

ABSTRACT&REFERENCES

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USE OF VIRTUAL REALITY AND DIGITAL TECHNOLOGIES FOR STUDYING FOLKLORE IN UKRAINE'S EDUCATIONAL INSTITUTIONS

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This article describes the phenomenon of using virtual reality for educational purposes using the synergy of folkloristics and digital technologies as an example. It is not difficult to agree with the opinion that virtual reality today is an ideal learning environment. The concept of using virtual reality technologies for education and science is fully implemented in the virtual reality software and hardware complex for education – VE 3D ieCenter. With the help of this hardware complex, it becomes possible to use virtual reality for studying folklore by pupils or students. The expediency of using the 3D Internet as a means of increasing the interactivity of the educational process is argued. The desire to break beyond the two-dimensional presentation of information has led to the creation of dynamic virtual technologies. Today, new perspectives in the form of 3D information on the Internet are available for teachers in educational and information technologies. Using virtual and augmented reality technologies, students of secondary and higher educational institutions will be able to interact with objects in virtual space or participate in important historical events. Virtual and augmented reality technologies should be applied in the field of education, primarily because the educational system must adapt to complicating processes, models, and theories and students need to operate with a lot of information and new ways of presenting it

As an example of the use of virtual reality during practical classes on the study of folklore, the article described the structure of an interactive quest and a seminar

Keywords: interaction, synergy, virtual reality, 3D Internet, interactive quest, folklore, animalistic tale

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INNOVATIVE METHODOLOGICAL MODEL OF INSTRUMENTAL PREPARATION OF FUTURE TEACHERS OF MUSICAL ART IN THE ASPECT OF DEVELOPMENT OF THEIR PERFORMING INDEPENDENCE

p. 8-12

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The development of performing independence of future teachers of musical art as non-innate but acquired integral property of a personality is considered, which contributes to a high level of reproducing the necessary information, based on the creative embodiment of the original interpretational model of musical works into the process of instrumental activity. The developed methodological bases of its four-phase development are offered.

The first phase is characterized by the direction of students' efforts to establish the internal organization of the motives and impulses of the will to realize incentive actions for obtaining objective information about the real assessment of the stage-interpretative complexity of musical works in the course of familiarization with the general features of their textual and performing components.

The second phase involves activating the aspirations of students to give priority to procedural motivation, which contributes to the maximum depth in the process of awareness of musical information, the integration and automation of play movements in order to concretize the features of the interpretation model of musical works.

In the third phase, priority is given to encouraging students to maintain the attractiveness of the installations during their rehearsal realization, and in the fourth – their orientation to consolidate the achieved executive autonomy by emotionality of the conditions of stage activity.

The introduction of an appropriate innovative methodological model in the system of instrumental training of future

teachers of music arts, will help to resolve the issues of optimization of vocational training directions, stimulating self-employment, which undoubtedly influences the formation of demotivating indicators for reducing labor migration from Ukraine

Keywords: performing independence, innovative methodical model, instrumental training, music art teachers

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METHODS OF FORMING LEADERSHIP LIFE OF YOUNG PEOPLE AS A PREREQUISITE FOR CONTINUOUS EDUCATION-

p. 13-16

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In this article the author examines a possibility of motivation of the personality of a young human to continuous education through forming and development of leader qualities. Leader positions of young people are instrumental in bringing a human in the permanent update of knowledges and processing

of a large array of information, in fact leadership, as well as professional skills needs permanent self-development for constancy in firmness of the position and dynamics in the practical application of the noted quality. We examine the leading mechanism of acquisition of leader qualities as a pre-condition of continuity of education of young people through the glass of psychological and pedagogical active, creative methods, each of which provides the proper stage of development of high-quality leadership.

The author accents attention on continuous education as on the method of maintainance, development of national cultures and also values, common to all mankind. Many problems, appeared in Ukraine, are a result of impudence and indifference of habitants. And unfortunately, today there is a considerable part of young people, indifferent to the events which take place, including through ignorance, without a regard to large possibilities of modern technologies.

Such leading methods as: training, creation of hubs, application of workshops, methods «Six hat», «World cafe», «Hamburger», and also: e-learning, m-learning, u-learning, change of workings areas, inverted class, autonomous group are examined; the necessity of creation of youth schools of the innovative character as «Youth schools of social activity» is grounded

Except for it, the author accents attention on the importance of creation of the modern public space (platforms) for increasing the general level of educational and social activity of habitants of the correspondent region, on which innovative technologies of social formation and development of an active position of young people are directed in accordance with the European standards through the use and addition of the human capital.

In the article there are examined values of forming and development of talents of leadership in a rural locality in particular, taking into account the local features of development of a region, categories of children, their interests and absence or presence of resources for self-realization of our children. A complexity and systematic character of co-operation of such mechanisms allows to get a practical result and provide a high-quality pre-condition to the motivational process of continuous formation of a personality as a basis of safety direction of the country.

In the context of continuity of the educational process, the labor potential realization increases, the likelihood of gaining new luck in the professional experience and advanced training increases, that in its turn reduce migration processes. And the author offers the continuity of education through the formation and development of leadership

Keywords: continuing education, country security, leadership qualities, human capital, self-motivation, self-development

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**INFORMAL EDUCATION OF SPECIALISTS
WORKING WITH AT-RISK TEENAGERS AT THE
FACILITY OF THE “COMPASS” DAY CENTER OF
THE KHARKIV CHARITY FOUNDATION “BLAGO”**

p. 17-23

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This article reveals the problem of continuous training of specialists for work with children at risk, a growing number of which in Ukraine is caused, in particular, by the increase in social risks, caused by the socio-economic instability, un-

controlled population movements in the absence of effective mechanisms for regulation of migration processes in the interests of national development, a high level of external labor migration of the adult population, reduced educational potential of the family and other social institutions; publishes, develops, and implements at the facility of the day center “Compass” Kharkiv Charitable Foundation “Blago” the system of organizational-methodical and resource support for the training of specialists to provide quality and timely services to adolescent drug users.

This article aims to show the effectiveness of the use of modern forms of training specialists in juvenile probation, juvenile prevention, school police officers, teachers and specialists of social-pedagogical service of educational institutions on the example of preparation of specialists to work with at-risk adolescents at the day center “Compass” Kharkiv Charitable Foundation “Blago”. Regarding professional development, the team of authors does not have in mind the legal term, but the general increase of the level of knowledge and skills in working with adolescents at risk by professionals, engaged in educational, preventive activities or carrying out social support of adolescents in difficult life circumstances. The creation of such a flexible and sustainable lifelong education, providing advanced training not only to specialists, but also to adolescents and not fully engaged employment groups (unemployed, elderly, students), prepares them for the development and implementation of new social and educational projects, aimed at training juveniles to life in the context of globalization and increasing migration, providing them with samples of the peaceful, orderly behavior, safe for the society.

The proposed study can address issues, reduce the effects of labor migration of Ukraine’s population in the aspect of reducing the level of social orphanhood, compensation of the pedagogical influence, lacked by children at risk, left without proper parental supervision, it is often the result of the distribution of the phenomenon of labor migration. The development of theoretical aspects of this form of enhancing the pedagogical potential of specialists will facilitate the empowerment of law enforcement and social professionals, probation services, social and psychological services of educational institutions to develop adolescent skills of safe behavior to maintain their sexual and reproductive health. In the future, this will influence the formation of a motivation for adolescents to further their professional development, their self-realization in Ukraine and, as a consequence, the state of the national labor market, while preserving the potential of skilled workers

Keywords: professional development, resource center, adolescents, prevention, risky behavior, harm reduction

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GENDER OPEN UNIVERSITY AS A PLATFORM FOR CONTINUOUS GENDER EDUCATION: EXPERIENCE IN THE DEVELOPMENT OF INNOVATIVE EDUCATIONAL PRACTICES IN UKRAINE

p. 24-30

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In the article the relevance and necessity of overcoming gender stereotypes, regarding the distribution types of labor and areas of work, the development of effective mechanisms for promoting female leadership and non-discriminatory practices in choosing human development strategies within the labor sphere in Ukraine are substantiated in the context of searching the ways to reduce the negative consequences of labor migration in Ukraine. The system of non-formal adult education plays an extremely important role in introducing the concept of general gender education into life, as a focused process of developing a person throughout life through the implementation of educational programs and services, and educational and informational activities within and outside higher education. The problem of creating the innovative structure of non-formal adult education, reducing the negative impact of gender stereotypes in the labor sphere, attracting to a competitive activity in various public spheres those segments of the population that have traditionally been the object of labor discrimination and deprivation (women, persons with disabilities, elderly people, migrants, etc.) is becoming relevant in Ukraine.

To overcome the gender discrimination and ensure the process of continuous gender education of the population, an innovative partnership project “Gender Open University” was introduced for the first time in Ukraine. Its goal was to overcome the consequences of gender discrimination in the social and labor sphere, to prevent the spread of gender stereotypes and discriminatory practices in the field of social protection and labor relations through continuous gender education of social specialists and the general public.

The project is designed for a long-term result - the creation and systematic functioning of an innovative educational structure to increase the level of gender literacy and culture of social workers as a factor in preventing the leakage of labor resources, mitigating the effects of labor migration through the involvement of new traditionally deprived social groups in labor activity

Keywords: *gender discrimination, labor migration, non-formal adult education, Gender Open University*

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CAREER CENTERS IN THE SYSTEM OF VOCATIONAL EDUCATION: PROBLEMS OF FUNCTIONING AND WAYS OF THEIR SOLUTION

p. 31-35

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There is noted in the article, that at the modern stage of civilization development, complicated by processes of digitalization and technologization of society, human self-realization as a person, professional, competitive specialist is possible only at the expense of constant improvement of professionally important qualities, widening of professional knowledge, development of correspondent abilities and skills (depending on specificity of a profession, requirements to the professional activity, peculiarities of actions that is concrete labor circumstances). In this connection a special importance is inherent to centers of vocational career, created at bases of vocational and higher educational institutions, which activity is oriented mainly on forming adequate understandings about conditions and prospects of own career at the modern labor market in future specialists. All the aforesaid conditioned a necessity to conduct a special study. That is why the special attention in the publication is paid to the elucidation of information-analytic information, obtained as a result of studying the real condition of the activity of consulting centers, created at bases of vocational (vocational-technical) educational institutions. There are revealed positive sides and controversial moments of the activity of such structural subdivisions at educational institutions. There are analyzed actual functions of vocational career consulting centers at educational institutions: evaluative-diagnostic, integrative-coordinating, informative-stimulating, learning-communicative and regulative, socialization-consulting. The integral realization of these functions provides resolution of controversies of career consulting of the studying youth, namely mismatch between: ideal understanding and real profile of a concrete profession or specialty, subjective comprehension

and ignoring of career orientations by the youth and also allow students to correct their self-appreciation of individual-personal qualities. There are offered constructive ways of solving problems, appearing in the functioning process of vocational career consulting centers at vocational educational institutions

Keywords: vocational career; vocational growth, vocational career consulting centers, vocational education

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ENTREPRENEURIAL COMPETENCE IN THE FIELD OF PHYSICAL CULTURE AND SPORTS: CONTENT AND ESSENTIAL FEATURES

p. 36-40

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The article analyzes scientific approaches of researchers to determination of key notions “entrepreneurship”, “entrepreneurial activity”, “entrepreneurial skill”, “entrepreneurial competence” and tries to specify them, taking into account specific features of the field of physical culture and sport. It is stated, that the level of vocational fitness of future specialists in physical culture is provided by joint presence of comprehensive and special knowledge, abilities, skills, sports and life experience, ability to risk, to overcome difficulties, to find decisions at solving problems, appearing at work of certain complexity in the correspondent specialty. The analysis of educational standards, educational-professional programs and learning-methodical disciplines of the professional training of future specialists in the field of physical culture and sport testifies to insufficient effectiveness of the learning-methodical support of the formation of needed key features of XXI century, particularly the entrepreneurial competence development. Entrepreneurship in the field of physical culture and sport, according to the results of the analysis of scientific sources, is presented by the author, from one side, in the social aspect, as a concrete life sphere of society, that covers physical-sanitary, learning-training, competitive and other activity types, from another side – the activity that support them (financing, law, management, development of the material-technical base, communication, research work, training and re-training of staff). From the economic point of view – as a field of non-production sphere, kind of socially helpful work, directed on giving a special type of services. Thus, a question about training specialists in the field of sport for this type of activity is actualized. Their success directly depends on the entrepreneurial competence development level. So, a conclusion is made that the entrepreneurial competence and entrepreneurial skill of specialists in the field of physical culture and sport provides their success; act as an ability to realize acquired knowledge, abilities and skills, accumulation of the experience in the professional and entrepreneurial activity; an ability to choose means and methods of the entrepreneurial activity, adequate to circumstances of place and time

Keywords: entrepreneurship, entrepreneurial activity, entrepreneurial skill, entrepreneurial competence, field of physical culture and sport

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EDUCATIONAL STAGE OF THE FORMATION OF THE YOUTH SOCIAL ACTIVITY SYSTEM IN CIVIL SOCIETY INSTITUTES

p. 41-47

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The article describes the content of the educational stage of the system of formation of social activity of youth in civil society institutions. This stage involved the formation of basic ideas of young people about the structure, content, directions, projects of civil society institutions; mastering of knowledge and acquisition of planning skills, organization of activity of civil society institutions; systematization of knowledge about the role of youth in the development of civil society, models of youth participation in public life. Among the main projects and invents, implemented within this stage, the following are presented in the article: regional stages of the International Program "Student Republic" on "Positive scenarios for the modernization of the Donetsk region: the role of communities and youth" and "Education – a key focus of the new industrialization of the Donetsk region" (students discussed important issues in the region and worked out their own solutions); regional event "The best students of Donetsk region" (students with academic, social, social and sporting degrees in higher education institutions are recognized); project "Civic Education of Youth in Ukraine" (conducting a series of educational events for young people on the means of realization of civic youth activity, skills of project activity, interaction with the authorities during public activity, the participants of which had the opportunity to participate in the competition of projects for receiving mini-grants); project "Workshop for Active Youth: East and West Together" (thematic trainings, workshops on topical issues: e-governance, decentralization, youth participation in decision-making processes, opportunities for youth, project management etc.). The study also presents a series of trainings and debates, conducted with the youth of eastern Ukraine to formation their social activity

Keywords: social activity, youth, institute of civil society, project, education, stage, system

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DEVELOPMENT OF THE POSTGRADUATE PEDAGOGICAL EDUCATION OF BUKOVINA OF THE FIRST HALF OF THE XX CENTURY

p. 48-53

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The need for professional staff in the territory of Bukovina appeared immediately at the time of the formation of the system of physical education of students in the mid-nineteenth century. In the content of the «Organizational of High Schools and Real Schools in the Austro-Hungarian Empire», the law of May 14, 1869 declared the official recognition of «physical exercises» as a compulsory subject of teaching. In addition, the decree of the Minister of Religion and Education on the requirements for the procedure for admission of state exams to candidates for the post of teacher of gymnastics (1870) played an important role in the staffing of the system of physical education of Bukovina.

It was the lack of professional staff that made public activists to organize various forms of training of gymnastics teachers, general physical training instructors. «Gymnastics-fire» courses, in which popularization the Bukovina press actively participated, were systematically held in the capital of the region. At the request of the system of physical education of

all segments of the population of Bukovina in the region, a procedure for training and advanced training of specialists in this field was established. But to combine all forms of advanced training into a single state system, to create an institution that meets the requirements of time, pedagogical provisions became possible only in 40's of the twentieth century. The period of 1938–1939 was the stage of the formation of a system of methodical work with the managerial and pedagogical staff of education of the USSR. The main components of this became: school, shrub methodical associations, pedagogical offices at district departments of public education, institutes of teacher improvement at regional departments of public education.

The Institute consisted of nine teaching and training offices, including: pedagogy, elementary classes, Ukrainian and Russian language and literature, foreign languages, history and geography, mathematics and physics, biology and chemistry, physical education, extracurricular education

Keywords: Bukovina, courses, subjects, students, specialists, physical education, forms of work

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PRACTICAL ASPECTS OF USING THE MODEL OF THE COMPETITIVENESS DEVELOPMENT MANAGEMENT SYSTEM

p. 54-60

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The practical aspect of using the model of management system of development of competitiveness of a general secondary education institution is considered in the article. The prospects of using pedagogical qualimetry as a structural element of managing the competitiveness of an institution of general secondary education are analyzed, the main directions of the use of pedagogical qualimetry and ensuring its competitiveness in the internal and external markets of education, research of the state and tendencies of development of the educational process through the factor submodel are analyzed. The stages of the pedagogical experiment are analyzed. The explanation for the researcher at the ascertaining, forming and control stages of the experiment is given.

Management objects are identified: educational process; marketing; financial and economic activities; innovativeness of management system and educational technologies; organizational and corporate culture; strategic and managerial component; logistical and technological support of the educational process; staff competitiveness, which need to be directed by management actions in order to ensure a high

level of competitiveness of a general secondary education institution. It is noted, that certain management units in their totality are a certain integrated quality of competitiveness of a general secondary education institution.

Criteria for the controls of objects are developed. In determining the weight of these criteria, the method of expert determination of the weights is applied. In order to calculate the coefficient of competitiveness of a General Secondary Education Institution, a survey was conducted among experts and a weighted average of each expert group was rounded to one.

The characteristics of four levels (high, sufficient, middle and low) of competitiveness of an institution of general secondary education are formed on the basis of the factor-criterion model, as well as by means of combination of quantitative and descriptive approaches

Keywords: management of competitive development of GSEI, factor-criterion submodel, object of management, management criteria

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TEACHERS' READINESS TO CREATE THE INCLUSIVE AND COMPUTER-ORIENTATED ENVIRONMENT AT PRIMARY SCHOOL

p. 61-68

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The article deals with peculiarities of training specialists to create the inclusive and computer-oriented educational environment. A number of structural components that take a crucial system-forming role are highlighted in the article, namely a system of basic and professional future teachers' values in inclusive education, practical potential, resource support for correctional and development activities and professional skills in the field of information and communication technologies and willingness to participate in e-education.

Research methods: *psychological and pedagogical experiment, providing the qualitative and quantitative analysis of results, observations, questionnaires, interviews, modeling method and mathematical statistics.*

The aim of the research work *is to substantiate the structure and content of the inclusive and computer-orientated educational environment that will identify priority areas and*

activities in educational establishments and trace the range of professional competencies as a basis for working out a special course on syllabus.

The research work was carried out. It dealt with process of training future teachers to use electronic educational resources in the inclusive environment (to work in a team, implementing a comprehensive approach to educate a child with special educational needs, as well as to carry out diagnostic-advisory and pedagogical support). All mentioned above involved the students in studying the educational discipline.

Research findings on training future teachers to work in the inclusive educational and computer-orientated environment indicate that the competencies that are formed are rather satisfying, but there are certain aspects that teachers need to focus on, these are information and communication technology opportunities, they can use at work

Keywords: *educational environment, inclusive and computer-orientated environment, information and communication technology, psycho and pedagogical needs*

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