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OF HUMANIZATION TRAINING AND EDUCATIONAL
PROCESS IN SCHOOL AND UNIVERSITY

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THE HUMANIZATION OF EDUCATIONAL AND TRAINING PROCESS IN SCHOOLS AND HIGHER EDUCATION BODIES


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THE EDUCATION OF THE YOUNG GENERATION IN THE SPIRIT OF PEACE AND HUMANISM

Abstract.

Introduction. Armed confrontations that threaten human civilization today have set before world leaders, politicians, educators, and other conscious citizens the task of substantiating the need to resolve all disputes peacefully, with respect for the views of others and respect for the principle of human values and humanism.

Purpose. The purpose of our article is to substantiate the need to educate the younger generation in a spirit of peace and humanism.

Methods. The paper examines the views of national scholars and educators on the need to educate the young generation in the spirit of peace and humanism, reveals the importance of combining the development of patriotic feelings, peace and humanism among preschoolers, pupils and students.

Results. The enormous casualties suffered by human civilization in military conflicts provoked by the thoughtless actions of irresponsible politicians challenge progressive scientists and educators the task of educating the younger generation in the spirit of peace and humanism. Since the second half of the XXth and early XXIst centuries, peaceful ideas have been spread by many world-renowned scholars from around the world, these ideas have been put into practice of the educational and educational activities of schools and universities.

The great importance to this issue give the scientific and pedagogical staff of the Academician Stepan Demianchuk International University of Economics and Humanities, which, for more than two decades, annually carry out, initiated on the own initiative of Stepan Yakymovych Demianchuk, International students reading «I vote for peace».

Originality. The article substantiates that the concepts of upbringing of national-patriotic feelings in the youth, as well as peaceful coexistence and humanism, should not contradict, but, on the contrary, complement each other.
It is determined that the forms and means of influencing on formation in children and young people the feelings of peace and humanism differ depending on the age groups to which they belong. It has been suggested in the process of classroom and educational work, along with the ideas of peaceful coexistence and humanism, to develop in young people the love of their home country, patriotism and the ability to defend their Homeland.

**Conclusion.** Implementation of the proposed measures will allow our country to increase the level of education of the young generation in the spirit of peace and humanism.

**Key words:** Keywords: peaceful coexistence, humanism, patriotism, educational institutions, forms, methods and means of education.

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**THE ROLE OF «PROSVITA» IN THE FORMATION OF THE EDUCATIONAL AND CULTURAL SPACE OF UKRAINE**

**Abstract.**

**Introduction.** The current social and political situation in Ukraine, which has to withstand external military aggression, sharp to raises the issue of education and cultural education of the population and the formation of national-patriotic feelings. In this case, the experience of public associations, that acted in the second half of the nineteenth and early twentieth centuries will be valuable.

**Purpose.** The purpose of our article is to explore the role of «Prosvita» in shaping the educational and cultural space of Ukraine.

**Methods.** The methods of analysis of prerequisites of creation and activity of the association «Prosvita» in Eastern and Western Ukraine, the separation of the achievements of the educational organizations, which can be successfully used in the current conditions to improve the general level of education and national-patriotic education of the population are used in the work.

**Results.** For several centuries, Ukrainian lands were divided between the Austro-Hungarian and Russian empires, which made considerable efforts to assimilate our ancestors. However, the leading Ukrainian figures of that time did not give up their efforts to preserve national identity and increase the literacy of the population. The important role in this process belongs to public association «Prosvita», which was founded in 1868 in Lviv with the ideological and material support of Greater Ukraine.
The activities of the «Prosvita» Departments on the ground started with the creation of reading rooms in the villages, the publication of books in Ukrainian for children and adults, the opening of Sunday schools. However, later their landmark was the awakening of Ukrainian identity, identity and national-patriotic education of the population.

Originality. The article proposes to use «Prosvita»’s experience of concerning the mass publication and distribution among the populations books, issued in Ukrainian, organizing Sunday schools and courses on Ukrainian language training for civil servants, conducting extensive outreach to increase the political and economic literacy of the population, the expanding the educational activities of cultural institutions.

Conclusion. The implementation of the proposed measures will allow Ukraine to increase the level of cultural and national-patriotic education of the population.

Key words: «Prosvita», public society, education, culture, art, book publishing, reading rooms, patriotic education.

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SEMANTIC AND STYLISTIC INTERPRETATION PECULIARITIES OF DEMONOLOGICAL LEXICAL ELEMENTS AS A PART OF PHRASEOLOGICAL UNITS IN M. V. GOGOL’S UKRAINIAN TALES

Abstract.

Introduction. The dividing methods of the figurative situation in phraseological units (FU) are manifested in the possibility of designing its meanings. Interpretative and lingua cultural aspects of phraseological research provide the study of language activity’s features, thinking, cultural experience of the native speaker, as well as associations, connected with psychological factors, folkloristic and mythological experience.

Purpose. The purpose of the article is the analysis of the semantic-stylistic peculiarities of FU with demonological components in M. V. Gogol’s Ukrainian tales that reproduce the exposition about the national mentality, Ukrainian culture and mythology.

Methods. The research’s purpose and object determine the use of the linguistic descriptive methods and continuous sampling of phraseological units with demonological lexical elements from the authentic M. V. Gogol’s texts and translated texts, as well as the method of comparable research in the work.
Results. Phraseological expressions with demonological components hold a special place in M. V. Gogol’s texts; «the other side» was reflected in his early works. While translating FU, it is important and indispensable to take into account its semantic: the figurative and idiomatic meaning, the direct meaning that forms the basis of the image, emotional, stylistic, structural-grammatical and national-ethnic colors. The translation of the persistent word combination requires the attention of the context’s peculiarities they are presented in. Since phraseological units are, in most cases, genetically related to the word combinations the research of the identic FU is a fairly accurate translation solution. Exploring the language of M. V. Gogol’s works several FU groups with demonological component were distinguished. They reflect the semantic-stylistic features of the Gogol’s language translation, namely: FU with demonological lexical element, characterized by the absence of euphemisms, which are a kind of periphrasis; phraseologisms, characterized by the presence of euphemisms in both authentic and translated texts; phraseological units, translated directly with storing a value.

Originality. The problem of translating demonological lexical elements as a part of FU in the first collections of M. V. Gogol is based on the writer’s artistic language, which is one of the most difficult to translate into foreign languages, particularly unrelated English. Gogol’s, rich in phraseologisms, language is imbibed with folklore and mythology and does not match, by many criteria, with the system of modern Ukrainian language, because some of the phrases are considered out-of-date, detached from the modern realities of life. The interpretation of FU with a change in their semantic-stylistic color makes timeliness of our research. Taking into consideration the fact that the English language does not possess meaningful matching with Russian and Ukrainian phraseological units that denote the varieties of evil power, translators resort to the most approximate translation, which does not fully convey all shades of meaning. Thus, it contributes to the growth of motivation and interest in both future researches of translation Gogol’s first works and new attempts of translation.

Conclusion. Summarizing the results of conducted research, we can conclude that the translation of the demonological lexical elements of FU in M. V. Gogol’s works is performed using phraseological equivalents, descriptive translation, phraseological analogues, literal translation/calculation. Consequently, phraseological units with demonological lexical elements were singled out, grouped and described in terms as semantic-stylistic identity/nonidentity. Whereas, the figure of the devil is one of the key images, in the picture of the world of Gogol’s works, accordingly, the translation of demonological vocabulary plays an important role for the full understanding and correct perception of events depicted by the author.

Keywords: phraseological unit, demonological lexical element, M. V. Gogol’s language, interpretative aspect, semantic-stylistic identity, nonidentity.
INNOVATIVE TECHNOLOGIES OF LEARNING IN THE PROCESS OF TEACHING FOREIGN LANGUAGE IN NON-PHILOLOGICAL SPECIALTIES

Abstract.

Introduction. In the modern educational environment, the professionogram of a teacher in higher education has been significantly transformed. This is due to the implementation of competency-based, student-centered approaches, inclusive learning, scientific and technological progress and integration of Ukraine into the European educational space. The process of learning a foreign language should be professionally oriented: students should master the professional terminology, be able to use foreign language in specific domestic and professional situations, be able to obtain information through foreign sources, be motivated for further study of foreign language. These tendencies, factors and specificity of teaching a foreign language in non-philological specialties, raise the problem of improving methodological support of foreign language training.

Purpose. The purpose of our article is to reveal the theoretical and methodological potential of innovative teaching technologies for the development of communicative competence of students of non-philological specialties.

Methods. The following research methods are used in the work: analysis and synthesis of scientific and methodological literature.

Results. The article identifies that innovative teaching technologies are newly created or improved pedagogical systems that provide a high level of educational process. The main function of innovative learning is to teach a person to learn in any situation. The most effective are the following innovative learning technologies: case method, game technologies and project method.

Originality. Advantages of innovative learning technologies in the process of learning a foreign language are: reorientation to the practical use of foreign language; the opportunity to make vocational training in a foreign language; development of students’ creative, communicative, cognitive abilities; increasing the role of the student in the educational process; an opportunity to make the learning process interesting and informative; ability to vary methods according to students’ level of knowledge.

Conclusion. Theoretical analysis of the main principles of innovative learning technologies (case method, game technologies and project method) and the
experience of methodologists in their practical implementation leads to the conclusion that these technologies have more advantages than traditional methods.

**Keywords:** innovative pedagogical technologies, foreign language, case-method, game technologies, project method.

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THE IMPLEMENTATION OF THE PREPARATIONAL MODEL OF FUTURE TEACHERS TO THE NATIONAL-PATRIOTIC EDUCATION OF PRESCHOOLERS IN HIGHER EDUCATION INSTITUTIONS

**Abstract.**

**Introduction.** Modern social and cultural paradigm of the Ukrainian society requires increasing the level of patriotic upbringing of youth. To educate the young generations and responsible citizens of the country, who are ready to help their motherland it must be formed a spiritual and moral person of a teacher for kindergarten.

**Purpose.** The purpose of the article is to show the implementation of the preoperational model of future teachers to the national-patriotic education of preschoolers in the higher educational institutions.

**Methods.** The paper uses methods for analyzing the useful studying of students in modern high schools and the upbringing of children in Ukrainian kindergartens.

**Results.** In the structural model we have reflected the following approaches: activity; competent; axiological. We have identified such content blocks as: theoretical-analytical, diagnostic-ascertaining, substantive-procedural, evaluation. The structural model of the preparation of future teachers for patriotic upbringing of preschoolers is an abstract scheme of the functioning the general pedagogical components which synthesize forms, principles and means of training future kindergarten workers in order to master specific education of the national-patriotic qualities of children.

**Originality.** The process of modeling the professional preparation of future kindergarten workers for the implementation of the basic tasks of patriotic upbringing of children is impossible without the development of meaningful blocks that reflect the purpose, stages, tasks, principles, the pedagogical conditions, diagnostic tools, methods and effectiveness. In the developed model
the functions of formation of the future educator's readiness for the realization of tasks of national-patriotic upbringing are distinguished by the diagnostic, educational, value-motivational, communicative-consolidation, coordination orientation. The personally-oriented training of future educators was differentiated into classroom and extra-curricular work.

**Conclusion.** The structural model of the preparation of future teachers for patriotic upbringing of preschoolers is described in the article. It should be implemented in the educational environment of the higher education institution. The successful implementation of the model requires observance of such pedagogical conditions in the higher educational institution, as: a) the creation of the value-motivational environment; b) the humanization of the professional training of future educators to fulfill the tasks of patriotic education of preschool children; c) filling the content of vocationally-oriented disciplines with patriotic content and the using of innovative teaching technologies.

**Key words:** structural model, educators, patriotism, preschoolers, pedagogy, realization.


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**CRITERIA OF SPEARMAN'S RANK CORRELATION AND PECULIARITIES OF ITS USE IN PEDAGOGICAL RESEARCH**

**Abstract.**

**Introduction.** Application of nonparametric Spearman criterion in pedagogical studies is considered in the article. Formulas for determining the closeness of the relationship between the traits, when the nature of the distribution of the studied population is unknown, the connection tightness can be calculated using nonparametric criteria. The peculiarity of these criteria is that the close relationship between the traits is determined not by the quantitative values of the variants, but by the comparison of their ranks. The smaller the differences between the ranks, the closer the relationship between the traits. The rank correlation coefficient is one of the simplest indicators of communication closeness, called the Spearman’s rank correlation coefficient. Its essence is that paired observations of two interrelated features (productive and factorial) are ranked. Tightness is determined by the closeness of the ranks.
**Purpose.** To introduce the teachers and psychologists with the modern method of discovering statistical laws and the results of pedagogical and psychological surveys and research.

**Methods.** Non-parametric Spearman's criterion is used to establish statistical laws, which, based on empirical data, reflects the close relationship between the traits.

**Results.** The authors have developed a method of establishing a close relationship between the productive and factor traits based on empirical data used in pedagogy and psychology.

Most of these laws are expressed in the form of statistical distributions. However, finding a statistical distribution that reflects the studied pattern is not known by many teachers, because the methodology developed by Spearman is intended for mathematics professionals, and few teachers are familiar with it. Therefore, the statistical law algorithm is set out in detail, which allows to apply this method in pedagogical practice mathematically and at a modern level.

The authors have developed recommendations that provide prompt, mathematically sound, computer-based solutions to the problem of establishing a close relationship between traits, subject to the studied pedagogical phenomenon based on empirical data.

**Originality.** The use of non-parametric Spearman's criterion in pedagogical and psychological research at the appropriate mathematical level is first highlighted, and a computer method to determine the relationship between empirical evidence is proposed. It allows to search at a modern, mathematical level with the utmost automation of establishing the closeness of connection between the features using the recommended computer programs in MathCad mathematical package.

**Conclusion.** The described method of determining the closeness of the relationship between features when the nature of the distribution of the studied population is unknown, is a new and useful theoretical and practical tool that greatly simplifies and facilitates statistical research of teachers and psychologists. This significantly facilitates and accelerates the study of statistical samples necessary for pedagogy and psychology, based on the application of the latest mathematical approaches and their software.

**Key words:** Spearman's criterion, establishment of statistical regularities, statistical sampling, analysis of empirical data in pedagogy and psychology.


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STUDYING RELIGION IN THE GERMAN CHRISTIAN DENOMINATIONAL SCHOOLS (FROM 1945 TILL THE LATE 1980s OF THE XX CENTURY)

Abstract.

Introduction. The necessity of performing spiritual and moral upbringing in the schools of our country and the matter of Religion lessons implementation into mandatory core curriculum determines the relevance of this study. The preparation of spiritual people with high moral standards in times of democracy and global changes in our country is completely vital and relevant and as the teaching of Religion in German schools has a long history and great achievements, we think that addressing to this country’s experience in the field of Religion teaching is worth of attention and emulation.

Purpose. The purpose of our article is to investigate the matter of teaching Religion in German Christian Denominational schools during the period of 1945 till the end of the 1980s.

Methods. The methods of analyzing pedagogical and methodological literature on this problem, as well as generalization, comparing and experimental teaching are used in this article.

Results. The effectiveness of Religion lessons implementation into mandatory core curriculum of the Christian Denominational schools in Germany during the period from 1945 till the end of the 1980s has been investigated and it showed its high efficiency. Religious teaching and upbringing during this period of time was an essential part of all schools in Germany, including denominational ones.

Originality. The peculiarities of teaching Religion lessons in German denominational schools during the mentioned period: the preparation of the lessons, books for the lessons, the leading of God’s services at school, alternative Religious lessons (lessons on ethic and moral), the contents of the Religious lessons, namely the topics for learning are represented in this article.

Conclusion. The teaching of Religion and Religious upbringing during the period from 1945 till late 1980s of the XX century was completely vital in the educational and upbringing process of all schools in Germany, as well as denominational schools. Children were taught spiritual truths from 2 till 4 hours a week. Teachers received preparatory teaching in Pedagogical seminaries but for teaching in the gymnasiums they had to acquire education in the universities. Teachers organized professional unions with the aim of giving theological and pedagogical help.

Key word: Religion lessons, denominational schools, teachers’ unions, the role and tasks of the schools, spiritual truths, moral upbringing.
ANALYSIS OF THE EDUCATIONAL AND UPBRINGING PROCESS IN THE AMERICAN PIETISTIC EDUCATIONAL INSTITUTIONS

Abstract.

Introduction. Pietistic educational institutions, namely Moravian College and Theological Seminary and Linden Hall Seminary, are nowadays extremely popular educational institutions founded by Zinzendorf. They attract pupils and their parents by providing profound basic knowledge in many subjects and as an important task of the schools is to encourage students to lead a life of Christian virtues, all the activities of the Zinzendorf’s schools, including musical events, theatrical performances, sports, etc. include elements of Christian symbolism.

Purpose. The purpose of this article is to analyze the educational and upbringing process in the pietistic educational institutions in America. In accordance with the stated goal, the research tasks are to analyze the organization of the educational and upbringing process of the Moravian College and Theological Seminary; carry out a comparative analysis of Zinzendorf’s schools with US public schools to determine their success rate.

Methods. The methods of critical analyzing, comparing and experimental teaching are used in this article.

Results. The implementation of Christian elements in the educational and upbringing process in the Zinzendorf’s schools has been investigated and it showed its high efficiency in the formation of students’ Christian outlook. The application of a tolerant approach toward students and the promotion of scientific and social activities significantly increases the chances of school graduates to their successful integration and obtaining the professional qualifications in the future.

Originality. Spiritual degradation of the society as well as slow moral decay raises the need to resolve the question of the development of the paradigm of education of personality based on Christian moral values. Zinzendorf’s schools have received an international acclaim and attract pupils by providing both elements of Christian symbolism and profound basic knowledge in many subjects that show the effectiveness of such education and upbringing.

Conclusion. The analysis of the educational and upbringing process of the N.-L. Zinzendorf’s Christian institutions in the USA gives reasons to claim that Christian educational institutions show a much higher success rate than public schools. The educational tradition of N.-L. Zinzendorf, which is based on Christian
principles, has not lost its relevance nowadays. It is a driving force to bring up a high-moral person with high spiritual principles of life.

**Key words:** Christian pietistic schools, educational institutions, American schools, Christian education, a high moral person, Christian values.

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**FROEBEL GIFTS: A PSYCHOLOGICAL AND PEDAGOGICAL ASPECT**

**Abstract.**

**Introduction.** The educational environment is designed to create the conditions for: the formation of a common culture, including the aspect of spiritual and moral development and upbringing; development of physical, intellectual and personal qualities; formation of prerequisites for educational activity; ensuring the possibility of achieving social success; preservation and enhancement of physical and psychological health of preschool children; correction of deficiencies in the physical and mental development of children.

**Purpose.** The purpose of our study is to substantiate the psychological and pedagogical aspect of a play for preschool children.

**Methods.** The methods of analysis the research of domestic and foreign experience in the play activity of preschool children and the justification of the need to use Froebel Gifts to improve working with preschool children are used.

**Results.** In the process of using the Froebel Gifts game set, you can design and apply games in the following areas: social and communicative development; speech development; artistic and aesthetic development; physical development. Children with great interest and pleasure play with Froebel Gifts, create compositions, come up with plots, and play familiar tales, developing creative abilities. Consequently, Froebel Gifts is a mobile methodological complex that allows you to adjust the course of the game to the wishes and abilities of a child. The range of activities with all educational kits is not limited to the methodology proposed by Froebel—a teacher has the right to show his creativity and imagination where and how he could use this or that «gift» or to consider their integration, to supplement their own tasks.
Originality. The article proposes to expand individual correction programs, including work on visual perception and generalization (sorting, matching identical and non-identical objects, modeling and construction on the model-used Froebel Gifts, correction of sensory disturbances (used hanging modular Fiber) with inflatable camera, yoga hammock, swing large suspension round). To optimize the corrective and developmental process of children 3 years of age and children with signs of autism used to introduce a game set of Froebel Gifts, which will allow: to solve various pedagogical tasks in the play form that is most accessible for children with signs of autism; children, characterized by ritual and repetitive actions, like symbolic games, they tend to perceive objects with the help of touch.

Conclusion. Based on the study, we can conclude that the use of Froebel Gifts– is a health, and educational areas of work with children. The main task of the institution of preschool education is to create favorable conditions for the mental, moral, emotional and physical development of a child that is to promote the full development of a personality. However, while autistic manifestations in the work process can be offset, attenuated, it should be remembered that this developmental disability will persist throughout the life of individuals with autism, and they need constant special understanding and support from outside. In particular, it becomes a difficult task, becoming the main, ultimate goal of the entire correction process, which requires the painstaking work of speech therapists, educators, parents and children.

Key words: preschool education, game, intellectual development, Froebel Gifts, autism, corrective work.

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CREATIVITY AS A FACTOR OF SOCIALIZATION OF YOUNGER SCHOOL CHILDREN

Abstract. The study of the peculiarities of the relationship between the level of creativity and the degree of socialization of young school children remains an important task for psychologists and educators, since successful adaptation to the demands of society contributes to the development of the child's personality. Instead, violations of the socialization process can lead to a decrease in learning success, loss of initial motivation, the emergence of deviant
behavior or personal deformities, which impedes the successful functioning of the individual. Taking into account this study of the peculiarities of the influence of the creativity of the individual on the process of its socialization will help to isolate the conditions that will allow to increase the degree of socialization of the younger student.

**Purpose.** The purpose of the article is to analyze the peculiarities of the influence of the degree of development of creativity of a child of primary school age on the process of its socialization.

**Methods.** The study was conducted using the following techniques: the creativity questionnaire (D. Johnson) and the projective method «My class» (A. A. Leskov).

**Results.** Using the D. Johnson Creativity Questionnaire, most children were found to have an average level of creativity. A small number of respondents show very high and very low levels of respondents. To study the peculiarities of socialization of students, the projective method of My class was used. The following indicators were obtained: most children have an average level of emotional comfort, confidence and social activity. A large number of children evaluate their social status in the classroom as average. Pearson’s linear correlation method was used to identify the relationship between the level of creativity and the degree of socialization of young children. High levels of creativity have been found to correlate with high levels of socialization.

**Originality.** The main problematic aspects of socialization of younger students are specified; success indicators of this process have been determined; it is proved that creativity is a favorable factor of socialization; generalized theoretical provisions about the essence of socialization and its factors; the concept of «creativity» in the context of social processes is revealed.

**Conclusion.** Socialization is considered as the process of inclusion of the individual in society through the assimilation of rules and rules of functioning in it. The younger school age is a sensitive period in the process of socialization, as the range of social influences that the child feels on itself expands and there is a need to adapt to the new requirements. Thus, it is during this period that the social life of the child becomes, it is determined how adapted to the social requirements it will be in the future. Creativity development has been found to increase the child's socialization, as she has the ability to use non-standard approaches in building interactions and maintaining interpersonal relationships. In order to develop creativity, psycho-developmental technologies should be used to increase the level of originality and flexibility of thinking that can be applied in the course of individual work or in the context of a training group.

**Key words:** creativity, socialization, adaptation, creativity, younger school age.
PROFESSIONAL TRAINING IN THE CONTEXT OF IDEAS
MULTICULTURALISM IN THE EU COUNTRIES

Abstract.

Introduction. The article is devoted to the actual problem of multicultural education of teachers in the system of professional pedagogical training.

Purpose. The purpose of the article is to present national and foreign experience of formation and main directions of dissemination of ideas and concepts of multicultural education and upbringing.

Methods. Specific search and analysis of Ukrainian and foreign academic literature; historical and chronological, problematic and comparative; systematization and synthesis of facts, events and documents; modeling the process of historical development of multicultural education were used in the work.

Results. The domestic and foreign experience of multicultural education of future teachers is presented. On the basis of this problem research, the multicultural context of teacher training and the main directions of the implementation of the ideas of multicultural education of teachers in the countries of the European Union have been identified. The factors that determine the growth of interest to the multicultural education of a teacher are determined. It is noted that the main idea of multicultural education is the principle of dialogue and interaction of various cultures, which assumes that the most fully cognized own culture is realized only on the condition of interaction, dialogue of different cultures, when the obvious and understandable features of each separate culture become clear. The purpose of multicultural education is substantiated. The main functions of multicultural education are highlighted: mastery of those who teach, national culture; formation of representations about the diversity of cultures and their interconnections; awareness of the importance of cultural diversity for self-realization of the individual; education of a positive attitude towards cultural differences; development of skills and abilities of productive interaction of different cultures on the basis of tolerance and mutual understanding.

Originality. The main directions of dissemination of the ideas of multicultural education in the countries of the European Union are described. It is proved
that the socio-cultural situation in the vast majority of states determines the specifics of teacher’s education.

**Conclusion.** The problems of multiculturalism, dialogue of cultures, ethnocultural tolerance are mostly close in their essence, and therefore the principles of multicultural professional training of teachers remain common: the introduction of the ethnocultural experience of a region and a state as a whole into the system of teacher training; formation in the course of professional training of knowledge, skills and skills of professional activity in the multicultural educational space.

**Keywords:** multicultural education, culture, bilingual education, ethnocultural tolerance.

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**THE STUDYING OF E. MALANUK’S LYRICS IN THE CONTEXT OF THE «PRAGUE POETIC SCHOOL» PHENOMEN**

**Abstract.**

**Introduction.** The senior students study the Ukrainian literature process in the context of the development of the Western European literature. Today teachers explore with them the main poetic currents and literary groups that have developed their original system of worldview and poetic thinking.

**Purpose.** The purpose of the article is to explore the poems of E. Malaniuk in the context of the «Prague Poetic School» and to show the ways of their studying in the modern school.

**Methods.** The paper uses methods for analyzing the poetry of E. Malaniuk, highlighting the common features of the representatives of the «Prague Poetic School» and the method of comparing according their works. The author of the article uses the hysterical method and the method of literature interpretation of works of art.

**Results.** In the development of Ukrainian literature of the twentieth century a big contribution was made by the representatives of the «Prague Poetry School». The name of the group was given by the literary critic V. Derzhavin. This school includes Ukrainian poets and writers of the pre-war twentieth-century emigration who lived mainly in Podbrady and Prague. E. Malaniuk's poems enriched Ukrainian literature of the twentieth century by the new themes, problems, he made the system of original images and artistic visions.
**Originality.** The author explores the features of E. Malaniuk's poetics: a) the central person in his poems is Ukraine, its historical past, the beliefs of Ukrainians, their thirst for freedom; b) showing the painful feeling of separation from the native land; c) loosing of statehood is the personal drama and tragedy of the Ukrainian people; d) using the images-symbols of world literature, world history, the Scriptures. One of the main themes that is presented in the poems of E. Malaniuk is the idea of Ukrainian statehood. Teachers should present such understanding of E. Malaniuk's poems at school in the classroom and during extracurricular time.

**Conclusion.** E. Malaniuk's poetry belongs to the «Prague Poetic School» because its features are clearly expressed. The author made the extensive using of the images of world literature, addressed the heroic past of Ukraine, raised the philosophical questions about the meaning of life. Sometimes in his works the theme of the apocalypse is discussed. Nowadays teachers should analyze E. Malaniuk's poems in details paying attention to symbols, neologisms, historicisms. The studying of such lyrics at school contributes to the formation of high moral, patriotic and humanistic ideals in schoolchildren.

**Keywords:** methodology, creativity, writers, lyrics, traits.

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**QUESTIONING TEACHERS AS A METHOD OF MONITORING THE QUALITY OF EDUCATION**

**Abstract.**

**Introduction.** The new paradigm of higher education, as an important component of the Bologna process, provides for the creation of a new educational space that will ensure the quality training of future specialists for professional and research activities. Nowadays, employers in the selection of personnel are guided by those competencies that they possess in combination with their abilities and personal qualities.

**Purpose.** The purpose of the article is to analyze the results of a survey of teachers of the Institute of Pedagogical Education on the quality of educational activities in the context of the formation of professional and pedagogical competencies of future teachers.

**Methods.** The following methods are used in the work: empirical – pedagogical observation, questionnaires; mathematical-statistical methods of processing experimental data.
Results. The article reflects the results of a survey of teachers of the Institute of Pedagogical Education on the quality of educational activities in the context of the formation of professional and pedagogical competencies of future teachers. The relevance of the formation of professional and pedagogical competence of future teachers is substantiated. The essence of the concept «professional pedagogical competence» is defined, its components are highlighted and characterized. The importance of questionnaires as a method for monitoring the quality of education is proved. The procedure of questioning teachers in the context of the formation of professional and pedagogical competencies of future teachers of preschool and primary education is disclosed.

Originality. A system of questions for questioning teachers has been developed. The expediency of making an experimental diagnosis of the competence of teachers to the formation of professional competence of students is substantiated. The relevance of the questionnaire for teachers on the quality of educational activities in the context of the formation of professional and pedagogical competencies of future teachers is substantiated.

Conclusion. The research results allow us to conclude about the competence of teachers in the formation of professional and pedagogical competencies of future teachers. Teachers of the departments of pedagogy, primary and preschool education in their activities focus on the formation of professional and pedagogical competence of future teachers of primary and pre-school education. Teachers consider it appropriate to integrate knowledge from various professional methods into modelling professional activities in an elementary school environment (pre-school educational institutions); systematically work in practical classes with the terminology of vocational education; introduce interactive teaching methods, multimedia and contextual technologies.

Key words: professional and pedagogical competence, institution of higher education, future teachers, questioning, monitoring, quality of education.

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DEVELOPING CRITICAL THINKING AT COMPUTER SCIENCE LESSONS IN COMPREHENSIVE SCHOOLS

Abstract.

Introduction. The exacerbation of the problems related to the education reform, the introduction of the new educational standards, the program of New
Ukrainian School on the one side and rapid technological progress on the other side requires updating of the knowledge and technologies as a tool for improving the quality of the educational process in today’s educational institutions.

**Purpose.** The purpose of this article is to highlight the methodology features of critical thinking development in teaching IT, and how to assist that development through carefully chosen exercises at the sixth grade lessons using the technology of the critical thinking in comprehensive schools.

**Methods.** This work includes the analysis of the scientific sources methods for studying the state of the developing critical thinking, comparing it to experience of foreign education and justification the efficiency and feasibility of the technology of the critical thinking in the educational process in Ukraine.

**Results.** The application of the critical thinking development at IT lessons provides the transition from memory and reproduction of some skills to learning aimed at active learning and comprehension material using knowledge in practice during solving everyday tasks; self-studying; creating comfortable conditions for formation by educators a range of different learning goals and achievements both defined and unpredicted results, adjusting original goals and setting new ones different from previous ones.

**Originality.** The feasibility of critical thinking at IT lessons is justified. The technological model of IT lesson was designed and described using the technology of developing critical thinking by educators. The effectiveness of using specific techniques and methods of the critical thinking theory was shown in practice.

**Conclusion.** The implementation of the critical thinking technology in studying IT has its peculiarities, which are caused by the specific of the subject and should be kept in mind in lessons planning and practical work. Proposed and tested methods and techniques of the critical thinking technology in the educational process of IT contribute to improving the educator’s learning quality through deep reflection and understanding the theoretical material, the practical application in solving problems, provide the activation of acquired knowledge, encourage educators to gain new ones consciously and self-efficiently. The prospect of the further research is in a thorough study of the theoretical and methodological aspects of the implementation the critical thinking technology in teaching IT at institutions of secondary education.

**Key words:** critical thinking, technology of critical thinking development, teaching computer science, methodology, presentations MS PowerPoint, secondary school.

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THE MODERN AUTHORS FAIRYTALE AS A GENRE IN THE CONTEXT OF SCHOOL LITERARY EDUCATION

Abstract.

Introduction. The beginning of the 21st century was marked by the fact that children's literature became not only a means of education and training, but also a source of entertainment and emotional relaxation for a child. The variety of prose genres is simply astounding: adventure, detective, fantasy, realistic, historical, biographical stories, stories, novels, literary tales.

The modern literary tale as a genre has its history and peculiarities.

Purpose. The purpose of the article is to outline and compare the features of contemporary literary fairytale on the example of the works of Halyna Malyk «Ali's unusual adventures in the Land of Nedoladia» and Diana Wynne Jones «The Haunted Castle Castle», to analyze the intertextual connections in the works, their chronotope and connection with the folk tale.

Methods. The methods of empirical and theoretical research are used in the work: comparison, abstraction, analysis and synthesis, induction and deduction.

Results. According to modern literary critics, the literary tale has evolved with the folk in two ways. Contemporary writers have taken folklore as their basis, or invented their own original plot, which introduced magic and fantastic elements. The basis of most English literary tales is folklore. But the author's fairy tale has its own features. The trend towards modification has increased significantly in recent decades due to its combination with other genres. By the genre Halyna Malik’s Ali's Adventures in the Land of Nedoladia is a story. V. Kyzilov argues that the literary tale is closely intertwined with the biography of its author, its psychology, geography and historical epoch, in which the writer lives and works.

Originality. The need to explore the genre of literary fairy tale is obvious, since in recent decades a large number of works by contemporary authors have appeared in children's literature. Literary fairy tales include stories, poems, parables, novels and utopias, that is why they are considered a meta-genre. Therefore, this genre is often modified. Literary fairy tale as a genre has become the object of research of many scholars (Kizilova V., Gorbonos O), however, there are only a few isolated articles about the contemporary author's fairy tale as a genre in the context of school education N. Marchenko, O. Slizhuk, T. Kachak.

Conclusion. The basis of a modern literary fairy tale is a folk tale, which writers transform in accordance with their worldview, or the author invents his plot with fascinating and fantastic elements. Most literary fairy tales are
charming or fantastic with everyday, moral, didactic or philosophical motives. Modern authors' tales are subject to modification through combination with other genres: the tale – H. Malyk's tale «Ali's unusual adventures in the Land of Nedoladia», D. Jones's fantastic novel «Howl's Moving Castle», that brings them closer to real people. The characters are transformed under the influence of events and circumstances. The authors characterize their characters through their actions and conversations.

**Key words:** literary fairy tale, folk tale, genre, modification, chronotope, intertextual connections, its space, «alien» space, Halyna Malyk, Diana Wynne Jones.

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**FORMATION OF THE FUTURE UKRAINIAN LANGUAGE AND LITERATURE TEACHER PROFESSIONAL COMPETENCE IN THE PROCESS OF THE LITERATURE LEARNING: INTEGRATION ASPECT**

**Abstract.**

**Introduction.** Modern globalization processes, information technology, computerization, in addition to the positive civilization progress, have caused a number of problems: generation Z armed with gadgets, has low literary activity in the field of literature and books in general.

Literature for children is a powerful factor in formation of Ukrainian nation as a nation of readers. That is why it is researched by literary critics, studied by students and pupils in secondary, vocational and higher schools, which train teachers in the specialty 014 Secondary education. Ukrainian language and Literature. The teacher-philologist should be aware of his mission and form an active reader with a developed aesthetic taste, valuable moral guidelines, the ability to think critically and readiness to change the country on the way to European future. The starting point of the process of forming an active reader is the student's interest in children's literature, which is most relevant to his needs and reception.

**Purpose.** The purpose of the research is to substantiate and determine the main ways and methods of forming the teacher of Ukrainian language and literature professional competence in the process of integration study of literature for children in higher educational institutions.

**Methods.** The author uses the following research methods: theoretical: analysis of sources; synthesis of received information; pedagogical modeling; and empirical: observation, conversation and surveys.
Results. On the basis of the conducted research it is determined that texts, classical and modern, written for teenagers (these are students of 5–8 forms), are capable to interest somebody, motivate to self-education, influence aesthetic feelings and emotional sphere of recipients. Therefore, it is important to form professional competences in the future teachers necessary for realization of the purpose and tasks, which are determined in the explanatory note to the program of Ukrainian literature for 5–9 forms. Literature for children, as an important factor in the literary education of teachers of Ukrainian language and literature, should be a component of the following professionally oriented disciplines: «History of Ukrainian Literature», «History of Foreign Literature», study of the content module «Children’s Literature» should be provided in the discipline «Introduction to Literary Studies» and the module «Methods of Studying Literature for Children» – in «Methods of Teaching Ukrainian Literature in Secondary School». The aspect of literature for children during the study of Pedagogy, Psychology, Teaching Practice and organization of student's scientific work is necessary.

Originality. The system of forming the teacher of Ukrainian language and literature professional competence through the integration aspect of studying literature for children in the context of the disciplines «Pedagogy», «Age Psychology», «Methods of Teaching Ukrainian Literature», as well as in the system of historical and literary and theoretical and literary courses is proposed for the first time. The literary criticism and methodological components of professional competence formed in the process of studying literature for children are outlined. The forms, methods of usage of literary texts in the process of teaching psychological and pedagogical disciplines for philologists are substantiated.

Conclusion. Integration study of literature for children in the context of psychological and pedagogical and literary disciplines is an important factor of formation of literary criticism, psychological and pedagogical and methodological competence of future teachers of Ukrainian language and literature. The problem of development of students’ scientific abilities on the material of their research of the works for children requires more detailed consideration.

Key words: integration study of Literature, future teachers of Ukrainian Language and Literature, professional competence.

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WAYS OF FORMING THE FUTURE PRIMARY SCHOOL TEACHER’S PROFESSIONAL AND ETHICAL COMPETENCE

Abstract.

Introduction. The mission of the new Ukrainian school is to help expose and develop a child's abilities, talents and capabilities through partnership between a teacher, a student and parents. Only the true teacher who has a pronounced ethical orientation of the personality, the ability to think in the categories of morality, to act in accordance with moral norms can fulfill this purpose. That is why formation of the future primary school teachers’ professional and ethical competence is a very important task today.

Purpose. The purpose of the article is to reveal the ways of formation of the future primary school teacher’s professional and ethical competence.

Methods. The methods of analysis of efficiency of the ways of formation of the future primary school teacher’s professional and ethical competence and substantiation of expediency of their application in a higher educational institution practice are used.

Results. In our opinion, ethical competence is a component of professional competence. Working with students, we were aware that the very process of forming the future teacher’s professional and ethical competence is complex and controversial. Therefore, it was necessary to determine correctly the ways to achieve the tasks. Our work involved a certain system.

Our students get the first ideas on knowledge with the content, structure, character and specificity of the teaching profession during the first course while studying the subjects «Introduction to the Specialty», «General Basics of Pedagogies». In the course of studying these subjects, we focused students’ attention on learning the following issues: pedagogical activity, pedagogical culture, teacher’s functions, requirements for his / her personality, principles of student’s self-organization in a higher pedagogical educational institution. During practical classes, we taught students to identify the major professionally significant teacher’s qualities and characteristics of a personality-oriented pedagogical culture, and to form a future teacher’s professional diagram.

The subject «Pedagogical Ethics of Primary School Teachers» facilitates to study of the pedagogical profession ethical principles, namely acquaintance with the history of emergence and formation of pedagogical codex, rules of professional behavior. During the lectures students enrich their knowledge with the content of the teacher’s ethics codex; moral requirements for the teacher’s professional activity; ethical bases of communication of the teacher and ethical principles of pedagogical activity in the process of conflict resolution; components of ethical culture. During our practical classes we use the different forms of activity with students. Business games, discussions and debates, consideration of pedagogical situations, development of the Teacher’s Value Orientation
Codex, writing compositions on the theme «My Teacher’s Ideal» were proved themselves. While playing ordinary pedagogical situations with students we tried to teach them to understand pedagogical situation, to set a goal and to formulate a pedagogical task. The students’ solving of pedagogical situations during educational process is directed, first of all, to formation of a stock of pedagogical actions necessary for effective fulfillment of future professional activity, detailed development of cognitive abilities of the future primary school teachers, development of professional thinking, formation of their creative activity. At the same time, our research showed that application of situations promotes development of the ability to systematically analyze the educational activity and constructively realize the pedagogical processes and phenomena, expands the range of knowledge about the teacher’s practical activity, gives the opportunity to see the internal reserves of the teaching profession.

**Originality.** An attempt to reveal the ways of formation of the future primary school teacher’s professional and ethical competence is made. Expediency of their application in the practice of work in higher educational institutions is substantiated.

**Conclusion.** Therefore, formation of an ethically competent teacher is a socially significant problem, and solution of this problem assists to success of the educational system humanization, increase of general culture in society and the prospects for a modern man’s development. The main ways of formation of the future primary school teacher’s professional and ethical competence is the system of using various forms of work with students during studying various disciplines, starting from the first year of study.

**Keywords:** new Ukrainian school, primary school teacher, professional and ethical competence, moral qualities, pedagogical ethics.

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**FORMATION OF PEDAGOGICAL COMPETENCES OF THE FUTURE PRIMARY SCHOOL TEACHERS IN CONDITIONS OF INCLUSION**

**Abstract**

**Introduction.** Improving the level of professional competence of the general education institutions teachers is one of the main directions of reforming the modern educational system to create inclusive environment. It is important to
note that in the current conditions of education reforming, the status of a
teacher, its educational functions are changing and requirements for its
professional competence, level of its professionalism are radically increasing.

**Purpose.** The purpose of the article is to investigate the mechanisms of forming
pedagogical competences of the future primary school teachers in conditions of
inclusive education.

**Methods.** The complex of methods was used in this work: the problem
analysis, synthesis, generalization, comparison and systematization of scientific
sources for revealing the essence and definition of the basic concepts of the
studied problem.

**Results.** The article deals with the problems of forming the professional
competence of the future primary school teacher in conditions of inclusive education.

The actuality of formation of the future primary inclusive school teachers
pedagogical competencies is substantiated, the results of the future primary school
teachers and pedagogical workers interaction on development of inclusive
environment of the children of primary school in Ukraine are analyzed, as well
as recommendations concerning optimization of the future teachers’ pedagogical
competences strategies of formation in the process of vocational training are
developed; the concepts of professional pedagogical competence are specified.

The structure of inclusive environment as a space of socialization of the
children with different opportunities and features are determined.

The problem of inclusive educational environment development in general
educational institutions is revealed.

**Originality.** The article states that creation
of an innovative pedagogical
process in educational environment of a higher pedagogical institution is the
necessary condition for ensuring of the future primary school teachers’
professional training and formation of their professional pedagogical and
inclusive competence to work in inclusive environment.

It is proved that effectiveness of the process of forming the future primary
school teacher’s pedagogical competence in the system of graded training will
depend on completeness of all its components realization.

**Conclusion.** The results of the study gave us grounds for conclusion that
formation of psychological and pedagogical professional competences of a teacher
of modern primary school of Ukraine from the point of view of achieving the
maximum adaptive effect for a child with special educational needs confirmed
the fact that creation of an innovative pedagogical process in educational
environment of the higher pedagogical institution is the necessary condition of
the future primary school teacher’s professional training and formation of their
pedagogical and inclusive competences to work in inclusive environment.

**Key words:** inclusive education, primary school teacher, professional
competence, inclusive competence.
THE INFLUENCE OF DIALOGUE ON THE ORGANIZATION OF ADOLESCENTS' THINKING PROCESS AS THE SUBJECTS OF COGNITIVE ACTIVITIES

Abstract.

Introduction. In the context of the modern society humanization, it is very important that the educational process is characterized by the active interaction between a teacher and students, which would result in a complete system of students’ effectively formed scientific knowledge, and skills. Due to the fact that at the present stage the content of education is changing dramatically, the forms of educational interaction, including the essence of pedagogical communication, are being modified. Particularly acute is the issue of teacher’s interaction with adolescent students, as this age causes many contradictions that affect learning activities.

Purpose. The purpose of the article is to characterize the personal aspect of the dialogue in terms of its influence on the organization of the thinking process of adolescents as subjects of cognitive activity and to analyze ways of understanding by adolescents of the artistic image.

Methods. In psychology, both general scientific and specific methods are used. The specificity of mental activity requires the development and application of special methods of cognition and formation. The main methods of psychology are observation, questioning, testing, experiment. Together with the mathematization of research technology in psychology, traditional methods of gathering scientific information, including such as observation, self-observation and questioning, have not lost their significance.

Results. Students in class solve problems that involve analyzing and evaluating. Valuation can be expressed in finding a mistake, or establishing a positive, valuable in objects and phenomena, a true fact, the ideas being discussed.

1. Dialogical thinking is related and to a certain extent determined by the person's attention, memory, will and feelings, characteristics of character, temperament. In particular, the successful course of internal dialogue in the process of cognitive activity is influenced by the development of mental abilities that provide the opportunity for expression of opinion, the execution of a number of logical operations: comparison of perceived with certain criteria, norms, patterns; separating the common and the different in the objects under
study. In this way, organized learning will, to some extent, promote students' awareness of themselves as a subject of activity and dialogic engagement.

2. Interpersonal interaction of adolescents with educators is ambiguous, but it is of great importance to them because teachers are carriers of social norms, and they help adolescents to enter the society. The interaction of adolescents with teachers is of great importance for forming a harmonious personality. Despite the external and internal contradictions that exist in it, adolescents feel the need to communicate with educators.

3. The specificity of imaginative thinking as a psychological process can be understood through the establishment and interaction of different structural levels (meaningful, intellectual, personal, dialogical) of a fully functioning system of thinking, which provides a degree of penetration into the imaginative structure of a work of art, the practical effectiveness of contact with adolescent text.

4. Thus, in the figurative thinking of particular importance is the study of the dialogical level of the personality-communicative component of thinking. Therefore, the allocation of semantic levels of functioning of the thinking system is also necessary to study the ability of students to gain experience from «own productive activity», which is an indicator of the development of adolescents' subjectivity.

**Originality.** The relevance of the study of teacher interaction with adolescents in the pedagogical process is the importance of this issue for the content of education and upbringing. The interaction of adolescents with teachers is of great importance for forming a harmonious personality

**Conclusion.** The specificity of imaginative thinking as a psychological process can be understood through the establishment and interaction of different structural levels (meaningful, intellectual, personal, dialogical) of a fully functioning system of thinking, which provides a degree of penetration into the imaginative structure of a work of art, the practical effectiveness of contact with adolescent text. Thus, in the figurative thinking the particular importance has the study of the dialogical level of the personality-communicative component of thinking. Therefore, the allocation of semantic levels of functioning of the thinking system is also necessary to study the ability of students to accumulate experience of «own productive activity», which is an indicator of the development of adolescents' subjectivity.

**Key words:** personality, cognitive activity, dialogic interaction, pedagogical communication, cognitive activity, interaction, dialogical thinking.

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UNIVERSITY MODERN NATURAL MUSEUM

Abstract.

Introduction. The modern museum of the university is one of the many objects of cultural and educational sphere, it has its own peculiarities in the organization of educational space and social significance.

Purpose. To distinguish and analyze modern forms of interaction between the student and the expositions of the natural museum.

Methods. Today there is a process of rethinking the role and importance of the museum's representation of historical reality, museum objects, natural expositions, the culture of their construction and the museum itself in the context of the modernization of education, leading philosophical, cultural and artistic paradigms.

Results. Summarizing the results of the study, we can conclude that in the world of museum studies there are rapid changes in the use of new technical means in the museum space. The Museum of Natural History is no longer used for sad contemplation of exhibits. In the absence of targeted funding for natural museums at universities, their digitization is carried out very slowly and mainly by the employees of the same museum. We believe that the slow development of the digital age in the walls of Ukrainian museums at universities is related solely to insufficient funding.

Originality. The main mission of the Natural History Museum at the university is to complement the virtual reality in the perception of scientific information provided by museum facilities, because the museum, while performing the functions of an educational center, updates the content of education (natural in particular) in terms of its modernization. The analysis of the considered problem, showed its complexity, breadth and lack of study, pointed out the contradictions and insufficient systematic researches in the field of scientific, educational, socio-cultural, developing components of the museum, which influences the formation of the natural competence of the students of the university. In particular, the goals, trends, strategies of development of modern museums at universities and their role in science education have not been identified; no theoretical studies have been conducted and methodological foundations for the design of the system and methodology for the development of natural competence by museums have not been developed; development technologies are not presented; their role is not defined; approaches to systematic construction of natural education at regional level have not been developed; programs developed by scholars and practitioners are poorly focused on the use of the natural history museum's educational environment at the university in the professional training of future natural science teachers.

Conclusion. Regarding the digitization of the educational space in the natural museums at universities, it should be noted that there are no general tips for such a transformation. They must be designed individually for each
museum, taking into account many factors, ranging from the type of museum, the nature of its collection, tasks, audience, place in the information space of the university, and project management capabilities within the museum, funding and more. However, it is possible for each museum to outline the range of tasks it sets for such a complex.

Key words: means of museum pedagogy; modern natural history museum; museum pedagogy; University Museum; exhibit; exposition; professional training.

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COMPETENCE ASPECTS OF GEOLOGICAL AND LOCAL HISTORY CLUB WORK

Abstract.

Introduction. In the course of the work of the geological club, pupils need to learn a considerable number of concepts related to mineralogy and properties of minerals. It requires the competent selection of teaching methods and tools.

Purpose: to identify clearly methods and tools for forming the competences of students on the example of the work of the geological study club.

Methods. This paper uses methods of analyzing the views of national scientists on the formation of competencies in the process of work of geological studies club and substantiate the evidence of the feasibility of their use in practice for better assimilation of geological terms and concepts.

Results. The process of formation of geological and geomorphological competences is analyzed in detail. The conditions of competence formation are defined, namely: gradual implementation of practical and independent works in accordance with the contents of the program of the club; during the field processing of the field explorations during the geological excursions, hiking students should see the results of their work and relate them to the theoretical knowledge. It is proved that the lessons, which are held within the framework of the work of the geological study club, help to form the following competencies: the ability to explore and rationally use natural resources, to get acquainted and study the natural resources of the native land, to explore and describe geological objects, to search, to study the microclimate, prepare research and
exploration works, compile and read geological maps and sections, design geological exhibitions, nooks and crannies.

**Originality.** The scientific novelty in the work is that for the first time an attempt was made to consider comprehensively the problem of forming competences in the work of the geological and local lore, which is especially important in the context of the process of self-identification and knowledge about the native land of students.

**Conclusion.** It is proposed to use a number of the following methods of work, such as those that are the most dynamic and interesting for the pupils of the club: description, observation and research in the nature of geological outcrops, landforms, modern geological phenomena; conducting experiments and creating models for the study of geological phenomena; work with tectonic, geological and physical maps, geological sections, stratigraphic columns; work with educational, scientific literature, dictionaries, compilation of abstracts, reports; work with visual aids (tables, pictures, photos, collections of minerals and rocks).

**Key words:** competence, teaching methods, teaching aids, field trips, local history, geology, mineralogy, mineral.

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**USE OF SOCIAL NETWORK RESOURCES IN EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS**

**Abstract.**

**Introduction.** The article explores the effectiveness of using social networks as an alternative means of communication in teaching discipline in higher education. The features of popular social networks and the possibility of their involvement in the educational process are analyzed. Students' online audiences have been shown to actively share, receive and transmit multimedia information, including education, through social networks. The expediency of organizing the educational process in the institution of higher education with the use of social networks as a means of information and communication training is substantiated.
In the context of the information society, virtual educational social networks that form a social group of teachers and students have become widespread. The ability to learn from any device connected to the Internet to make virtual social networks attractive to use in the branch of education.

**Purpose.** To consider services and resources of social networks and to analyze the possibilities of their use in the educational process of higher education institutions.

**Methods.** E-learning methods, methods of the newest information methods of virtual 3D-space.

**Results.** It is advisable to use social networking resources for demonstration of lectures and practical materials in electronic form.

**Originality.** The conducted research proves that free services and resources of existing social networks create favorable conditions for students’ education and are convenient and modern means of education.

**Conclusion.** The conditions for group organization of continuous learning, the possibility of constant interaction between the teacher and students in social networks at a convenient time for them, allows to organize individual work with each student. Virtual social networks can be a powerful resource for development and competence formation of students of the Faculty of Information and Communication Technologies.

**Key words:** Virtual social networks, Information and communication technologies, Internet technology, E-learning, 3d space, multimedia content.
Purpose. The aim of the study is to determine the visual thinking level formation of teenagers and identify those adolescents who require psychological assistance in visual thinking development.

Methods. To determine the age dynamics of visual thinking development processes average performances in each group were used. For a more objective interpretation of individual data, the method of intra-group rate determining was used.

Results. The analysis of the obtained data, the results of which are presented, gave us the opportunity to evaluate visual thinking level development of adolescents according to qualitative and quantitative criteria. On the basis of the analysis, an experimental group was formed, that included 80 teenagers with low and below average characteristics, which is 44 % of the studied.

Originality. Identifying variability in the performance indicators of procedural, operational, and content components of adolescents’ visual thinking makes it possible to identify four experimental groups, which is extremely important for the technology development of teenagers visual thinking stimulating.

Conclusions. Thus, on the basis of the study, the real level of procedural characteristics, operating structures and content components of adolescents’ visual thinking development was determined, and it was confirmed that at different stages of adolescence the ability to create and operate images varies with the level of complexity that is inherent in defining age-peculiarities of teenagers’ visual thinking development.

Key words: visual thinking, intra-group rate, Torrance’s methods, Raven’s methods, pictogram.

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GEOGRAPHY OF FOLK ART CRAFTS IN RIVNE REGION

Abstract.

Introduction. Folk arts are an integral part of Ukrainian culture and one of the traditional basic branches of folk art. The territory of Ukraine has preserved a unique spiritual culture and artistic traditions that have been embodied in the development of folk arts and crafts. The protection, revival, preservation and development of folk crafts requires a decision and proper state support in Ukraine.
and the Rivne region, since the fading of the creative initiative of folk craftsmen is being traced. The topic of the study is relevant in order to revive and preserve the traditions of folk arts, as well as to create conditions for their further use in the socio-cultural and tourist development of the regions of the country.

**Methods.** The main research methods were analysis, historical-geographical and historical-ethnographic methods of research, the method of generalization.

**Results.** We have covered the geography of folk arts in the Rivne region. The content of the concept of «folk art crafts» is revealed. Historical and geographical analysis of the development of folk arts in the region has been carried out. The factors of formation of centres’ of folk crafts in Rivne region are named. The development of folk arts in the past by types is characterized. The masters of decorative and applied art in Rivne region are named after the administrative-territorial areas at the present stage. The level of preservation of different types of art crafts of the Rivne region at the present stage is revealed. Ways to preserve folk crafts in the region are recommended.

**Originality.** Folk arts is one of the oldest traditional branches of folk art. According to the Law of Ukraine «On Folk Art Crafts», folk art crafts is a creative and production activity, the purpose of which is to create artistic products of decorative and consumer purpose, which is carried out on the basis of collective development and hereditary development of traditions of folk art in a certain area in the process of creative work. masters of folk arts. Depending on historical factors, natural conditions, peculiarities of everyday life and availability of raw materials in the territory of Ukraine the production of objects with local signs of artistic imagery, ornamentation, shaping was formed. It is known that the most developed handicraft in Rivne region was weaving, the most widespread in the northern regions of the region (Rokytnovsky, Dubrovytskyi, Zarichnensky areas), where high-quality varieties of flax from which the sickle cloth was made were grown. Cannabis and wool webs were woven in the southern regions of the region. The development of pottery is dated to areas where there were natural deposits of pottery clay. White clay products with ocher painted in Dubrovitsky, Rokitnovsky, Zdolbunov, Ostroh, Goshchan and Mlyniv districts were famous. Furry and cobbling were developed in almost all areas where masters of sewing cloaks and boots existed.

Folk arts in general have become most widespread in Sarny, Rivne, Kostopil and Koretsky districts. As of January 1, 2018 (based on the materials of the Rivne Museum of Local History), 839 embroidery craftsmen, 79 craftsmen, woven craftsmen, 50 weaving masters and only 17 pysankans were registered in the Rivne region.

**Conclusion.** The geography of artistic folk crafts of the Rivne region is multifaceted. The formation of the modern art craft of the Rivne region was influenced by the rich natural and preserved historical and cultural heritage of the region. We believe that the centers of folk arts accumulate considerable potential for the socio-economic growth of the region. And Rivne region today
has a rare opportunity to preserve its unique folk crafts not only as a source of unique beauty, but also for further use in socio-cultural and tourist development.

Key words: folk art crafts; types of folk art crafts, centres for the development of folk art, masters of decorative and applied arts, Rivne region.

SECTION 2
THE DEVELOPMENT OF PHYSICAL EDUCATION AND SPORTS AND PROBLEMS OF HUMAN HEALTH

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ERGOTHERAPY IN THE PHYSICAL REHABILITATION OF PATIENTS WITH DISEASES OF THE CARDIOVASCULAR SYSTEM

Abstract

Introduction. The article introduces a modern strategy of handling the cardiovascular pathology, presents effective conceptual approaches to prevention and treatment of cardiovascular diseases that are based on combining medical therapy with forming within a patient a motivational need for healthy lifestyle and using regular and dosed movement activity in the format of personified programs of physical self-improvement.

Purpose. Conducting an analysis of academic publications in specialized medical-pedagogical and psychological-pedagogical journals and presentation of general methodic grounds for using ergotherapy in the process of the physical rehabilitation of patients with diseases of cardiovascular system.

Methods. Theoretical analysis of the materials in specialized literature.

Results. General methodical grounds for using ergotherapy in the process of physical rehabilitation of patients with diseases of the cardiovascular system are presented, as well as an analysis of academic publications in specialized medical-pedagogical and psychological-pedagogical journals regarding the terminological design of main definitions, a Ukrainian equivalent of which corresponds with the demands of World Federation of Occupational Therapists was conducted.

Originality. While dealing with diseases of the cardiovascular system an
ergotherapist should develop an individual program of cardiac rehabilitation for the patient that will include a complex of generally facilitation, breathing and special exercises that will be executed not only under their guidance but also by the patient individually throughout the day.

General tasks of this program foresee the normalization of psycho emotional and physical state of a patient, increase of the adaptational reserves of cardiorespiratory system and quality of life.

**Conclusion.** Modern strategy for therapy of patients with cardiovascular diseases foresees a complex unity of symptomatic medical treatment with using dosed movement activity as a biological way for increasing functional reserves of one’s body and the psycho physical state of a patient. Ergotherapy is based on forming a motivational need for movement activity for the patient that is aimed at regeneration and increase of adaptation facilities of a body and quality of life without habits that are harmful for the health. Inclusion into the complex treatment for patients with cardiovascular pathology of personified programs of ergotherapy is an important component of improving the state of the patient’s health and bringing him back to an active life behavior. The training of ergotherapists should provide solving of a crucially important research task – improvement of the state of health and quality of life of a patient with cardiovascular pathology through non-medical ways of treatment.

Further academic research should be aimed at researching using the ways of ergotherapy in physical rehabilitation of patients with main diseases of the cardiovascular system.

**Keywords:** cardiovascular pathology, non-medical treatment, ergotherapy, physical rehabilitation, personified movement activity.

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**PHYSICAL REHABILITATION UNDER THE IDIOPATIC SCOLIOSIS OF І–ІІ STAGE**

**Abstract.**

**Introduction.** Postural impairment is one of the most common pathologies in children and adolescents. One in four children in Ukraine has a postural disorder, and 5–6 people in a thousand have scoliosis. In this case, idiopathic scoliosis
makes up about 80.0–85.0 % of all detected cases of this disease. In schoolchildren aged 10 to 12 years, postural impairment is found in 94 % of cases.

**Purpose.** Substantiation of the application and testing of the effectiveness of the means of physical rehabilitation of children with idiopathic scoliosis I–II degrees.

**Methods.** The methods of analysis of efficiency of implementation of the complex program of physical rehabilitation at idiopathic scoliosis are used in the work.

**Results.** Based on the data from literature sources on the problem of the use of physical rehabilitation in scoliosis I–III degrees, we have developed a program of physical rehabilitation. The peculiarity of this program is the use of a complex of rehabilitation measures: therapeutic gymnastics, therapeutic massage and physiotherapy procedures.

After performing a comprehensive program of physical rehabilitation of children with scoliosis, the mobility of the spine (forward, back, right, left) and the strength of the back muscles, the spine of the lateral surface of the trunk and the muscles of the abdominal press improved.

**Originality.** Additional data on physical rehabilitation of 10–12 children with idiopathic scoliosis A physical rehabilitation program has been drawn up for patients with scoliosis using a range of rehabilitation tools: hhealing fitness, massage, physiotherapy.

**Conclusion.** Summarizing the results of the study, we can conclude that in the system of measures aimed at the treatment of scoliosis, one of the main methods is massage and exercise therapy, but without the use of complex treatment (corrective gymnastics, diet changes, non-traditional methods of treatment: the use of dietary supplements and work with psychosomatics) cannot achieve the best results.

**Key words:** idiopathic scoliosis, backbone, physics rehabilitation, scoliosis, breach of posture, therapeutic swimming, massage, corrective exercises, kinezitherapy, psychosomatics, biologically active additives.

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**FORMATION OF SPIRITUALITY AND PHYSICAL PERFECTION OF THE COSATIC YOUTH IN THE PERIOD OF ZAPOROZHIAN SICH**
Abstract.

Introduction. Cossack pedagogy has centuries-old traditions in personality formation. It combines spirituality and physical fitness. Nowadays it becomes one of the effective systems of spiritual, patriotic and physical hardening of children and youth.

Purpose. The purpose of our study is to determine the peculiarities of formation of spirituality and physical training of Cossack youth during the Zaporozhian Sich period.

Methods. The methods of analysis of Cossack pedagogy formation conditions in the period of Zaporozhian Sich, generalization of methods and means of physical education of Cossack youth are used in the work.

Results. For centuries, Cossacks used to be the most powerful military-defense and spiritual force that struggled with the invasive policies of neighboring states. At that time, the Cossacks had a high level of physical fitness due to the martial arts, as well as the cultural and spiritual perfection of the individual. The culture of the Cossack state was multifaceted and original, which became the basis for the formation of Cossack pedagogy. The main purpose of Cossack pedagogy was to combine upbringing both in the family, in educational institutions and in the public life of the Cossack knight. Physical training of Cossacks can be divided into the following directions: development of motor qualities, namely strength, agility, endurance; improvement of swimming, running, riding skills; improving the skills of owning different types of weapons control and using your own body.

Originality. The article proposes to carry out in-depth research on the study of the education, training and quenching of Zaporozhian Cossacks to recreate a complete system of physical culture of the Cossacks of Zaporozhian Sich; to generalize the experience of introducing Cossack pedagogy into the educational process of Ukrainian educational institutions; to develop training programs for specialists in physical culture and sports on realization of tasks of Cossack pedagogy in educational establishments.

Conclusion. The formation of a worthy personality, a Cossack knight, depends entirely on the spiritual environment, the level of culture, decency and professionalism of his mentors, the system of education and upbringing of children and young people.

Key words: Cossack pedagogy, spirituality, physical training, physical culture system.

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USE OF DIFFERENT KINDS OF SPORTS ELEMENTS DURING PHYSICAL EDUCATION OF PRESCHOOL CHILDREN

Abstract.

Introduction. The article deals with elements from different kinds of sports for children of preschool age. The peculiarities of program preparation, methods and forms of conducting different kinds of sports, age peculiarities and recommendations for further preparation of their own methods and programs at basketball lessons are determined. It is also determined that preschool age is the most optimal period for shaping the need for a healthy lifestyle. The sooner and more consistently attention is paid to the health and physical activity of a child, the better his or her physical and mental development is.

Purpose. Analyze the use of elements from different sports during physical education classes.

Methods. The study used the analysis and synthesis of literary sources, systematization, comparison, analysis of the content of training programs, manuals and textbooks.

Results. Training with the elements of sports is an important part of the process of forming a healthy, harmonious and comprehensively developed personality. Classes are aimed at health care and promotion; increasing the resistance of the child's body and improving its performance; timely formation of vital motor skills, development of physical qualities, ensuring the proper level of physical condition; nurturing interest and need for physical activity, forming a habit for a healthy lifestyle.

Originality. Knowledge of the theoretical aspects, as well as organizing and conducting classes in various sports gives the opportunity to form practical skills and abilities for the selected type of motor activity, which will increase the level and quality of a professional training.

Conclusion. The use of elements from different sports during physical education classes is analyzed. Recommendations for conducting classes in different sports (athletics, table tennis and football) are defined. The peculiarities of the program of classes, methods and forms of conducting classes for these types of motor activity are determined. Various aspects and examples of teaching and training methods were considered.

Key words: training programs, preschool age, motor activity.