

ABSTRACT&REFERENCES

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PRACTICES AND CHALLENGES OF CONTINUOUS ASSESSMENT IN COLLEGES OF TEACHERS' EDUCATION IN THE WEST OROMIA REGION, ETHIOPIA

p. 4-15

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The main purpose of this study was to investigate the practices and challenges of continuous assessment in colleges of teachers' education in the western Oromia region. For this study, the researchers selected three colleges teachers' education, purposely based on job experience. The researchers selected Nekemte, Dembi Dollo and Shambo colleges teachers' education from well, medium, lower experienced respectively. Descriptive survey design involving both qualitative and quantitative approaches was employed. 134 student-teachers and 178 college teachers were selected and participated in the study. The quantitative data was collected through the questionnaire and observation checklist and analyzed using frequency and percentage, whereas, the qualitative data interview and document analysis were analyzed using narrative form and interpretative way. The finding of the study revealed that the extent of practicing continuous assessment in class is low. The study also showed that teachers have positive perception toward continuous assessment and they accepted continuous assessment as important to improve the achievement of learners. The finding disclosed that a large class size, shortage of time, teachers' work load, low interest of students, large instructional content, and lack of commitment among teachers as the major factors are hindering the practice of continuous assessment in colleges of teachers' education. The researchers recommend that educational authorities and stockholders should make effort to a manageable number of students' per class, College administrators should allow teachers to cover the minimum workload than over loading above the standard, set for college of teachers' education

Keywords: Continuous Assessment, College Students, College Teachers' Education, Evaluation, Standardized testing

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METHODOLOGICAL DEVELOPMENT OF EDUCATOR'S INFORMATION AND COMMUNICATION MOBILITY AS ADAPTIVE ABILITY OF EDUCATIONAL AND DEVELOPING E-ENVIRONMENT SELF-ORGANIZATION

p. 16-21

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The phenomenon of globalization and the active use of the capabilities of information and communication technologies affect the social atmosphere and the economic situation in society. The aim of the study is to determine the adaptability of a teacher to modern challenges in the context of improving the human potential, the innovativeness of the educational environment and the process of work.

The actualization of the self-development value of a person is caused by the emergence of new forms of learning, advanced training and ways of modern communication. There is a public need for educators with a high level of information and communication mobility, able to provide a quality learning process in an educational setting.

The article describes the approaches to the organization of teacher development in the educational environment with the use of information and communication technologies. Methodical approaches to the development of teacher mobility as an adaptive capacity are indicated. Information and communication mobility is defined as the adaptive capacity of educational and development e-environment self-organization, its structure and levels. The methodology of teacher's information and communication mobility development, tasks

that are realized in the educational e-environment of postgraduate education are characterized.

To carry out the experimental work the author's program of development of the teacher's adaptive ability was developed, which envisages preparatory, activity, creative stages of realization.

The educational and methodological support for the implementation of the author's methodology for the development of the teacher's ICM provides the developed electronic educational and development environment.

The educational e-environment envisages increased opportunities for the individual's activity, development of new ways of interaction with the environment, represented by life events, focus on ensuring access of adults to the flow of knowledge, focus on instrumental equipment and expanding their own educational space as a component of continuous education.

The integrated use of theoretical and empirical methods (testing, conversation, observation, interviewing, self-assessment, self-evaluation) allowed us to find out the initial level of information and communication mobility of a teacher; to determine the impact of the educational environment of postgraduate education and the development of teacher's adaptive ability.

The research allowed to determine the features of educational environment design: continuity, multilevel, developmental character of learning, openness, in which such educational values of lifelong adult education, such as self-organization, self-development, self-education, self-control, are actualized.

Prospects for the study of the problem are associated with the development of conditions for the development of information and communication mobility in the electronic environment of inclusive education

Keywords: information and communication mobility, educational e-environment, adaptive ability, design of educational environment, andragogical education

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THE CONTENT OF PRIMARY SCHOOL TEACHERS' TRAINING IN THE CONTEXT OF PROVIDING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO THE INCLUSIVE EDUCATIONAL ENVIRONMENT

p. 22-29

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The features of preparing future primary school teachers to work with a computer as a means of managing information as well as one on global computer networks, and mastering digital competencies to design and apply informational technologies that underpin electronic educational resources are analyzed in the article.

The basic directions of improvement of preparation of future primary school teachers for the usage of informational and communicational technologies in professional activity in the conditions of inclusive educational environment are considered and substantiated.

The purpose of the article is analysis of the status and substantiation of the directions of preparation of future teachers, regarding the peculiarities and possibilities of using informational and communicational technologies in the inclusive primary school educational environment.

At the same time, the peculiarities of the functioning of the informational-educational inclusive environment, which pro-

vides informational interaction between users (educators, specialists, parents, students, etc.) are characterized.

The program of the educational discipline «Informational technologies in inclusive education of children with complications of processes of development and socialization» is offered.

It is proved, that the offered methodical principles and directions of improvement of the content of preparation of future teachers for the usage of informational technologies in professional activity in the conditions of inclusive educational environment provide for certain practically oriented organization of work. Implementation of a training program, within a specially organized course is focused on improving the knowledge and skills in the usage of these technologies in professional activities in an inclusive environment. Therefore, a teacher in the information society as a skilled specialist of intellectual work, with a high level of education, becomes the main resource for improving its quality, which will contribute to the formation of demotivation indicators among participants in the educational process of labor migration

Keywords: informatization, inclusive educational environment, electronic educational resources, competence, preparation of future teachers

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ANTI-DISCRIMINATION EDUCATIONAL PROGRAM AGAINST LABOR MIGRATION: CASE OF RURAL SCHOOL

p. 30-37

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The article outlines the reasons for the labor migration of the rural able-bodied population to the urban zone and its consequences, both personally for people and for the village and the community. The link between migration and schooling is analyzed. Creating a non-discriminatory school environment has been studied as one of the ways of preventing migration. The role of the modern educator, who is a continuous learner, in particular in the process of creating a non-discriminatory space of the educational establishment as an equal-opportunity space, is determined by the example of the Ohijivka Educational Complex. The activity of the Anti-discrimination Center of the Ohijivka Educational Complex has been studied to determine

specific directions and ways of providing information and methodological and practical support for conducting an anti-discrimination examination of school textbooks, gender analysis of lessons, replacing the visual space by the gender-sensitive one, conducting lessons without transitions, teaching and transacting gender audit of an educational institution.

The article describes how participating in the pilot-level work at the regional level “Scientific and methodological foundations of implementing gender approaches in the system of educational institutions work for in 2014–2018” contributed to the disclosure of the creative potential of participants, the development of their critical thinking, reflective abilities and readiness for new ideas. After all, both teachers and students have learned from their positive experience that lifelong learning enhances the competitiveness of both individuals and the educational institution as a whole, and shapes democratic values. It was shown, that the next step of the institution’s effective activity was creating an environmental project “Collect Separate Garbage – Make a Happy Life,” which spread to the entire community. Thus, due to the inspiration and trend-oriented work of the school staff, the local population’s consciousness that understands that it is much more comfortable to live in an anti-discriminatory and ecologically friendly environment has been changing. The indicators of the number of the able-bodied rural population in recent years are also analyzed

Keywords: labor migration, rural school, non-discriminatory educational environment, lifelong learning

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WORKSHOP AS A METHOD OF TRAINING FUTURE EXPERTS IN TECHNOGENIC AND ENVIRONMENTAL SAFETY

p. 38-41

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The article contains the results of the research in the field of application of the workshop in training future technogenic and environmental safety specialists. The urgency of the method in the context of training competent and competitive specialists in the Ukrainian labor market has been proved. As a result of the research, the main components of the workshop have been identified and characterized as a method of practice oriented training of specialists. It has been determined, that the process of creating a workshop on the topic “Emergency Monitoring” should consist of three subsystems: preparatory and target, organizational and methodical, analytical and predictive. Its main methodological components have been presented.

We have developed the workshop on “Emergency Monitoring” for future specialists in specialty 183 “Environmental Technologies”. The purpose is to create an emergency monitoring system on the example of a certain object and to develop possible scenarios for preventing and eliminating the consequences of an accident. It has been proved, that the workshop method will provide students with the opportunity to apply the previously acquired knowledge and skills in environmental monitoring and environmental safety. In addition, this method will provide students with the analysis of possible emergency scenarios in a particular region. It will help to create a system of crisis monitoring of the environmental components as well as to develop practical guidelines for an accident response and prevention. It has been determined, that during the workshop, the invited stakeholders have the opportunity to find employees. It has been proved, that training technogenic and ecological safety experts, using the workshop, ensures training of competent and competitive specialists, ready to work for specific domestic employers, whose cases have been worked upon during the classes. In future it will stop the outflow of specialists from Ukraine

Keywords: workshop, innovative teaching methods, educational process, technogenic and environmental safety specialists

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INTERACTIVE METHODS OF SOCIAL AND PEDAGOGICAL WORK AND THE EFFICIENCY OF THEIR USE IN THE COMMUNITY SERVICE CENTERS FOR FAMILIES, CHILDREN AND YOUTH ACTIVITY

p. 42-46

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In the modern society, the children's upbringing and development is considered to replace traditional "cumulative" education with "problem-defining" training, as under such conditions, pupils are engaged in real life problems, being able to independently analyse and solve life issues and not only get theoretical information from a teacher. From the point of social work as a science, such practice is a great prospect for the younger generation future life, as it forms the autonomy and adequate self-actualization of an individual in the society from the school years.

Acting on their own, applying their knowledge and skills in practice, pupils obtain some social experience, the motivation to plan their lives and an understanding of responsibility for personal well-being appear. In the process of an interactive learning, pupils and teacher are in the mode of conversation, dialogue with each other, and they are equal. Such an interaction implies the one participant dominance in the educational process over another, one point over another.

In the context of problem-based education, learning will be more successful if students formulate the tasks independently and, based on their own life experience, fulfil them. Interactive methods create comfortable conditions for learning, each participant is able to believe in his/her own strength, make own individual contribution to the common cause and develop own abilities. There is an opportunity to exchange knowledge, ideas, and activity ways. Due to the effectiveness of problem-solving education, the skills of cooperation and interaction, a sense of teamwork and self-confidence are formed

Keywords: *methods of interactive learning, brainstorming, training, role play, educational process participant*

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CRITERIA, INDICATORS AND LEVELS OF THE READINESS OF TEACHERS OF NATURAL SPECIALTIES TO DEVELOP THE ENTREPRENEURSHIP COMPETENCE OF HIGH SCHOOL STUDENTS

p. 47-51

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The article determines the relevance of forming the readiness of teachers of natural specialties to develop entrepreneurial competence in the system of postgraduate pedagogical education, which ensures the improvement of education and vocational training of teachers by deepening, expanding and updating their professional knowledge, abilities and skills in accordance with current needs and education. Theoretical views of scientists to the definition of key concepts: "entrepreneurial competence", "readiness", "criteria", "indicators", "levels of readiness" are analyzed. By combining problem-oriented, system-generalizing methods and method of system-structural analysis of scientific literature, the author has achieved the goal and the criteria for determining the readiness of teachers of natural specialties for the development of the entrepreneurial competence of high school students, formed in the system of postgraduate pedagogical, technological, educational, personality-emotional, behavioral ones. Within the selected criteria, appropriate indicators are defined, which characterize them and the methods and means of diagnosis are defined for each criterion: conversation, observation, questioning,

analysis, report, self-report, expert evaluation and introspection. The developed system of criteria and indicators makes it possible to determine the levels of readiness of teachers of natural specialties for the development of the entrepreneurial competence of high school students: low (reproductive), medium (reproductive-reconstructive), sufficient (reconstructive) and high (creative).

The analyzed criteria, indicators and levels will allow to determine the realities and to predict the dynamics of forming the readiness of teachers of natural specialties to develop the entrepreneurial competence of high school students in the system of postgraduate pedagogical education

Keywords: postgraduate pedagogical education, readiness, criteria, indicators, levels of readiness, entrepreneurial competence

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DISCUSSION QUESTIONS ABOUT THE ROLE OF A LECTURE IN THE PROCESS OF TEACHING THE DISCIPLINE «PROPAEDEUTICS OF PEDIATRICS» IN THE CONTEXT OF MODERN MEDICAL EDUCATION

p. 52-57

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An important task of the modern high school of Ukraine is the comprehensive improvement of the educational process, based on the best achievements of the world and national didactics. A lecture always took the leading place among the large list of forms and methods of study in higher education. However, in the context of higher education reform, the issue of the relevance of a lecture as an integral part of the educational process is being actively discussed. The purpose of the study was to determine the importance and role of a lecture in the teaching of the discipline “Propaedeutics of pediatrics” in modern medical education. 593 students of the third year of study at the Dnipropetrovsk Medical Academy were anonymously questioned, among them: 377 respondents - domestic students, 170 – foreign English-speaking students and 46 - foreign Russian-speaking students. The results show that for most domestic and foreign third-year students, lectures are a compulsory form of study, and lectures on “Propae-deutics of pediatrics” are quite informative and necessary. In addition, the students highly appreciated the work of the teaching staff on the development of lectures and the level of presentation of the lecture material at the Department of Propaedeutics of Pediatric Diseases. The most frequent suggestions of both domestic and foreign students to improve the effectiveness of lectures were: to increase the number of lectures and educational information in them; cite more clinical examples from the practitioner’s own experience; increase the number of videos during the class. Therefore, a lecture in the modern conditions of national higher medical education should remain the leading and necessary form of organization of the educational process. Teachers need to take into account the individual charac-

teristics and needs of students to improve the effectiveness of the lecture material

Keywords: *lecture, anonymous questionnaire, students, medical education, educational process, propaedeutics of pediatrics*

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THE EXPERIMENTAL TESTING OF BLENDED LEARNING METHODS OF ORAL JAPANESE LANGUAGE TEACHING AIMED AT FUTURE PHILOLOGISTS

p. 58-61

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The study describes the characteristics of the experimental introduction of the methods of blended Japanese oral language teaching for future philologists, as well as the adequacy of the experimental method, aimed at testing the hypothesis of the study. It dwells upon the peculiarities of methodical experiment organization, which was aimed at finding out how effective can be four basic models of blended learning which were selected for teaching oral Japanese: “Face-to-Face Driver”, which was used to teach students of the first year of study, “Activities Rotation Model” for second-year students, “Working Space Rotation Model” which targeted third-year future philologists, and “Flipped Classroom Model” used among the students of the fourth year of the Bachelor’s educational level. The experiment also included the use of three auxiliary models: “Flex Model”, aimed at working with the students, who study according to an individual schedule or are forced to catch up with certain material, “Online Lab Model”, aimed at organizing distance learning because of certain prerequisites and needs of the course, and “Self-Blend Model”, aimed at organizing independent study time for students, who are already independent users and are

working on some additional courses. The experiment lasted for two years and was conducted at all the years (from first to fourth) of the Bachelor's educational level. The article highlights the organizational and semantic aspects of experimental teaching using experimental verification capabilities in the research practice of developing oral Japanese skills among future philologists. The article also mentions the two variants of the author's methods, which differ according to the presence or absence of elements of microlearning (microsearch) during in-person training, and the second one was chosen as more preferable. The results of the experiment proved that both of these variants turned out to be successful, although the presence of microsearch did not affect the level of competence in listening skill, monologue and dialogic speech

Keywords: blended learning models, implementation of the experiment, Japanese oral language evaluation criteria

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THEORETICAL PRINCIPLES OF INTRODUCING THE PLAY-BASED METHODS TO TEACHERS' TRAINING IN THE SYSTEM OF POSTGRADUATE EDUCATION

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The article analyzes the theoretical principles of teacher training in the system of postgraduate education for the introduction of play-based methods. It generalizes the scientific approaches of understanding the essence of the individual's readiness for the professional activity in general and pedagogical activity in particular. It is stated, that the readiness of a teacher for the professional activity is an integrative professional and personal phenomenon, the content of which is the integration of value-orientation, cognitive, constructive and reflexive components, and which is the result of long professional training and self-training of a specialist, new stage of his/her development. The peculiarities of the professional activity of elementary school teachers in modern conditions require the possession of play-based teaching methods, which are active in nature. Based on the analysis of the principles of the activity-based approach in education, it is stated, that they put forward their requirements for primary school teachers, including systematic formation of subjectivity as a teacher's ability to be an agent of childhood. The article analyzes the provisions of the integrative "learning through play" approach and the requirements for primary school teachers, which ensure the formation of students' learning experience with the help of the play resource. The work presents an author's understanding of the essence of the primary teacher's readiness to introduce the methods as an integrative personal-professional education, the system characteristics of a specialist, which determines his/hers ability to effectively use play-based teaching methods in the educational process and consists of value, cognitive and constructive components. Preparing a teacher for the introduction of play-based teaching methods is a complex and lengthy process that, in today's context, should take place in the space of postgraduate education

Keywords: professional readiness, play-based methods, New Ukrainian school, learning through play

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