ABSTRACT&REFERENCES

LEVEL CHARACTERISTIC OF FORMATION OF DIDACTIC AND PRACTICAL ABILITIES AND SKILLS OF FUTURE SPECIAL TEACHERS TO WORK IN THE CONDITIONS OF EDUCATIONAL INCLUSIVE SPACE

p. 4-10

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The article describes the levels of formation of didactic and practical skills of future special educators to work in an inclusive educational environment. The draft higher education standard of Ukraine is characterized for the first (bachelor's) level, bachelor's degree, in the field of knowledge 01 Education, specialties 016 Special education. It is possible to optimize the process of formation of the professional readiness of special educators for work in an inclusive educational space by including new disciplines in the curriculum, using innovative monitoring and educational technologies, which will increase the interest of special educators in activities in an inclusive educational space, and the formation of skills for independent knowledge accumulation and professional use.
We have developed experimental tasks for each of the identified criteria indicators in order to ascertain the level of readiness of future correctional teachers to work in inclusive educational institutions. These are such tasks: tests (on readiness for innovative activity, purposefulness, etc.), analysis of problem situations, storytelling, discussions, reports on the scientific and practical seminar "Trends in the development of inclusive education", round table "Exchange of work experience", pedagogical games «Methodology of work in inclusion», «Who is better?», analysis of problem pedagogical situations and so on.
The analysis of the research results allowed us to conclude, that it is necessary to develop didactic knowledge and practical skills of correctional teachers to work in an inclusive educational environment. The study allowed to determine the features of the preparation of special educators for work in an inclusive educational space.
The study allowed to determine the features of the preparation of future correctional teachers for work in an inclusive educational space. Among them: insufficient motivation to work in inclusive institutions, emotional instability; the lack of systematic didactic and practical training of future correctional teachers for work in inclusive classes, the substantial limitations of the modules of academic disciplines that do not contain the bases of didactic and practical training of future correctional teachers for work in an educational inclusive space, insufficient material and technical support, etc
***Keywords**: inclusion, inclusive education, inclusive environment, competence, developing environment*

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FINANCIAL ASPECTS OF ECONOMIC COMPONENT OF FORECASTING AND DEVELOPMENT OF EDUCATION INSTITUTIONS IN UKRAINE

p. 11-15

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A literary analysis of the economic issues of the education system development has been carried out, in particular from the classics of the economic theory of the development of «human capital» to the modern concepts of development of the educational branch. The conceptual analysis of the system of improvement of budgetary and extra-budgetary financing of educational institutions in Ukraine, in particular the specifics and various mechanisms of raising funds, namely internal sources of financing – state funding (budget) and external sources of financing (non-state financing).

The analysis of theoretical and methodological aspects of financial and economic support of general secondary education institutions in Ukraine is conducted. The main indicators of budget financing of general secondary education in Ukraine in the recent period are analyzed, namely: the indicator of the volume of educational subvention, the indicator of the average annual salary of pedagogical workers, the indicator «money go after the teacher», the indicator of additional expenditures. The statistics on budget financing of certain regions of Ukraine, including wage costs, are presented.

Also considered is an indicator, which the amount of education expenditures depends on, namely the indicator of the cost of an educational service. The set of factors that directly influence the cost of an educational service are also presented, namely: external factors, whose influence does not depend on the activity of a particular educational institution and internal factors that directly affect the specifics of an educational institution. The cost of educational services is also considered, depending on the order of its calculation, which in practice is reflected in the «net cost of the educational service» and «the full cost of the educational service».

Taking into account the growing demand and supply of educational services, the article presents the main models of financing education in different countries of the world, in particular the model is oriented towards the free market, characterized by the reduction of public spending on education and development of competition, privatization of educational institutions, development of private educational institutions; the model, oriented on the public market, is characterized by partial privatization of the system of educational institutions, reduction of state funding of education and increase of individuals' investments in quality education; The anti-market model of education financing, oriented towards the alternative integrated society, is characterized by the overwhelming role of the state in solving the issues of education financing, budget financing

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PRACTICAL ASPECTS OF USING VISUAL RESOURCES IN TEACHER'S PROFESSIONAL ACTIVITIES

p. 16-19

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Today, the use of visualization in the process of studying disciplines of the school course is an undeniable educational trend, however, such an activity requires appropriate training from the teacher. The article highlights the practical issues of preparing a future teacher for the use of didactic visual aids in professional activities. The author proposed four groups of practical tasks that can be used in the process of preparing future teachers for the use and creation of didactic visual aids. The first group of tasks relates to the processing of information for a visual tool that is created, with highlighting visual anchors and metaphors; the second group involves tasks for a critical analysis of didactic visual resources; the third group provides for the design of a visual resource, using modern tools; the fourth group contains tasks of a design nature to create a set of visual aids. To support the implementation of certain tasks, the author developed a diagnostic material, namely a questionnaire that contains a number of questions with answer options for analyzing the quality and comprehensibility of visualization, which is presented to students, the necessary tasks for content analysis of didactic visual means for its possible improvement, options and directions of its diverse use, etc., a checklist has been developed for introspection and reflection on the use of a visual resource that will help the teacher determine share important points for the effective application of visualization in future activities. The developed diagnostic materials can be useful for teachers in higher education, teacher-scientists, for students in the process of advanced training, as well as students in the process of independent work
Keywords: *visualization; teacher training; didactic visual resource; profile; content analysis; checklist*

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METHODICAL BASES OF FORMATION OF STAGE-FIGURATIVE CULTURE OF THE FUTURE TEACHER OF MUSICAL ART IN THE PROCESS OF VOCAL PREPARATION

p. 20-24

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The article describes the methodological bases of formation of stage-figurative culture of future teachers of musical art in the process of vocal preparation. The state of the problem under study in pedagogical theory and practice is analyzed, the purpose, tasks, the essence of the basic forms and methods in the educational process are revealed, and their influence on the professional growth of future teachers of music art is determined.

The purpose of the article is to define and substantiate the methodological bases (content, forms and methods) of forming the stage-culture of future music teachers in the process of vocal training.

The research showed that the introduction of certain forms and methods in the educational process contributes to the deepening of methodological knowledge, optimization of the educational process, the development of interdisciplinary relationships and the qualitative preparation of future teachers. Certain forms and methods allow to systematically, consistently improve knowledge, skills (interpretive, acting, vocal), to carry out a reflective evaluation of their own stage-and-culture.

Possession of stage-figurative culture, which is a component of the professional culture of a teacher of music art, allows to carry out the worldview, aesthetic, ethical, creative development of the child on the basis of interpretation of artistic images, their vocal design and stage expression. That is why the content, forms and methods of preparation of the teacher of music art must be trans-

formed, taking into account the methodological bases of professional, in particular, vocal preparation of the future teacher-musician, who is intended to relay the cultural and cultural values in the educational and cultural environment.

Keywords: *content, methods, forms, stage-culture, future teacher of musical art, vocal training*

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Due to the release of 302 decision of the Cabinet of Ministers, the paradigm of professional medical personnel training in Ukraine has changed. The continuous professional development of doctors, which is based on self-training processes, has been introduced. The reform of the health care system and the training of medical personnel carries a major risk: the lack of a responsible person for the outcome - public health. The problem is finding ways to harmonize the existing system of health care and new approaches to medical personnel training. The purpose of this study is to identify subjects, who are responsible for ensuring the quality of education. The analysis of the constituent models of doctors' training in the USA and Europe (the model of Donald Kirkpatrick for corporate training and the taxonomy of Donald Moore for continuous professional development) is carried out. The integration of the employer and provider processes is shown. At the same time, the employer identifies the need for the formation of staff competencies to ensure the quality of medical services and places an order with the provider. The provider builds competencies and together with the employer evaluates the effectiveness of the training process. It is concluded, that it is advisable to ensure joint responsibility: the provider of educational services, the employer and the professional community. The introduction of informal education (self-education) also imposes on the physician him/herself the responsibility for: determining the need for new competencies, choosing a provider, learning outcomes. Thus, taking into account current trends in the development of the profession and the requirements that society puts forward for the profession, it is concluded, that it is necessary to create a system of professional personnel training in which the doctor, the professional community and the organizer (provider) of training would be jointly responsible for the quality

Keywords: *joint responsibility, training of medical personnel, continuous professional development, quality of training*

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ASSESSMENT OF THE DISPOSITION OF THE FUTURE PH.D TO RESEARCH AND INNOVATION ACTIVITY: CRITERIA, INDICATORS, LEVELS

p. 29-33

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The relevance of the research is the need to enhance the research and innovation training effectiveness of future PhD students, who are able to compete in the international scientific environment. A mechanism for assessing the disposition of future doctors of philosophy to research and innovation is presented in this article, using a criterion-level approach. The disposition is represented by a set of motivational and goal-oriented, personally-creative, content-active and reflective-perspective components. The motivational, creative, cognitive, activity and reflexive disposition criteria are defined. These criteria are measured through the system of proposed indicators. Low (adaptation), medium (search) and high (creative) levels of disposition for research and innovation activity are defined. The component characteristic of the levels of disposition is presented, which is a prerequisite for the construction of a conceptual model of research and innovation training of graduate students. It is proved, that the general level of disposition of future doctors of philosophy to research and innovation activity is determined mainly by its productivity. Low-level graduate students will have only those results of research and innovation activity that are stipulated by the formal requirements, i.e. abstracts at national and international conferences and articles in the state language in professional editions of Ukraine. The medium level is characterized by the fact that a graduate student: has publications in foreign editions; finds ways of their practical application, which is confirmed by existing patents; competes for additional funding, so prepares applications and participates in grants, scholarship awards. Finally, a high level of disposition describes a graduate student, who has publications in Scopus and Web of Science international science databases and/or real experience in attracting external funding to implement his/her own projects (grant, award, scholarship, contract, license sold). The criteria, indicators and levels, identified in the article, provide an opportunity to diagnose the disposition of future doctors of philosophy to research and innovation activity in the process of their preparation, as well as to identify those components of that disposition that are not formed enough
***Keywords:** doctors of philosophy; disposition for research and innovation activity; postgraduate; criterion-level approach*

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PROJECT METHOD IN DEVELOPING COMPETENCE IN ENGLISH WRITING OF FUTURE TEACHERS` OF ENGLISH: THEORETICAL BACKGROUND AND PRACTICAL PRINCIPLES

p. 34-38

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Having analyzed the research of foreign and domestic scientists who are dedicated to developing communicative competence in English writing, we have come to the conclusion that this kind of writing is often neglected in English language courses in higher education and teaching it frequently lacks efficiency and intensity due to the lack of elaborated teaching and learning technologies. The research, submitted for consideration, was an attempt to create an efficient and intensive technology for the needs of teaching English to future specialists in that language at Ukrainian higher educational institutions using project technology. Such technology is intended to be based on observing a whole range of specially developed methodological principles for developing the communicative competence in English writing of future teachers of English on the basis of project technologies. The research completed demonstrates that introduction of project technologies into teaching English writing at linguistic higher educational institutions, beginning with the second year of the student's English studies, should be based on three main methodological principles and ten subordinated ones that will provide organizational background, independence of implementation of students` project work and optimization of teaching English writing
Keywords*: linguistic higher educational institution, teaching English writing, project technologies, project work, methodological principles*

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ONTOLOGICAL PRINCIPLES OF FORMALIZATION OF INFORMATION SOURCES IN E-EDUCATIONAL ENVIRONMENTS

p. 39-45

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The article deals with the knowledge-oriented approach in the formation of open e-learning environments, based on the concepts of ontology and transdisciplinarity. It emphasizes the need to search for new cognitive paradigms that would include classifications of knowledge, concepts, entities of scientific categories in the educational environment, especially in the open, computer-oriented one. It is noted, that one of the promising directions of further improvement of electronic learning systems is the development of methodological and logical bases for the design of educational systems on the basis of computer ontologies, on the basis of which the user is provided with a holistic, systematic review of a certain subject area - conceptualization of a certain branch of knowledge, which is provided through identifying the underlying objects and the relationships between them. It is determined, that the ontological approach provides the effective design of components of any knowledge-oriented information system. In this process, computer ontology acts as a valid mechanism for creating an open educational system that reflects a certain theory, presented as a set of terms, links, related descriptions and formal axioms, which facilitates the interpretation and sharing of these terms.

The technology of the TODAOS software complex, which is intended for the construction of educational local and network (distributed) systems, based on ontologies and context-semantic analysis (from the local ontologically-managed system of providing the educational process to the system of integrated multifactor analysis of educational information resources through the decision-making system and management of the process of knowledge formation) to ensure the interaction of all users of online information and educational environments. The ontological approach in filling the adaptive educational services of e-educational environments reflects the conceptual system of a certain disciplinary theory, and the methodological support of the educational-cognitive process consists in the assimilation of the conceptual system, axiomatics, rules, syntactic and morphological foundations of this theory

Keywords: *e-environment, knowledge classification, computer ontology, ontology graph, transdisciplinary information resources*

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