to generalization and systematization of adult education centers as providers of non-formal adult education in Ukraine. Various forms and types of adult education centers operating in Ukraine are analyzed. Priority signs are defined. Adult education centers are systematized as providers of non-formal adult education in accordance with certain characteristics. The leading functions of their activity are generalized.

Based on the experience of the data center in Ukraine, the main features for systematization are determined: the level of independence; form of ownership; organizational and legal form; channels of informing the target audience about the content of activities and events; the level and direction of educational services; coverage of the target audience of the adult population. According to these features, the article presents the results of the systematization of data centers in Ukraine.

The main functions of the activities of the adult education centers are: adults provide public space for learning and social and cultural integration; provide a forum of current educational needs, focused on the priority educational needs of adults; provide complex educational services for different categories of adults, creating the educational platform of interaction between andragogues and participants and a supportive learning environment

Keywords: adult education center, providers of non-formal learning, educational services

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STUDENT-CENTERED LEARNING IN THE QUALITY MANAGEMENT PROCESS OF FUTURE TEACHER PROFESSIONAL TRAINING

p. 41-45

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The article describes the essence of the notion “student-centred learning” as a new paradigm of the education process in Ukrainian higher educational institutions. The author discovered the steps and procedures, provided by the student-centred learning to accord to the Standards and Guidelines for Quality Assurance in the European Higher Educational Area (ESG-2015). The aims of the student-centred model of education have been outlined and quantitative and qualitative tools to implement student-centred learning in modern higher educational institutions have been characterized. The article defines peculiarities of the education process organization, based on the student-centred approach. The experience of student-centred learning implementation in the system of quality management of professional training of future teachers in Ternopil Volodymyr Hnatiuk National Pedagogical University has been described. The student-centred learning in Ternopil National Pedagogical University is realized through the students’ participation in discussing and solving issues to improve the

learning process, scientific and research work, participation in activities (processes) on higher education quality assurance: the students' delegates are members of working and advisory bodies, they make proposals for the content of curricula and study programs, the students are able to choose subjects, pursue several study programs simultaneously, and participate in academic mobility programs. TNPU has developed clear procedures for the students to exercise their rights; to take into consideration the results of surveys in the process of managerial decision-making; the student involvement in cooperation with stakeholders and their social support. Alumni support and career development is available as well. The article proves that the introduction of student-centered learning provides autonomy of the student's personality, mutual respect in the student-teacher relationship, flexible learning trajectories, systematic monitoring of the quality of educational services and enhances student motivation for learning and self-reflection

Keywords: *student-centred learning, student-centred approach, management, quality, professional training, future teacher*

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