ПЕДАГОГІКА ФАСИЛІТАЦІЇ
Навчально-методичний посібник
для студентів усіх форм навчання
спеціальності 053 Психологія

PEDAGOGY OF FACILITATION
Book for the students in economy specialties
for full-time and distance education
specialty 053 Psychology

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

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Розкрито загальні засади педагогіки, педагогіки фасилітації зокрема, доведено роль педагога-фасилітатора в освітньому середовищі, що полягає у володінні медіаційною, комунікативною компетентністю, високим рівнем педагогічної культути і такту, здатністю розв'язувати конфлікти в освітньому середовищі, спрямуванні потенціалу учасників освітнього процесу на досягнення успіху у навчанні. Найважливішими передумовами здійснення цього процесу є осбистісно-орієнтований підхід у навчанні, висока педагогічна майстерність, авторитет і позитивний імідж педагога-фасилітатора. Розв'язанням теоретичних і прикладних питань займається педагогіка фасилітації, що продукує знання про педагогіку фасилітації як специфічний вид педагогічної діяльності.

Для студентів галузі знань «Психологія», спеціальності 053 Психологія всіх форм навчання.

The general foundations of pedagogy and facilitation pedagogy are laid out, in particular the role of the facilitator-pedagogue in the education environment is highlighted along with the needed facilitator-teacher's traits like mediation and communicative competence, high level of pedagogical culture and tactfulness, ability to solve conflicts in the education environment, directing students' potential at achievement of success in learning. The most important pre-conditions for this process effectuation are the personality-oriented approach in teaching, high pedagogic skillfulness, authority, and a positive image of the facilitator-pedagogue. The pedagogy of facilitation deals with solving theoretical and applied issues, producing knowledge on facilitation pedagogy as a specific kind of pedagogic activity.

Intended for students in "Psychology" branch of knowledge, specialty 053 Psychology of all forms of learning.

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PREFACE

Within the system of training applicants for the first educational level, studying the training discipline of facilitation pedagogy gains special importance. Current education assumes the facilitative teaching process, forming psychologically comfortable conditions for self-development and self-education of every student based on co-operation, mutual esteem and trust between all the participants in the training process. A facilitator-pedagogue acts as a mentor who forms favorable conditions for the student's personality development, the student being the subject of the training activity, assists them in mastering and developing key competencies of a competitive member of the present-day society.

Pedagogic facilitation helps overcoming traditional allotment to students predominantly executant function in joint activity under current transition from "forming an operator-specialist to training an active leader-professional capable of independent analyzing and taking non-standard solutions".

Owing to the pedagogue's ability to alleviate, assist, enhance, and form conditions for learners' individual work, the process of facilitation occurs, namely, organization of such interaction between the subjects of teaching which will enhance the aspirations of both parties for self-development, self-accomplishment, awareness of their self-value.

This teaching- and methodological aid has been compiled in accordance with the work program for the normative learning discipline "Pedagogy of facilitation" and is intended for conducting classes with applicants for the first (bachelor's) level of higher education in the branch of knowledge "Psychology", specialty 053 Psychology.

Of value is the relevance of the developed lecture classes, recommendations concerning preparation for practical classes and tutorials. Of special interest are creative tasks intended for development in education applicants the skills in working with various sources of information when studying these or other issues, to analyze and compare facts and phenomena, to make reasoned conclusions and generalizations. These tasks also enhance students' self-development, forming in them curiosity and erudition.

The teaching- and methodological aid, being in English, is recommended primarily to foreign students studying psychology, as well as to other higher education students who are interested in the issues of facilitation competence.

Topic 1. The notion on pedagogy as a science on personality upbringing, teaching and education

The plan

1. Pedagogic activity as a social phenomenon.

2. The notion of pedagogy as a science on upbringing, training, and education of a personality.

3. The structure of the pedagogical science.

4. Pedagogic activity within the system of professional activity.

1. Pedagogic activity as a social phenomenon

There are countless professions in the world, all of them being different in terms of activity performed.

Pedagogic activity is a special kind of adults' socially beneficial activity which is purposefully directed at preparing the growing generation for life in accordance with economic, political, moral, aesthetic, and other goals of society.

Pedagogic activity is a conscious intervening of adult people into the objective-and-regular socio-historical process of upbringing children. Pedagogical activity organizes the objective process of upbringing, accelerates and improves preparing children for life. Pedagogic activity is equipped with:

- pedagogical theory (theoretical knowledge);

- pedagogic experience (practical experience);

- the system of specialized institutions.

Pedagogic activity relies on scientific pedagogical theory which deals with studying:

- the laws of upbringing;

- educational impact of living conditions, their requirements to the person.

In this respect, scientific pedagogical theory equips pedagogic activity with genuine knowledge, assists in its being deeply understood, efficient, capable to solve arising contradictions.

2. The notion on pedagogy as a science on upbringing, training, and education of a personality

Pedagogy is a science that studies the processes of personality education, training, and development.

The object of pedagogy is a special sphere of social activity on educating a person, the main components of which are education and teaching. Pedagogy researches education as a conscious and purposeful process of preparing a person for life and work, discloses life's essence, regularities, tendencies, and perspectives, studies the principles and rules that regulate educational activity.

Pedagogy analyzes objective regularities in the education process, researches significant and necessary, general and persistent connections, the cause-and-effect dependencies in it.

Knowing them enables to build up the pedagogical process correctly, to foresee the outcomes of education, and to perform it in accordance with the needs of society.

The pedagogical science appeared and evolved as a theory of educating the growing generations. This is stipulated by the fact that the human being, his/her spiritual and physical qualities are formed in childhood, teen years, and youth.

It is during these periods in life when the personality development occurs most intensively, its most important traits and peculiarities are formed – mental and physical powers, the basics of worldview, convictions, moral sentiments, character traits, needs directedness, interests, preferences, and so on. That is why considerable gaps and deficiencies in education allowed at an early age are extremely difficult or sometimes impossible to overcome.

Pedagogy studies the processes of upbringing, education, and teaching only in the pedagogic aspect. It studies, on which generally pedagogic foundations and by which means of education work it is needed to build up education process, training and teaching of people of various age groups at education institutions and at all types of establishments, organizations, and work collectives.

Pedagogy has its notional apparatus – the system of pedagogical notions that express scientific generalizations. These notions are called categories of pedagogy.

Categories are the most generalized notions that reflect the main, most significant aspects, properties, and links of the phenomena in the objective world.

The most important pedagogic categories are upbringing, education, and teaching. They encompass the sum total of the real phenomena, theoretical and practical issues that pertain to the object of the pedagogical science.

Their correct understanding is needed first of all for cognizance of pedagogic regularities.

Education, as a social phenomenon inherent, unique to people only, is one of the spheres of socially needed activity.

Education (in a broad pedagogic sense) is a child's personality formation under the influence of the pedagogic collective at an education institution based on the pedagogy theory and the forward pedagogic experience.

Education (in a narrow pedagogic sense) is a purposeful upbringing activity by a pedagogue for achieving a specific purpose in a pupils' collective.

Education (in an extremely narrow sense) is a specially organized process that supposes formation of certain personality traits, the process of controlling personality development, which takes place through the interaction between the teacher and the educated person.

One of elements of education is upbringing. Upbringing is the process of acquisition of systemized knowledge and forming on its basis the world-view, cognitive capacities development, as well as obtaining skills and abilities for practical application of general education and professional knowledge.

Teaching is a purposeful interaction between a teacher and pupils, in the process of which knowledge is acquired and assimilated, and skills and abilities are formed. Teaching is not a mechanical passing of knowledge from the teacher to the pupils – this is their joint work, in which teaching and learning are in unity and interaction. The leading role in this process belongs to the teacher who exposes to the pupils the learning material, makes them learn, directs and organizes their

cognitive activity, teaches to them the means and methods of knowledge, abilities, and skills assimilation, checks, controls, and evaluates their work.

Pupils assimilate (perceive, think over, memorize) knowledge, transform the human experience generalized by science into their own knowledge, gain skills and abilities to handle knowledge, to use it for solving training tasks and for practical activities.

Upbringing, education, and teaching are the three most important directions in pedagogic activity which are organically linked with one another and complement each other. Their interrelation is one of the main pedagogic regularities.

3. The structure of pedagogical science

Pedagogy is a system of various branches of pedagogical knowledge that have formed in the process of its historic evolvement. This system is permanently enriching itself, developing, and being supplemented with ever new knowledge.

To pedagogical sciences pertain:

a) general pedagogy which studies the main theoretical and practical issues of upbringing, training, and education, the general aspects of the training-and-education process;

b) age pedagogy (pre-school, school pedagogy, pedagogy for adults) that researches the laws and regularities of upbringing, training, and education, as well as organizational forms and methods of the teaching-and-education process concerning different age groups;

c) corrective pedagogy that studies upbringing, teaching, and education of children with various deficiencies. It is made up of: sign language pedagogy – the science on teaching and educating children with hearing deficiencies; typhlo-pedagogy – the science on teaching and educating blind and visually impaired children;

d) branch pedagogies (the military, sport, of higher education, of vocational technical education), each one disclosing certain regularities of the teaching-and-education process in certain areas of human activities.

e) the history of pedagogy and schooling – the science that studies the development of pedagogic ideas and education practices in different historic periods;

f) social pedagody studies regularities and mechanisms of personality formation and development in the process of attaining education and upbringing at various social institutes. Social psychology also studies the socially oriented activity of educational, scientific, cultural, and other establishments, institutions and social services that facilitate formation of a socially active personality.

Pedagogy is linked with many other sciences: philosophy, sociology, ethics, economy, and so on. Inter-subject links of pedagogy with other sciences enable deeper understanding of pedagogic facts, phenomena, and processes.

Philosophical sciences enable pedagogy to determine the goal of education, to account correctly for the action of the general regularities in human existence and thinking, provide it with current information on changes in science and society, and adjust the focus of education.

Psychology studies regularities in the development of a person's psychic, while pedagogy considers the efficiency of educational impacts that determine changes in his/her inner world and behavior. Each section of pedagogy relies on the corresponding section of psychology.

Sociology facilitates comprehension of such social systems as family, schools of various types, formal and informal groups, teenagers' subculture and so on by using factual material for the rational organizing of training and education.

Human anatomy and physiology is the basis for understanding the person's biological essence – the higher nervous activity development, the first and the second signal systems, evolvement and functioning of sensory organs, the musculoskeletal system, the cardiovascular, and the respiratory systems.

Economic sciences enable investigating the influence of regularities in development of production relations and economic processes on training and education.

Ethnology points out people's national features, people always being representatives of certain ethnic groups.

The hygiene of children and teens as a branch of hygiene enhances organizing measures at education institutions concerning strengthening health and physical development of pupils, work activities of children and teens, designing, construction, and equipping training and children's institutions of various types on scientific foundations. The link of pedagogy with medicine has become a precondition for arising of corrective pedagogy as a special branch of scientific knowledge whose subject is education of children with inborn or acquired deviations in development. In close connection with medicine, it develops the system of measures that enable attaining therapeutic effect and facilitate socialization processes, as well as compensating the present defects.

4. Pedagogic activity within the system of professional activity

Pedagogic activity is a teacher's professional activity wherein goals of training and education are realized through various means of influencing the pupils (A. Markova). In general, pedagogic activity is a special and multifaceted kind of activity linked with training and education. The kinds of pedagogic activity: teaching, educational, organizational, propagandistic, managerial, consultative, and self-educative.

The psychological structure of pedagogic activity includes:

- the motivation-and-orientation segment – readiness for activity and goals- and tasks-setting by the teacher.

- the executive segment – the choice and application of means of influencing the pupils.

- the control-and-estimation segment – control and evaluation of one's own pedagogical influences, i.e. pedagogical self-analysis.

Pedagogical situation is a sum total of conditions in which a teacher sets pedagogical goals and tasks, takes and implements pedagogic decisions.

Any situation becomes a pedagogical one if pedagogical goals and tasks are implemented in it.

A pedagogical task should:

- include a characteristic of a pupil's psychic development prior the influence and the desired changes in their psychic development following the influence;

- consider a pupil as an active co-participant in the process of training and education.

Solving of pedagogic tasks includes the following stages:

- analytical

- goal setting

- constructive, when planning of means of solving the tasks takes place.

A peculiarity of pedagogic tasks is that solving them requires immediate actions, while the result may be postponed in time, which complicates the control. In the pedagogical process, the hierarchy of tasks is always present: global, strategic, stage, and tactical ones.

For implementing pedagogic activity, corresponding skills are needed.

The first group of skills includes: ability of seeing and studying a pedagogical situation.

The second group of skills is made up of: the "what to teach" skill (work with the material's content) and the "how to teach" skill (efficient combination of methods and means of teaching).

The third group of skills is linked with application of psychological knowledge: the ability of timing the work process, and the ability to analyze one's activity.

The focal segment of all pedagogic activity is the teacher's personality.

The requirements to the personality of a teacher:

1. The first and foremost or basic psychological requirement to the teacher's personality is to love children.

Without this condition pedagogic activity as such will not be full-fledged, wholesome. Children are very sensitive to how they are being treated. Dislike on the part of the teacher ultimately induces dislike on the part of children, which will render not only education but also common teaching impossible.

Xenofon, an ancient philosopher, said, "Nobody can learn anything from a person whom (s)he dislikes".

2. Another most important requirement to the teacher's personality is the presence of special knowledge in the area (s)he teaches children along with knowledge in psychology and pedagogy (regularities in age development of an organism and a child's personality, possessing various pedagogical skills, etc).

A pedagogue's professional competency is comprised of many parameters.

The psychological card of estimating a teacher's pedagogic activity (by A. Markova)

In her card, the author distinguishes the three main sections:

1) pedagogic activity;

2) pedagogic communication;

3) the teacher's personality.

The needed characteristics a pedagogue is obliged to possess:

Pedagogic erudition – total amount of relevant knowledge and means to transmit this knowledge efficiently.

Pedagogic planning – the need in planning one's work and the ability to successfully combine the goals of society with one's personal goals.

Pedagogic thinking – detection of cause-and-effect links among outer, non-preset, hidden properties of pedagogic reality by means of comparison and classification.

Practical pedagogic thinking – analysis of specific situations with the use of theoretical regularities and taking pedagogic decisions on their basis.

Pedagogic intuition – a rapid one-moment making a pedagogic decision with taking into account the prediction of further development of the situation without broad conscious analysis.

Pedagogic improvising – finding an unexpected pedagogic solution.

Pedagogic tactfulness – sensing a reasonable proportion on the grounds of correlating the tasks, conditions, and capabilities of the participants in communication. Tactfulness is a choice and implementation of a pedagogic influence measure that is founded on treating a child's personality as a principal value. Pedagogic tactfulness is one of the forms of pedagogic ethics implementation.

Pedagogic empathy means understanding a pupil which relies on his/her personality analysis, it is emotional co-experiencing and response to his/her feelings.

Pedagogic creativity is a search for and finding something novel in pedagogic activity.

Overall, to the integral characteristics of a teacher's personality pertain:

- pedagogic skills,

- the personality's character and directedness,

- psychic states,

- the pedagogue's ability to understand, comprehend his/her real motives, difficulties, the reasons for manifestations of this or other behavior or relationships.

The latter enables to timely adjust one's behavior program in order to perform one's professional activity most efficiently.

There are perceptive-reflexive (decisive ability of penetrating the pupil's personality and understanding self) and managerial pedagogic abilities.

The following **abilities** are referred to more distinguished abilities:

- to see and sense if the pupil understands the studied material, to establish the extent and character of this understanding;

- to select the learning material individually, to determine the means and methods of teaching;

- to teach in various manners, to explain clearly the same material in different ways so as to ensure its understanding and acquisition by all pupils;

- to construct teaching with accounting for pupils' individuality;

- to develop the lesson correctly, demonstrating one's teaching skillfulness;

- to pass one's experience to other teachers and to learn by their example;

- to individualize learning;

- to form in pupils a needed motivation and learning activity structure;

- to instill confidence in a person, to calm them, to stimulate self-perfection;

- to define a needed style in communication;

- to induce esteem of oneself in pupils, to enjoy informal recognition on their part.

In a teacher's personality there is such an important characteristic as pedagogic consciousness which includes:

- awareness and comprehension of the norms, rules, and models of one's profession;

- awareness and recognition of these qualities in other people;

- considering other people's estimation of self as a professional;

- self-estimation of individual facets of one's personality.

Of great significance in the process of training and education is the teacher's style of interaction and communication with pupils. Here, two main positions can be distinguished:

"The closed position", which is a depersonalized, demonstratively objective manner of teaching, the absence of personal judgments and thoughts.

"The open position", which is characterized by rejecting one's pedagogical omniscience and infallibility in favor of sharing one's experience with pupils.

The choice of this or other position depends to a great extent on the general level of the teacher's personal psychological freedom.

The fist position may be applied simply for masking some "fears", for instance in beginner teachers.

As a rule, teachers who possess sufficient work experience and a high extent of personality self-realization tend to assume the second position.

Among the teacher's needed communicative skills, the following are distinguished:

- ability to govern one's behavior;

- ability to watch and switch attention;

- ability to apply social perception ("face-reading");

- empathy – ability of not only seeing but also understanding, co-experiencing;

- good skills in verbal communication.

It is possible to develop a pedagogue's communicative skills. Good results in forming them are achieved through psychological training and pedagogic skills training.

The conclusions as to a pedagogue's interaction with pupils can be made on the basis of analyzing:

- the outcomes of knowledge acquisition (the acquisition level, perspective and operational meaning of this acquisition);

- the outcomes of the acquisitioned means and methods of cognitive activity;

- characteristics of the pupils' attitude to the subject;

- the relationships between the pupils and the pedagogue;

- the general estimation of the lesson from the perspective of teaching, development, and educating the pupils.

Overall, in a pedagogue's activities the following main functions are distinguished:

Informative – precision and logic of presenting information, ability to highlight the most important points, information comprehensibility and relying on the available experience, link of the information with practice and ability to prognosticate the material's acquisition by pupils.

Perceptive – the ability to perceive the pupils' psychical state and "to see" a pupil's personality.

Communicative – includes the style of communication, pedagogic tactfulness, language characteristics, expressive qualities, contact with the class.

Organizational – teacher's organizing his/her own activity and the pupils' cognitive activities.

Developmental – work on forming and development of methods and modes of pupils' cognitive activity, their personalities and the collective.

Controlling – various means of information acquisition control, objectivity of the marks, teaching self-control to pupils.

Simultaneous implementation of all these functions in practice is quite a difficult task. This is the reason why the work of a school teacher by the level of psychological stress is second to that of an aviation dispatcher.

Therefore, for efficient professional activity in the area of teaching and education, one needs, firstly, good training and, second, permanent self-perfection.

The problem of training professional personnel

A special place in training a pedagogue is taken by psychological knowledge and skills. At present, a number of problems exist in the area of psychological training of teachers and higher school pedagogues:

1. A need of a teacher in psychological knowledge may be great, but it isn't supported by the formed practice of work, therefore the massif of already developed scientific recommendations remains unrequested.

2. So far, not any wholesome concept has been developed which would form the foundation of indicators to estimate work efficiency of a teacher or a lecturer. Psychological researches in this area are fractioned: some study activity, others – communication, still others – abilities, and so on.

3. Learning psychology does not simplify a pedagogue's work but raises it to a higher level and strengthens a teacher's certainty in selves, in their knowledge and skills because understanding of the inner reasons for pupils' behavior changes the very type of teacher's thinking.

Presently, some higher education institutions (HEI) when teaching the cycle of psychological subjects change traditional lectures to trainings so that teachers-to-be would master more extensively the skills and abilities needed for teaching-and-education work with pupils of different ages.

Test questions:

1. Disclose the essence of pedagogic activity as a social phenomenon.

2. Disclose the essence of the notion of pedagogy as a science.

3. Disclose the main pedagogical categories.

4. What sciences pertain to pedagogical sciences?

5. What sciences is pedagogy linked with?

6. Provide a definition of pedagogic activity, what kinds of pedagogic activity are there?

7. Disclose the psychological structure of pedagogic activity.

8. Provide a definition of a pedagogic situation.

9. Disclose the groups of skills needed for implementation of pedagogic activity.

10. Disclose requirements to the personality of a pedagogue.

11. Disclose the needed characteristics that a pedagogue should possess.

12. Disclose the chief functions in a pedagogue's activity.

13. Disclose the role of psychological knowledge and skills in the training of a pedagogue.

Topic 2. The essence and the content of the present-day methods and forms of the education process organization at higher school

The plan

1. The essence and the peculiarities of the teaching process.
2. Didactics as the theory and practice of teaching.
3. The main types of classes and their tasks.
4. Methods of teaching.
5. Traditional and innovative methods of teaching.
6. Pedagogic technologies of teaching, their main principles.

1. The essence and the peculiarities of the teaching process

The process of teaching supposes a close interaction between the teacher and the pupil. The main functions of teaching are educational, upbringing, and developmental ones. The educational function enhances the transformation of knowledge into acquisition of the learning personality, development of skills and abilities in applying knowledge in practice. The upbringing function is manifested in forming the world-outlook, high moral qualities, aesthetical tastes, work skills, etc. The developmental function is aimed at forming a creative personality.

The main components of the teaching process:

1. The goal of teaching. It is determined by the conditions of social development and the acquired experience in forming a growing personality. Pupils' life and social competency, civic education are a strategic goal of the 12-year school that supposes pupils' development and self-development on the basis of full-fledged use of the inner potential of the personality.

2. The tasks of teaching. Follow from the goal of teaching and enable gaining knowledge, acquiring skills and abilities in accordance with teaching plans and programs.

3. The content of education (teaching). Its axis is a clearly delineated system of knowledge, skills and abilities which a pupil should master during his/her learning at school.

4. Methods of teaching. The principal modes of teaching work of the teacher and pupils through which certain knowledge, skills and abilities are gained.

5. The means of teaching. Books, teaching aids, training and controlling machines, sports equipment, with the assistance of which pupils attain knowledge and perfect their skills.

6. Forms of teaching organization. Enhance a conscious acquisition of teaching material, mastering corresponding skills and abilities. The main form of teaching at school is a lesson, with additional forms being optional classes, circles, section work, various competitions, olimpics, sports events, etc.

2. Didactics as the theory and practice of teaching

Present-day didactics consists of elements of traditional didactics and includes elements that represent its development. Among the traditional didactic elements one can find the contribution of didactics by Comenius, Herbart, Dewey, Bruner, and others. The didactics of a contemporary pedagogue includes the elements of the national pedagogues' systems, the founders of the concept of basic education.

Didactics is the theory of teaching. The notion was introduced by the scientist Wolfgang Ratke in the XVI century. The content and the sense of this notion was given by Jan Amos Comenius (1592 – 1670).

The categories of didactics

The foundations of didactics are made up by categories of didactics. A category is a principal notion of a specific science.

The main notions of didactics can be presented as several units of notions:

1. Exposition, learning, teaching, education.

2. The goal, the content, the means.

3. Types, forms, methods.

All the categories of didactics are categories of pedagogy. On the other hand, didactics itself and all its categories are categories of pedagogy.

Organization, the system, technologies.

Exposition is a purposeful activity of a pedagogue, which has a certain order, consistency directed at attaining a pedagogic goal. This activity includes the upbringing aspect, information part, work with the pupil on material acquisition, and the practical part.

Learning is the process (co-process) of cognizance. This process includes perception and comprehension in the process of cognizance, exercises and practical experience. In the process of learning, the earlier forms of the pupil's behavior change, and new forms of behavior appear.

Teaching is an orderly interaction between the pedagogue and the pupil.

Knowledge is the sum total of ideas expressing the theoretical description of a subject.

Facility is an ability to apply knowledge in practice and mastering the ways of using knowledge.

Skills are facilities brought to automatism.

Content is a system of scientific knowledge, practical facilities and skills, as well as ways of thinking and modes of activity on mastering knowledge, facilities, and skills.

Organization is the arrangement of the process of teaching, of imparting some form to it.

A form is an outer look, superficies, a shell.

Means is what is between the pedagogue and the pupil (a classroom, a textbook, equipment, teacher's voice, etc).

3. The main types of classes and their purposes

Main types of classes and their purposes

	Lectures	Acquisition of theorerical knowledge
Methods of studying	Practical classes	Consolidation of theoretical knowledge
	Laboratory sessions	Practical application of knowledge
	Individual work	In-depth knowledge acquisition

Work with literature	Search on the internet	Course and diploma design	Participation in scientific research
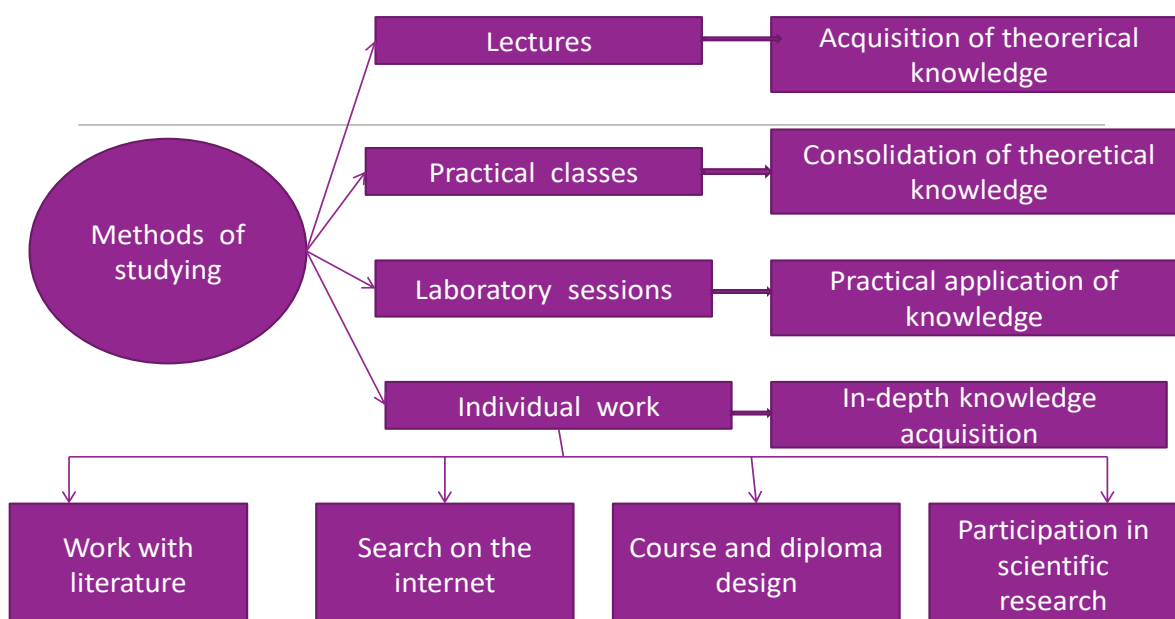
4. The methods of teaching

Methods of teaching are a system of principles, modes, and ways of joint, arranged, interconnected activity of a teacher and students directed at acquisition of knowledge, facilities and skills provisioned by regulating documents on specialty, detection and comprehensive development of each student's personal creative potential, his/her intellectual and physical aptitudes and moral traits needed for successful life and performing of professional activity, for maximum personality self-accomplishment.

A method is a means of passing knowledge, formation of students' facilities and skills.

There is no unified classification of teaching methods in current didactics.

The most wide-spread are classifications based on different, most common features:

1. By the source of knowledge – verbal (oral exposition: a talk, explanation, a lecture; a conversation, discussion, work with a book),

- visual (illustration and demonstration, observation),

- practical methods (exercises, the laboratory method, practical works).

2. By the character of cognitive activity – explanatory-illustrative, reproductive, the problem exposition method, partial search, and research methods.

3. By the extent of learners' activeness: active and passive.

Verbal methods

1) oral exposition – presenting the teaching material by the teacher in the form of a monologue. Types of oral exposition:

- a talk (a story) – an emotive, figurative presentation of certain issue;

- explanation – evidentiary presentation of the teaching material with highlighting complicated moments and their substantiated presentation for ensuring students' proper comprehension and assimilation;

- lecture – differs from other methods by a precise rigid structure, a large amount of the delivered information, the systematic character of the material exposition.

2) conversation – a dialogical method of teaching wherein the pedagogue by means of skillfully asked questions induces students to either *reproduction* of the available knowledge or to personal conclusions and generalizations based on the previously obtained knowledge. Conversations can be:

- introductory (as a preparation for learning some new material),

- reporting conversations (new knowledge acquisition),

- revision conversations (for consolidation of the studied material),

- checking-up conversations (verification of the level and character of assimilating the relevant knowledge).

3) discussion – consideration on a certain issue wherein people exchange various views, ideas, and prove the correctness of their point of view. It may grow into a dispute, an exchange of contradictory arguments. The teacher is to possess skills in controlling a discussion, which means directing it so as to lead the

discussion to certain conclusions, to preserve the participants' well-meaning to each other, tolerance and correctness of utterances.

4) work with a book – individual work with printed texts as sources of information (abstracting, summarizing, answering questions, reports preparation, etc).

Visual methods:

1) illustration and demonstration – showing and perceiving specific objects and phenomena of the surrounding world.

2) observation – a deliberate perception of the reality phenomena immediately or with special appliances.

Practical methods:

1) exercises – repetition of certain actions in order to form and consolidate facilities and skills in practical application of the acquired knowledge. Exercises fall into: oral and written; training (by a certain instruction), creative, and testing.

2) the laboratory method is based on carrying out preliminary prepared experiments in order to check certain theoretical provisions or to confirm some regularities.

3) practical works are designed for applying knowledge in situations approximated to real ones, characteristic of professional activity.

The main kinds of methods depending on the character of cognitive activities:

1) explanatory-illustrative – knowledge is offered in a "ready-made" form, when the pedagogue organizes the perception and comprehension of knowledge, while students perceive and memorize it.

2) reproductive – knowledge is also offered in a "ready-made' form, but the pedagogue not only delivers new knowledge but also explains it. The criterion of students' acquisition is a precise reproduction of knowledge for which purpose multiple repetition of material is organized.

3) problem exposition means that the teacher asks problem questions and shows the way of researching the problem, considering the process of solving it from beginning to end.

4) partially search-for method – the pedagogue formulates a problem and students solve it independently (in some cases with the teacher's assistance). Therefore, knowledge in this case is not given to students explicitly, it has to be gained independently by answering questions, solving problem situations or tasks.

5) research method – together with the teacher, students formulate a problem and solve it independently. The teaching process is characterized as highly-intensive, the training is accompanied with elevated interest, the knowledge obtained is distinguished by being in-depth, solid, and effective. The method supposes creative acquisition of knowledge. Possible disadvantages – considerable consumption of the teacher and students' time and energy.

Active methods of teaching are the methods directed at activation of students' individual cognitive activity in the process of learning and owing to this, a raise in efficiency of the teaching process. They enhance development of independent, creative thinking, development of communicative skills, forming a high level of professionalism.

To active methods of teaching pertain:

- discussions,

- "brainstorming",

- "press-conference",

- specific situation analysis,

- role-plays,

- business games.

Discussions suppose active consideration of or debate on a certain issue, thought-exchange, argumentation of one's point of view, coordination of different positions and formulating joint decisions in a group;

"Brainstorming"– every person can offer any ideas related to solving a certain problem. The method is distinguished by a high extent of intensity, resulting in formulation of joint conclusion on the topic, leading to original, creative, individual decisions;

"Press conference" – the roles of "experts" on certain topic are distributed among students who conduct a lesson and make a report, while "representatives of the press" ask their questions following the reports they have listened to;

Specific situation analysis appeared in America in the middle of last century as method of teaching managers and was directed at development of the skill to take effective managerial decisions. Specific situations analysis means the teacher's selection, forming, writing real problem situations, following which their analysis by students is organized with subsequent taking a joint optimal decision;

Role-plays denote acting out a certain situation when students act according to some roles distributed together with the teacher.

Business games provision for modeling a situation characteristic of some real professional activity, playing out a problem situation. Business games differ from role-plays by a larger amount of time, preparing a more complex scenario, documentation, roles, amounts of work.

The goal of participating in games is practicing certain professional skills and facilities. The game technology requires the following sequence:

1) preparing of the game:

- defining the topic, goals, tasks, initial positions;

- determining the composition of the participants, roles distribution, determining the functions;

- designing a scenario;

2) holding the game;

3) summarizing the outcomes – the general evaluation of the work done, analysis of the process of the game, determining the positive and the negative aspects, estimation of the participants' actions and their behavior, the mode of communication, determining the extent of achieving the game and the teaching objectives.

5. Traditional and innovative methods of teaching

Choice of methods of teaching depends on the goals of teaching, the content and the form of its organization, the specifics of the training discipline or its section, the level of students' readiness level and their individual traits, and the teacher's pedagogical skillfulness.

The most wide-spread traditional forms of teaching at the higher school: the lecture, practical and seminar classes, laboratory sessions, students' individual work, consultations. Depending on the content of teaching, specifics of the training discipline, students' individual traits, and the character of training tasks, the teachers can choose various forms of students' work at classes: individual, pair-work, in small groups, or joint work within the group.

Methods of verifying students' knowledge at higher education institutions (HEI)

The forms of pedagogic control are assessments, examinations, oral questionings, written test papers, abstracts, semester papers, laboratory test papers, design works, etc.

The methods of analyzing and estimation of the acquired facilities and skills levels can vary. The most widespread have become oral, written, graphical, practical, and test assessment with the use of comparative analysis and finding out the reasons in cases of insufficient levels.

Evaluation criteria are those parameters in accordance to which the teacher scores the character and the outcomes of students' learning-and-cognitive activities. They can be the speed of performing certain actions, the depth and completeness of the acquired knowledge, the ease of comprehending a question and promptness in answering it. In other words, these are the parameters that determine the quality of the learning activity.

The evaluation norms are the amount- and quality-related indicators relied upon by the teacher for determining the scoring of the student's activities outcomes. They determine what and at which level a student should know in the process of learning a discipline and on its completion.

The evaluation of students' academic progress should be understood as a system of indicators that reflect the actual level of the facilities and skills they have acquired in accordance with the requirements that are determined by regulating documents and, among other things, the programs of the training disciplines. Evaluation supposes a numerical or other symbol representation and fixation of the outcomes in academic progress estimation, estimating judgments – a brief characteristic of the outcomes of teaching, their positive and negative moments, and emotive attitude.

Among pedagogues there are three most widespread points of view on the role of the assessment and the awarded mark.

1. assessment as a peculiar means of coercion.

2. assessment as a means of approval of the student's achievements and encouragement to further improvement of the learning-and-cognitive activities.

3. a clear academic unbiased approach, objective estimation of students' knowledge.

The table of evaluating the skills and facilities: the national and the ECTS scales

Sum total of points for all kinds of learning activities	The ECTS mark	The mark by the national scale
90 ... 100	A	excellent
82 … 89	B	good
74 … 81	C	
64 … 73	D	satisfactory

60 … 63	E	
35 … 59	FX	unsatisfactory with a possibility of repetitive passing the assessment
0 … 34	F	unsatisfactory with the obligatory repetitive studying of the discipline

6. Pedagogic technologies of teaching, their main principles

The module teaching

A module (from the Latin "measure") has three meanings:

1) in sciences, a name ascribed to a specially important ratio or value;

2) in mathematics, the module of a logarithms system is applied, meaning a constant multiplier for logarithms pertaining to one system;

3) a unit of measure, for instance, in architecture a part of a building serving as a unit of measure for giving proportionality to the edifice as a whole and parts of it; in classical architecture, a module usually equals to the diameter or the radius of a column at its base.

In pedagogy, a module is viewed as an important part of the whole system, without knowing which the didactic system does not "work".

A module is a complete, logically accomplished unit. It often coincides with a topic of a discipline.

Within a module, everything is measured, and everything is evaluated: the task, the work, the student's attendance of classes, the students' initial, intermediate, and the final levels.

A module contains precisely determined goals of teaching, the tasks, and the levels of learning of the given module; the facilities and skills are named.

In module teaching, everything is pre-programmed in advance: not only the sequence of teaching the training material, but also the level of its acquisition and the control of the quality of its acquisition.

When developing the technology of module teaching for special subjects at technical higher education institutions, it is important that every module should 1) give quite a determined independent portion of engineering knowledge,

2) form the skills needed to an engineer,

and therefore 3) develop engineering skills in students.

Adaptive teaching (from Latin "applying", "aligning with")

This technology was applied for organizing teaching students at the evening and extramural departments. Its essence is in teaching materials selection: the topics for exercises, tasks, laboratory works, etc. with subsequent detailed methodological instructions as to how to fulfill them.

Suggestive teaching

The teaching technology based on the general relaxation of the learner (from Latin "ease of tension", "decreasing"), suggested by a Bulgarian psychiatrist G. Lozanov in the 1970s. His technology is very humane. It is built up on the five principles that follow:

- no learning anything by heart;

- a leaning process without fatigue;

- in the basis of learning lay interest and motivation;

- to teach by large units (blocks);

- a problem can be solved comprehensively.

The Waldorf pedagogy is a peculiar form of teaching that developed in Germany (1919).

The essence of the Waldorf technology in education is development of a person's ability to feel, i.e., education of senses, formation of artistic taste, skills in artistic creativity on the basis of cognizing the nature.

What can we borrow from the Waldorf school, which has become an international culture-shaping movement?

First of all, a personality-oriented pedagogy, humanizing and "humanities-ation" of teaching, development of students' ability to sense the surrounding world.

Integrated teaching

Its essence is to solve every topic comprehensively. The beginning was set by J. A. Comenius. It was applied at secondary school, but is of interest for higher school teachers as well because nowadays, attempts to introduce integrated teaching in secondary and higher education are noticeable. Life itself requires it.

A significant place in the integrated teaching is allotted to emancipation and volatility of the student's personality (compare it with Lozanov's teaching technology based on relaxation); students learn to find similarities in seemingly different phenomena and to apply the acquired knowledge in other areas, at the same time developing a desire to solve any arising problems independently (this methodological method is useful for every teacher).

Information technologies

All information technologies are related to computer-based teaching. Their implementation requires:

- forming technological condition, equipment and software, telecommunication systems that enable fulfillment of the mentioned requirements;

- ensuring an industrial-and-technological base for production of national competitive information technologies and resources within international division of labor;

- ensuring prioritized development of advanced production of knowledge and information;

- training qualified personnel;

- comprehensive implementation of information technology in the areas of production, management, education, science, culture, transportation, power supply, and so on.

The main principles of pedagogic technologies

1. Wholesomeness, i.e. the unity of teaching, education and development on the one hand, and systematicity on the other.

2. Fundamentality, i.e. essence-based approach based on teaching in big blocks the basic, main content of a discipline. The essence-based approach in education should be considered not only in terms of one discipline, but obligatory

in terms of interdisciplinary links with targeting at tasks of training a specialist on a specific professional profile.

3. Coordination with culture. This principle put forward in the XIX century by the German pedagogue Diesterweg is still topical nowadays.

4. Humanitarization and humanizing of education.

5. To teach while researching, and to research while teaching.

6. Continuity of education, i.e., preparing students for a need in perfecting their professional traits for lifetime.

Test questions:

1. Disclose the essence and peculiarities of the process of teaching.
2. Characterize didactics as the theory and practice of teaching.
3. Define the main types of classes (lessons) and their goals.
4. What methods of teaching do you know? Give their characteristics.
5. What traditional and innovative methods of teaching do you know? Give their characteristics.
6. Name the pedagogical teaching technologies you are familiar with. Disclose their main principles.

Topic 3. **The notion on the pedagogy of facilitation as a specific kind of pedagogic activity**

Plan

1. The essence of the notion of facilitation, its kinds. Pedagogic facilitation.
2. The role of a facilitating pedagogue in the education environment.
3. Facilitation competency of a pedagogue.
4. The groups of the main activity attributes of a facilitating pedagogue.

1. The essence of the notion of facilitation, its kinds. Pedagogic facilitation

Facilitation (which means assistance, making easier, enhancing) is organizing of the process of collective problem-solving in a group, which is

controlled by a facilitator (a host, a mediator, a manager). This is simultaneously a process and a sum total of skills that enable organizing efficiently a discussion of a complicated problem without loss of time and to fulfil all the planned actions in a short period of time with utmost involvement of the process participants.

The goal of a facilitator is to support the group to fulfil the task set to it.

Pedagogic facilitation is a specific kind of a teacher's pedagogic activity the goal of which is to help the pupil or the student in realizing oneself as a value in itself, to support their aspiring for self-development, self-realization, self-perfection, promote their personality growth, disclosing of their abilities, cognitive possibilities, to actuate appreciable treatment of people, the nature, the national culture on the basis of organizing of helpful, humanistic, dialogical, subject-to-subject communication, an atmosphere of unconditional acceptance, understanding, and trust.

Social facilitation is improvement in quality of fulfilling some simple and very well assimilated operations in the presence of other people. This phenomenon was noted at the end of the XIX century in researches by French physiologist C. Ferret, and developed later on by V.M. Behterev (it was proved that the presence of on-lookers facilitates the performance of simple, mechanical actions, but worsens the performance of complicated ones).

Sports facilitation is search for, support and enhancing (strengthening) of efficient processes of organizing both individual sportsmen and the team as a whole.

Eco-facilitation is the process of managing an open dynamic personality system in order to maintain it in the state of self-development.

2. The role of a facilitator-pedagogue in the education environment

The goal of a pedagogue is to teach others instead of just passing knowledge or information to their pupils. They acts in the role of a mentor, leader, sponsor, manager, training programs developer, representative of the education establishment, a model, an example for others.

The main professional role for a pedagogue is that of facilitator. C. Rogers stated that people are willing to learn and have a natural inborn need in learning which persists for life. Nevertheless, people shouldn't be taught directly, the teacher has to facilitate the training.

Facilitation is assistance to a group to achieve the set tasks of increased complexity or importance.

A facilitator is a person who helps the group to understand the general goal and supports a positive dynamics for achieving this goal not protecting any party in the process; in group training, in particular, such a teacher is called a conductor (like in an orchestra).

A facilitator is responsible for creating a favorable physical and psychological climate (environment) of mutual trust and respect.

C. Rogers notes that a facilitator assists a child in the development process, makes easier "a difficult work of growing".

A pedagogue as a facilitator of the training process helps students to comprehend the obtained knowledge and to use them correctly. Therefore, he/she has to maintain the students' development process through:

– formation of a favorable training environment;

– application of the principles of training in time-planning and the mode of studying (i.e. how and when);

– encouraging students to form their own learning goals;

– encouraging students to choose and apply various resources for achievement of their goals;

– assisting students to evaluate their training results.

A facilitator should be orientated at a favorable training environment of equality between a teacher and their students. This will help them feel comfortable, not in the role of pupils or students, but of adult, qualified specialists. As a result, a possibility appears to conduct successful training on the basis of communication and experience exchange. Therefore, a teacher has to form a training environment with a positive atmosphere.

This atmosphere begins with a positive and friendly attitude on behalf of the pedagogue, which every participant always feels. Another way of sustaining students' attention is the use of various methods and forms of delivering the material.

3. A pedagogue's competency in facilitation

From the positions of the personality-oriented approach by C. Rogers, a pedagogue's profession-and-pedagogical competency, being a part of personality-professional competency, is the competence in the sphere of facilitation, that is, facilitation competency.

A facilitator pedagogue is to use the complete set of means that include, in particular:

– Empathy development. Facilitators must perceive everything through a prism of client's interests to develop trustful relations and to work with a person efficiently. It is necessary to use specific methods to establish relations and demonstrate empathy, for instance, to lower one's head when the other person is speaking, to listen actively, mimicking the other person's posture like in a mirror.

– Attentive listening. Facilitators must hear what is really being said and to avoid "selective" perception, which means hearing what a person wants or expects to hear. Facilitators can demonstrate that they understand what is being said by repeating everything in their own words.

– Presenting information. The relevant technologies include the use of open questions that contain one-syllable "yes" or "no" and nonverbal forms of communication (a nod of a head, an inviting smile when another person speaks). Facilitators are to limit their speaking to give time for all other group members to speak.

– Positive confrontation. A facilitator should be able to confuse, and to perplex group members in such a way that they would realize the problem; he/she should cause them to express their point of view, to defend it, or oppose the others. This requires great skill and practicing. Positive confrontation is best achieved

when there is a feedback, preferably in the form of description rather than the form of judgement. For instance, a facilitator may start their feedback with a phrase, "I might be wrong, but I think it will be useful to consider other points of view as well".

But if a group member persists insisting exclusively on his/her point of view, the facilitator ought, even despite of their being correct, to convince that all of us are influenced by other people's opinions, and therefore all of them should be listened to for everyone's good.

If a teacher possesses the skills and abilities of a facilitator, the training process he/she organizes will undoubtedly be successful.

4. The groups of the principal activity traits of a facilitator-pedagogue

The facilitation component of pedagogic activity is an ability to positively influence a student or a group of students in order to form a favorable atmosphere, raise students' certainty in their strengths, to stimulate and support in them the need in independent productive activity.

A pedagogue's facilitation competency includes:

– possessing a system of knowledge in the area of pedagogic facilitation;

– realizing the significance of a teacher's facilitation activity in the education process;

– mastering the methods and skills in performing facilitation activity;

– availability of positive experience in the facilitation activity.

A facilitator-pedagogue should possess diagnostic methodologies, be able to predict the development of a student's personality, possess the methods and skills in efficient communication and co-working.

A facilitator-pedagogue is an assistant who initiates, who is capable of supporting group members taking into account their needs and goals, attending to group members' search for ways and methods of solving problems.

A facilitator-pedagogue manifests their personal attitude in the process of interaction with group members – empathy, compassion, involvement.

A facilitator-pedagogue does not form or redo a pupil to a preset pattern, does not put into them from the outside some (necessary from his/her point of view) content; he/she just assists a self-development subject to become themselves. A facilitator-pedagogue solves the issue of forming helpful relationships, in which the pedagogue will be able to disclose his/her potential and "accept" knowledge as an element of her/her personal experience to use it later on for his/her own personality growth.

It is also possible to relate to facilitation traits such qualities as initiative, sociability, goodwill, sincerity, sensitivity, openness, insight, empathy, ability to see and predict, to model pedagogic situations, reflexing, and leadership.

A demonstration by a pedagogue of their facilitation traits can be one of indicators of their professionalism.

Test questions:

1. Disclose the essence of the notion of pedagogy as a science.

2. Disclose the essence of the notion of facilitation, determine its kinds (types).

3. Provide the definition for the notion of "pedagogic facilitation".

4. Characterize the role of a facilitator-pedagogue in the education environment.

5. What is the essence of a pedagogue's facilitation competency?

6. Characterize the groups of the chief activity traits of a facilitator-pedagogue.

Topic 4. Mediation competence of a facilitator pedagogue

The plan

1. The essence of the notions of "mediation", "conflict", and ways of solving conflict situations.

2. Analysis of the notions of "competence" and "mediation competence" of a facilitator pedagogue and its structural components. The status of a mediator.

3. Operation of school mediation services: foreign experience.

4. Work of mutual understanding services at education institutions of Ukraine.

1. The essence of the notions of "mediation", "conflict", and ways of solving conflict situations

In its general sense, mediation is an alternative method of conflict-solving with involvement of the third, uninterested party.

This method was developed in 60-70s of the XX century in the USA, yet its sources go as early as ancient time. A comprehensive study of this alternative approach to solving conflicts is impossible without considering the development of interaction between people in conflict situations.

Conflict situations occurred as early as prehistoric societies. In those times, the basic value was survival in harsh conditions, therefore brutal physical strength was an advantage. It solved conflict situations: the stronger individual was right. The 'force' strategy is oriented at elimination of an opponent either as a biological organism or as a capable of action and free in its choice personality.

Yet, the 'force' strategy is not a conflict-solving strategy, but rather the one of its suppression that puts the defeated into expectancy position to wait for changes in the circumstances and possible revenge. Under such development of the situation, the defeated party will be amassing inner negativism and will strike out at first opportunity to restore 'justice'. The 'force' strategy is still resorted to nowadays, but nevertheless it is far from being the only one.

Later on, authoritativeness changes its vector, and status and power come forward. In those times, important decisions and conflict-solving were made by chieftains, shamans, and sages. Using their exceptional status (chieftains) or knowledge (sages and shamans) they showed to the conflicting parties a right path of solving the dispute.

A conflict is a clash of contradicting interests and opinions, a tension in and utter aggravation of contradictions that leads to actions, complications, struggle, accompanied with difficult collisions; a situation wherein each of the parties attempts to assume a position inconsistent with the interests of the other party.

Within the structure of a conflict, the following main notions can be distinguished: the parties to the conflict, conditions of the conflict evolvement, grievances of the conflict situation, possible actions of the conflicting parties, and consequences of the conflict actions.

Scientists distinguish the following ways of solving conflict situations:

– prevention of a conflict;

– conflict management;

– taking optimal decisions in conflict situations;

– solving the conflict.

The following tactics are possible:

1. Solving the conflict on the basis of its essence and content.

2. Solving the conflict with accounting for its goals.

3. Solving the conflict with accounting for its functions.

4. Solving the conflict with accounting for emotional- and cognitive state of its parties.

5. Solving the conflict with accounting for the traits of its parties.

6. Solving the conflict with accounting for its possible consequences.

7. Solving the conflict with accounting for the ethics of the relations between the conflicting parties.

The conflict plays a significant role in regulation of people's behavior and activities. The constructive (positive) functions of the conflict:

– socio-diagnostic – occurrence of conflicts attests to shortcomings in organizations' operation, deepening of social contradictions;

– regulating – conflicts create and support social balance in a community, they ensure balance of powers;

– self-analysis and self-perfection of a personality;

– liberation from negative emotions (safety valve);

– understanding complaints and claims;

– innovative – conflicts enhance renovation of social relations, formation of new norms and values, enable avoiding stagnation, they often are a source of innovations, enable detecting different views on a problem;

– making efficient decisions;

– communicative – search for ways of solving the conflict activates social interaction, requires introduction of new norms of behavior;

– integrating on the basis of common views (participation in a conflict unites people);

– socio-psychological – conflicts enhance relaxing psychological tension, gradual decrease in negative emotions, self-fulfillment and self-affirmation.

Destructive (negative) functions of the conflict:

– destabilizing – conflicts lead to violation of social balance, public order, the use of violent methods;

– cost-and-redundancy – conflicts require additional material, time, moral, and emotional resources;

– disorganizing – conflicts slow down and complicate the decision-making processes, distract from performing current tasks;

– psychological discomfort of a personality;

– emotional imbalance, nervousness, self-doubt;

– the absence of a positive life-program;

– 'breaking' of a personality in general.

The rules of conflict-free behavior:

– aspire to adequate estimation of your behavior in a conflict situation;

– try to estimate the situation from positions of the opposing party, to understand the opponent's point of view;

– avoid accusations against the opponent, this may provoke switching on psychological defense mechanisms;

– control your emotions and call the opposing party to act likewise;

– verify objectivity of information linked with the subject of the conflict;

– induce the opponent to an open discussion of the controversial issues.

For solving a conflict between the parties it is advisable to use help of a mediator.

A mediator is a neutral and independent third party who is not a representative of any party and has no interest of his/her own. The task of a mediator is to establish a process of interaction between the parties, to assist them in analyzing the situation, to see the differences in their views, to find the interests that really stand behind their actions, positions, and visions, which is important for both parties, and find the intersection points on which a joint mutually beneficial decision can be built up.

Therefore, the focus of attention of the mediator, unlike that of a judge, a referee, or a lawyer is concentrated on the interests of the parties and ways to satisfy them rather than the juridical nuances of regulating a contestation. In the education environment, the role of the mediator is allocated to the teacher, which is why mastery of mediation competency by future pedagogues and psychologists is a necessary condition of their success in professional activity.

2. Analysis of the notions of 'mediation', 'competence', 'mediation competence' and its structural components

Mediation is a method of solving disputes with involvement of an intermediary (mediator) who assists the parties in the conflict to establish the process of communication and to analyze the conflict situation in such a way that would enable them to choose on their own accord the variant of a solution which would satisfy the interests and needs of all the participants in the conflict.

The need in this procedure arises with occurrence of the following conditions: importance for the parties in the conflict of their future relations and interests; recognition by the parties of their predisposition for a strong influence of the emotional (value-related) aspect of the conflict; the wish of the parties to preserve certain confidence; significance of taking an all-encompassing decision on the conflict.

"Mediation is a free-will process, in which a third party renders assistance to two or more parties of a conflict with their approval in order to prevent, regulate, or solve a conflict by helping them to reach a mutually acceptable agreement" (a definition provided by the United Nations Instruction on Efficient Mediation).

In this Instruction, the authors distinguish between three levels of mediation:

– The first level relates to the government of a country. The macro-level.

– The second level relates to the prominent figures in society, for instance political parties and regional authorities, well-known religious leaders, scientists

– The third level relates to civil society representatives, the local authorities. The micro-level.

The notion of mediation includes the whole structured process of supporting negotiations from the first contacts with the parties and on till signing the final agreement.

In a verbatim translation, "mediation" means "intermediary", that is intermediary of unbiased third parties, recognized by all parties.

Mediation is a technology of constructive solving of conflicts with participation of the third, neutral, unbiased party. Accordingly, the person who carries out mediation activity is referred to as mediator.

The mediator is not vested in the right of taking decision concerning the conflict and exerts no pressure on the parties. (S)he only organizes facilitation to the conflicting parties that participate on their free will in the process of search for a mutually acceptable and viable decision that will later satisfy their interests and needs.

Another important aspect in the role of a mediator (within the concept of facilitative mediation, which is currently the most wide-spread in Ukraine) is that the mediator does not take and even does not propose to the parties a decision or any options of solving the dispute.

Mediator-intermediaries assist the parties in the conflict to reach a mutually acceptable solution of their problem. The task of a mediator is to establish trust (usually lost due to the conflict situation), to form a safe and creative environment.

After the parties have worked on the variants of the solution, the mediator is to help them determine the criteria by which they will be estimating the variants for choosing the best one. And following the parties' choosing the variant that will meet their interests, the mediator will help them to make certain that the decision is viable by carrying out a so called crush-test and discuss which steps the parties will make.

Due to the fact that the "Harvard method" of conducting negotiations serves as the basis of mediation, this procedure is aimed at mutually beneficial regulation with accounting for mutual interests of the parties, and the mediator's role is organization of interaction in managing the communication between the parties.

The models of mediation

1. Comprehensive mediation is applied in complicated cases of a conflict and supposes elements of creative and individual approaches to the parties.

2. Settlement mediation is built up on positional negotiations and is oriented at regulating (settlement) of the disagreement by way of fair distribution of resources.

3. Therapeutic mediation has the goal of restoring friendly relationships.

Competence is the ability of applying knowledge and skills efficiently and creatively in interpersonal relations that suppose interaction between other people in social context as well as in professional activity.

Competence is asset of a personality and determines the qualitative level of assimilation of the learned knowledge, facilities, skills, and the ability to use them on the basis of their experience in the process of performing certain activity.

Social competence is formed through developing the skill in communication and the ability to work in groups, in collective.

One of the needed skills for a pedagogue, according to professional standards, is the skill in protecting pupils' dignity and interests, helping children who found themselves in a conflict situation, and preventing a conflict situation from growing into a destructive state.

A mediator pays special attention to work with the parties' emotions. The mediator works jointly on restoring the parties' relationships and establishing communication between them, which serves as the foundation on which one can study the interests and work on possible variants. If there is no foundation, a strong house cannot be built. The same is with mediation: without normal relations between the parties, the work with their interests will be inefficient, and the solution will be unviable.

3. Operation of school mediation services: foreign experience

In Ukraine, the consolidated status of a mediator has not been defined in any law for the time being. To be fair, it should be noted that the similar situation is in the Netherland, where mediation is a very popular service. At the same time, Ukrainian legislation contains the norms which are a good basis for applying mediation in practice. A mediator in Ukraine already possesses a certain status, yet the Law "On Mediation" is at the stage of development.

Up to now, methods on applying mediation with participation of teachers, psychologists, and conflict experts were being developed.

It is known that thousands of children at schools all over the world experience jeering and cruelty not only on the part of their peers, but teachers as well. Unfortunately, it is impossible to eliminate this phenomenon completely. In this case, with the help of mediation an attempt is made at forming compassion and understanding between the conflicting parties. This is exactly the main task of mediation activity. The use of mediation at education institutions facilitates prevention of violence and reducing the use of disciplinary measures for solving internal problems, as well as educating the younger generation in the spirit of peace and civil responsibility.

Currently, at some schools, mediation is part of school program, and teachers undergo basic training in mediation techniques. The programs are directed at improvement of psychological environment at education institutions. As of now, mediation is fixed in legislations of such states as the USA, Austria, Germany,

Great Britain, Holland, France. In the European Union, the Code of Mediator has been approved. But at the same time, not in all countries mediation is considered as a full-fledged profession. Austria is one of the few states where position of "mediator" is included in the nomenclature of professions and where the law on mediation has been approved (2004) containing detailed description of the standards for mediators training. Establishment of school mediation services in Ukraine is the most important social innovation which is required by life itself and is becoming one of priority tasks in the area of modern upbringing and education.

Operation of school mediation services at an education organization will enable:

– to decrease the amount of conflict situations with children being involved;

– to raise efficiency in carrying out prophylactic and corrective work aimed at decrease in manifestations of pupils' asocial behavior;

– to reduce the number of offences committed by minors, in particular repeated ones;

– to raise qualification of education organization's employees in protection of children's rights and interests;

– to ensure openness in an education organization's activities concerning protection of children's rights and interests;

– to form conditions for participation of public in solving topical problems and tasks concerning prevention of offences committed by minors;

– to optimize interaction with the bodies and institutions of the system of prevention of neglect and delinquency of minors;

– to improve the psychological environment at an education organization.

Mediation, which is still at the stage of its formation, brings to the foreground the issues of quality and reputation of this service. Therefore, reputation and professionalism are the most sensitive characteristics of a mediator and should be valued and preserved despite the absence of legislative regulation, for this is the topmost asset and restraint lever of a professional's responsibility in any area.

Mediation in the field of education is applied for solving disputes and preventing conflict situations between the participants in the education process as a present-day alternative way of resolving disputes. The school mediation method has absorbed the best practices amassed in several decades of applying the mediation process in the world. In its basis rests the human-centric approach.

Peers mediation and restorative practices will help to overcome violence manifestations at education institutions through introduction of the mutual understanding service. Operation of an education institution's mutual understanding service should accomplish two socially significant strategic tasks: 1) to decrease social tension in interpersonal relations in a collective by means of mediation, and 2) forming skills in conflict-free communication and skills in exiting conflict situation in all participants in the education process (both teachers and schoolboys and schoolgirls) who have passed training in a relevant education program and share the values of restorative approach.

4. The work of the mutual understanding services at education institutions

Establishing mutual understanding services is the next stage in introduction of the processes of peace-building at education institutions and inclusion of the philosophy of renovation and mediation to school culture. This work is the continuation of many-years cooperation of NGO "La Strada-Ukraine" with the Ministry of Education and Science of Ukraine, in particular within the education program of "Basic mediating skills at an education institution and a local community", which is being successfully approbated since 2015.

Formation and a long-lasting efficient operation of the mutual understanding service are impossible without use of projecting technologies. A mutual understanding service will be efficient and self-developing in case if its organizers will consider their actions as a social project. This requires purposeful and coordinated organizational, methodological, research, analytical, and information actions together with constant monitoring the process of the service operation and

evaluation of work efficiency of both individual participants and the service in general. Therefore, the use of the project methodology is a token of its successful activity.

Establishment of the mutual understanding service supposes fulfillment of a numbers of specific tasks:

– carrying out explanatory work among representatives of the main target groups – teachers, administration, parents, schoolboys, and schoolgirls;

– carrying out organizational measures – allotment of premises, equipping them with furniture, appliances for classes, methodological and visual materials;

– organizing and carrying out training for project participants;

– development and use of templates of documentation, questionnaires, monitoring accounts;

– information support of the project – publishing its implementation and outcomes in mass media, social networks, etc.

The reasons for conflicts that occur most frequently between pupils at school:

– nicknames, jeering, teasing, assaults, exults, pulling ups;

– trying to outspeak, to silence, which can be termed verbal harassment;

– rude, aggressive behavior;

– quarrels and misunderstandings at sports grounds, during a break, at the canteen;

– violations of discipline during lessons;

– struggle for authority and leadership among classmates or friends;

– refusal to be on duty in class, at school;

– relationships problems;

– spoiling or destroyment of property: textbooks, mobile phones and other belongings.

The main reasons for conflicts that occur between pedagogues and pupils:

– it is difficult for pedagogues to foresee pupils' behavior during the lesson; unexpected actions, which often violate the planned course of the lessons, cause the teacher's irritation and desire to overcome "the obstacles" by any means;

– lack of information on the reasons for what has happened complicates the choice of the optimal behavior and intonation in communication;

– the situation is witnessed by other schoolchildren, that is why the teacher tries to preserve his/her authority by any means and thus often escalates the situation to a conflict;

– the pedagogue usually estimates not a pupil's individual act, but his/her personality; such estimation often determines the attitude to the pupil of other pedagogues and pupils (especially at primary school);

– evaluation of a pupil is often built up on a subjective perceiving of his/her act and insufficient information on his/her motives, personality, living conditions in the family;

– quite often, the teacher's personal traits are also a reason for conflicts (irratibility, rudeness, rancor, complacency, helplessness, etc).

The school mediation service is formed at an education institution and consists of the education institution's employees, pupils, and their parents who have passed relevant training and studied the basics of the school mediation method and the meditative approach. That is why, nowadays it is of special urgency to deliberately train future pedagogues and psychologists capable of performing mediation activity professionally.

This problem can be solved in the process of professional training of higher professional education students by means of forming in them, as future pedagogues and psychologists, the mediation competence. This will enable them to competently assist their pupils in difficult, potentially conflicting situations. Nowadays, it is necessary to be not only a qualified, but first of all a competent specialist. A competent specialist differs from others by not only possessing certain knowledge, skills and abilities needed for fruitful professional activity, but applies them in their work, always cares for their self-development and steps beyond their

subject, and considers their profession to be of great value. Competency helps a specialist to solve efficiently the tasks related to their professional activity.

Test questions:
1. Provide definitions of the notions of "mediation", "conflict", "mediator".
2. Characterize the ways of solving conflict situations.
3. Provide definitions of the notions of "competence", "mediation competence", "mediation competence of a facilitator pedagogue".
4. Disclose the structural components of "mediation competence" of a facilitator pedagogue.
5. Characterize the operation of school mediation services.
6. Disclose the work of mutual understanding services at education institutions of Ukraine.

Topic 5. The role of a facilitator-pedagogue in forming communicative competence in students

The plan
1. The notion of "communicative competence", its role in a facilitator-pedagogue's mediation activity.
2. Efficient communication.
3. Rules of efficient communication.

1. The notion of "communicative competence", its role in a facilitator-pedagogue's mediation activity

Communicative competence is a communicative trait of a personality which includes:

– communicative skills,

– knowledge, skills and facilities,

– sensual and social experience in business communication area.

A facilitator-pedagogue has to possess communicative competence which includes the following skills in:

– making communication easier for the conflicting parties to analyze the conflict situation on their own, to search for solutions for the conflict situation;

– paraphrasing, to concluding, to generalizing;

– putting efficient questions;

– providing feedback that confirms that the mediator is really listening to each of the conflicting parties;

– maintaining communication standards characteristic of mediation during the whole process;

– minding correctness of utterances;

– neutralizing aggressive expressions;

– controlling communication between the conflicting parties.

Let us enumerate the skills that make up information-and-analytical competence. They are:

– to highlight the core of the problem;

– to determine the causes of the problem;

– to differentiate between the position and needs of each of the conflicting parties;

– to gather information on the conflict;

– to deduce key information on the conflict on the basis of available data;

– to structure information on the conflict;

– to verify for authenticity the information needed for understanding the conflict;

– to analyze facts;

– to analyze the situation from various points of view;

– on the basis of obtained information, to prognosticate the development of the conflict and its consequences;

– to deduce logical conclusions from available data;

– to estimate if all the phases have been resolved and if it is possible to proceed to the next phase.

Mnemonic competence supposes availability of skills to memorize:

– people's names;

– large amounts of information;

– unstructured information.

In mediation activity, a facilitator-pedagogue should also be able to control emotions (emotive competence):

– to think positively (single out constructiveness in any content);

– to cope with his/her own strong negative emotions;

– to create a well-meaning environment (of trust) in a situation of tense communication;

– to carry out regulation of psychological environment;

– to accept impartially emotions, feelings and opinions of the conflicting parties as given;

– to accept and account for various kinds of the parties' resistance at different stages of the conflict;

– to maintain correct relations with the parties;

– to create a positive mood (attitude).

Managerial competence of a facilitator-pedagogue is made up of the following skills:

– to motivate the mediation participants for solving the conflict;

– to plan the mediation process;

– to watch the procedure and norms in the course of the mediation process;

– to keep the conflicting parties within the mediation process;

– to ensure decision-making;

– to calculate the consequences of decisions;

– to make a choice considering various circumstances;

– to organize the time and the place for a mediation meeting;

– to plan resource support of the mediation process from beginning to end;

– to foresee a possibility of organizational problems;

– to distribute and control the time in the course of mediation process.

Each of these competences is relevant to management of certain mediation processes rather than exists separately – each of them supplements the others. For instance, emotive competence is management of the environment, the emotional states of every participant in the mediation, including the mediator, while information-and-analytical competence is management of information flows and processing them. Therefore, mediation competence is an unalienable component of professional competence of a facilitator-pedagogue.

Communicative competence is comprised of abilities:

– to provide a socio-psychologic prognosis as to the communicative side of interaction;

– to program the communication process relying on the peculiarity of the communicative situation;

– to control communication in the communicative situation;

Communication knowledge is awareness of norms and rules of communication, as well as peculiarities in applying them in various situations.

Communicative and facilities are the ability to:

– prognosticate the situation;

– formulate and implement one's own communication program;

– master communicative methods and devices;

– control the initiative;

– respond promptly to the state of the partners.

Communicative competence is: the ability to understand self, awareness of one's own communication motives, ability to understand other people, namely their goals, needs, behavior motives; ability to perceive a situation adequately, possibilities of one's influencing the process of communication; ability to prognosticate the evolvement of the situation and to control it; knowing habits, traditions and etiquette in the communication area; decency, civility.

A developed emotional intellect enables a mediator to be in harmony with one's intentions and experiences; to induce trust in others and success of influencing their behavior; to form a favorable psychological environment that causes students to share their ideas and ways of solving specific tasks; in terms of a facilitator-pedagogue, to manage the students' learning and education activities successfully.

The content of the constituents of emotional intellect

Perception of emotions:

– ability to distinguishing the other person's emotion not only by verbal signals but also by mimics, postures, gestures, loudness and tone of voice, and other non-verbal signs;

– understanding other people's thoughts and emotions enables analyzing emotional information and understanding the essence of the person's emotional state;

Understanding emotions: understanding the motives, aspirations and wishes of other people and self ensures choosing a needed tactics in negotiations.

The use of emotions: facilitates attaining the desired result.

Control of emotions:

– ensures a needed socio-psychological environment in a students' collective;

– raises interpersonal interaction quality and ensures mutual understanding and support among students;

– positively influences the efficiency of solving practical tasks.

2. Efficient communication

There are the following types of communication:

1. Contact of masks (formal communication):

– no desire to understand and account for the interlocutor's personal traits;

– masks are applied: masks of politeness, strictness, indifference, modesty, compassion;

– a set of facial expressions, gestures, standard phrases that enable concealing the real emotions and attitude to the interlocutor.

2. Mercantile communication (estimating the partner as a needed or impeding object) – having obtained what they needed, a person loses interest in the interlocutor and does not conceal it.

3. Formal role communication:

– when both the content and the means of communication are regulated;

– instead of knowing the interlocutor's personality the other party does with knowledge of his/her social role.

4. Business communication – the interests of the business are more important than possible personality dissimilarities.

5. Spiritual communication – interpersonal communication of friends:

– any topic can be discussed; it is not necessary to resort to words – a friend will understand your facial expression, movements, intonation;

– interlocutor knows the partner, his/her interests, convictions, attitudes;

– interlocutor can predict the partner's reaction.

6. Manipulative communication is targeted at gaining profit; depending on peculiarities of the interlocutor's personality, (s)he apply: flattery, intimidation, "pulling the wool", playing on emotions, falsification of facts, deception, demonstration of caring, kindness.

7. Secular communication: its essence is aimlessness. People say not what they think, but what is expected to be said in similar cases. This communication is closed because people's views on this or other issue are insignificant and do not determine the character of communication.

The principal foundations of effective communication. Well-meaning, a favorable general atmosphere of communication is important:

– psychological contact with the partner;

– individual approach;

– display of attention to the partner's personal interests and passions;

– ignoring the partner's opinion limits the possibility of making mutually acceptable decisions.

Understanding means accepting the partner as (s)he is, being able to put oneself into the interlocutor's position.

Equality:

– not to demonstrate your advantage over a partner in something;

– to be open for perceiving the partner's arguments, to try to express your point of view as neutrally as possible.

Rationality: to behave rationally in any situation, even if the opposing party does not restrain manifestation of emotions because uncontrolled emotions negatively affect the decision-making process.

Authenticity: to avoid using untrue information even if the other party does so. Untrue information weakens the strength of argumentation and complicates significantly further interaction.

3. Rules of efficient communication

The rules of successful communication:

1. Do not proceed to expressing a thought without having understood it completely.

2. The rule of "constant readiness for understanding"

There is a large number of semantic and personality barriers which often lead to incomplete or imprecise understanding of utterances.

3. The rule of specificity

– to avoid ambiguous, vague expressions and words;

– not to use unfamiliar and specialized terms without necessity.

4. The rule of control of non-verbal signals

– to control not only your language and the content of the utterance, but also your mimics, gestures, intonations, postures, etc.

5. The rule of considering oneself wrong means to presume that your personal opinion might be incorrect. This often prevents serious mistakes.

6. The rule of "the place and the time" (appropriateness)

– timeliness and choice of an adequate situation for the utterance raise its effectiveness.

7 . The principle of sufficiency of information: "say no more and no less than is needed now".

8. The rule of openness

– readiness to revision your point of view under influence of new circumstances;

– ability to accept and account for the interlocutor's point of view.

9. The rule of active and constructive listening.

10. The rule of feedback

– ensures achievement of the main goal of the communicative process – mutual understanding.

The factors of socio-perceptive distortions in the education process

1. The presence of pre-set attitudes, estimations, convictions.

2. Formed stereotypes – referring a person to a pre-determined category and search for traits connected with it.

3. Premature conclusions about an individual's personality, before extensive and true information is known about him/her.

4. The "halo" effect – positive traits are overestimated, while shortcomings are either not noticed or justified.

And vice versa,

6. The "projection" effect – ascribing to another person your own traits and emotional states.

7. The "primacy" effect – the first information influences the future attitude to a person.

8. A desire to rely exclusively on your own impression of a person.

9. Absence of changes in perceiving and estimations – once expressed judgments do not change.

10. The "last information" effect – if this information is negative it may change the previously formed opinion of a person.

Personal barriers in communication are barriers determined by the partners' psycho-physiological characteristics:

1. The temperament barrier.

2. The barrier of character.

3. The barrier of the manner of communication:

a) dominance;

b) non-dominance;

c) a mobile subject;

d) a rigid subject;

e) extroversion;

f) introversion of the communication subject.

The barrier of a negative emotion. Emotion is capable of both significantly strengthening and weakening difficulty, timidity in communication. Not any, but only a persistent negative emotion can build a serious barrier on the road to communication. To such emotions pertain: suffering, anger, disgust, arrogance, shame, guilt, a bad mood.

2. Psycho-pedagogic recommendations on forming communicative competence

These recommendations are addressed to teachers who work with persons with lowered self-estimation, oversensitive attitude to failures, and increased anxiety.

1. Form a situation of success through a student's fulfilling a task within his/her abilities.

2. Highlight a student's achievements in public for them to be able to open up.

3. Encourage a student for their effort even if the level of the work outcome is not high enough.

4. Avoid public criticism.

5. Point out a student's mistakes with tactfulness, preferably in private.

6. Prompt to a student a strategy in communication with their peers.

7. Treat students gently, avoid discussing and condemning a student's traits and abilities.

Recommendations to students:

1. Praise yourself even for small achievements.

2. Stop criticizing yourself for insignificant reasons.

3. Allow yourself making mistakes, for one learns on mistakes.

4. Join a drama club, or an art studio, where one can re-impersonate into somebody else.

5. Render assistance to inefficient students.

6. Try showing initiative, step forward with propositions.

7. Perceive a failure as a new lesson, a stimulus for development.

8. Attend psychological master-classes and trainings on personality development.

Psycho-pedagogical recommendations on communicative competence of a facilitator-pedagogue on work with students with low group status, aloofness:

1. Allow independence.

2. Include them in group public events.

3. Include them in project groups for performing various tasks.

4. Gradually develop leadership qualities, to encourage activity with confidence in the student.

5. Display publicly your confidence in the student.

6. Include everyone in discussing the students group's issues, taking into account the student's opinion, raising thus his/her status.

Recommendations to students:

1. Participate actively in corporate events.

2. Be interested in the group's activities, its interests.

3. Be well-meaning to other students.

Psycho-pedagogical recommendations to a facilitator-pedagogue as to the attitude to those with inadequately raised self-estimation:

1. Evaluate objectively the student's abilities and skills, give example of other students.

2. Praise the student for specific successful matters only.

3. Include in the project implementation group more capable students, to praise all participants.

4. Do not allow permissiveness.

5. Do not distinguish such a student too often.

6 Constructive criticism. To explain in terms of "all of us are different, and everyone deserves esteem" that the given attitude is characteristic of real leaders, of confident people.

Recommendations to students with inadequately raised self-estimation concerning communication:

1. Learn to put self in other people's position.

2. Start caring for somebody.

3. Evaluate your actions critically.

4. Find common interests with other, be the first to meet them.

5. Estimate your strengths realistically.

6. Try to boast less.

Psycho-pedagogic recommendations to a facilitator-pedagogue concerning the work with students with poor vocabulary:

1. Enable the student to speak, to express their thoughts, help them choose the words.

2. Help in expressing their thought for the thread of the answer not to interrupt, recommend the student to use explanatory dictionaries, encyclopedias, etc.

3. Offer interesting literature.

4. Demonstrate on examples the significance of a well-developed, correct speech.

5. Give comical examples of people with poor vocabulary from literature, anecdotes.

6. Stimulate speech activity.

7. Use in speech the synonyms of common words and explain their meaning.

Recommendations to students with poor vocabulary:

1. Describe in a diary your day in detail as if you write an exciting story.

2. Learn verses and poems by heart.

3. Read popular science literature and fiction.

4. Read texts out loud, pronouncing the words clearly, and retell the texts.

5. Turn for help to encyclopedias and dictionaries.

6. Play speech-developing games.

Possession of the following skills enables a facilitator-teacher to control the communication process efficiently:

Traits	Traits characteristics
Empathy	Ability to see the situation through the partners' eyes
Well-meaning	Esteem, sympathy, ability to accept other people's opinion even if not approving it, support of others
Authenticity	Ability to maintain one's own "I" in contacts with other people
Precision	Ability to speak about concrete problems, actions, possibilities for collective, readiness to answer the questions unambiguously
Initiative	Ability to "go forward", establish contacts, to get down to business in a situation that requires immediate intrusion
Spontaneity	Ability to speak and act spontaneously
Openness	Readiness to disclose to others the motives of one's actions, sincerity with others
Involvement	Ability to express one's plans and readiness to accept other person's plans

Test questions:

1. Provide a definition of the notion of "communicative competence".
2. What types of communication exist?
3. What are the rules of communication?
4. Provide recommendations concerning effective communication.
5. Which traits enable a facilitator-teacher to control the communication process efficiently?

Topic 6. Pedagogical culture and authority of higher education teacher

The plan

1. Pedagogical culture, its components.
2. A pedagogue's worldview culture.
3. Pedagogic creativity as a component of the pedagogue's professional culture.

1. Pedagogical culture, its components

Formation of pedagogical culture takes a special place in training a higher education teacher. The title of a "pedagogue" is inseparable from the notion of "culture".

Only in a cultural environment can specialists develop who are capable of thinking freely and broadly, produce intellectual values needed by society. Culture is the foundation for the teacher's personality formation.

Pedagogical culture is a complex socio-pedagogic phenomenon, an integrated unity of structural elements of a personality, which harmoniously combine with each other.

The components of the teacher's pedagogical culture:

– scientific outlook, erudition, scientific knowledge;

– communicative culture;

– psycho-pedagogical and methodological training, pedagogic skill;

– personal traits (spiritual wealth, humanness, fairness, tolerance, openness, optimisms, aspiring for self-improvement);

– developed professional- and pedagogic thinking, professional competence;

– pedagogic techniques (as a set of methods of self-control and those of influencing others through verbal and non-verbal means).

A high level of professional culture is characterized by a well-developed ability to solve professional tasks, that is, a developed professional thinking and consciousness.

Formation of a person's culture begins in family, goes on in education institutions, which is why a professional in education is to be deeply aware of the place and the role of education processes in world culture, in its historic and national forms, and to combine deep fundamental theoretical knowledge with practical training. A higher education teacher is to possess a high formation level of culture in general and pedagogical culture in particular.

Distinguishing pedagogical culture as one of the most important components of social culture is determined by specifics in the teacher's pedagogic activity aimed at personality formation and capable of reproducing and enriching the social culture in future. In the training-and-education process, the main means of passing the culture and spiritual values is the teacher as a bearer of culture and a subject of interpersonality relations with a unique personality of a student, which constantly changes and enriches.

2. A pedagogue's worldview culture

Pedagogical culture is a phenomenon of teacher's displaying their own "I" in professional- and pedagogic activity through the unity of their goals, motives, knowledge, skills, aptitudes, relations combined into a certain system of pedagogical values. Existing objectively and comparatively autonomously, pedagogical culture as a values system functions through the subjective world of every teacher.

Pedagogical culture is a special formation, a dialectical, integrated unity of pedagogical values which possess certain links and relations that are formed, realized, and improved in various kinds of professional- and pedagogic activity and communication, determining the character and the level of the later.

Formation of pedagogical culture in a teacher supposes: awareness of one's individuality, uniqueness in comparison with other individualities; clear goals and motives for self-development; self-confirmation and awareness of the formation level of one's competence, which is ensured by the system of knowledge and skills, convictions; self-accomplishment in certain kinds of activity; value and harmonious unity of individual traits, including creative ones; dynamics and continuity of self-development, constant work on self aimed at growth of the level of one's significance in personal, professional, and social aspects for self-assertion in society.

A teacher's individuality is demonstrated in his/her spirituality, spiritual culture, humanistic orientation of his/her professional activity.

A teacher's pedagogical culture is dialectically related with all the elements of personality culture: moral, aesthetic, mental, legal, political, ecological, and others because it is an integral indicator of other types of culture, their component, and at the same time contains them.

The professional activity culture characterizes a certain level of performing service- and professional duties by a person. The culture formation level depends on:

– orientation and persistence of socially significant motives for activity (needs, interests, values, views);

– correspondences of the personality's psychophysical traits (aptitudes, abilities) that ensure a needed level and efficiency of professional activity;

– extent of development of the person's psychic processes (thinking, memory, feelings, emotions, will);

– completeness and depth of the acquired psycho-pedagogical and special knowledge, skill, facilities, as well as the gained experience; the personality's social activity.

Analyzing the character of the interrelation of activity and culture, it should be stressed that not any activity and not any of its outcomes can be characterized as a certain level of "culture".

A high level of culture is defined by the fact that it develops, improves personality itself as a subject of social productive forces.

The main goal of a personality's cultural development is accomplishment of a person's creative possibilities, gain of professionalism.

Improvement of pedagogical culture is an important aspect in a higher education teacher's pedagogic activity. This process is complex, multi-staged, it integrates and embraces formation of a pedagogue as a personality, his/her spiritual traits, which in unity exist and influence the outcome of pedagogic activity.

Therefore, the teacher's pedagogical culture is a personality formation, an integral system of pedagogical values, in the basis of which lay spiritual values, which is a very stable foundation, according to which the teacher correlates his/her life and professional- and pedagogic activity.

Pedagogical culture is understood as: a system of values – regulators of pedagogic activity; a pre-condition, a goal, a means, an instrument of pedagogic activity, the extent of self-accomplishment in it; concentrated expression of a pedagogue's personality.

The teacher's pedagogical culture has to achieve the highest possible level, whose indicators should be considered:

– humanistic- and pedagogical position in treatment of students, the ability to be an educator;

– psycho-pedagogical competence and well-developed pedagogical thinking;

– knowledge in the area of the taught subject and mastering pedagogic technologies;

– experience in creative pedagogic activity, ability to substantiate individual pedagogic activity as a system, ability to develop an individual pedagogical project;

– professional development culture, the way of self-development, ability of self-regulating one's activity, the culture of communication.

The components of the teacher's authority are the authority of the role, and that of the personality.

The teacher's authority is the outcome of development of:

a) subject-related pedagogical knowledge, skills, facilities (subject knowledge);

b) communicative pedagogic knowledge, skills, facilities (knowledge of students and colleagues);

c) gnostic (knowledge of self and the skill in correcting one's behavior).

Authority of the teacher is formed on the basis of sympathy and respect of students to him/her. That is why each pedagogue should be a kind person, and treat every student in a positive way; be able to empathize with students; be an optimist; be a creative person; possess pedagogical tactfulness, etc.

3. Pedagogic creativity as a component of a pedagogue's professional culture

The structure of pedagogical culture is a complex which includes the pedagogue's personality traits, professional behavior culture, professional competences, creative thinking development, and experience in professional- and creative activity.

Professional culture of a teacher should be formed in the process of gaining experience in professional- and methodological activity as a result of studying and acquisition of best pedagogical practices.

A teacher's pedagogical culture is an integral total of the pedagogue's professional- and personality values and traits, his/her professional- and pedagogic competence and skillfulness which enable carrying out professional- and

methodological activity creatively on the basis of reflection, gained experience and self-development with taking into account regulating requirements to professional- and pedagogic activity.

Pedagogical culture is reflected in the highest form of the pedagogue's activity, his/her creative independence; acts as a stimulus and condition for the education process improvement, a pre-condition for new ideas arising in pedagogic science and practices. It is manifested not only in deep knowledge, but also in methodological skillfulness, in the ability to explain, to get interested, to equip students with practical skills.

Pedagogic creativity of the teacher is usually formed during practical activity, but it is of great importance to constantly analyze your work, to compare it with outcomes and achievements of the psycho-pedagogical science, to estimate your success critically, to look for the reasons for possible failures, combining theory with practice of the teaching-and-educative work. "Creativity is not a profession, but the attitude to one's work" (from folklore).

Manifestation of creativity is linked directly with creativity in thinking and feelings. In thinking, it is receptivity to new ideas, sensitivity to problems, thought flexibility and originality in development of new tasks. In terms of feelings in the course of communication, this is overcoming of emotion barriers, ability to control one's emotions, psychological penetration into the emotive world of the partners in communication.

Pedagogic creativity often occurs as improvisation, in the course of which creation of the new and its reproduction coincide in time. Nevertheless, improvisation is based on previous experience and is inseparable from intuition. For instance, during classes, many unpredictable situations occur (questions from the audience that require immediate explanation, clarification of the material, etc), the planned course sometimes deviates, and the new pedagogic decision becomes more efficient. Pedagogic success often depends on the teacher's erudition, the depth of his/her professional knowledge, on the work of his/her thought, and even on emotional inspiration. Of importance here is not only the teacher's scientific-

and theoretical training, but also his/her mastery of the methodology of teaching, the level of general culture in supporting a dialogue, the art of pedagogic communication.

Pedagogic creativity is always a co-creativity of the teacher with the students' audience, its instrument is another person, and its result is students' acquiring of wisdom, feelings, and will.

Test questions:
1. Provide a definition of the notion of "pedagogical culture".
2. Disclose the components of pedagogical culture.
3. Disclose the content of the worldview culture of a pedagogue.
4. Describe pedagogic creativity as a component of the pedagogue's professional culture.

Topic 7. Ethical norms of the pedagogue's activity.

Pedagogical tactfulness, its principal indicators

The plan
1. Ethical norms of the pedagogue's activity.
2. Pedagogical tactfulness, its principal indicators.

1. Ethical norms of the pedagogue's activity

The norms of ethical behavior of higher school teachers in terms of profession (quality of rendering education services; prestige of pedagogic activity; introduction of modern education technologies; professional level improvement and self-perfection; propagation of new knowledge among colleagues and public; esteem to profession).

1. The norms of ethical behavior of higher school teachers related to profession:
– a teacher is obliged to improve the quality of rendering education services;
– to raise prestige of pedagogic activity;

– to initiate development and introduction of new education technologies and methodologies aimed at improvement of new education services;

– a pedagogue is responsible for permanent raising their professional level and self-perfection;

– the teacher acquires, applies, and broadens scientific knowledge, propagates the relevant information among their colleagues and public, receives consultations and turns to specialists in other areas for advice if necessary;

– the principle of esteem to profession dominates in all the areas of a pedagogue's activity – professional, public, journalistic, etc.

The pedagogue directs their activity at maintaining and raising prestige of profession.

2. The norms of teachers' ethical behavior related to students

1) The pedagogue assumes personal moral responsibility for students' professional development.

2) The pedagogue develops students' belief in their peers, in people, in selves.

3) The pedagogue enhances the realization of a student's right for obtaining up-to-date, all-rounded knowledge and skills in the field of his/her future profession.

4) The pedagogue trains in students a responsible attitude to profession and honest and noble attitude to the world, to people, and to selves.

The pedagogue is obliged to respect the student's autonomy:

1) The pedagogue respects psychophysical and spiritual wholesomeness, moral ideals, honor and dignity of the student's personality and facilitates their development when rendering education services.

2) The student is entitled to express freely their thoughts and have his/her personal position in the process of discussing learning material.

3) Inhuman attitude to the student, degrading human dignity, the use of student's labor in personal interests are unacceptable.

The pedagogue ensures confidentiality of information:

1) The pedagogue has no right to disclose information about a person even after the student has completed education except the cases of professional consultations or circumstances provisioned by law.

2) The pedagogue has no right to disclose without the student's permission or that of his/her lawful representative any data on the student's private life made known to the teacher in the course of education and training.

3) When using confidential information in the training process, research work, publications, the student's anonymity is to be preserved.

4) Publishing information about the student at scientific conferences, scientific publications, in mass media is ethical only in the case when the student is explicitly informed of a possible loss of confidentiality, realizes this, and grants his/her free-will agreement for making this information public.

The pedagogue unwaveringly adheres to the principle of equality of men and women on the basis of parity when rendering education services to them.

1) The teacher has no right to refuse the student rendering him/her education services, consultations, etc.

2) The teacher has no right to coerce students to accepting paid education services.

The pedagogue does not intrude for not professionally determined reasons in the family affairs and private lives of their students:

The extent of the pedagogue's intrusion in a student's private life is determined exclusively by professional necessity when the student's life, health, or development is at risk.

The teacher promotes establishment with the student relations on the basis of mutual cooperation and co-creation:

1) The pedagogue considers the teaching process as an open process of social partnership, which is characterized by personal responsibility of all participants.

2) The teacher demonstrates professional tactfulness and a high culture in communication and work with the student.

3) If the student's state excludes a possibility of establishing trustful relations with the pedagogue, they are established with the student's family, a lawful representative, a close person, or the pedagogue turns to a needed specialist.

3. The norms of teachers' ethical behavior regarding their colleagues.

1) The pedagogue respects the rights of another pedagogue as a person and as a specialist.

2) Mutual relationships between teachers are built up on the basis of collegiality, equality, honesty, justice, decency and trust, as well as readiness to share their professional knowledge and experience.

3) Pedagogues assist one another in overcoming difficulties, and in difficult cases. In case of arising disagreements between colleagues, ways of eliminating such disputes should be searched for.

4) The duty of every pedagogue is to analyze in an unbiased manner both his/her own mistakes and those of his/her colleagues. Expressing of disagreement with their thoughts or actions, criticism addressed to them should be objective, argumentative, and inoffensive.

5) Discussing the colleagues' activity in the presence of students is unacceptable. Attempts at earning authority for oneself by discrediting colleagues are unethical.

6) A moral duty of the pedagogue is to actively counteract the practices by dishonest or incompetent colleagues, as well as various un-professionals that inflict harm to students' health and professional development.

7) The pedagogue is aware of the borders between professional and private communication when performing their professional duties, that is why (s)he is tactful which supposes both attention to a colleague and non-imposing oneself on others.

8) The teacher is obliged to demonstrate tolerance to personalities and their shortcomings
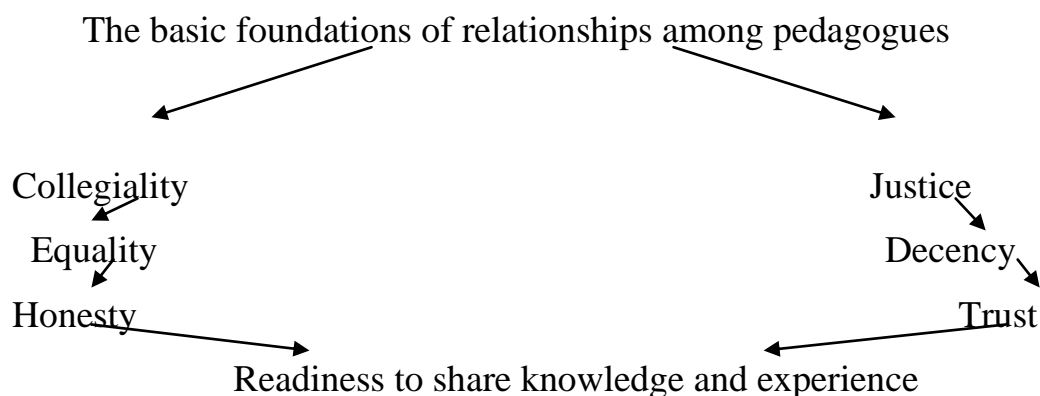
The basic foundations of relationships among pedagogues

Collegiality   Justice

Equality   Decency

Honesty   Trust

Readiness to share knowledge and experience

Figure 1. – The basic foundations of relationships among pedagogues

2. Pedagogical tactfulness, its principal indicators

Pedagogical tactfulness is the most characteristic professional trait of a teacher. The peculiarity of the teacher's profession is primarily expressed in his/her tactfulness.

The word "tactfulness" in itself (derived from Latin *tactus*) denotes a form of human relationships. Tactfulness is a needed condition for successful communication between people. A tactful person tries to behave in a collective so as not to spoil other people's mood by neither one's appearance nor by a carelessly said word.

Pedagogic tactfulness is pedagogically correct pedagogic communication in difficult pedagogic situations, a skill in finding pedagogically expedient and efficient means of influence, a sense of proportion, quick response, ability to estimate the situation quickly and to find the optimal solution.

Pedagogical tactfulness also manifests through the ability of controlling one's feelings, not loosing composure, emotional balance combined with high adherence to principles and strictness, with sensitive attitude to the student. Pedagogic tactfulness requires criticality and self-criticism in estimating one's work, intolerance of templates (routineness), formalism, standstill in thought and matters, of bureaucracy and arrogance, instead, it requires respectfulness. Pedagogical tactfulness is implemented through language and behavior style.

The main indicators of pedagogical tactfulness of a science-and-pedagogical worker:

– humanness without arrogance;

– strictness without brutality and faultfinding;

– pedagogic impact without orders, indoctrination, warnings, without degrading a student's personal dignity;

– the skill in expressing orders, instructions, and requests without impertinence or arrogance;

– the skill in listening to the interlocutor without displaying indifference or superiority;

– the balance, self-control, and business mode of communication without irritability and dryness;

– simplicity in communication without familiarity and backslapping, without showing-off;

– adherence to principles and persistence without stubbornness;

– attentiveness, sensitivity and empathy without highlighting them;

– humor without jeering;

– modesty without pretense.

Improvement of a science-and-pedagogical worker's pedagogic tactfulness is facilitated by the so-called social intellect which is described as a particular individual trait that enables understanding a student, comprehending his/her motivation, recognizing the most essential personality traits. It is manifested as:

– pro-social orientation, readiness for cooperation, personal interest in other people's wellbeing;

– social efficiency as expecting success in solving interpersonal problems;

– empathic interest and personal compassion that enable decoding of nonverbal signs of emotional experiences;

– adequate determining of values-related aspects of the attitude to self and others.

Therefore, pedagogic tactfulness is trained, it is acquired along with pedagogic culture and it is manifested in pedagogic activity. It is an indicator of maturity of a science-and-pedagogical worker as a master of his/her craft. This is

a great means by which students can be turned into the teacher's allies, or, to the contrary, antagonists.

Pedagogic tactfulness is special pedagogic skills through which the teacher, in every individual case, applies to the pupils the most efficient means of education.

Test questions:

1. Disclose the norms of ethical behavior of teachers regarding profession.

2. Disclose the norms of ethical behavior of teachers regarding students.

3. Disclose the norms of ethical behavior of teachers regarding colleagues.

4. Provide the definition of the notion of "pedagogic tactfulness".

5. Disclose the main indicators of pedagogic tactfulness of a science-and-pedagogical worker.

Topic 8. Etiquette in the pedagogue's professional activity

The plan
1. The chief structural components of the etiquette of a pedagogue

2. Historical aspects of the development of etiquette

3. The main principles of the etiquette of a pedagogue

1. The main structural components of the pedagogue's etiquette

Etiquette (from French *étiquette* – a lable, tag) is a sum total of the rules of conduct that regulate the outer manifestations of human relationships (forms of greeting, manners, style of clothes, behavior in public places).
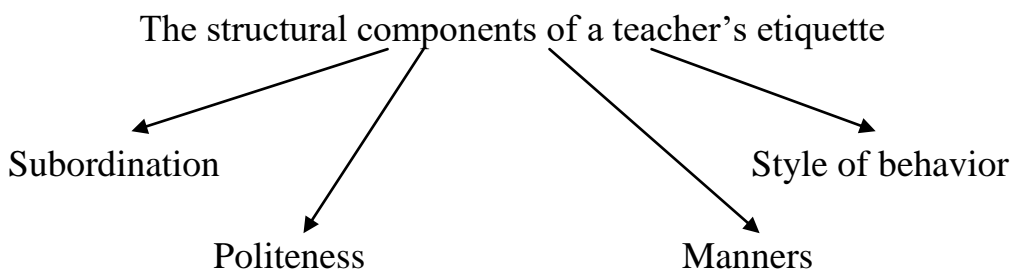

Figure 1 – Structural components of a teacher's etiquette

– style of behavior – persistent traits that are permanently recreated and are typical to a person or a group of people;

– manners – a mode of behavior; style of speech, its intonation, mimic, gestures; gait; reticence; respectfulness; sensitiveness;

– politeness – supposes respectfulness of human dignity;

– subordination – a system of official accountability of lower ranks to senior ranks by order or position.

2. Historic aspects of the development of etiquette

Simple rules of communication and interrelations between people have existed since ancient times following the arising of the primitive communal system. The first requirements to behavior existed in the form of taboos (taboo on cannibalism, on marriages between relatives). Apart from this, ancient people, like modern ones, had a desire to be distinguished from among the others, to be liked by others (to which attest earrings, nasal rings, tattoos).

Etiquette in the present-day sense would appear later and was formed as a set of rules of conduct in the process of social differentiation (stratification). Those who have power distinguish themselves with ornamentations, demand special attitude to themselves and address to equals in a way that is different from that reserved for people with other social positions.

A peculiarity of the etiquette culture of antiquity is a clear distinction of rules of conduct depending on a person's position in society. Observance of norms and rules applied to free people. Ancient Greeks, who worshipped the mind, strength, and beauty in outer behavior, valued reticence on weekdays, emancipation on holidays, and courage in battle most of all. Romans, on the other hand, believed that "balance (literally "measure") is of utmost importance".

In the Middle Ages, secular etiquette appears (which also supposed strict observance of the subordination norms and rules of conduct for individual stations of society). Within its framework, court and knightly etiquette (the code of

knightly honor) are distinguished. The etiquette had the force of law. Noble people were specially taught etiquette (even the art of ogling).

In the New Time epoch, etiquette is viewed as a set of instruments which helps to curb or restraint excessive manifestation of emotions, which makes a person more pleasant in communication and predictable in actions. The basis of the etiquette of this period is the sense of one's own dignity, personal self-value. During this period, the need in respect to a person regardless of their social status is formed.

3. The main principles of the etiquette of a pedagogue

The principles of the etiquette of a higher school teacher. Four main principles of the etiquette are distinguished:

1. The principle of humanism which supposes politeness, tactfulness, modesty, attention, precision in keeping one's word.

2. The principle of expediency of actions.

3. The principle of aesthetic attractiveness of behavior (Denis Diderot: "It's not enough to do good, it should be done beautifully").

4. The principle of accounting for the folklore customs and rituals.

Good manners are considered

To be able to control one's body, motions

Modesty and reticince

To be friendly one's actions

To be able to control

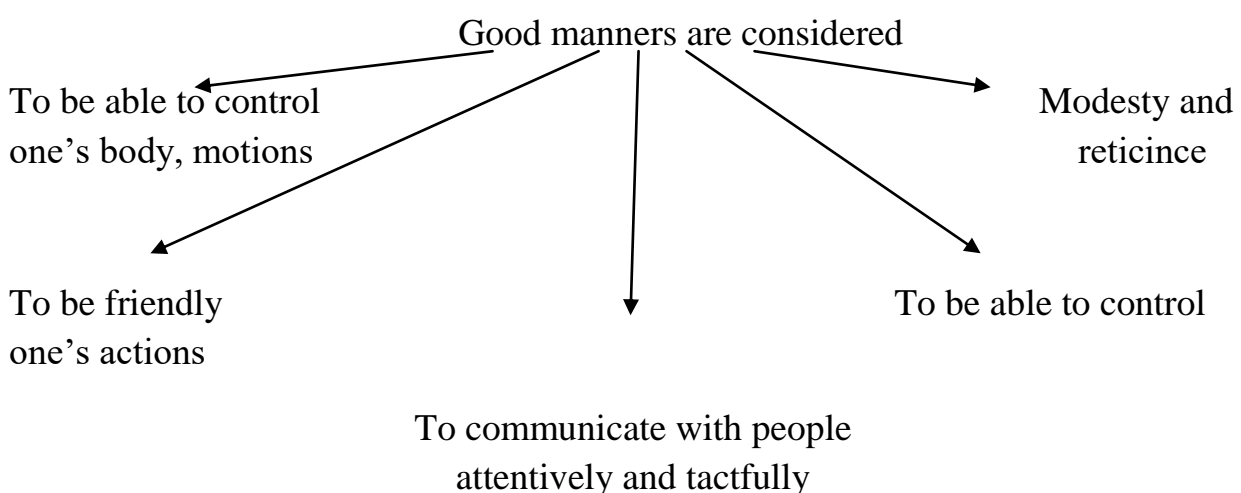To communicate with people attentively and tactfully

Figure 6. – The main rules of the etiquette culture of a teacher in various situations

The etiquette culture of a teacher is usually manifested in the following situations:

1. Greeting, addressing a person, getting acquainted.

2. Gestures, mimics, pantomime.

3. Speech culture.

4. The etiquette culture in clothes.

5. The rules of conduct at the table (table manners).

Image

Verbal means of communication   Non-verbal means of communication

Speech   Gestures, mimics, pantomime
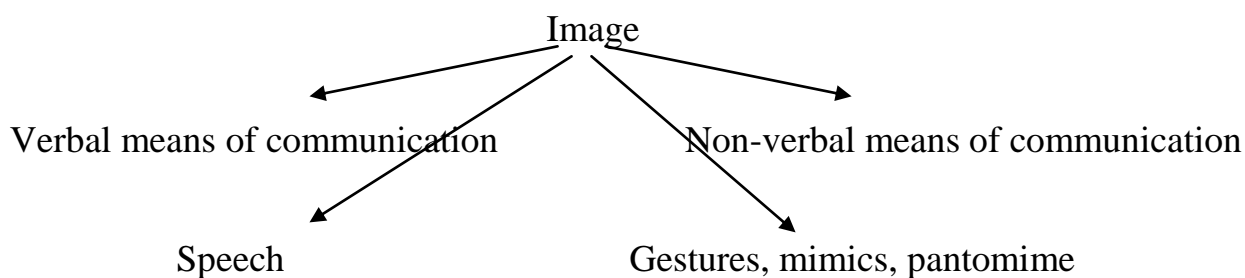
Figure 7. – Components of the image of a teacher

Bad manners are:

Imposing one's will and wishes   Deliberate humiliation of other people

Inability to control irritation   Sloppiness in clothes

Negligence in gesticulation and behavior   The habit of speaking loudly
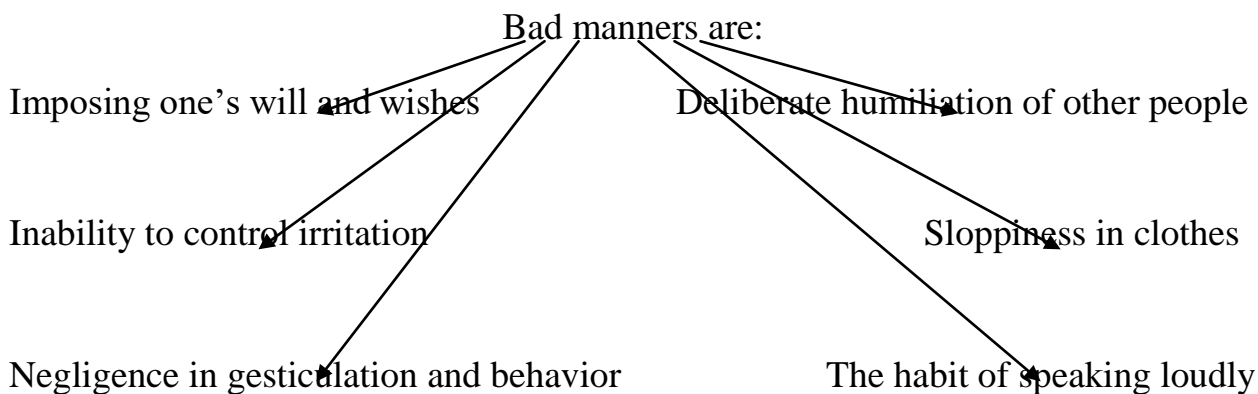
Figure 8 – Bad manners that should be avoided

Test questions:

1. Characterize the main structural components of a pedagogue's etiquette.

2. Disclose historical aspects of the development of etiquette.

3. Disclose the main principles of the etiquette of a pedagogue.

Topic 9. Pedagogic skill

The plan

1 The notion and the structure of pedagogic skill.

2 Raising the pedagogic skill level.

3 Psycho-pedagogic requirements to a pedagogue's personality.

4 Self-education.

5 Styles in pedagogic communication.

1. The notion and the structure of pedagogic skill

Pedagogic skill is a demonstration of a high level of pedagogic activity. Pedagogic skill is based on a high professional level of the pedagogue, his/her general culture and pedagogic experience. It is viewed as a manifestation of their own "I" in profession. Pedagogic skill is a complex of personality traits that ensure self-organization of a high-level professional activity on a reflective basis.

The structure of pedagogic skill

The structure of pedagogic skill (by I. Zyaziun) is comprised of the following elements:

– pedagogic orientation of the teacher's personality (value orientations at self, at means of pedagogical impact, at the pupil's personality and the teaching-and-education collective, at the goals of pedagogic activity);

– professional knowledge (of the subject, methodology of teaching it, theoretical foundations of pedagogy and psychology);

– skills in pedagogic activity (communicative – esteem of people, well-meaning, friendliness; perceptive – professional predictability, empathy, pedagogic intuition; dynamic – ability to exert voluntary impact and to convict logically; emotive-and-sensual – ability to control self and to build up pedagogic work on positive feelings; optimistic prognostication, etc) – a pedagogic technique as a form of teacher's behavior organization that is based on the two groups of skills:

1) ability to control self – the posture, mimics, gestures, pantomime; to control emotive states – to remove excessive psychic tension, to invoke the states

of creative well-being; to possess speaking technique – the breathing, voice-formation, diction, speed of speech;

2) ability to co-operate with every pupil and the whole class in the process of solving pedagogic tasks – didactic, organization, contact interaction, stimulating pupils' activity, etc.

2. Raising the pedagogic skill level

Raising the level of pedagogic skill is purposeful, permanent self-perfection. In the course of it, the processes of teachers' (lecturers') self-learning and self-education have to be administratively organized and controlled to a certain extent.

The process of teachers' self-perfection is conventionally subdivided into four stages:

– teachers' self-awareness of the importance of pedagogic self-learning, self-education and taking a decision to practise professional self-perfection;

– designing a program of professional self-perfection and planning the measures concerning its accomplishment;

– immediate practical activity on accomplishing the set tasks in self-perfection;

– self-control and self-correction.

The pedagogic skill levels

First degree: professionalism which supposes the presence of knowledge on theoretical foundations of pedagogic activity, its basic principles (a university graduate possesses it).

Second degree (pedagogic skill proper) related with the beginning of pedagogic activity. In the process of teaching activity, a pedagogue's professional growth takes place intensively and purposefully. Efficiency of this process depends on the attitude to self-learning and self-education, on the presence of the relevant program, mastery of pedagogic experience developed by experienced colleagues, systematic certification training (qualification improvement) (seminars, courses, science- and methodology conferences, etc). Gradually, the teacher's pedagogic

activity level grows, (s)he masters new pedagogic technologies, his/her psycho-pedagogical culture raises, pedagogic skills, traits and qualities develop, methodological arsenal gets richer. The second degree is distinguished by constant aspiration for creativity, search for new pedagogic means, designing of personal methods and methodologies.

The highest degree in pedagogic skill is pedagogic innovation. An innovator-teacher brings in principally new ideas into the teaching-and-education process, develops new methodology systems, creates his/her personal technologies.

3. Psycho-pedagogical requirements to the personality of a pedagogue

All personality traits of a pedagogue are closely interrelated and equally important. The leading role belongs to the personality's world-view and orientation, the motives that determine its behavior and activities. This is a socio-moral, professionally-pedagogic and cognizance orientation of the pedagogue. Socio-moral orientation is defined by ideological convictions of the pedagogue, his/her social needs, the moral and value orientations, the sense of social duty and civic responsibility.

Professional-pedagogic orientation is demonstrated as interest in profession, pedagogic vocation, pedagogic inclinations. Interest in profession of a teacher is reflected in positive emotional attitude to children and their parents, aspiration to master pedagogic knowledge and skills. The foundation of pedagogic vocation is the love to children. Pedagogic inclinations are manifested as persistent desire and aspiration to devote oneself to pedagogic activity. Personality traits that characterize the professional-pedagogic orientation make up the teacher's authority – pupils' recognition of his/her intellectual, moral strength and superiority. An authoritative pedagogue should be erudite, fair, tolerant, adhering to principles, humane, with a high sense of responsibility. Of not less significant significance are his/her ability to behave with dignity, his/her cheerfulness, inner composure, reticence, cordiality.

Cognizance orientation supposes aspiration to understand the perspectives of science, possessing the culture of scientific- and pedagogical thinking. Professionalism is the ability to solve professional, social, and personal tasks in a productive and correct way. Pedagogical culture is the highest manifestation of the teacher's professionalism and encompasses the following components: scientific erudition; general culture; pedagogical thinking; pedagogical ethics; culture of speaking; communication culture; spiritual wealth; professional health culture; scientific organization of work; aspiration for self-perfection through self-education.

4. Self-education

Self-education is a variation of human activity, a hard work on self, whose efficiency depends primarily on the person's purposefulness, the presence of persistent motivation, positive attitudes, correct choice of self-perfection methods, systematicity of efforts and permanent self-control. The process of self-education provisions for the following sequence of actions:

– choosing significant goals;

– setting the self-education tasks;

– activity planning and forming the program of self-education;

– choosing methods and ways of self-education;

– comparing the achieved results with the expected ones;

– correction of the self-education program with taking into account the results of self-control and self-estimation.

The goals of self-education:

a) achieving agreement with oneself, self-acceptance, recognition of one's shortcomings;

b) achieving harmony with immediate environment by changing one's attitude to it, searching for positive aspects in everything, developing the ability to forgive and not being a slave of things;

c) eliminatation of bad habits, development of the skill in controlling one's emotions;

d) checking personal needs and control of them, achievement of the state of internal harmony.

The task of self-education is to develop special skills needed for successful mastering profession, to achieve high results, namely improvement of professionally significant personality traits: broadening the world-view, preserving and strengthening professional health, raising the level of methodological training, shaping one's spiritual culture, pedagogical thinking, creativity, and so on.

The professional self-development program: the obligatory items of the self-education program are self-cognizance, self-learning, mastering the culture of educational work.

The choice of methods and ways of self-education.

For accomplishing the program of self-education, the following methods are applied: self-observation, self-analysis, self-testing, comparing self with other people, etc; self-stimulation; self-programming; methods and means of self-influence (self-ordering, self-control, self-encouragement, auto-suggestion, self-punishment, self-prohibiting, self-comment, self-persuasion, self-account, keeping a self-education diary, etc). A special role among self-influence methods belongs to methods of controlling one's psychic state, that is, self-regulation methods – autosuggestion, self-encouragement, self-convicting, self-obligating, self-ordering, self-approval, self-control, self-punishment, self-criticism, etc.

5. Styles in pedagogic communication

Style is a set system of ways and methods that a pedagogue applies in interaction.

The styles in relation to the interaction strategy:

Authoritative – a style of dictatorship when an employee (or a student) is considered as a passive executant only, and in fact is denied the right to independence and initiative (it may bring an objective result, but psychological

environment in the course of doing work will not be favorable: work is done only under control, there is no responsibility, collective traits formation is slowed down, anxiety develops).

Democratic – the style which is based on deep esteem of everyone's personality; its foundation is trust and orientation at self-organizing, self-management of the personality and the collective (the pedagogue relies on collective's opinion, tries to bring the goal of activity to every pupil's consciousness and involve everyone in active participation in work). The main methods of interaction: encouragement, advice, information, coordination, which develop self-confidence, initiative in pupils. In this case, one cannot count immediately for a high objective result. Nevertheless, because the sense of responsibility is formed, creative tonus is raised, the ability of working consciously, independently and creatively develops, the teacher ensures a stable result in work and lays a strong foundation for personality progress.

The liberal style is the style that is characterized by lack of a strong pedagogic position; it is manifested in non-intrusion, low level of demands, formal solving of a problem (forms of work outwardly remind democratic ones, but due to the lack in personal activeness and interest, imprecision of the program and lack of responsibility in teacher him/herself, the work goes on its own accord, education process is uncontrolled, the work outcomes are much lower).

Five main styles of pedagogic communication:

– Communication on the grounds of enthusiasm over joint creative activity.

– The style of pedagogic communication that is based on friendly attitude. Demonstration of the friendly attitude is a token of successful interaction.

– The "distant" communication style (often, beginning teachers being unskilled in establishing friendly relations on the basis of self-sacrifice, restrict communication by formal relations and choose the "distant" style in communication. Such communication is a transit stage to another negative communication style – intimidation).

– The "intimidation" communication style (is resorted to by those pedagogues who are unable to organize joint activity, because it requires professional skills).

– Flirtation style (combines the positive attitude to children with liberalism. A pedagogue has an aspiration to win authority, (s)he is not indifferent to being liked or disliked by pupils, but at the same time (s)he does not try to find expedient ways of organizing the interaction and may resort to methods of winning cheap authority).

Test questions:

1. Disclose the notion of "pedagogic skill".
2. Define the components of the structure of pedagogic skill.
3. Characterize the stages in the process of teachers' self-perfection.
4. Define the levels of pedagogic skill.
5. Which psycho-pedagogic requirements are put forward to a pedagogue's personality?
6. Characterize self-education as a variation of human activity.
7. Disclose the styles in pedagogic communication.

Topic 10. The image of a contemporary facilitator-pedagogue: ways of formation

The plan

1. The essence of the notion of "image". A pedagogue's image.
2. Importance of developing a successful image for a teacher.
3. Factors that influence the image of a teacher.
4. The structure of the image of a higher education institution.

1. The essence of the notion of "image". A pedagogue's image

The image of a pedagogue is a vitally effective vision which exists in the inner world and gives positive results in real life. We live in the times of changes.

It is important to see these changes, enter them, which means to be modern, keep up with the time, "to find yourself within time".

A higher education institution (HEI) teacher is a personality who by the content of their professional activity has to possess a sum total of universal traits. (S)he is to have the skills of an organizer, public speaker, analyst, psychologist, to master the strict logic of the teaching process and education, written and oral speech, to be a highly competent specialist in his/her field and an erudite in other

Lecture 13-14 branches of knowledge.

Authority of a teacher is an integral characteristic of his/her professional, pedagogic, and personality status in the collective. Authority of a teacher is formed on condition of quite a high development level of the three pedagogic skills: scientific knowledge, communicative skills (knowledge of his students and colleagues), and "gnostic" skills (knowledge of self and the ability in adjusting one's behavior). Well-known scientists O. Romanovskyi, O. Ponomaryov, Z. Chervanyova stress that in the university environment, the following teacher's traits are highly valued: scientific erudite, purposefulness, methodological skillfulness, general and professional culture, aesthetic principles and convictions, honesty, decency, adhering to principles, well-meaning, pedagogic skillfulness.

G. Vasyanovych understands pedagogic skillfulness as a "characteristic of a high level of pedagogic activity" and asserts that "the criteria of a teacher's pedagogic skillfulness are the following attributes of his/her activities: humanness, science, pedagogic expediency, optimal character, performance, democracy, creativity (originality). Pedagogic skillfulness is based on a high professional level of the pedagogue, his/her general culture, and pedagogic experience. The needed conditions for pedagogic skillfulness are the pedagogue's humanistic position and professionally significant personality traits and qualities".

Throughout his/her conscious life, the teacher strives for the summit of pedagogic skillfulness, for his/her "acme".

A contemporary teacher can develop his/her personal acmeological model, which is comprised of: individual style of work, image, pedagogical culture, belief,

activity tactics and strategy, generalized experience, increase in qualifications level (self-accomplishment, self-perfection, self-determination).

In contemporary scientific thought, the "style" is considered as a factor that influences the performance of pedagogic and teaching activities; a condition that enhances personalization of the teacher's personality individualization. Individual style of pedagogic activity is formed immediately in the process of work: the teacher's individuality determines the system of his/her work, its originality and effectiveness, motivation, the teacher's own concept of activity, special approach to solving pedagogical tasks, the unique manner of communication.

To the constituents of pedagogic style pertain: outer style (the manner of clothing, speech); internal style (general system of values in behavior, pedagogic craft, creativity, channels of self-accomplishment and influencing the students).

Style is formed out of a certain motivation: "to remain oneself, to make one's individuality ever more harmonious"; to work for personal success; to correspond to modernity, not forgetting eternal human values; to aspire for achieving a result, for openness in human relations, harmony of existence, and artistic self-expression.

A person's image is a formed in people's consciousness vision, a stereotype, a set of certain traits that are associated with an individual personality. Image reflects the need in correlation of psychic life (including its most intimate aspects) with the individual and collective experience of being.

The idea of image is to self-assert in one's own eyes and to improve one's own experience of "I", to find a better position in society, that is, to correspond to certain social group's stereotypes if possible, to achieve some goal in terms of career or in financial aspect.

Social and professional image is a total of ideas on how a person of a certain social status or profession (a politician, a businessman, a teacher, a doctor, etc) should look and behave. If the impression a person makes does not correspond to the one expected from their profession or social position, they say about a need in "changing one's image".

Individual image is a total of requirements put forward to a business person correlated with his/her individual traits and business qualities.

Contemporary science distinguishes several possible variants of image:

1. Mirror image. This is the image typical of our view of ourselves. It is as if we are looking in the mirror and ponder what we are like. Usually, this kind of image turns out to be more attractive because, psychologically, we always put forward the positive things about ourselves, while its weak side is minimal accounting for other people's opinion of us.

2. Desired image. This kind of image reflects the vision, the ideal we are striving for.

3. Current image. This type of image reflects the estimation of a person by people who possess information on him/her obtained both through immediate communication and indirectly from other sources of information. The weak side of this type of image is that insufficient or distorted information about the person's real actions may lead to arise of prejudice or misunderstandings, which will affect the image formation.

4. Corporate image. This is the image of an organization in general rather than its individual departments or their performance.

The image of a higher education teacher is an integral characteristic that includes the total of inner and outer individual, personality, and professional traits of a pedagogue, which enhances pedagogic activity's efficiency. Attaining such harmonious totality of traits requires from the teacher conscious awareness of actions, which in its turn is impossible without reflection. On the other hand, to reflex one's characteristics over, the pedagogue has to know what requirements are set to him/her by students and colleagues.

A higher education teacher's image is largely determined by the traits (s)he possesses, which impart peculiarity to his/her communication with students, determine the speed and the extent of his/her mastering various skills. Among them, the following are distinguished:

– purposefulness that creates artistic activity and is determined by comparing the found ways of achieving a goal with possible ones; self-control, independence;

– persistence that is manifested in an unwavering desire for and skill in consistent requirement that one's requests be precisely fulfilled;

– patience, decisiveness that enable finding the most effective ways of influencing the students, not getting lost in a difficult situation;

– tolerance;

– initiative that is manifested in the desire to improve the content and forms of one's activity;

– organization, which is a condition for systemacy in the education process.

– authority as a measure of influencing the students, which is also manifested in relations with colleagues;

– creative approach to solving every task of educating students.

a teacher's image ⟶ image of the department ⟶ image of a higher education institution.

A pedagogue needs a unity of the inner content, activity, and the outer look. An image that is not supported with real actions on the regular basis has no sense, is pointless. The chief result of a teacher's high image, their authority is their students' knowledge.

There are erroneous forms of authority formation. Sometimes pedagogues allow familiarity in relations with students, flatter them, placing themselves in a dependent position. Such relations negatively affect the quality of teaching and the authority of the teacher themselves. This cannot be allowed.

Image of a department is the view of the department as perceived by students, employees, administration formed on information on various aspects of its activity. A positive image of a department is formed only on the basis of stable, high-quality education service. The two components can be distinguished in the image of a department: descriptive (information), i.e. the total of all ideas (knowledge) about the department, and evaluative, i.e. how others see it.

The structure of image of a higher education institution with amendments due to the public opinions concerning its components:

1. The image of the education service – people's ideas as to unique characteristics the service possesses in their opinion. Additional services (attributes) is what imparts to a HEI distinctive characteristics.

Attributes: quality of education, new specialties, the degree awarded after graduation, the price of the service, ties with foreign countries.

2. Image of the consumers of education services includes information on lifestyle, social status, and some personality (psychological) characteristics of consumers.

In this case one should consider not as much consumers, but rather consumers' reaction and evaluation of the HEI's image.

3. The internal image of an organization is the teachers and students' opinions of the HEI. The main determinants of the internal image are the organization's culture and socio-psychological environment.

Attributes: the spiritual values system, availability of the club of fun and resourceful people, other artistic groups, a theatre, technologies in education, innovative activities, financial stability, a possibility of earning a high salary, scholarships.

4. The image of the rector and the academic council of a HEI includes opinions of their aptitudes, attitudes, value orientations, psychological characteristics, appearance.

5. Image of the personnel is a collective, generalized vision of the teaching staff.

Attributes: professional competence: mobility, accuracy in performing their professional duties, precision in doing work, being well-informed; professional, highly qualified training; culture: communicativeness (cordiality in communication, smiling), correct speech, teachers' socio-psychological characteristics.

6. Image is formed on the grounds on direct contact with a higher education teacher. In this respect, every employee is viewed as the "face" of a HEI, by which the university in general is judged.

7. Social image of an organization is the general public idea of social goals and the role of a HEI in economic, social, and cultural life of society.

Attributes: free education for disabled children by means of distance technologies and for orphans as well, deferment from the army, interaction with other structures of the social systems, with schools for instance: concluding agreements on enrollment of school-leavers with medals, organizing entrance examination at schools.

8. Business-image of an organization is ideas about an organization as a subject of business activity. As a HEI's business image components, one can consider its business reputation, famous alumni, doctorate departments, post-graduate departments, innovation technologies, variety of faculties, new specialties, promptness of reaction to changes.

9. Visual image of an organization is ideas based on visual perceptions that fix the information on the interior of the buildings, lecture halls, corporate symbols of the organization. Corporate style is the main component of a HEI's image when it is felt that the style is the basis for development of the university's philosophy, when forming the inner and the personal image. To the visual image one can refer the internet representation when a HEI positions itself by means of a site.

Attributes: the HEI's symbolic has an old tradition, is easy to remember and well-known. At the site of a HEI one can find extensive information and the site is of high quality.

What a teacher needs to pay attention to when forming an image:

Audio- and visual personality culture: how correct and pleasant the speech is, what is the teacher's behavior manner, what and how the person wears his/her clothes, what is the person's hair-style, etc. It should be reminded that the outer look should correspond to the expectations of most or a certain group of people.

Behavior style, that is, various aspects of the personality behavior: professional, intellectual, emotional, moral, communicative, ethical, aesthetic.

A person's inner philosophy, values system: what (s)he thinks of life, of the work being done, of the people (s)he deals with, his/her moral principles.

The attributes that highlight the personality's status and claims – the furniture in the office, a car, pets at home, etc.

Psychological "I-image": an attractive psychological vision of self, that is, a person is calm, active, in a good mood, well-meaning, optimistic, peaceful both on the inner and outer levels.

The factors that damage the image: inability to opening up; rigidity; shyness, inferiority complexes, lack of communicative skills and facilities.

Conclusions:

1. Image of a higher education teacher is a harmonious total of external and internal characteristics that make up its structure; it includes typical and individual traits and determines the teacher's readiness for interacting with the subjects of education environment.

2. The structure of image is the foundation for building up a dynamic image of a teacher, which includes the nucleus of the image (the natural component), the inner level (personality, professional, behavioral components), and the outer level (visual, audio, kinesthetic components) with the dominant impact of the professional component.

3. Forming a higher education teacher's image is a gradual process, efficiency of its formation being determined by the following conditions:

1) development of teachers' interest in themselves and the world;

2) the teacher's awareness of the need in forming a positive image;

3) manifestation of the teacher's activeness when working on his/her image;

4) knowledge of the student audience's requirements to the teacher's personality and activity;

5) detection of the initial development level of traits that make up a positive image of a teacher;

6) a pedagogue's mastering the self-cognizance and self-evaluation methods, as well as skills in self-image and individual image design;

7) observance of the systematicity principle for image formation;

8) observing the principle of variety of forms and methods of work on image forming and correction.

Test questions:

1. Provide a definition of the notion of image.
2. Characterize possible variations of image.
3. Prove the importance of forming a successful image for a teacher.
4. Determine the factors that influence the teacher's image.
5. Characterize the structure of a higher education institution's image.

Topic 11. Pedagogy of success as an integral personal-oriented approach to forming successful students

Plan

1. Pedagogy of success: the content and the main directions of its study.

2. The role of self-evaluation of personality in the formation of its success.

3. Technologies and teaching methods necessary for personality success formation.

1. Pedagogy of success: the content and the main directions of its study

Pedagogy of success is the science of how to activate the inner world of a person, his/her unlimited possibilities, which (s)he realizes through their entire life.

The most well-known concept of success:

"Biological success";

"Religious success";

"Pragmatic success";

"Existential success".

Biological success. The human desire to achieve success is due to congenital physical qualities of a person and is expressed not only in the possession of

physical strength and speed of behavioral responses, but also in possession of more advanced thinking abilities, ability is oriented in an irregular situation, determination, activity, etc.

Religious success. Connection of wealth and success in life is formed on an ideological basis in the form of a religious concept of Puritanism or Calvinism, which became widespread in the United States and Europe. According to it, the main task of a person is to glorify God – not by praying, but by worldly affairs of his/her professional activities. Enhancing the glory of the Lord is the multiplication of wealth. The same positions are pursued by ethics of Protestantism, as described in the world famous work of Max Weber those "Protestant Ethic and the Spirit of Capitalism".

Pragmatic success. The basic ideas of pragmatism as philosophical teaching were advanced by American philosopher, mathematician and logician Charles Pierce. Representatives of this trend are such American scholars as William James, John Dewey, S. Hook, English philosopher F. Schiller. Pragmatism is quite often referred to as the philosophy of deeds, actions, thus emphasizing its practical orientation. In this case, the only criterion of truth is success of any undertaking, deed, matter. As the purpose of human existence the pragmatism puts forward the welfare of the individual and the possibility of achieving wealth and happiness. The main hero of this philosophy is a dealer-man, energetic, able to act quickly, a sneak with the spirit of individualism, accustomed to rely on himself, achieving success. In general, the success of this strategy can be characterized in one word – "to have." However, parallel to this strategy, other concepts were developeded that address the problem of how to "be" successful.

Existential success. Friedrich Nietzsche, who proposed the idea of the "superman", can be considered the founder of this school of thought. Nietzsche's superman is an independent, self-sufficient person, loving himself, accepting himself, understanding his desires and needs. The teaching of Nietzsche "About superman" was developed in Maslow's self-actualization theory. In his book "Motivation and Personality" he defines self-actualization as realization of the full

use of abilities, talents and potential of the individual. In terms of A. Maslow, motivation of an ordinary person is the desire for satisfaction of basic needs (physiological, safety, social relations). A successful individual is a person that focuses on meeting the a higher level – the needs of development, namely:

– respect that includes both the need for respect from others, and the need for self-esteem;

– self-actualization or realization of one's potential opportunities and abilities, of self-importance, in understanding, comprehension and development of one's own.

Based on the ideas of humanistic pedagogy, the human has internal embedded forces and the pursuit of success, and the task of pedagogy of success is to make a minimum impact, stimulating internal human capabilities. The purpose of upbringing in a humanistic pedagogy is to ensure that every pupil could be the subject of an authorized activity, free amateur person. It is a science, the aim of which is to study a healthy creative individual.

K. Rogers states that the Personality is uniqueness and value, it has the potential for self-development. The main thing is to strengthen the faith, trust in oneself, increase self-esteem by forming adequate ideas and attitudes to one's own *I* and towards others.

K. Rogers points out that in modern world characterized by constant change, you need to shift the focus in the process of study from teaching the doctrine, as a broadcast of information to the facilitation of meaningful learning. Here we have in mind facilitating and stimulating at the same time the process of learning for the student, i.e., the creation of intellectual and emotional environment and the atmosphere of psychological and pedagogical support in the audience. In developing such an atmosphere the education is carried out at a higher rate, and has a major impact on the lives and behavior of the student. This approach determines the position of the student in the educational process, it means the recognition of the active subject of this process, therefore, determines the importance of the subject-subject relations.

One of the famous American scientists, a psychologist and educator William Glasser, who develops teaching methods of communicating with children, also believes that success should be available to every child. He studied deeply the problem of satisfaction of a child's underlying psychological needs in a learning environment. Scientists believe that if a child succeeds at school, (s)he has every chance of success in life.

Modern scientists have given the following definition of success: "Success is a constant implementation of the goals that we set for ourselves, and which are extremely important to us. Success is not only the result but also the process of moving towards achieving it. This is the development of human capabilities, disclosure of his potential ".

Success is a multi-dimensional concept and the mechanism to achieve it includes a number of factors:

Firstly, the success is what people are gaining by virtue of their own, but inherent potential, due to their activity. It's not so much a consequence of the extraordinary talent and ability as the ability to apply them in practice. Success does not mean that we have to do something special. This means that we must do the same as the others, but exceptionally well.

Secondly, the success is a movement towards a set for the purpose as a result of our beliefs, values, abilities and habits, which lie at the heart of this movement. It should be measured by comparing which were the goals and objectives of a person and what results (s)he achieved in accordance with them. It is important to understand that necessary condition for the development of hidden possibilities of a person is only an objective that is important for him/her.

Thirdly, success is related to the disclosure of a person's potential in the process of development and self-development. This process requires from the individual some productive activity, which is expressed in constant adjustment of the acts, behavior, actions, which in turn calls for self-awareness and self-evaluation, self-control and responsibility.

Fourthly, an important component of success is mastering the skills of human relationships. This includes the communicative competence of the person, an effective strategy and tactics of personal influence, conflict management skills of successful leadership, and other factors that influence the relationship between people.

From a psychological point of view, success is an experience of states of joy, satisfaction from the fact that the result to which the person sought in the activity, coincided with his/her expectations, hopes or surpassed them. On the basis of this condition, stronger motives of activity, changing levels of self-esteem, self-respect are formed. When success is sustainable, permanent, some sort of reaction may start; it releases a huge, previously hidden capability of the individual.

From a pedagogical point of view, success is a significant achievement of results in the activity of both a single individual and a group as a whole. In pedagogical terms, success may be the result of prepared tactics of instructor or the family. The basis of expectations of success is the desire of a student to gain approval, the desire to assert his/her *ego*, his/her position, beliefs and values.

Success is always included in the chain of actions, it is not an end in itself. Rather, it serves the human condition of satisfaction with life, which in turn, becomes a nutrient medium for further action, self-serving purposes. This condition gives new stimuli to growth, which does not necessarily have to be associated with the activity, and may be inherent to the emotional maturity of a person or some aspect of his/her development of the potential which means in equal measure his/her success in life.

Therefore, the most important task of education is to encourage learners to active work on their own development and self-improvement. It is safe to assume that properly delivered upbringing is the skillful internal stimulation of activity of a growing personality to work on oneself; it is motivation to his/her own development and improvement.

For conceptual ideas of pedagogy of success, the personal approach is also important as the most important principle of psychology, taking into account a person's identity of individuality in the child's upbringing.

This approach determines the position of the child in the educational process and recognizes him/her as an active subject of this process, therefore, implies the importance of determining the subject-subject relations.

It should focus on student development and self-development, the emergence of his/her personality, taking into account individual characteristics, interests and abilities.

The representatives of this approach argue that the educational process should be structured in such a way that everyone gets a chance to fully develop, which allows self-fulfillment and success in life.

High school students were invited to numerate qualities of a successful person. The result is in the next picture is (Table 11.1).

Table 11.1 – Qualities of a successful person

Place	Qualities
1	The ability to set and achieve goals
2	To have their own opinion
3	Self-confidence and confidence in the future
4	The presence of a good education
5	Inner comfort
6	Professional self-accomplishment
7	Having a safe family
8	Having lots of friends
9	Promotion of the corporate ladder
10	Material prosperity
11	To be the best in everything
12	The attractiveness to and success with the opposite sex

To the question: "What should I do to feel like a successful person", 77% of students answered that it is needed to implement their human abilities, 55% – to rise above his/her social environment, a career, 50% – to have material prosperity, 23% – to stand out among all, to have something that others do not have, and 14% – to be better than others, and only 5% – to become famous and glorious.

Answering the question of what their success depended more on in the future, the eleven-graders unanimously chose from the options the answer "on me, my commitment, activity."

Thus, the model of life successfulness, which is selected by graduates nowadays, is the following: a successful person is, first of all, a confident professional. (S)he knows how to put and achieve goals, always has his/her own opinion, is sure of his/her future, has a good education and is responsible for his/her actions. At the same time, a successful person does not want to purchase any objects, it does not matter where (s)he buys clothes. The main thing for him/her is to realize his/her talents and abilities. Although there are guys who do not consider themselves to be successful in the present and who are not sure of their success in the future, they firmly know that their success in life is in their hands, only their own sense of purpose and activity will help them in self-realization.

One of the most important human needs is success in the activities meaningful for him/her. The leading students' activity is learning. It can be stated that cognitive demand and the need for achievement of success are the two essential components which largely ensure the progress of learning activities. However, as noted at the time by a famous psychologist L. Vygotsky, "our child both knows and can and is able to, but his problem is that he does not want to". It is possible to agitate, to capture, to develop interest, but not to force. Only having liberated a pupil from fear and "compulsoriness", you can call in him conscious, interested attitude to learning. Only the knowledge, that has become pupil's personal need, can turn into a moral value. A pupil cannot know all that (s)he is taught, and it's necessary to acknowledge his/her right to choose the learning material.

The teacher should organize the educational process in such a way as to meet the pupils' natural needs in the knowledge of the surrounding world, in communication and self-realization, to ensure receipt of positive emotions.

Such training will be bringing pupils to enjoy and desire to learn, it will grow over time and become a motivation of success.

Teacher's explanation of his actions and motives, and their acceptance by pupils develops motivation and encourages the desire to achieve their goals.

2. The role of a personality's self-evaluation in the formation of its success

One of the fundamental features of a person is that everything that happens to him/her is subjected to continuous psychological self-assessment of his/her actions, decisions, evaluating the personal significance.

Positive evaluation gives him/her an extra internal activity, contributes to a belief in him/herself, his/her strength, stimulates and strengthens the desire to further the achievement of the goals.

The negative assessment has diametrically opposite influence of not stimulating the activity of an individual, but on the contrary, sharply reducing his/her motivation and purposefulness, and forms a negative perception of the environment. This leads to a deformation of the personal basis in a person, significantly narrowing the range of possibilities for self-realization. Reduction of self-assessment in such cases becomes a logical phenomenon. In this regard, it is interesting to consider the research related to the deployment of a detailed picture of the formation of self-assessment of its process characteristics.

The objective existence of the relationship between self-esteem and lack of success has led to the emergence of a variety of different psychological and pedagogical explanations for this phenomenon within the framework of behavioral, cognitive, psychoanalytical, humanistic, and other activity-based pedagogic systems, which reveal different aspects of this relationship.

Behavioral pedagogy centers its attention on the formation of socially approved behavior patterns (pattern (in English) – a sample model, a template, a stereotype), finding it necessary to form within a student stable behavioral skills of solution educational and life problems. Representatives of this trend, in fact, refuse

to consider the features of the inner world of a learning person. For them, the concept "personality" is nothing more than harmonization of behavior stereotypes, and external educational impacts when properly executed, are in their opinion all-powerful.

The emergence of the phenomenon of negative self-esteem in the behavioral pedagogy is seen as a fault in the organization of the educational process. This direction initially focuses on the formative impact of the external environment. Scientists believe that everything depends on the teacher and on what kind of child we want to see.

Cognitive pedagogy, giving priority to the educational process, cognitive development, and development of a person's mental instincts and abilities, has the dominating goal to prepare an individual intellectually so that (s)he could adapt to life in a rapidly changing environment.

That's why representatives of cognitive pedagogy consider it appropriate in the early stages of schooling to give pupils advanced confidence, evaluating their learning outcomes softer. At senior levels of education the focus is made on formation of understanding of utmost importance of school education for a successful life.

Psychoanalytic pedagogy is another approach to the problem of lack of success. In the perspective of its attention are not behavioral and cognitive aspects of students' life in education, but deep psychic experiences of the subject of teaching, arising in the context of interaction with other subjects of education. With all the differences of approaches, representatives of psychoanalytic pedagogy agree that a student is a complex biopsychosocial being which is led in the majority of cases by unconscious impulses emanating from its natural mental depths.

From this perspective, the problem of the formation of the student's self-esteem is solved. School lack of success actively imposes its mark on the formation of student's self-assessment. (S)he has a feeling of helplessness in the educational requirements, which inevitably leads to unease and to psychological

anxiety which, in turn, causes the appearance of negative aspects in the image of his ego (his *I*). In this case, the child may develop a psychological defense, allowing him/her to ignore school failures completely and compensate for his/her weaknesses. As a result, the child's self-esteem may be overestimated and inadequate.

Modern humanistic pedagogy recognizes the original uniqueness of each student. Its members believe that each student has a set of unique capacities and potentialities. Mental originality is determined by the formed relationships to the natural world, to society, to himself. The educational process should not, in their opinion, ignore any biological or psychological nature of the student. The main task of humanistic-oriented educational process is to create pedagogical conditions in which students in accordance with their uniqueness and originality with the help of teachers will be able to unleash their potential in gaining knowledge and define the line of their personal and professional fate.

The humanistic pedagogy considers all internal life of a student to be dependent on his/her self-evaluation. "Self-assessment," write its prominent representatives K. Rogers and J. Freysberg, "is the most important means by which self-teaching also becomes a responsible teaching". They state that modern schools are pressed by formalism and this leads to the neglect of the true goals of educational activities. Low self-evaluation, forming in such learning, blocks the path to a student's self-realization.

In our country, by a student's self-evaluation pedagogues mean how (s)he evaluates himself, his/her abilities and qualities. Assimilating in the process of training and education certain norms and values, the child begins under the influence of evaluative judgments of others (teachers, peers) to treat in a certain way both the real results of his/her learning activities and him/herself as a person. In this way a student in the process of education forms an attitude to assessment his/her abilities, becoming one of the main components of self-evaluation of both the achieved results and the future ones.

For all the variety of scientific approaches, they are united by generalized conclusion, the essence of which is that the lack of success is to a large extent the result of high or low self-esteem of a person.

The correlational dependence of the facts of failure in life with the factor of negative self-evaluation is an established scientific fact.

We can highlight a few sources of self-evaluation, which change their importance at different stages of a person's development:

– assessment by other people;

– the opinion of the reference group;

– comparison with the others;

– comparison of the real and the ideal *I*;

– measurement of one's performance results.

The self-evaluation is the attitude of an individual to him/herself, which is added gradually and, to some extent depends on the approval or disapproval of others, which determines an individual's belief in his importance, is a personal judgment of self-worth, which is expressed in attitudes peculiar to the individual.

Positive or negative evaluation of oneself reflects the degree of development of the individual's self-esteem, feelings of self-worth and a positive attitude towards everything that is within the scope of his/her *I*. Therefore, low self-evaluation involves the rejection of oneself, self-denial, has a negative attitude to one's own personality.

There are three points that are important for understanding of self-evaluation.

1. Firstly, an important role in its formation is played by comparison of the real and the ideal *I*, that is, with the idea of what a person is and what (s)he would like to be.

2. The second factor is related to social reactions of a given individual. In other words, people tend to judge themselves by how, in his/her opinion, (s)he is estimated by others.

3. Another look at the nature and the formation of self-assessment is that an individual evaluates the success of his/her actions and relationships through the prism of his/her identity. The individual feels satisfied not because (s)he's just doing something well, but from the fact that (s)he has chosen a certain thing and it is this thing that (s)he does well.

It should be emphasized that self-evaluation, regardless of whether it is based on a person's own judgments of him/herself or on his/her interpretation of other people's judgment of him/her, it is always subjective. A person can do everything.

Educational process can eliminate the frequently encountered phenomenon of the student's assessment of him/herself as unsuccessful and is called to build in him/her a sense of experienced success and optimism. With this approach, the solving of the problem of lack of success is taken into the sphere of project-formed relationships, initially defined and purposefully organized by the school and focused on the attitude of the pupil to him/herself and to the world in which (s)he lives and realizes him/herself.

The paramount in this case is not a fixed academic progress as determinant of quality of training, but forming of relationships that are built on the provided for each pupil opportunity to prove themselves, to experience feelings of achieved success. This gives us confidence in our strength, becomes a means of formation of optimism as the fundamental basis of perception of the world. Creating reproducible situations of experienced success, a school in this way sets the foundation of moral and spiritual stability of a person ready for self-actualization and able to withstand the odds of life.

The problem of overcoming the lack of success can and should be solved on the basis of created by school relations, providing formation for each student an optimistic view on everything that occurs, to life as the supreme value. The main objective is the organization of potentially possible set of activities that gives every student an opportunity to experience a sense of personally made success

3. Technologies and teaching methods necessary for a personality success formation

The technology of education as a pedagogical system motivates the successful education of students using student-centered approach. Scientists studying this issue concluded that a technology of education as a pedagogical system motivates students under the condition that their needs and motivations are the focus of each teacher, and the student is considered as the subject of the learning process. A person is enriched with knowledge only when this knowledge means something to him. One of tasks of school is to teach pupils in a funny and lively form, so that the child him/herself wants to study and remember. The main mechanism of solving this problem is to create a situation of success in the learning process. The situation of success is a targeted and specifically organized set of conditions that allows to achieve significant results in the activities of teaching a person, accompanied by positive emotional and psychological experiences.

The goal of any pedagogical system is to achieve self-realization success by both students and teachers. The teachers consider the creation of situations of success a necessary condition of the process of training and education, a way to form and develop motivation of achievement for students. They view achieving success as a specific result recognized as important for an individual.

The teacher-facilitator directs and assists students in their self-development. Power for the realization of their personal and professional potential and the pursuit of further self-improvement can be received by teacher through his success, as expressed in the achievements of his students. An example is the video tutorials, lessons-trainings in identification of achievement motivation, open classes with further analysis and self-analyzing, cognitive-educational activities, etc.

It is known that the belief in one's strengths is an important condition for the creative development of a person, which is impossible without obtaining experience of achieving success. By organizing situations of success and a cycle of various activities in which everyone may show his worth, teachers assist pupils in

self-development. In connection with the set tasks, at school they develop psycho-pedagogical support of the educational process, which ensures conditions for success of the subject of training, the formation of his social optimism.

Table 11.2 – The qualities of the personality contributing success

The qualities of the personality that contribute to success	The qualities of the personality that impede success
Internality – high responsibility for life situation, considering oneself, one's actions as a source and the reason for success and failure	Externality – the process and the outcome of the external factors as causes and sources of one's successes and failures
Medium or high level of need for achievement	Low level of need in achievement
Medium personal anxiety	Low or high personal anxiety
Adequate self-esteem	Overestimated or underestimated self-esteem
Human values – kindness, humanity, justice, compassion, respect for others	Selfishness, suspicion, being closed, orientation at one's own *I*
A high level of physical and psychological health	A low level of physical and psychological health
Medium or high level of communication skills	Low level of communication skills
Abilities of self-evaluation and reflexive activities of students	Low level of reflexive and evaluative skills
Integrated quality is social optimism, the desire to achieve success	Integrated quality is social pessimism

The authors concluded that the development of targeted educational situations of success in educational space is a way to enhance the individual potential of learners. An important role is performed by the teacher.

In this model, the idea is revealed, according to which the development of human in the society, the transformation of the social into the individual occurs in the process of joint activity of adults and children.

These principles are also implemented in the new democratic direction – pedagogy of cooperation, which in some sources is called scientific pedagogy of toleration, and the scientist-teacher I. Zyazyun called it "good pedagogy". Professionally-pedagogic partnership is a system of organic socio-psychological

interaction of the teacher and students, the content of which is exchange of information, knowledge of each other, the organization and the correction of their relationship in a team, sharing the roles, common experience.

According to scientists, it is possible to form students' need for training only through friendly relations between teachers and students based on respect and rigor.

Organization of cooperation between teacher and students, the establishment of relations of trust and mutual understanding, experience of joy and success intensify the learning process, forming its participants' self-confidence and respect to each other. It allows the teacher to focus on student's success and create a special situation; they contribute to the experience of emotional recovery. Such cooperation contributes to the personal growth, as well as an opportunity to realize one of the main objectives of educational process to help realize one's potential and to believe in oneself.

It is well known that the necessary conditions for success in any activities are spiritual health and emotional well-being. To do this, the teacher-facilitator has to organize the educational process so that to satisfy the pupils' natural need in knowledge of the outside world, communication and self-realization, to ensure that they receive positive emotions.

The experience of joy, success is the phenomenon that causes a feeling of self-sufficiency, psychological comfort, and emotional stability. Deliberately creating such a situation, the school lays the foundation for ethical and spiritual strength of personality that can resist the ills of life. For this it is necessary to encourage students to active work, creating an environment that will give them an opportunity to experience the taste of victory over difficulty, to form their belief that they can fly, that they own the unlimited possibilities of the spiritual and physical growth. At the same time understanding the motives of their actions encourages learners to set goals and to spare no effort to achieve them.

Typically, a child comes to school positively motivated. To keep this attitude to school and classes, teacher's efforts should be directed to the formation of stable

motivation to succeed on the one hand, and the development of educational interests on the other. This will increase self-esteem and self-confidence, thus helping students to establish themselves in feasible for them activities.

Gaining success in learning activities is complicated by several factors, among them the lack of knowledge and skills of the student, psychological and physiological characteristics of his development, poor self-control, etc.

Therefore, there is a need in creating a situation of success for subjective experiences by pupils of satisfaction from the process and the result of the work done by themselves. Technologically, this assistance is provided by a number of operations that are carried out in the psychological atmosphere of joy and approval, created by verbal and non-verbal means. In this case, some words of encouragement and soft tone, melody of speech and the correctness of references as well as an open attitude and a friendly facial expression, create in their combination a favorable psychological background to help the child cope with given tasks. The following process steps for creating situations of success.

Table 11.3 – The operations of creating situations of success

Operation	Function	Voice paradigm
1. Elimination of fear	Helps to overcome fear, uncertainty in one's strength, timidity, fear of activity and evaluation of others	"We try everything and keep looking for, only in this way something can be done", "People learn from their mistakes and find other solutions"
2. Advancing the successful results	Help the teacher to express his firm conviction that his pupil will cope with the task. This, in its turn, makes the student more confident of his strength.	"Test work is quite easy, this material we've looked through", "You must succeed", "I have no doubt in a result"
3. Instruction (hidden) of the student as to methods and forms of making activity	Helps the students to avoid defeat. Achieved by hint or wishes	"Perhaps the best way to start with…", "In carrying out the work, do not forget about ..."
4. Introduction of the motive	Shows to student what for the activity is taking	"Without your help, comrades cannot cope"

	place, who will be fine after it	
5. Personal responsibility	Identifies the importance of the student in the forthcoming or present activity	"Only you could do it...", "I can trust only you", "I cannot ask anyone but you with this the request
6. Mobilization of efforts or pedagogical suggestion	Prompts to cooperation to perform specific actions	"We cannot wait to start work ", "I want so much to see the results of the work."
7. High-grading of intermediate results, or parts of activity	Helps to experience success not of the result as a whole, but of some of its stages	"You've made a fine explanation", "Most of all I liked in your work... ", "The highest praise deserves this piece of work"

The results of studies conducted in educational communities where technologies for creating situations of success are actively used, indicate that success in one or another form of activity is an active forming basis. The experience of joy, satisfaction, recognition is smoothing the affective reactions and the consequences of conflict situations. State of success is a subjective state of emotional satisfaction of a person in the process and as a result of self-realization, as well as his social status and role in the team. It creates a positive relationship of cooperation with shared goals of successful self-realization and self-affirmation.

Therefore, success is a social quality, which is why it is perceived by a person in the process of acquiring social experience and is achieved through efforts and diligence. Achieving success in any activity always promotes individual self-assertion, appearance of faith in oneself and one's capabilities, effective interaction with society. The feeling of experienced success contributes to the development of self-confidence, increases self-esteem, and develops a sense of self-worth. In this case, the situation of success is a kind of "trigger" for further personal development.

The principles of pedagogy of success. Thus, the guiding principle of pedagogy of success is the humanistic orientation of the educational process. This

principle presumes the creation of conditions for student-centered learning, directed on disclosure and development of the ability of the learner, his positive self-realization.

The second principle of pedagogy of success, the principle of successfulness, which is a system of mental inseparable components included into the structure of learning and cognitive activity. Success allows the learner to feel a sense of satisfaction from the performed work, increases confidence in himself and self-esteem, creates a sense of optimism.

The third principle of pedagogy of success, the principle of cooperation of teacher and student, is a necessary condition for self-knowledge of the learners, disclosure and development of their potential. The greater consistency in the pedagogical of interaction between teacher and learner, the more effective organization of the educational process is.

The fourth principle is the use of educational technologies and methods that contribute to the development of personality of the students and their self-improvement.

The fifth principle is a basic knowledge of psychology, both by students and teachers, promoting the formation of students' identity, of all aspects of their inner world.

The implementation of such training involves the use of knowledge of psychology by teachers, understanding of the role of psychology in the process of education. Now, as experience shows, many teachers of special (technical, economic, etc.) disciplines, posted on the Chair after graduation and not having teaching education feel acute deficit of knowledge of the basics of psychology. In connection with this it is necessary to improve this area. All aforementioned is extremely relevant for higher education, where the professional identity of students is not only formed, but also manifested.

Test questions:

1. What are the most successful concepts of success?

2. Provide the definition of "success".

3. What is the role of a personal-oriented approach in teaching students?

4. What role does the self-evaluation play in success of a person?

5. Explain the interaction of psychological and educational success and self-evaluation.

6. How can the problem of lack of success in students be solved?

7. What is the role of the situations of success in the learning process?

8. What is the role of the cooperation of teachers and students in the learning process?

9. What are the basic principles of pedagogy of success?

Topic 12. All-round development of the student's personality as a necessary condition of his establishment as a professional

Plan

1. The problem of formation and development of a personality and its study.

2. The impact of education on students' personal development.

3. The structure of the process of teaching and learning.

1. The problem of formation and development of personality and its study

The task of training and education consists just in creating favorable conditions for the formation and development of individual abilities and creativity of a person.

The problem of formation and development of personality has always been of great interest.

Even in ancient times, philosophers and thinkers thought about the fact what man is and what he can do.

Our time is characterized by high intensity of information, industrial and social processes. In these circumstances, the human factor is playing an increasingly important role. And the value of an individual increases both at the level of an individual personality and at the level of humanity as a whole.

Therefore the problem of identity has become central to the psychological and educational science.

The concept of "personality" is multifaceted and multidimensional.

Today, there are over 70 definitions of the notion of "personality", and about 25 definitions of its structure.

It is generally accepted that personality is the result of socialization of an individual in the process of ontogenesis.

A human is a multi-faceted creature, and contemporary works on the problem of personal identity development refer a variety of aspects of this issue.

Clearly, there are many aspects of personal development: spiritual, mental, moral, ethical, intellectual, creative, physical, and psychological. In this case, the scientists point out the importance of comprehensive and harmonious development.

An individual, being an integral creature, is potentially endowed with the desire for perfection, development, finding meaning in life.

Throughout life a man constantly makes a choice, and does it consciously and independently. So he builds his life and forms himself.

A fundamental role in the psychology of personality development was played by a humanistic theory of Maslow, Carl Rogers, W. Frankl.

C. Rogers makes the following observations about what education could be like in the future if we used the knowledge that we possess even today. There should be an atmosphere of trust in which curiosity, a natural desire to learn, would be maintained and reinforced, and learners would find joy in creativity and intellectual discoveries. Through this they will be inclined to learn for life. At the same time, learners and teachers should be free to participate in decision-making concerning all sides of the educational process, develop a sense of community,

cooperation, mutual respect and mutual assistance. The school should be a place where pupils have an opportunity to form self-confidence, self-esteem and are increasingly open within themselves a source of values, the ability to achieve success in life.

The decisive role in the formation of a person, in forming his/her own unique personality, belongs to the person, to his inner world, especially when he comes to the time of his maturity. All outstanding people in all areas of activity were people with a rich and permanently working inner world, aimed at the implementation of the main cause of their life.

Thus, the development of an individual is an internal spiritual and practical activity of a subject, which results in changes of his inner world. The inner world is consciousness and self-consciousness of a personality directed both at objective reality and, at the same time, at attitudes towards it.

The development is the result of the increasing complexity of human activity, during which he enters into new relationship for him, gains experience, forms the motivation, evaluations, relationships. Personality and its qualities develop in activities. Outside activities and relations there is no development.

The speed and ease of assimilation of knowledge and skills in any form of activity as well as its success depend on the development of cognitive abilities. Therefore, the task of training and education consists in just creating favorable conditions for the formation and development of a person's individual abilities and creativity.

2. The impact of education on students' personal development

In the second half of the twentieth century, special attention of domestic and foreign psychology and pedagogy was to study the development of the personality in the course of professional training and education. An important role in this process is the period of study at a higher education institution.

Different approaches to the study of this problem are well represented in the writings by such scientists as I. Beh, A. Petrovsky, V. Lozovaya, and other authors.

In their works, the following directions of students' professional development are represented:

– development of professional directedness and necessary abilities;

– formation of psychological readiness for professional activity;

– control of mental states and processes;

– working out of life position and specification of life plans;

– increasing the level of independence and responsibility;

– increase of claims level in the professional activities;

– increase in initiative and creativity;

– ethical, aesthetic and spiritual development;

– self-education and the formation of the qualities necessary for success.

It is known that the impact of education on the personal development of students is very high.

The tasks of educational and professional activities should not only be understood, but also intrinsically accepted.

By profession is usually understood a limited (due to the division of labor), scope of application of a person's physical and mental powers, which enables development and expression. The term "profession" also means an occupation, speciality related to the use of special knowledge and skills.

Establishment of a student as a highly qualified specialist at a university is only possible if there has been generated a motivational-value attitude to his profession.

In this connection it is of interest an attempt to identify types of students according to their professional directedness:

Type I – students with a positive professional orientation, which is a match of personality with a chosen profession, that suggests a link between its dominant motifs and content of professional activity;

Type II – students who are undecided in their choice of profession. They are characterized by a compromise between the undecided attitude to the profession

and continuing their education at a university with a perspective of further work in their specialty;

Type III – students with a negative attitude to their profession. The motivation of their choice is due to the social value of higher education. They have got only a slight idea of the profession. Here, the leading motif expresses the need in not so much the activity itself as in different circumstances associated with it.

Therefore, the students are different in levels of their interest in future career. It generally affects the efficiency of their learning-and-cognitive activity and the overall level of professional training.

The purpose of training and education is to help a future specialist to find a place in life, to see the intrinsic value, its purpose, to stimulate the desire for self-improvement. This is facilitated by emotional acceptance of the chosen profession that brings a deep sense of satisfaction and makes a sense and happiness of his life. The attitude of students to the profession depends on various strategies, technologies, methods of teaching, as well as social factors. Creating favorable pedagogic conditions in the learning process encourages constant personal growth of students, which is particularly relevant in the higher technical educational institutions.

The acquisition of knowledge and skills to use it are two main parts of pedagogical interaction, which merge into a single entity within the learning process.

The requirements to an engineering college graduate are as follows:

– professional competence (the unity of theoretical and practical knowledge of graduates, their ability to carry out all kinds of professional activities, which are determined by the educational standards in the direction or specialty);

– communicative readiness (possession of literary and business written and oral conversational speech in their native language, the possession of at least one of the most common foreign languages in the world, the ability to develop technical documentation and use it, the ability to use computers and other communication and information means, including telecommunications networks,

knowledge of psychology and ethics of communication, skills in management of a professional group or collective);

– developed capacity for creative solutions of professional tasks, the ability to navigate in non-standard conditions and situations, to analyze problems, situations, tasks, as well as to develop a plan of actions; preparedness for implementation of a plan, the ability to be responsible for its implementation;

– permanent, conscious, positive attitude to the job, aspiration for sustainable personal and professional development.

Thus, in the process of student's learning at a higher education establishment, one of the main activities is an educational-and-professional one, which is the main way of acquiring knowledge. At the same time it serves as necessary condition for personal development, when life experience is obtained, the surrounding reality and the place of the person in it is established, knowledge is acquired, skills and abilities are developed, mental processes that form the intellectual, emotional and volitional qualities of personality and his abilities and character are formed.

Thus, professional development is inseparable from the personal one. The basis of their integrity is the inner world of the individual, its unity. Comprehensive development of the future expert as a person is a necessary condition for his establishment as a professional. It should include the development of intellect, the favorable state of the emotional sphere, positive attitude to the world and to others, forming of self-confidence and independence, the development of achievement motivation, etc. Therefore, the object of professional development should be integrated personality characteristics: competence, personality traits, emotional and behavioral flexibility, communication, etc. Each of them is a combination of significant personal qualities necessary for success in life and work.

3. The structure of the process of teaching and learning

The structure of students' learning activity with the direct control of it on the part of the teacher is fully in line with the structure of their actions. The teacher

plans the problems to solving of which students' efforts must be directed, stimulates them, while students accept these tasks and carry out the planned activities, based on the motifs that occur under the influence of stimulating actions of a teacher.

The pedagogic cooperation of the teacher with students is a system of organic socio-psychological interaction, the content of which is the exchange of information, knowledge with one another, the organization and stimulation of the activities of students, creating conditions for the realization of their potential. Optimal educational partnership creates favorable conditions for the development of students' motivation, their personal growth, provides a comfortable moral and psychological environment in the collective. It relieves the students' negative emotional tension, can cause the joy of communication, the desire to work together.

Style of cooperation is a set of specific techniques and methods that the teacher implements in his activity on the basis of personal knowledge, professional experience, skills and abilities. It provides maximum utilization of personal and vocational potential of the teacher in the training process. However, his authority is formed at a sufficiently high level of knowledge of the subject matter, students, of himself, and the ability to adjust his behavior. The culture of pedagogic communication includes the skills of listening, asking questions, analyzing answers, providing explanations, expressing his attitude to the subject, to understand the other person, to establish cooperative relationships.

Successful learning at a higher education establishment increases a young person's faith in himself and his abilities, holds the promise of achieving the success in future career and life. In such conditions, there are more opportunities for personal growth and realization of one's potential. The lack of success of a student in learning-and-cognitive activity complicates adequate self-realization, because the feelings associated with it distract the person from constructive activities, do not contribute to his activity.

Traditionally, the concept of "realization of personal potential" is understood as a process of disclosure of students' abilities, qualities, needs, ideals, values, and interests, aimed at achieving the desired result. Implementation of abilities becomes a person's creative self-expression, the result of which is the creation of spiritual or material values. The need for self-realization appears in a student only when it firmly dominates the system of needs, and its satisfaction is aimed at creative socially meaningful activities. An important role in this process is played by professional self-determination.

In connection with this interesting are the results of a study conducted by N. Bordovskaya and A. Rean which enabled distinguishing the following groups of students:

– the first group – the students, oriented at education as a value and at the professional activities (45% of respondents);

– the second group – the students focused on business who do not show an interest in research as the basis of content of the profession and see the education as a tool and a way to create their business in future (32% of respondents);

– the third group – the students who haven't yet solved the problem of their professional self-determination (23%).

Studying at the university is a favorable time for the formation of the qualities of a successful professional. So a lot of attention in the process of learning should be paid to the problem of forming a student oriented at successful professional career.

A successful person is characterized by:

1. Professional maturity, notably:

– a high level of professional knowledge and skills;

– the existence of interest in activity, the search of personal meaning in it;

– professional and personal traits;

– creativity;

– communicative competence;

– the ability for self-knowledge and self-improvement.

2. Active lifestyle, which includes:

– striving for self-realization;

– control of one's thoughts, emotions, behavior;

– the main goal in life, the knowledge of strategy and tactics of its defining and achievement;

– a high level of motivation to succeed.

3. The high degree of reflection:

– knowledge of self, self-control;

– self-programming for success;

– adequate positive self-esteem and positive thinking;

– self-confirmation by self-persuasion;

– a sense of optimism and confidence.

4. Self-realization (in this case the result is considered as success)

– the personality (subjective experience as a result of the first significant action);

– reference group (recognition of the success by people whose opinion is significant for the person);

– objective data or indicators of success.

Ukrainian academician I. Zyazyun states that a student can succeed in his profession, if in the process of learning there have been established pedagogical conditions necessary for the transformation of learning and cognitive activity into a professional one.

Test questions:

1. What is the concept of "personality" and its development?

2. Define the concept of "professional competence."

3. What are the current requirements to a specialist?

4. What are the integral characteristics of individuality?

5. Provide a definition of "a person's potential".

6. Describe the psychological profile of a successful person.

7. Name the factors that negatively affect personality development.

Topic 13. The role of a higher education institution in self-development and self-education of the student's personality

Plan

1. Personal self-development and main directions of its study.

2. The role of a higher education institution in self-development and self-education of the student's personality.

3. Independent work of the students and its stimulation.

1. Personal self-development and main directions of its study

Self-development is a targeted multifaceted personality self-transformation, which serves the purpose of its highest spiritual-and -ethical and practical activity - self-enrichment and self-disclosure, it is independent formation of a person, aimed at his/her successful self-realization in society.

In the context of the philosophical understanding, human self-development is the core of the process of his formation.

First of all, it is a process that is biologically predetermined and provided with unique self-enhancing mechanisms for the deployment of human qualities.

Secondly, this process, determined by the environment, influences the development of the person, his/her upbringing, and the values, goals, will and personal qualities.

The man is in a state of self-development throughout his life, since the first acts of self-regulation in early childhood to the conscious realization of self-transformation in adulthood. In adults, this process can take a different character – from the conscious, purposeful system of positive self-consciousness to stagnation and regressive changes, self-destruction.

Personal self-development is, in fact, the psychological mechanism of "man-formation", of establishment of an integral system, which manifests itself as a

fundamental contradiction between the actual and required levels of psychosocial maturity of the growing person. It is a driving force behind its development on the basis of self-knowledge, self-awareness, that actualizes value self-orientation, serves goal-setting and effective activities.

Personal self-development is an internal spiritual and practical human activity which results in changes of his inner world.

A person setting goals and discovering his unpreparedness to a greater or lesser extent for their implementation begins to work on self-development.

Personal self-development is exclusively significant as a way of socialization.

The highest level of development is characterized by a rich inner world of the individual, the presence of values and understanding of the meaning of life, the desire to realize their potential and achieve the best possible results in their lives.

Such persons are in a state of continuous development, self-improvement and self-realization, constantly opening up new horizons in the course of life, experiencing "the joy of tomorrow." In difficult conditions, they are tolerant, able for appropriate actions. They bring a highly developed sense of justice, conscience and honor. In building life plans, a developed personality departs from real opportunities, avoids excessive claims. It is resolute and persistent in achieving important goals, but not rigid, and capable of correcting his/her behavior. With a strong sense of self-worth, the source of the identity of its successes and failures considers himself rather than external circumstances. Under extreme conditions, he is able to take responsibility for them and to take calculated risks.

2. The role of a higher education institution in self-development and self-education of the student's personality

The objective function of training in higher education is the development and self-development of the individual student in the process of gaining knowledge on the totality of the system of scientific disciplines and its creative application in future careers and life practice.

Within the university education system, the conditions for self-discovery and development potential of the student are created.

One of the major tasks of higher education is the formation of the inner world of students, and this requires knowledge of the laws of nature and society, as well as oneself, self-fulfillment, self-development and self-improvement.

To solve this problem, the educational system is organized, which continuously and purposefully develops students' mental abilities required for the learning process, and also the ability to self-knowledge, reflection, self-improvement. In different courses, this is done in different ways.

At the younger years much effort is aimed at the diagnostics and implementation of student predisposition to a particular activity, the disclosure of his potential, the development of such abilities as desire to learn new knowledge, to conduct their own search for the sources of information, the ability to solve the tasks assigned to him, to be sure of himself.

At the undergraduate **y**ear it is necessary to create teaching conditions for the development of students' potential, the formation of high positive scores and their readiness for success and fulfillment.

The dominant feature of this should be the idea of self-development and self-improvement.

The solution of these problems depends on the development level of the educational space, which is the environment of formation of students and teachers, and thus their self-development.

"The educational process of higher education, with all its realities, if it is set humanistically, becomes the new context of human development, giving it a variety of conditions for self-knowledge, it is a constant source of increasing reflexivity".

This is due to the fact that in the course of student life, providing training, work, leisure, socializing people, the higher education institution sets the norms of relations, sets the system of requirements for their regulation, creates the conditions for the manifestation of personality traits. At the same time, there is a

formation of the system of internal controls: beliefs, ideals, motivations, commitments, personality traits, self-evaluation, self-respect, self-confidence.

Education has an inherent potential of enhancing students' personal growth. It is a holistic system of formation of students' inner world, their outlook, values and beliefs that enhance self-knowledge and self-development to ensure self-development of participants in the pedagogical process.

Its content defines certain ideals of education for the student, many times within different academic disciplines, draws people to their growing understanding, evaluation to be applied in their own lives.

The more methods of learning appeal to a person's self-consciousness, require the analysis and resolution of issues, the more intense situation is reproduced, evoking questions, doubt, surprise – all the so-called "points of personal growth" of a person.

An important condition for a person's self-development is the relationship of cooperation of teachers and students, spiritual and ethical relationships that exist between them as support and solidarity. They can encourage to socially-oriented changes, to the formation of necessary features and capabilities. An important role is played by provision of educational assistance and support, the organization of pedagogical support for personal development and self-development based on an integrated approach to solving the existing problems of the students.

Educational support for self-development of students at a higher education institution is a complex methodological maintenance of student-centered set of methods, techniques and adequate means to facilitate the realization of their potential in learning-and-cognitive activity.

At present, however, in the educational space of a university there are no sufficient conditions for self-development. The reasons for this are:

– lack of understanding of the importance of the inner world of a man and his consciousness to form a fully developed student;

– lack of a clear study of the nature and methodological basis for the formation of self-consciousness and its structure;

– model of the educational institution does not meet the existing at this point technologies of personality's self-identity;

– lack of understanding of the importance and necessity of the self-development processes on the part of students;

– insufficient development of methods of teaching staff activities in teacher support;

– the material and technical equipment of the educational process is not conductive to adequately create the conditions for self-development of the student.

As the teaching experience and studies show, among the most important prerequisites for the effective self-development of students are these:

– the need and the motivations for their successful work on themselves,

– the capacity for reflection,

– adequate self-evaluation,

– a healthy sense of self-esteem, which does not allow to lag behind the others and to be successful, self-confidence.

Due to its high relevance and practical significance in teaching, this problem has become the basis of research, the purpose of which was to examine the students' readiness for self-development.

Under the willingness to self-development and self-improvement of the future specialist one should understand his awareness of the need for the fullest realization, development and use of their abilities and potential in practice.

Students' readiness for self-development is seen as a comprehensive description, which includes a number of indicators:

– the ability for self-development;

– motivational value attitude of the student to self-development as an essential condition of the disclosure and use of all his capabilities;

– the ability for self-knowledge (reflection);

– self-evaluation;

– self-confidence and self-esteem;

– goal-directed behavior;

– self-monitoring and self-regulation:

– self-efficacy.

The problem of confidence and lack of confidence in the person himself is the subject of attention of not only psychologists and therapists; it is quite relevant for teachers. The practices of psychotherapy in the study of uncertainty are the basis for a number of theoretical generalizations and creation of concepts of self-confidence as a complex characteristic of a person. It includes basic behavioral, emotional and cognitive characteristics of a confident man.

Confident people assess their environment adequately. They are more independent of external circumstances, as well as the thoughts and expectations of others.

Self-confidence helps a person to better overcome the obstacles to success, and lack of confidence, on the contrary, is one of the reasons for his lack of success. Thus, in the opinion of W. Vendlandt and H. Hefert, self-doubt manifests itself at various stages of the process of regulation of behavior – behavior in goal, planning and implementation of activities and in evaluating the results of actions. It can occur if the habitual or planned course of action is broken. In addition, self-doubt arises as a consequence of negative evaluations of oneself, when one's own achievements are underestimated. As a result, the individual gets used to evaluating himself, his achievements, abilities and goals negatively.

The skills of confident behavior and communication influence the effectiveness of training, and are just as important as the training of the person as a whole.

As a result of a research, it was found that a high level of confidence is peculiar to only 27.3% of students. For the majority of students (63.8% of subjects) it is characterized as average, and there are students with low confidence (8.8%). The results do not differ much from the students of the second and third years, apparently, these issues at this stage of education have been neglected.

The first step in the formation of self-confidence is adequate self-evaluation of students. One of the fundamental features of a person consists in the fact that

(s)he performs continuous self-evaluation of the actions, decisions, his personal significance. Self-evaluation is the relationship of man to himself, which is added gradually and is important to him. It is regarded by psychologists as the assessment by personality of itself, its properties and place among other people. Self-evaluation reflects the degree of self-confidence, self-worth and a positive attitude to everything that falls within his *I*.

Self-esteem can be high or low; it can differ in the degree of stability, independence, and criticism.

The process of creating a comprehensive self-evaluation is contradictory and uneven. This is due to the fact that partial evaluations, depending on what they are formed, may be at different levels of adequacy.

In addition, they may interact differently with each other: to be consistent, to complement each other, or to be inconsistent, conflicting.

The knowledge accumulated by man of himself, as well as comprehensive self-evaluation formed on its basis, determines the formation of a multi-dimensional image of the self or self-concept, which is the core of the individual.

In his practice, a person strives to achieve results that correspond to the self-esteem, contribute to its strengthening. It is an important regulator of behavior and thus affects the efficiency of learning activities and further development of the individual.

Positive evaluation gives a rise to additional internal activity, forms the belief in oneself and one's abilities, helps achieve the desired results.

Negative self-esteem has the opposite effect, lowering self-confidence, which limits the choice of methods of one's self-realization. Consequently, self-evaluation and self-esteem are the internal conditions of the regulation of behavior and activity.

Self-evaluation may be adequate and inadequate.

The adequacy of self-evaluation expresses the extent to which representations of the person about himself corresponds to their objective grounds.

Its level expresses the degree of real and ideal or desired conceptions of oneself.

Adequate self-evaluation (with a tendency to overestimate) can be equated to a positive attitude toward oneself, to self-esteem, self-acceptance, a sense of usefulness and self-confidence.

Low self-esteem (with a tendency to overestimate), by contrast, may be associated with a negative attitude to oneself, self-rejection, a sense of inferiority and self-doubt.

According to the results of a study, 41.7% of the students are characterized by inadequately high self-evaluation, the high level of self-esteem was 36.8%, average – 14.4%, low – 7.1%. Thus, the learning process is formed by setting students to assess their capabilities, which affects their self-confidence and, on the contrary, the latter affects the formation of self-evaluation. Between them there is a correlation which is visibly manifested in students with adequate high and medium self-esteem, while among students with inadequate self-esteem, this dependence is weak. Among the latter, a high level of self-confidence is characteristic for only 29.2% of students, while among students with adequate self-esteem it is 62.5%.

The results made it necessary to conduct additional studies to determine the ability of students to reflection conducive to their effective self-knowledge. Reflection is the personality's thinking about itself, immediate self-control of human behavior in the current situation, the understanding of its elements, the analysis of what is happening, the ability of the subject to the correlation of his actions with the situation and their co-ordination in accordance with changing conditions and his own state. It is important to note that reflection is not just the realization of what there is in the man, but always simultaneous changes in the person, an attempt to go beyond the level of personal development, which has been achieved.

The study found that students with an adequate level of self-esteem had a higher level of reflection those whose self-esteem was inadequate. In general, this ability in students is poorly developed. Thus, the low level of reflection is

characteristic for 23.5% of students, average – for 72.8%, and high – only for 3.7% of the students. These figures are significantly higher for students, who are characterized by high self-evaluation and a high level of confidence.

Thus, self-confidence is the property of an individual, the core of which is a positive assessment of the individual's own skills and abilities as sufficient to achieve meaningful goals for him and his needs. The basis for the formation of such an assessment is the result of a positive experience in dealing with the tasks and the successful achievement of goals. Self-confidence is the belief in the possibilities, positive cognitive and emotional attitude.

Positive self-evaluation of the presence and effectiveness of one's skills and abilities determines the courage in formulating new goals and objectives, as well as the initiative with which a person sets to their implementation. It must be backed by successful results of the activity.

Increase of self-confidence among students in the course of training is achieved as a result of the accumulation of professional knowledge, skills and broadening of their outlook. It is at a higher education institution where needs and personality relationships are formed, as well as his/her desires, interests and beliefs, ideals and ideology. Of particular importance are the disciplines that contribute to self-knowledge and the development of the inner world of the student, his value system, inspiring beliefs, formed attitudes, self-assessments, self-identity and active self-realization.

It is useful to study the effect on the formation of self-confidence caused by training techniques that have the power of stimulating intrinsic activity of the student.

An important role is played by the trainings to be carried out in the classroom with students.

It is possible to use role plays to simulate situations that create difficulties for the participants. In this case, the teacher acts as a coach, and the game is based on the interaction with other members of the group participants.

Practicing confident behavior in the course of the training is based on certain principles. Firstly, a teacher, or any participant can simulate the "correct" behavior enacted in the classroom situations. Simulation is a special method of behavioral response, the use of which is very effective in cases where the team needs to develop new or strengthen not expressed enough forms of behavior. Group members learn a new way for them to conduct, watching as their model the other participants or the teacher, as well as their reactions to their behavior. In this case, audio and video models of confident behavior are used.

Simulation is particularly useful when participants have little idea of how to act in a given situation to make their conduct confident. Groups of more experienced members can go directly to the phase of behavior rehearsal. Acting a variety of roles, team members are involved in the group process and acquire useful new behavioral skills.

Reinforcement is an encouragement or any positive response from the teacher or group members. It is important that any, even the smallest achievement, be reinforced, and not only a successfully completed complex series of actions. The process in which reinforcement is given in small amounts as the practiced reaction is gradually approaching the optimal one which is called the formation of participants' behavior in the direction of the goals that they set for themselves. In some cases, it is possible to modify what is taking place in the interaction group or the behavior of all participants.

Test questions:

1. Provide the definition of "personal self-development."

2. What is the role of humanistic psychology representatives in the study of personality's self-development?

3. What is the role of acmeology in the study of self-identity?

4. What are the conditions that determine the effectiveness of student's individuality self-development?

2. METHODOLOGICAL RECOMMENDATIONS FOR PRACTICAL CLASSES

2.1 The plan of practical classes

#	Topic	Hours	
		Day-time dept.	
		L	Pr
1	The notion on pedagogy as a science on personality upbringing, teaching and education	4	2
2	The essence and the content of the present-day methods and forms of the education process organization at higher school	4	2
3	The notion on the pedagogy of facilitation as a specific kind of pedagogic activity	2	
4	Mediation competence of a facilitator pedagogue	2	2
5	The role of a facilitator-pedagogue in forming communicative competence in students	2	
6	Pedagogical culture and authority of higher education teacher	2	2
7	Pedagogic skill	2	
8	Ethical norms of the pedagogue's activity. Pedagogical tactfulness, its principal indicators	2	2
9	Etiquette in the pedagogue's professional activity	2	
10	The image of a contemporary facilitator-pedagogue: ways of formation	2	2
11	Pedagogy of success as an integral personal-oriented approach to forming successful students	2	
12	All-round development of the student's personality as a necessary condition of his establishment as a professional. The role of the teacher-facilitator in this process	4	2
13	The role of a higher education institution in self-development and self-education of the student's personality	2	2
		32	16

2.2. The practical classes contents

Practical class 1. The notion on pedagogy as a science on personality upbringing, teaching and education

Issues to be discussed in the practical class:

1. Pedagogic activity as a social phenomenon.

2. The notion of pedagogy as a science on upbringing, training, and education of a personality.

3. The structure of the pedagogical science.

4. Pedagogic activity within the system of professional activity.

To prepare for the seminar the reports and abstracts titled:

1. Upbringing in prehistoric society.

2. Arising of first schools in the world civilization.

3. Upbringing in the Ancient Greece.

4. The school and pedagogy of the Ancient Rome.

5. The school and pedagogical thought in the Renaissance epoch.

Recommended information resources for doing the practical tasks:

1. Vyshnevskyi O.I., Kobriy O.M., Chepil M.M. (2001). Theoretical foundations of pedagogy. *Lecture course*. Drohobych: Vidrodzhennia. 268 p.

2. Volkova N.P. (2012). Pedagogy: *teaching aid*. Kyiv: Akademvydav. 615 p.

3. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2023). Pedagogy of leadership. *A monograph*. Kharkiv. 432 p.

4. Romanovskij O. G., Gren L. M. (2019). Pedagogy: *methodology instructions for students of all forms of learning in specialty "Psychology"*. Kharkiv. 75 p.

Practical class 2. The essence and the content of the present-day methods and forms of the education process organization at higher school

Issues to be discussed in the practical class:

1. The essence and the peculiarities of the teaching process.

2. Didactics as the theory and practice of teaching.

3. The main types of classes and their tasks.

4. Methods of teaching.

5. Traditional and innovative methods of teaching.

6. Pedagogic technologies of teaching, their main principles.

To prepare for the seminar the reports and abstracts titled:

1. General methods of teaching.

2. Forms of organizing the teaching.

3. Extracurricular forms of teaching.

4. Control of the learning- and cognizance activity.

5. Differentiated teaching at school.

Recommended information resources for doing the practical tasks:

1. Vyshnevskyi O.I., Kobriy O.M., Chepil M.M. (2001). Theoretical foundations of pedagogy. *Lecture course*. Drohobych: Vidrodzhennia. 268 p.

2. Volkova N.P. (2012). Pedagogy: *teaching aid*. Kyiv: Akademvydav. 615 p.

3. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2023). Pedagogy of leadership. *A monograph*. Kharkiv. 432 p.

4. Romanovskij O. G., Gren L. M. (2019). Pedagogy: *methodology instructions for students of all forms of learning in specialty "Psychology"*. Kharkiv. 75 p.

Practical class 3. Mediation competence of a facilitator pedagogue

Issues to be discussed in the practical class:

1. The essence of the notions of "mediation", "conflict", and ways of solving conflict situations.

2. Analysis of the notions of "competence" and "mediation competence" of a facilitator pedagogue and its structural components. The status of a mediator.

3. Operation of school mediation services: foreign experience.

4. Work of mutual understanding services at education institutions of Ukraine.

To prepare for the seminar the reports and abstracts titled:

1.The Code of mediator.

2. Mediation at school as a road to reconciliation.

3. The school service for mutual understanding.

4. Mediation as a technology for solving conflicts.

5. Practicval advice to mediators.

Recommended information resources for doing the practical tasks:

1. Gren L. M., Cherkashyn A. I., Karlyuk S. V. (2022). A pedagogue's facilitation competency in teaching foreign students. Theory and practice of social systems. Kh.: NTU "KhPI". № 2. P. 60-75.

2. Zarichna T. P., Raikova T. S. (2016). Pedagogy of higher education: *teaching- and methodological aid*. Zaporizhzhya. 122 p.

3. Yeriomenko G. Perspectives for mediation development in Ukraine. URL: http://ukrmediation.com.ua/files/content/Perspectyvy.pdf

4. Ostrovska O. A., Finko O. L. (2018). Mediation as an alternative way of conflicts regulation and a consultant service. *The global and national issues of economy*. Ed. 21. Pp 34 – 38. URL: http://global-national.in.ua/archive/21-2018/8.pdf

5. Prybutko P. S. et al. (2010). Conflictology: teaching aid. Kyiv: KNT, 136 p.

6. Ukrainian Mediation Center. URL: http://www.ukrmediation. com.ua/ua/.

7. Mediation: an efficient conflict-solving. URL: http://www.voas.gov.ua/work/med-ats-ya/med-ats-yaefektivne-vir-shennya-konfl-kt-v/

Practical class 4. Pedagogical culture and authority of higher education teacher

Issues to be discussed in the practical class:

1. Pedagogical culture, its components.

2. A pedagogue's worldview culture.

3. Pedagogic creativity as a component of the pedagogue's professional culture.

To prepare for the seminar the reports and abstracts titled:

1. The role and significance of educators' culture in formation of the democratic state.

2. The essence of the notion of culture in the philosophical and pedagogical aspects.

3. Ways of forming the general and pedagogical culture in a higher education teacher.

Recommended information resources for doing the practical tasks:

1. Gryniova V. M. (2006). Pedagogical culture of a higher education institution teacher. Higher education of Ukraine. No. 4. Pp. 58 – 62.

2. Zarichna T. P., Raikova T. S. (2016). Pedagogy of higher education: *teaching- and methodological aid*. Zaporizhzhya. 122 p.

3. Gren L. M., Cherkashyn A. I., Karlyuk S. V. (2022). A pedagogue's facilitation competency in teaching foreign students. *Theory and practice of social systems management*. No. 2. Kharkiv: NTU "KhPI". Pp. 60 – 75.

4. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2023). Pedagogy of leadership. *A monograph*. Kharkiv. 432 p.

5. Romanovskij O. G., Gren L. M., Sereda N. V. (2020). Professional- and ethical foundations of pedagogic activity: *lectures*. Kharkiv: NTU "KhPI". 148 p.

6. Uvarkina O. (2005). The essence and content of professional culture of a specialist. Higher education in Ukraine. No 4. Pp. 68 – 78.

6. Yagupov V. V. (2002). Pedagogy: *teaching aid*. Kyiv: Lybid. 560 p.

Practical class 5. Ethical norms of the pedagogue's activity. Pedagogical tactfulness, its principal indicators

Issues to be discussed in the practical class:

1. Ethical norms of the pedagogue's activity.

2. Pedagogical tactfulness, its principal indicators.

To prepare for the seminar the reports and abstracts titled:

1. The ethical code of a teacher.

2. Moral responsibility of a pedagogue-scientist.

3. Moral-and-psychological peculiarities of pedagogical ethics.

4. The role of a pedagogue-scientist in determining the values system of the present-day youth.

5. The etiquette basics in business relations of a higher education teacher.

6. A university teacher's appearance: clothes-related taboos.

Recommended information resources for doing the practical tasks:

1. Alekseyenko A. P., Karpenko K. I., Goncharenko L. O., Deineka V. V. (2015). Professional ethics of higher education: teaching aid. Kharkiv: KhNMU. 77 p.

2. Volkova N.P. (2012). Pedagogy: *teaching aid*. Kyiv: Akademvydav. 615 p.

3. Gren L. M., Cherkashyn A. I., Karlyuk S. V. (2022). A pedagogue's facilitation competency in teaching foreign students. Theory and practice of social systems management. No. 2. Kharkiv.: NTU "KhPI". Pp. 60 – 75.

4. Zarichna T. P., Raikova T. S. (2016). Pedagogy of higher education: *teaching- and methodological aid*. Zaporizhzhya. 122 p.

5. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2023). Pedagogy of leadership. *A monograph*. Kharkiv. 432 p.

6. Romanovskij O. G., Gren L. M., Sereda N. V. (2020). Professional- and ethical foundations of pedagogic activity: *lectures*. Kharkiv: NTU "KhPI". 148 p.

7. Stepanenko S., Stepanenko N. (2017). Ethical dimension of pedagogic communications. Pedagogical sciences. No. 70. Pp. 42 – 47.

Practical class 6. The image of a contemporary facilitator-pedagogue: ways of formation

Issues to be discussed in the practical class:

1. The essence of the notion of "image". A pedagogue's image.

2. Importance of developing a successful image for a teacher.

3. Factors that influence the image of a teacher.

4. The structure of the image of a higher education institution.

To prepare for the seminar the reports and abstracts titled:

1. Positive image of a higher education pedagogue.

2. Psychological constituents of a pedagogue's individual image.

3. Prestige of pedagogic profession in society.

4. The functions of image of a modern pedagogue.

5. Role of the etiquette in forming the image of a teacher at an education institution.

Recommended information resources for doing the practical tasks:

1. Arnon, S., Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers and Teaching*. № 13:5. P. 441–464. DOI: 10.1080/13540600701561653

2. Budnyk, O., Vasianovych, Hr., Mikulets, L., Avkhutska, S., Sinitsyna, A., Turkov, V., Nikolaesku, I. (2021). Improving a pedagogical image of an educational institution: a case study. *Revista Inclusiones*. Vol: 8 num Especial. 332–343.

3. Chang-Kredl, S., Colannino, D. (2017). Constructing the image of the teacher on *Reddit:* Best and worst teachers. *Teaching and Teacher Education*. 2017. Vol. 64. 43–51. DOI: https://doi.org/10.1016/j.tate.2017.01.019

4. Fung, L., Lina, P.Y. (2002). Chow Congruence of student teachers' pedagogical images and actual classroom practices. *Educational Research*. № 44:3. 313-321. DOI: 10.1080/0013188022000031605

5. Gren L. M., Cherkashyn A. I., Karlyuk S. V. (2022). A pedagogue's facilitation competency in teaching foreign students. *Theory and practice of social systems*. No. 2. Kharkiv.: NTU "KhPI". Pp. 60-75.

6. O'Brien, S. (2014). Re-representing Education's Image and Status: In the 'Interest' of Pedagogical Innovation. In: Zarifis G., Gravani M. (eds) Challenging

the 'European Area of Lifelong Learning'. *Lifelong Learning Book Series*. Vol. 19. Springer, Dordrecht. DOI: https://doi.org/10.1007/978-94-007-7299-1_11

7. Palmér, H. (2016). Professional primary school teacher identity development: a pursuit in line with an unexpressed image. *Teacher Development*. 2016. № 20:5. 682–700. DOI: 10.1080/13664530.2016.1202311

Practical class 7. All-round development of the student's personality as a necessary condition of his establishment as a professional. The role of the teacher-facilitator in this process

Issues to be discussed in the practical class:

1. The problem of formation and development of a personality and its study.

2. The impact of education on students' personal development.

3. The structure of the process of teaching and learning.

To prepare for the seminar the reports and abstracts titled:

1. Heredity, its role, place and significance in personality development.

2. The role of learning in a student's personality development.

3. The role of upbringing in a student's personality development.

4. Diagnostics of development. Its tasks and significance in the process of teaching and education.

Recommended information resources for doing the practical tasks:

1. Bech I. (2008). Becoming a professional in modern social conditions. Theory and practice of social systems. Kh.: NTU "KhPI". № 2. P. 109-115.

2. Gren L. M., Cherkashyn A. I., Karlyuk S. V. (2022). A pedagogue's facilitation competency in teaching foreign students. *Theory and practice of social systems*. No. 2. Kharkiv.: NTU "KhPI". Pp. 60-75.

Fedorenko O. I., Tyurina V. O., Ghirenko S. P., Boiko S. M., Kotelyuh M. O. (2020). Pedagogy of higher education: teaching aid. Kharkiv: FOP Brovin O. V. 240 p.

3. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2014). Pedagogy of success: *textbook*. Kh.: NTU "KhPI". 268 p.

5. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2023). Pedagogy of leadership. *A monograph*. Kharkiv. 432 p.

6. Romanovskij O. G., Gren L. M., Sereda N. V. (2020). Professional- and ethical foundations of pedagogic activity: *lectures*. Kharkiv: NTU "KhPI". 148 p.

7. Zyazyun I (2000). Good Pedagogy : ideals and realities: *Teach method. handbook*. K. 2000. 350 p.

Practical class 8. The role of a higher education institution in self-development and self-education of the student's personality

Issues to be discussed in the practical class:

1. Personal self-development and main directions of its study.

2. The role of a higher education institution in self-development and self-education of the student's personality.

3. Independent work of the students and its stimulation.

To prepare for the seminar the reports and abstracts titled:

1. A program for self-education and ways of its implementation.

2. The main stages in pedagogic control of the self-education process.

3. How can self-education be stimulated?

4. The essence of the planning self-education process.

5. The main functions of self-control.

6. The ways and methods of self-education.

Recommended information resources for doing the practical tasks:

1. Hren L. M., Kurbanova M.Sh. (2023). The role of "portfolio" technology in forming professional image of a future specialist in education and pedagogical sciences at higher education establishments. *Ukraine and the world: humanitarian- and technical elite and social progress*: International science- and theoretical conference for students and postgraduates. April 14 – 15, 2023. Kharkiv: NTU "KhPI".

2. Fedorenko O. I., Tyurina V. O., Ghirenko S. P., Boiko S. M., Kotelyuh M. O. (2020). Pedagogy of higher education: teaching aid. Kharkiv: FOP Brovin O. V. 240 p.

3. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2014). Pedagogy of success: *textbook*. Kh.: NTU "KhPI". 268 p.

4. Romanovskij, O. G., Mikhailichenko, V. E., Gren, L. M. (2023). Pedagogy of leadership. *A monograph*. Kharkiv. 432 p.

5. Romanovskij O. G., Gren L. M., Sereda N. V. (2020). Professional- and ethical foundations of pedagogic activity: *lectures*. Kharkiv: NTU "KhPI". 148 p.

6. Zyazyun I (2000). Good Pedagogy: ideals and realities: *Teaching and method. handbook*. K. 2000. 350 p.

3. METHODOLOGICAL RECOMMENDATIONS FOR FULFILLING TEST WORKS BY STUDENTS

3.1. General methodological recommendations

Fulfilling test works (test papers) is a part of the training process, a means of checking the individual work skills and the assimilation of theoretical issues of the subject.

A test paper can be submitted in the form of a manuscript or it can be printed. In the latter case, the test paper is to be printed on the A4 paper, in 14-font type, Times New Roman font, with the lines interval being 1.5, text alignment to page width. The volume of the test paper should be 15 – 20 pages.

The title page has to contain the following items: the name of the higher education institution; the name of the department, the name of the subject; task variant number; form of training (day-time or extramural); the year of learning, group number; the student's full surname, name, patronymic; the place and the year of of submitting the paper, and the surname, name and patronymic of the teacher who will check the paper.

3.2. Methodological recommendations as to fulfilling the test works by students

THEORETICAL SECTION

TEST TASKS

Variant I

INSTRUCTION: indicate the number of the correct answer in your paper (or press the key if working on-line).

Variant 1

1. To practical methods of teaching pertain:
a. exercises
b. the laboratory method
c. practical works
d. all the above options are correct

2. To the main types of methods, depending on the character of cognitive activity, pertain:
a. explanatory-illustrative, reproduction
b. problem-oriented exposition, partially-search method
c. exploration method
d. all the above options are correct

3. The forms of pedagogic control are:
a. tests (credits), examinations, oral questioning
b. written test papers, abstracts, semester papers
c. laboratory test papers, design works
d. all the above options are correct

4. The main principles of pedagogic technologies are:
a. wholesomeness, fundamentality, continuity of education
b. humanitarization and humanization of teaching
c. to teach by researching, to research by teaching
d. all the above options are correct

5. Communicative competence of a facilitator-pedagogue consists of the following skills:
a. to give a socio-psychological prognosis of the communicative aspect of the intercourse
b. to program the communication process relying on the peculiarity of the communicative situation
c. to control the communication in the intercourse
d. all the above options are correct

6. The following traits enable the facilitator teacher to control the communication process efficiently:
a. empathy, well-meaning, authenticity
b. preciseness, initiative, immediacy
c. openness, involvement
d. all the above options are correct

7. The teacher's authority is a result of development of:
a. pedagogical knowledge of the subject, skills, facilities
b. communicative pedagogical knowledge, skills, facilities
c. gnostic skills
d. all the above options are correct

8. The chief tendency of the pedagogical ethics is:
a. transition from the subject-object to the subject-subject relationships
b. transition from the subject relationships to the subject-object relationships
c. transition from the subject to object relationships
d. transition from the object to the subject relationships

9. The differentiation which should not be considered in pedagogical ethics:
a. peculiarities in age psychology
b. the difference in interests and needs
c. the difference in incomes levels
d. the difference in cultural levels

10. The traits that characterize the principle of humanism in pedagogical ethics:
a. well-meaning
b. self-control
c. trust
d. superiority

11. Pedagogical fairness is oriented at:
a. determining the ratio of necessity and randomness in a person's actions
b. determining the conditions, forms and methods of formation of justice in a person
c. determining the methods of human behavior
d. determining the mode of thinking built on the idea of goodness

12. Pedagogical ethics studies:
a. the essence and principles of the moral- and psychological aspect of activity of the university teachers and students
b. the essence of the moral- and psychological aspect of activity of the university teacher
c. the essence of the moral- and psychological aspect of activity of the university student
d. the universal the moral- and psychological aspects of activity of the university teachers and students

13. To the peculiarities of the higher education pedagogue's attitude to his/her work does not pertain:
a. creative individual approach
b. a large freedom of actions
c. esteem to the student's personality
d. perfectionism

14. To the main reasons for conflicts in scientific and pedagogic collectives pertain:

a. diversity in thinking

b. pretentiousness

c. mistrust to the chief's scientific potential

d. moral self-control and tolerance

15. The integral factor that unites all the spheres in communication is:

a. moral

b. religion

c. philosophy

d. science

16. The fundamental principle of the communication ethics should be considered:

a. the principle of presumption of preserving the dignity of the interlocutor

b. the social status of the interlocutor

c. the age status of the interlocutor

d. the material status of the interlocutor

17. The following do not pertain to the communication technique:

a. material norms

b. moral norms

c. norms of etiquette

d. psychological norms

e. utilitarian norms

18. The pedagogical etiquette is a part of the:

a. business etiquette

b. social etiquette

c. telephone etiquette

d. court etiquette

19. The structure of pedagogical skillfulness is made up of the following elements:

a. pedagogical orientation of the teacher's personality

b. professional knowledge

c. predisposition to the pedagogic activity

d. all the above options are correct

20. The components of the image of the teacher:

a. verbal and non-verbal means of communication
b. language
c. gestures, mimics, pantomime
d. all the above options are correct

PRACTICE SECTION

Variant 1

Do you agree with the opinion that in the moral sense the teacher should be what (s)he wants to make his/her pupils?

Variant 2

How do you understand the words by V. Sukhomlynskyi: "In our hands we have the greatest values of the world – the Human. We form a human like a sculptor shapes a statue from a formless piece of marble: somewhere in the depth of this dead slab lie the beautiful features that need to be extracted and cleaned of everything unnecessary"?

Variant 3

Is it enough to be kind, friendly, to possess the right tone and tactfulness in communication with students to demonstrate the knowledge and skills in pedagogical ethics?

Variant 4

It is unacceptable to raise the prestige of one's subject through debasement of students. Do you think it necessary to add this requirement to pedagogical ethics?

Variant 5

What is the educational role of the principle of "being intolerant to the facts of antipedagogical behavior of colleagues"?

Variant 6

How do you understand the "opposing" positions of the pedagogue and the student?

Variant 7

What, in your opinion, is the peculiarity of the pedagogue's expectations concerning students' behavior at the lectures and practical classes?

Variant 8

Do the teacher's achievements in science raise his/her authority?

Variant 9

Why is psychological compatibility important both for scientific and pedagogic activities?

Variant 10

Plato estimated communication as a blessing: it enables cognizing self and others, cognizing the truth. Analyze this attitude.

Variant 11

Human communication "is made up by three fourths of verbal communication." How do you understand this expression?

Variant 12

Communication forms friendship, but not between everyone, but only between good people: "friendship of the good grows with communication". How do you understand this point of view by Aristotle?

Variant 13

Feuerbach stated that "the human essence is manifested only in communication, in the unity of one person with another that relies only on the

reality of the difference between I and You". Disclose the meaning of this expression.

Variant 14

Communication assumes not only information, but also personality-existential, subjective link between people with the preservation of the individualities   of the communicating parties. Analyze this statement. Give specific examples from your professional activity to support this point of view.

Variant 15

Virtual communication: perspectives and danger.

Variant 16

The problem of communication in the present-day technologized world.

Variant 17

"The teacher should be esteemed because (s)he is a teacher". Do you agree with this point of view? Comment on this expression.

Variant 18

In his time Voltaire wrote that etiquette is common sense for those who lack it. Analyze this expression.

Variant 19

Philosopher Thales stated: "It is necessary not to be beautiful in appearance, but to be good in character". How do you understand this expression?

Variant 20

"The manner to keep oneself should always correspond with the person's appearance and his/her natural inclinations. We lose a lot by assuming a manner that is alien to us" (Francois de La Rochefoucauld). How do you understand this expression? Substantiate your answer.

3.3. Questions for the final teston the course of "Pedagogy of facilitation''

1. Pedagogic activity as a social phenomenon.

2. The notion of pedagogy as a science on upbringing, training, and education of a personality.

3. The structure of the pedagogical science.

4. Pedagogic activity within the system of professional activity.

5. The essence and the peculiarities of the teaching process.

6. Didactics as the theory and practice of teaching.

7. The main types of classes and their tasks.

8. Methods of teaching.

9. Traditional and innovative methods of teaching.

10. Pedagogic technologies of teaching, their main principles.

11. The essence of the notion of facilitation, its kinds. Pedagogic facilitation.

12. The role of a facilitating pedagogue in the education environment.

13. Facilitation competency of a pedagogue.

14. The groups of the main activity attributes of a facilitating pedagogue.

15. The essence of the notions of "mediation", "conflict", and ways of solving conflict situations.

16. Analysis of the notions of "competence" and "mediation competence" of a facilitator pedagogue and its structural components. The status of a mediator.

17. Operation of school mediation services: foreign experience.

18. Work of mutual understanding services at education institutions of Ukraine.

19. The notion of "communicative competence", its role in a facilitator-pedagogue's mediation activity.

20. Efficient communication.

21. Rules of efficient communication.

22. Pedagogical culture, its components.

23. A pedagogue's worldview culture.

24. Pedagogic creativity as a component of the pedagogue's professional culture.

25. Ethical norms of the pedagogue's activity.

26. Pedagogical tactfulness, its principal indicators.

27. The chief structural components of the etiquette of a pedagogue

28. Historical aspects of the development of etiquette

29. The main principles of the etiquette of a pedagogue The notion and the structure of pedagogic skill.

30. Raising the pedagogic skill level.

31. Psycho-pedagogic requirements to a pedagogue's personality.

32. Self-education.

33. Styles in pedagogic communication.

34. The essence of the notion of "image". A pedagogue's image.

35. Importance of developing a successful image for a teacher.

36. Factors that influence the image of a teacher.

37. The structure of the image of a higher education institution.

38. Pedagogy of success: the content and the main directions of its study.

39. The role of self-evaluation of personality in the formation of its success.

40. Technologies and teaching methods necessary for personality success formation.

41. The problem of formation and development of a personality and its study.

42. The impact of education on students' personal development.

43. The structure of the process of teaching and learning.

44. Personal self-development and main directions of its study.

45. The role of a higher education institution in self-development and self-education of the student's personality.

46. Independent work of the students and its stimulation.

THE LIST OF LITERARY SOURCES

1. Alekseyenko A. P., Karpenko K. I., Goncharenko L. O., Deineka V. V. (2015). Professional ethics of higher education: teaching aid. Kharkiv: KhNMU. 77 p.

2. Arnon, S., Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers and Teaching*. № 13:5. P. 441–464. DOI: 10.1080/13540600701561653

3. Bech I. (2008). Becoming a professional in modern social conditions. Theory and practice of social systems. Kh.: NTU "KhPI". № 2. P. 109-115.

4. Budnyk, O., Vasianovych, Hr., Mikulets, L., Avkhutska, S., Sinitsyna, A., Turkov, V., Nikolaesku, I. (2021). Improving a pedagogical image of an educational institution: a case study. *Revista Inclusiones*. Vol: 8 num Especial. 332–343.

5. Chang-Kredl, S., Colannino, D. (2017). Constructing the image of the teacher on *Reddit:* Best and worst teachers. *Teaching and Teacher Education*. 2017. Vol. 64. 43–51. DOI: https://doi.org/10.1016/j.tate.2017.01.019

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