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THE METHODOLOGICAL PREPARATION SYSTEM OF FUTURE TEACHERS FOR SPECIALIZED TEACHING AND ITS STRUCTURE AND CONTENT

Abstract: Nowadays, future teachers' formed methodological preparation system does not take into account the true nature of methodological assistance taking place in the course of solving various practical problems of a teacher. It shows the changed role and importance of methodological assistance in future specialists' professional preparation and a conservation of subjective relations in the narrow sense required to structuring the methodological preparation content of future teachers

as well as the presence of the leading contradiction between non-identification of functional features of components forming future teacher's methodological preparation system in curricular and extracurricular teaching processes. Therefore, the scientifically formulated methodical preparation allows the future teachers to adapt to different changes in their professional assistance, minimize teaching techniques and methods skillfully and use them by modifying, use traditional and innovative approaches flexibly within their pedagogical "Laboratory" framework to combine methodological knowledge and skills.

Keywords: Methodological preparation; Functional assistances; Subjective methodological preparation; General methodological subjects; Individual methodological subjects.

1. Introduction

To form the methodological preparation system of future teachers for specialized teaching in curricular and extracurricular teaching processes and to describe its constituent components from the functional viewpoint.

The research methods: studying of the mechanism in conditions all of the accruing globalization, unification of spiritual and material culture, preserving the originality, cultural values, customs, traditions, expressing the need for spiritual self-determination.

The research results: 1) The methodological preparation system developed future teachers from the subjective and metosubjective viewpoint in accordance to the education program of specialized teaching specialty; 2) The groups of pedagogical, general methodological and individual methodological subjects and their definite functional activities in the methodological system of preparing future teachers have been identified in accordance to the content characteristics of learning subjects in the professional methodological direction; 3) The role of practices, scientific and investigation and creative and methodological work carried out in the extracurricular process in the methodological system of preparing future teachers and their functional characteristics have been defined in accordance to the education program.

Practical importance: In accordance to the proposed methodological preparation system, methodological knowledge, abilities and skills are formed in future teachers from the subjective and metosubjec-

tive viewpoint and develop in the functional characteristics.

1.1. Character of methodical preparation system in scientific and pedagogical researches

In defining the preparation composition, it was necessary to use the systematic relation since the research object is regarded as a system and a unified theoretical reflection is created after identifying many types of connections and information of objects on the basis of it.

It is necessary to understand clearly the concept of "a system" to define the concept "Methodological preparation system". There are some definitions of the concept "system" in the scientific and pedagogical investigations.

Russian scholars explain the concept system as many of the elements identified as being in contact relationship with each other and form unified unit concept Kertaeva et al., [8]; Saipov [7], as well as interrelated elements working in a unified functional relation Moreva [15], Stepanova et al., [26].

One of the main principle in the systematic relations is its structure. A structure is an internal organization of a unified system, that is, it shows interacting techniques of constituent components by a special technique Nykyforov [16].

Thus, the main guiding methodological principle is its sequence and integrity.

Integrity is explained as a defined connection of elements and compliance with the inner combined and compared system part. The following features are characteristic of them:

- as a result of inner relationships, unique components acquire new qualitative qualifications;
- the whole system is in a unified relationship with the environment and defined by its circumstance;
- the whole systems are identified with the presence of system forming factors:
- the whole system has its defined structure, it can also be regarded as the whole system of its individual components, the initial system can be regarded as a separate part of the whole system, that is, we are not limited with the system of one level in our practice, on the contrary, we regard “a part” of the whole system as an individual system.

In the view of forming methodological system of preparing future teachers for specialized teaching, we have conducted analyses on several methodological preparation systems Alimkhanov [1]; Baidaliev et al. [2]; Berkimbaev [4]; Omarov et al. [17]. In the first case, by paying much attention to the integration of different subjects in the academic plan of preparing specialists, methodological subjects group is differentiated by playing an important role, while in the second case, the methodological preparation system is regarded as managing pupil's learning and methodological activities Vangrieken et al. [28].

In their works, some scholars distinguish the aim, objectives, content, techniques (a complex of teaching and methodological problems) and methodological preparation outcomes in the whole system of the methodological preparation Berkimbaev et al. [3]; Joldasbekova et al. [7]; Marasulov et al., [12]; Baydaliev et al. [13]; Konakbaeva et al. [11]; Mukhamedjanov et al. [14].

Further, the process of forming methodological knowledge and skills in developing the methodological preparation system of future teachers is considered Zholdasbekova et al. [29]; Saipov et al. [29].

Another principle of forming the methodological preparation system is combined with the content of pedagogical process components (teaching aim, teaching process, and teaching outcomes).

Thus, the analysis result carried on the scientific and methodological investigations show the multidisciplinary of methodological preparation system of a future teacher and use of pedagogical system structure components in many cases.

However, future teachers' formed methodological preparation system does not take into account the true nature of methodological assistance taking place in the course of solving various practical problems of a teacher. It shows the changed role and importance of methodological assistance in future specialists' professional preparation and a conservation of subjective relations in the narrow sense required to structuring the methodological preparation content of future teachers as well as the presence of the leading contradiction between non-identification of functional features of components forming future teacher's methodological preparation system in curricular and extracurricular teaching processes. Therefore, the scientifically formulated methodical preparation allows the future teachers to adapt to different changes in their professional assistance, minimize teaching techniques and methods skillfully and use them by modifying, use traditional and innovative approaches flexibly within their pedagogical “Laboratory” framework to combine methodological knowledge and skills.

In this regard, it is necessary to point out that the methodological preparation field in the general pedagogical science is able to implement a functional assistance peculiar to it Erganova [6]. They are regarded according to following five directions given below:

Analytical (analysis): methodological analysis on the teaching process from the theoretical and activity viewpoint.

Projecting: a long term planning and the formation of a teaching content, preparation and planning of a teaching service

Structuralizing: planning of lessons (content selection, compositional formulation of teaching information), defining the form of teaching material proposal.

Measurement: identification and preparation of means of implementation required to the process of education which meets the requirements of educational standards and programs in accordance with the functional peculiarities of educational institutions.

Research: research methodology which is approached to study methodological issues.

1.2. The structure-functional model of methodological training system of vocational training teachers

According to the nature of the functional components we investigated the offered structural-functional model of the system of methodical preparation of future vocational training teachers (Fig. 1) in two main ways:

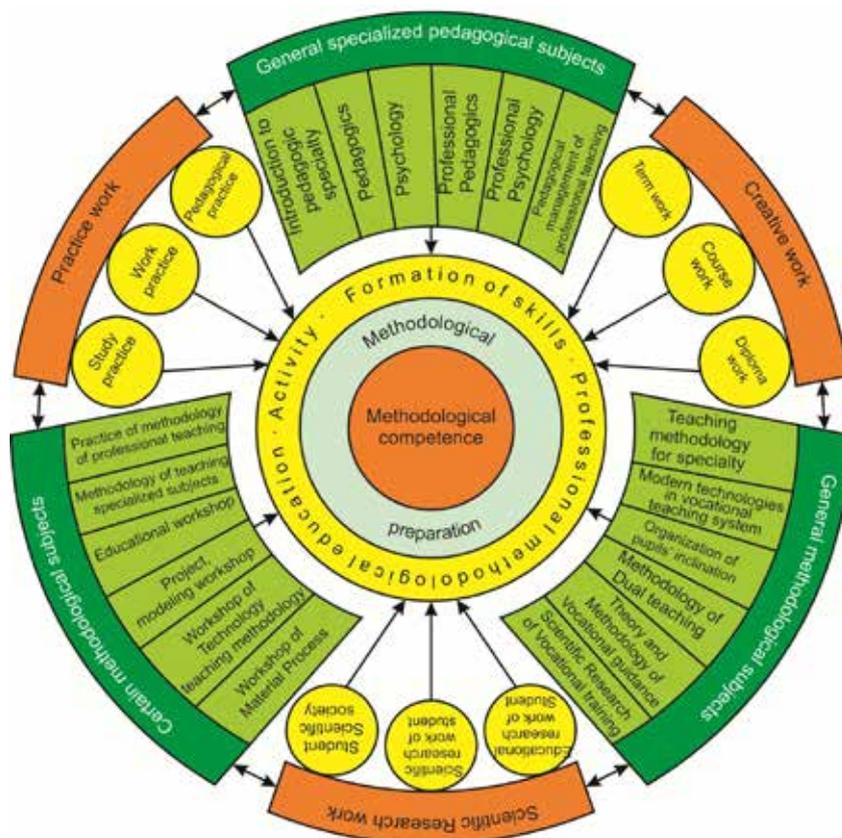


Figure 1. Model The methodological preparation system of future teachers for specialized teaching and its structure and content model

In the first direction skills and methodological knowledge of future teachers is formed directly in the process of learning. Onalbek et al. [19; 20]; Berkimbaev, et al. [21]. According to the proposed model subjects based on the curriculum of training are defined in groups and determine the fundamental principles of methodical training. They are characterized by the following three disciplinary groups:

1. General professional and pedagogical discipline groups;
2. General methodological discipline groups;
3. Individual methodical discipline groups.

As a result of mastering these discipline groups in methodical preparation system a future teacher carries out such methodical preparation functions as analytic, modeling, structuring and determination. That is, a future teacher obtains the following:

- study the individual characteristics of the students;
- aformation of the practical skills and understanding of systematized knowledge groups in techno-technological knowledge;
- a calendar thematic planning of the educational materials provided in accordance with the program;

- a determination of the structure of the lesson;
- a selection of technical and technological information and their didactic processing;
- an identification and preparation of means of implementation required to the process of education which meet the requirements of educational standards and programs in accordance with the functional peculiarities of educational institutions.

According to the second direction formation of methodological knowledge and skills in future teachers are realized outside the classroom, mainly by student's individual educational-methodical, scientific-research and creative work Poshayev [22]; Poshayev et al. [23; 24]; Kamalov et al. [9]; Omarov et al. [21]. They are considered in three groups:

1. As a result of pedagogical practice
2. Results of maintaining scientific research
3. Results obtained in the course of creative and methodical work.

Model The methodological preparation system of future teachers for specialized teaching and its structure and content model

Except the offered disciplines functions of methodical preparation such as analytical, modelling, structuring and research functions are carried out in the process of students' individual creative and research work. So the future teacher masters:

- analysis directed to the perfection of his own pedagogical activity;
- analyze the colleagues' work to solve pedagogical problems optimally;
- analyze the pupils' activity to determine the efficiency of pedagogical process and ways of amending it;
- preparation of didactic materials;
- organization of pupils' cognitive function and activity in teaching process;
- setting friendly partnership with pupils from the pedagogical point of view;
- have an effect on their emotional perception;
- research methodology approached to solve methodological issues.

Groups of discipline of the first direction based on the formation of methodological preparation of a future teacher have been analysed in accordance with the state obligatory standard of education of Republic Kazakhstan and with the specialty's curriculum. In the result as a fundamental of methodological preparation six subjects with "General professional pedagogical" features, which defines its theoretical and methodological basis, are determined. (The state obligatory standard of education of Republic Kazakhstan. 6.08.076, 2010). They are: "Introduction to the Pedagogical specialty", "Pedagogy", "Professional Pedagogy", "Professional Psychology", "Psychology and Human development", "Pedagogical management in professional teaching".

After mastering all these disciplines a future teacher will contribute to pedagogical activity, will have an impact on obtaining theoretical and practical basis of future profession, forming professional-pedagogical approach and understanding its high social value. As well as he determines general facts, phenomenon, essence, rules and methods of pedagogical activity which are logically interconnected with the main psycho-pedagogical, methodological courses while setting up cycle of pedagogical-psychological disciplines.

Further, future teachers get acquainted with the system of knowledge, the essence of the educational process, the structure and content, historical development and modern achievements of psychological-pedagogical concepts and techniques of the subject. As well as they master education system about rules of mental development and factors affecting the growth of an individual Yuan et al. [30].

In "General methodological subjects" group we selected main six subjects as a result of the analysis of the curriculum of specialty. They are "Methodology of Professional education", "Modern technologies in Professional education", "Organization of profile training of Students", "Methods of Dual training", "Theory and methods of Professional orientation", "Scientific research in Vocational training".

In the result of studying these subjects the future teacher's general methodological preparation is formed. It includes modelling the education process, implementation, evaluation and adjustment, also they obtain ability to form training program documentations and their usage in structuring training content. They master methods of modelling a composition and contents of training-productive work, and methods, equipping the lesson with didactic materials.

In accordance with the curriculum of the specialty we added the following six subjects into "Individual methodical disciplines". They are: "Practice of Professional training methodology", "Teaching methodology of special subjects", "Practice of modeling, designing and prototyping", "Practice in training workshop", "Practice of teaching methodology of Technology", "Practice of processing materials".

By studying this group of subjects, through the approach of specializing professional teachers, they acquire peculiarities of technological industry and methodology of professional practice. Furthermore, they obtain methods of forming and improving pupils' professional abilities and skills, acquire methodological competence of formulating, changing and analyzing materials in accordance with definite didactic goals and levels of students' training.

Methodological knowledge and skills, formed in accordance with the model of methodical preparation system of future teachers, can be carried out in the course of work performed by the students themselves. They are formed, as we have mentioned above, in the course of practices, by doing scientific research and creative works.

As a rule, student's self work is performed without a teacher, but on his behalf and under his guidance. The purpose of student's independent work is increasing motivation of students to learn the curriculum. In addition, it contributes to the development of creative abilities and information skills to carry out research works. In the result of independent work of students a number of functions are car-

ried out which have great impact on formation of methodical training of future teachers Kamalov et al. [10]. These are the functions:

- systematization and strengthening of theoretical knowledge and practical skills of the students;
- the expansion and deepening of theoretical knowledge;
- formation of capacity to use legal, special and reference documents in the educational process;
- development of research skills;
- formation of skills to work independently in educational research, professional activities, and to find the optimal solution in relevant issues.

A number of positions are guided in the evaluation of the results of independent work of students. They are specified in the following five levels:

- ability of saying information word for word and with variance (reproductive business);
- ability to work independently on the model (business logic);
- reconstructive ability to work independently (ability of analysis and systematization);
- ability to work independently heuristic (search and research skills);
- creative – research capacity to make the design of its own development and convert his activities.

One component, having its functional role in the course of methodical preparation of future teachers, is, as we have mentioned above, student's educational scientific research.

Students' educational and scientific-research work is determined by the study of methods, techniques, skills. They are focused on the study and analysis of the development of literacy in science, technical creativity on the basis of student's complex activity in educational process. In the process of training and research work a number of functions of methodological preparation is carried out. They are: development of creative thinking activity in solution of practical problems; teaching to find non standardized solution of vocational goals while developing students' activeness in research; affects to master scientific methods of cog-

inition, creative and in-depth approaches of training materials; formation of research skills; helps to obtain methods and tools to solve scientific and practical problems, skills to work in creative organizations; formulates the capacity to use scientific references.

One of the components of the system of methodical preparation is student's coursework performed independently with the advice of the supervisor.

The completion of course work is considered as the end of the teaching period of the subject and its result indicates how well the student mastered theoretical material and possibilities of its consumption.

Term paper is student's research work performed independently. Moreover, it renders the result of scientific research work aimed at solving certain problems of professional pedagogy which is logically completed and appear in the specific texts. Also one of the main tasks of scientific-research work of students is formation of skills for professional-methodical training, advancing the level of language proficiency, deeply mastering the characteristics of the subject, development of interests and ability to work individually with scientific and reference literature.

Therefore, one of the important stages of controlling the level of preparation for carrying out training work is determined by the result of completing course work.

In the course of performing the course work, the following methodological tasks of forming professional preparation of the future specialist are specified:

- expansion of the future teacher's range of theoretical knowledge, strengthening of using this knowledge in solving relevant issues in a particular educational process, psycho-pedagogical and methodological preparation;
- ability to use practical skills will be developed to solve the setting tasks;
- improves skills to work individually in dealing with relevant issues, in searching for pedagogical and technical information, and in analyzing the results obtained by pedagogical practice and literature sources;

- improves skills to work individually in assessing and analyzing inferences, proposals applied in teaching process and the effectiveness of various methods;

In the process of formation of methodical training of future teacher pedagogical practice plays special role. Therefore, in methodological preparation system offered by us a leading role is given to practice.

Pedagogical practice as an integrative element of professional-methodical training introduced students to real process of future professional activity. It provides the opportunity to use consciously the theoretical knowledge gained in educational process. It also forms professional abilities and personal qualities of the future teacher Onalbek et al. [18].

Student's teaching practice is organized in accordance with the content and structure of professional activity, as the teacher's analogue of professional activity. Practice is carried out in real school life. It is characterized by several functions and relationships with teacher's activity.

Student's activity in pedagogical practice is characterized as well as specialists by some functions, as real number of the teachers (education, development, up-bringing etc.) and relationships (with students, parents, teachers, students). However, pedagogical practice is defined as a form of training. Also, being founded on fundamental, special and psychological-pedagogical knowledge it provides principles of professional activities and practical cognitive rules.

In the process of pedagogical practice students, firstly, masters psycho-pedagogical, social and humanitarian and special disciplines under the guidance of teachers of higher educational institutions. Secondly, in the course of work students organize educational-cognitive activity and services. Thirdly, they get in touch with the teachers of the school, get acquainted with their experience, on the basis of it develop and improve professional-methodical level.

Pedagogical practice allows to solve a number of valuable problems that form the basis of professional-methodological training. They are:

- the future teacher gets ready to manage a whole pedagogical process;
- study of the personal qualities of the future teacher and the need for individual training;
- teaching abilities (organizational, gnostical, constructive, research, communication) are formed and developed;
- in solving specific pedagogical problems social-humanitarian, psychological-pedagogical, methodological knowledge is deepened, enriched and secured;
- professional-methodical skills are formed and developed;
- creative and research principles are formed in pedagogical activity;
- sustainable interest is set in the teaching profession.

In particular, the pedagogical practice is one of complex processes in the methodological preparation of teachers.

The last complicated stage of methodical preparation of future teachers is Diploma work, which is performed by a student with advice of scientific supervisor. It determines the complex methodological preparation of future teachers at high institutions. In writing diploma work earlier formed skills to work individually will be improved and prevailed. Diploma work and course work have a number of features in comparison. They are:

- the theme of diploma work covers a wide range of issues for its relevance and volume;
- it differs dramatically in the way of research and creativity;
- diploma work contains design, structuring, organization, valuable and important of gnostical and technological services;
- it investigates the relevance of the work and its scientific-methodological and practical value is

determined from theoretical and methodological point of view.

Mainly it includes:

- a) specification of real essence of concepts in teaching process;
- b) coordination of concepts, comparison, systematization and classification of the process is carried out;
- c) a causal relationship of concepts is determined;
- d) determination of concept application in practice (The state obligatory standard of education of Republic the Kazakhstan. GOSO RK 6.08.076, 2010).

1.3. The results of experimental research work

According to proposed “Vocational training” system aimed at improving the level of methodical training of the teacher it becomes clear that process of methodical preparation of future teachers is a pedagogical process which is continuously pursued for four years. In addition, in the course of research 12 fundamental components of methodical preparation system have been analyzed (Table 1).

According to the shown table 75% of methodical preparation of the teacher, are formed in 3–4 course.

As a result of experimental practices it was determined that the process of formation of future teacher’s methodological training level may be defined in three main stages. They are:

- formation of methodological bases of methodical training;
- formation of basic general methodological training;
- formation of the basic subject methodological training;

It was determined that the professional psychological and pedagogical disciplines start to be formulated in teaching process. And the process where the basis of methodological preparation is built, that is, general methodological disciplines is formulated in the process of student’s individual scientific and creative work.

Specific disciplinary methodological preparation of the third stage is determined when studying individual subjects in the educational process and

in performing pedagogical practice, term papers, diploma works.

Table 1. – 12 fundamental components of methodical preparation system

| № | Components of methodology preparation system | Years | | | |
|-----|---|-------|----|-----|----|
| | | I | II | III | IV |
| 1. | Professional Pedagogical Subjects | + | + | + | |
| 2. | General Methodological Subjects | | + | + | |
| 3. | Individual Methodological Subjects | | | + | + |
| 4. | Educational research work | + | + | + | + |
| 5. | Scientific Research work | | + | + | + |
| 6. | Students' work in the scientific associations | | + | + | + |
| 7. | Educational-experimental practice | + | | | |
| 8. | Psychological, pedagogical practice | | + | | |
| 9. | Pedagogical practice | | | + | + |
| 10. | Student's term work | + | + | + | + |
| 11. | Course work | | | + | + |
| 12. | Diploma | | | | + |

Conclusion

1. It is observed that in higher educational institutions future teachers' methodological preparation system is multi sided and often pedagogical system's structure components are used.

2. It is considered that one of the basic rules of interaction of the completing components, that is in its structure system but notifications special renders in the way specifics. In forming system is considered as the main leading methodological rule – its sequence and integrity of system.

3. In the curriculum of the preparation of specialists methodological disciplines package plays the main role and methodological training system is considered as a head of educational and methodological actions of a future teacher.

4. According to the model, methodical preparation of a package disciplines are defined which are based to the preparation of specialists. They are "General professional pedagogical subjects", "General methodological subjects", and "Individual meth-

odological subjects". After the developing and mastering these disciplines a future teacher can have the following functions as analytical, design, structuring, rationing.

5. According to the offered model of methodological preparation system skills which can be developed in a future teacher, also can be developed in the process of independently performed works. During the practice, scientific research and creative works are also mastered too.

6. As a result of execution personal works of students, a number of functions that can have influence on formation methodical preparation of a future teacher are carried out.

They are: students' practice and theoretical knowledge are systemized and stated; theoretical knowledge is extended; during the course the skill of using of legal standards and special documents is formed and mastered; research professional skill is mastered; independently working abilities and skills to find the solution of the vital issues in educational

and research process, also in professional process are mastered and formed.

7. According to the system directed to the improvement of methodological training of future

teacher of “Professional training”, the forming system of this level can be divided into three periods.

They are: the general methodical preparation and subject methodical preparation basis’s formation.

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Section 2. Information technologies in education

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EXPANDING LEARNER-CENTRIC COURSE DELIVERY TOWARDS OPTIMALITY IN E-LEARNING

Abstract: Higher Education Institutions (HEIs) use Learning Management Systems (LMSs) to assist with the delivery and management of courses. Whereas there is a significant number of LMSs, only a few are predominantly used by HEIs and fewer used by HEIs in developing countries. The Advanced Distributed Learning (ADL) Initiative developed the Sharable Content Object Reference Model (SCORM) and the ADL Registry to standardize and modernize training and education management and delivery. Parts of the API of the LMS predominantly used by HEIs in developing countries have been implemented, but sections such as Navigation and Sequencing present in SCORM 2004, which will assist in learner progress and assessment detailed tracking, have not. We employed established theories of teaching and learning as the basis for integrating teaching-learning mechanism or style within LMSs. The research posits an approach that allows the HEI to select a SCORM compliant LMS and an IDE/tool of choice, and demands the creation of a tool that is SCORM compliant to be interfaced with the LMS. To assist with learner-centric course delivery, an Online Learner-Centric Delivery Tool (OLeCenT) is proposed by use of SCORM to provide increased learning in a batch of learners by lessening the gap between teaching and learning styles. OLeCenT was tested in five instantiations of math-based, computing and theory courses. OLeCenT identified 30% to 66% match between preferred teaching styles and the groups' dominant learning styles. Based on each user's determined learning style, a course learning path is determined and a best-fit learning object is employed per course learning unit.

Keywords: e-learning, course delivery, learner-centric, Learning Management System (LMS), Sharable Content Object Reference Model (SCORM), learning styles.

1. Introduction

Learning Management Systems (LMSs) are employed by Higher Education Institutions (HEIs) to assist with the delivery and management of courses. There are a number of LMSs, but only a few are predominantly used by HEIs and fewer used by HEIs in developing countries. The LMSs were examined for the top ten universities in each of seven regions. The standard and quality of course delivery and the level of learning or knowledge transfer which takes place are attributed to the teacher and learner; however, there are questions with respect to whether the greater burden rests on the learner or teacher [22, 7]. Technology development made available the scope for other forms of course delivery and the combination of different forms of learning [18, 9].

As HEIs move from fully traditional teaching-learning that does not provide optimal learning [27] to the use of online environments, course delivery remains static, becomes more learner-centric or becomes less learner-centric [8], resulting at times in loss, delay and/or non-optimal learning [20, 2] as the current online technology seems to favour certain types of courses [24]. Differences between the learners' learning styles and the teacher's teaching styles or approaches within a batch of learners and teachers, suggest various rates of learning and in the overall batch of learners, a non-optimal level of learning [15].

Attempts are made by HEIs to make course delivery benefit most, if not all learners. Due to the methodology and technology applied, the benefits vary. Learners are required to receive teaching in the teaching style adopted by the instructor. For courses which are less theoretical and require use of external tools, learning may be disjoint amidst varied course delivery methods/course activities and assessment tools may not consider learner preferences.

Learning management systems are examined firstly with comparisons among usage in the top ten Higher Education Institutions in major regions of the world. We then analyze system interoperability features that have been implemented by some

of the major LMSs. The major theories of teaching and learning are examined and used as the basis for the development of OLeCenT, a learner-centric tool based on teaching-learning styles and designed to be integrated within an LMS.

2. Learning Environments In Use

2.1. Learning Management Systems

Blackboard's software and services are currently used by over 17,000 clients worldwide. The current version or service packs of the software, released in 2016 or later is within the Blackboard Learn 9 series. Including better grading and integration features, one of the newer features of interest is the Embedded Learning Analytics where predictive learning analytics are embedded into core workflows for both educators and students in order to drive student success [3].

Moodle software current version is within the 3.4 series. One of the newest features is Moodle Mobile which enables assignment submissions on the move. However, none of the new features were deemed to have a direct bearing on the level of learning, and other related aspects of the teaching-learning process [21]. Whereas there are a number of existing LMSs including many new ones, Blackboard and Moodle are still the more predominantly used LMSs.

The Times Higher Education World University Rankings 2017 (www.timeshighereducation.co.uk) judge world class universities across all of their core missions – teaching, research, knowledge transfer and international outlook. There are 5 core missions with teaching, research and citation each with a worth of 30% of the overall ranking score.

The top ten (10) universities were chosen from each of the regions: Europe, Africa, Asia, North America, Oceania, Caribbean and Latin America. Where at least ten (10) universities were not identified for a region, the list was augmented with the "Webometrics Ranking of World Universities" (<http://www.webometrics.info/en/Americas/Caribbean>). This was the case specifically for Africa and the Caribbean. The "Webometrics Ranking of World Universities" is an initiative of the Cybermetrics Lab,

a research group belonging to the largest public research body in Spain.

(Table 1) displays the Learning Management Systems or types that were identified to be in usage across the universities of review. Responses were not received from four (4) universities, primarily of the Caribbean, and so their LMS usages have not been noted.

Of the total number of universities analyzed, 62% of these use either Blackboard or Moodle, with

Moodle having the greater usage of 41%. Whereas other proprietary systems and the home-grown self-used (bespoke) systems accounted for 20% each, the individual systems included within each category reflected usage of 5% or less.

The other matter of note is that the individual regions do not necessarily bear the percentages of the overall total.

Table 1.– Learning Management Systems used by Top 10 Universities per Region

| | Black-board | Moo-dle | Other propri-etary | Be-spoke | Total |
|---------------|--------------------|-----------------|---------------------------|-----------------|--------------|
| TOTAL | 13 (21%) | 26 (41%) | 13 (21%) | 11 (17%) | 64 |
| North America | 2 | 1 | 5 | 2 | 10 |
| Europe | 1 | 3 | 2 | 3 | 9 |
| Africa | 3 | 2 | 3 | 1 | 9 |
| Asia | 1 | 2 | 3 | 4 | 10 |
| Oceania | 5 | 4 | | 1 | 10 |
| Latin America | | 10 | | | 10 |
| Caribbean | 1 | 5 | | | 6 |

Moodle has a 100% usage in Latin American top 10 universities, whereas the usage of Moodle in the overall total was about 40% of the top 10 universities across the world. Whereas other proprietary systems and even amidst receiving only 60% of the responses from the Caribbean region, a similar anomaly was seen where 83% usage was accounted for by Moodle. In other regions, Blackboard and Moodle seem to be on par among the top 10 universities. Another anomaly is 40% of Asia's top 10 universities have their learning management system solution developed and implemented for their purposes only.

It may be understood that within developing countries, there is a more significant need to access resources at minimal expenditure or financial outlay. In regions such as the Caribbean and Latin America, the usage levels of the predominantly used open-source system, Moodle, suggest that where Moodle have significant benefits or drawbacks, the HEIs in these regions may be directly impacted.

3. Learning Management Systems Analysis for Improvement

3.1. Overview of LMSs

One researcher states among eleven other complaints about LMSs, that LMSs do not fit in the existing administration workflows [5]. Another researcher states that LMSs are deemed beneficial but fall short in some aspects specific to computer science education, in particular programming [12]. One of the most important things an academic technologist can deliver to faculty is to show them how the LMS can be used for more than just a platform for course administration but to teach in new ways [4]. These represent potential gaps for improvement in the current or future LMSs.

3.2. System Interoperability

The Advanced Distributed Learning (ADL) Initiative was established to standardize and modernize training and education management and delivery. The ADL Initiative developed the Sharable Content Object Reference Model (SCORM) and the ADL Registry. SCORM is a collection and harmonization

of specifications and standards that defines the inter-relationship of content objects, data models and protocols such that objects are sharable across systems that conform to the same model. This specification promotes reusability and interoperability of learning content across Learning Management Systems (LMSs). SCORM 1.2, released in 2001 is the final version of SCORM before the integration of sequencing. ADL recommends use of SCORM 2004 4th Edition or higher which contains integration of sequencing [1].

SCORM has evolved through the years with there being four different implementable versions of SCORM. SCORM 2004 has several different editions, and the latest version/next generation of SCORM is the Tin Can API (aka Experience API or xAPI.) Furthermore, SCORM isn't the only e-learning standard existing. Other standards like LTI, AICC HACP and IMS Common Cartridge have their place in the industry [23].

The standards mentioned, namely Sharable Content Object Reference Model (SCORM), Learning Tools Interoperability (LTI) and Common Cartridge have been employed in Learning Management Systems in varied levels. The system operability review will not describe integration among systems where such integrations were built as features of the system, with little or no flexibility for enhancement to be used with other systems. The system interoperability review includes the extent to which systems can share data and interpret the shared data with or without one of these designed standards.

Blackboard Learn 9 series has support for Shareable Content Object Reference Model (SCORM). Integration comes by way of the SCORM Engine Blackboard Building Block developed by Rustici Software in partnership with Blackboard. Blackboard is therefore easily integrated with newer versions of SCORM. Other proprietary systems that are less used by a significant number of clients such as Canvas by Instructure are also SCORM compliant. Though Canvas may have a comparatively small

number of clients, the system is used by the world's largest academy, Cisco Networking Academy.

SCORM 1.2 is supported in Moodle 2.1 (or higher) and passes all the tests in the ADL Conformance test suite 1.2.7 for SCORM 1.2. SCORM 2004 is not supported in any version of Moodle. Parts of the API have been implemented, but sections not implemented include Navigation and Sequencing, which will assist in learner progress and assessment detailed tracking. Moodle has announced that development on native SCORM 2004 support in the system has stopped. They further suggest that where a fully certified SCORM 2004 Player in Moodle is desired, Rustici Software has a Moodle plugin which connects to their commercial SCORM Cloud service turning Moodle into a fully compliant SCORM 2004 LMS. Unlike Moodle, the plugin which is provided by Rustici Software is not under an open source license. The provider of this service performs a similar service for Blackboard Learn. Nearly all of Rustici Software licenses include access to the source code of the purchased product [13].

Moodle's lack of integration with the latest versions of SCORM identifies functionalities with respect to sequencing and navigation that is not achievable by users of the said system. Such users include a significant number of HEIs in developing countries.

4. Learner-Centric Course Delivery

4.1. Learning Styles

Many theories of teaching and learning have been purported and/or established. Some of these are Cognitive Load Theory of Multimedia Learning, Maslow's Hierarchy of Needs, Cognitivism, Experiential Learning, Constructivism, ADDIE Model, ARCS Model of Motivational Design, and Multiple Intelligences Theory.

Cognitive Load Theory of Multimedia Learning, focuses the load on working memory during instruction. The ideal LMS should model aspects of the human cognitive architecture, and provide for ease of use by course designers in their endeavor to apply sound instructional design principles [26].

Abraham Maslow's theory, Hierarchy of Needs is a motivational theory in psychology that argues that while people aim to meet basic needs, they seek to meet successively higher needs in the form of a hierarchy [19]. Development and implementation of a learning system or tool must consider that the body of learners as well as instructors and teachers would tend to follow Maslow's Hierarchy of Needs.

The theory of Cognitivism says that the learner is viewed as an information processor (like a computer). Cognitivism focuses on the inner mental activities – opening the “black box” of the human mind is valuable and necessary for understanding how people learn [14]. In view of the theory of Cognitivism, ensuring that stimuli exist within a Learning Management System will contribute to the system being more learner-centric.

The theory of Constructivism says that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality [21].

Constructionism shares constructivism's connotation of the learning. It then adds the idea that this happens in a context where the learner is consciously engaged in constructing a public entity. The theory of constructionism proposes that learning may be enhanced through kinesthesia. A Learning Management System should facilitate kinesthetic learning objects.

The Multiple Intelligences theory identifies seven distinct intelligences. The theory says that we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves [10]. The theory of multiple intelligences satisfies the many types of learning preferences that one person may embody or that a class embodies.

Learning styles are ways of learning presumed to allow individual(s) to learn best [13]. It is believed that most people have a preferred way in process-

ing information [16]. There are a number of instruments developed for determining learning styles. Some of these are Witkin's Field-Dependence/Field-Independence, Kolb's Experiential Learning Model (ELM) and Learning Style Inventory (LSI), Hunt et al.'s Conceptual Level Model, Dunn et al.'s Learning Styles Inventory (LSI), Fleming et al.'s VARK Model, and Gregorc Learning Style Model.

Predominantly, it was stated that there were three learning styles, namely auditory, tactile/kinesthetic and visual [11]. Currently it is more accepted that there are more than three learning styles/mechanisms/intelligences [17; 16].

The more prevalently used instruments were chosen for the research. Consequently, the learning styles models discussion includes Fleming et al.'s VARK Model, and Kolb's Experiential Learning Model (ELM) and Learning Style Inventory (LSI).

4.2. Learning Environments and Learning Styles

Where there is a human teacher as the primary source of course delivery, even where a LMS is in use, he/she is not necessarily provided with the resources of time, compensation or training to ensure that all avid learners being taught at a particular time are at their optimal level of learning. Where HEIs employ a team of teachers per course, there is an increased number of teaching styles available for that course but accomplishing this task for all styles for all courses may be prohibitive in cost. Further, for many courses in some HEIs, the ratio of course to lecturer is normally one-to-one [3]. Avid learners whose learning style is not that favored by the source of the material including that available within the learning environment, tend to convert this information into the mode best received to ensure their own learning or attempt to procure information that more favors their learning style.

From the concept of levels of learning [17] and the discussion of optimal learning [25], the optimal level of learning is the highest level of learning achievable in a given time and nature of the uptake function; we consider the nature of the uptake function to include the learner, learning environment and

learning style. Learners are expected to comprehend the material within the mode made available by the teacher. All learners in a particular batch tend to be governed by the path of learning carved out by the teacher in his/her expertise and experience. Whereas the teacher has the knowledge to be transferred and is better able to determine the path to be taken based on prior batches of students, the flexibility does not exist at the point of learning for a change of path or delivery mode. Such a decision may be made in preparation for the next batch of learners with an implicit hope for learning similarities [3].

There is also often disparity between the mode employed for course delivery and assessment, such as oral versus written or electronic versus hardcopy. Hence, as the number of learning styles may increase as the population within a batch of learners increases, there is an increasing tendency away from the optimal level of learning, amidst the finite or a limited number of course delivery paths and human teachers, and the current design of Learning Management Systems.

HEIs have embraced the use of LMSs to assist with course delivery and assessment. The predominant usage of LMSs by course designers and other users is the uploading of static files, editable files,

course presentations, discussions, quizzes, wikis and assignments. Some courses may appeal to additional learning styles by providing the course material as an audio-or video file of a synchronous session or other links of course content uploaded to the LMS. It is possible that in view of learning styles, LMSs are used in the ways described because of the limitation of the LMS or the lack of a standard to ensure learner-centric course delivery and assessment [3]. The ultimate aim in the teaching-learning process is the transfer of knowledge or skill. The use of any learning environment by a HEI is to increase the efficiency in the knowledge transfer.

5. The OLeCent Experience

We propose OLeCent, a tool for learner-centric course delivery in the online environment. OLeCent may be integrated with a Learning Management System for enhanced course administration (Figure 1). We embrace the integration of learning styles to achieve a maximal matching with the teaching styles. Teaching-learning in higher education institutions is examined with an analysis being done on course delivery in view of learning styles. We suggest how instructional design may be applied amidst a standard and specification for web-based e-learning with emphasis on how learning takes place.

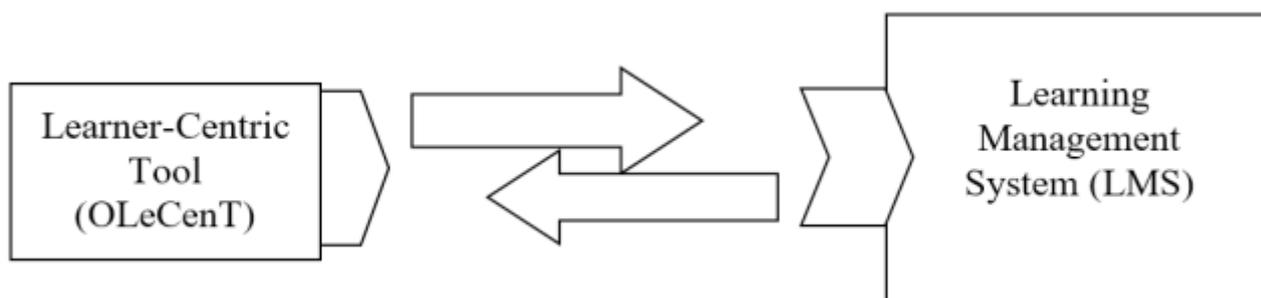


Figure 1. The Online Learner-Centric Tool (OLeCent) – Learning Management System Interface

5.1. Theories of the OLeCent Approach

We embrace the concept of teaching and learning styles in a graph theory context (Figure 2) where in any teaching-learning unit, optimal learning occurs where there is a maximal matching for G with all elements of L learner-centric

course delivery in e-learning, maximal matching with surjectivity for the teaching-learning styles is attainable with use of the learner-centric tool and how the LMS is implemented [3]. The OLeCent approach is aimed at ensuring that all elements in

the set of learners, L has a pre-mapping from the set of teachers, T, having a pre-mapping (maximal

matching with surjectivity) even where a complete matching does not exist.

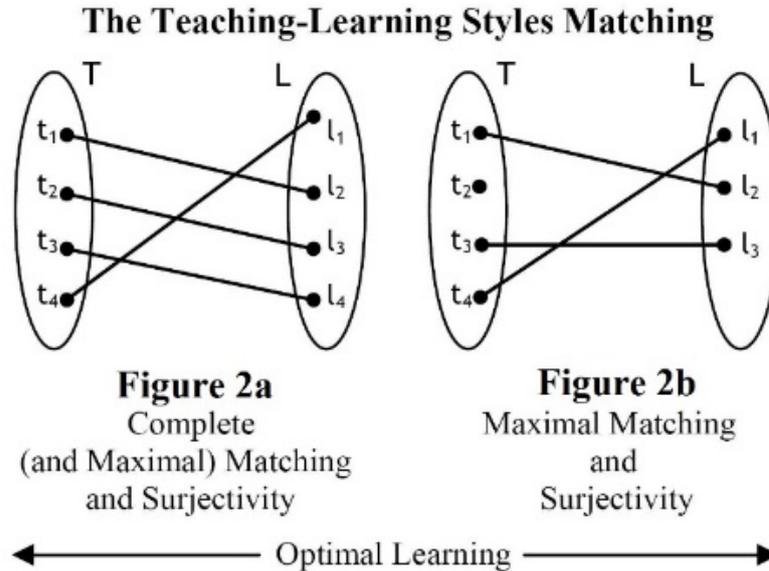


Figure 2. The Teaching Styles (T) and Learning Styles (L) Matching reflecting when optimal learning [3]

For greater effectiveness in learner-centric course delivery, the learner-centric tool should be SCORM 2004 4th Ed. Compliant [3]. The parts of SCORM 2004 are the Run-Time Environment, the Content Aggregation Model (CAM) and the Sequencing and Navigation (SN) [1]. Adopted from [3], Table 2 outlines the mandatory/recommended usage of categories of the various SCORM parts for more effective learner-centric course delivery. Other categories such as Content Aggregation Model – Content Model were omitted as they were either described by [3] or deemed less important for learner-centric course delivery.

5.2. OLeCent Components

The tool has four components, namely Diagnostic Analysis, Repository and Workflow Setup, Learn-

ing Administration, and Learner-Centric Assessment and Evaluation (Figure 3). Diagnostic Analysis includes processes “Setup of one or more Learning Style Inventories” as well as “Perform Diagnostic Assessment of the teacher(s) and learner(s).” The tool uses learning style indexes throughout its implementation and therefore translates the terms, codes and notations of specific learning style instruments to the OLeCent learning style indexes. OLeCent captures information about each learner and teacher and suggests the dominant and other learning/teaching styles. There is a matching which assigns the learners’ learning styles and the teachers’ teaching styles to a number of the learning styles indexes which matches to the learning styles of the LSI in use.

Repository and Workflow Setup includes process

Table 2.– Usage SCORM Categories for Learner-Centric Course Delivery

| SCORM Sub-Part | Category | Usage |
|---------------------------------|---------------|-------------|
| 1 | 2 | 3 |
| Part: Content Aggregation Model | | |
| Metadata | Meta-metadata | Mandatory |
| | General | Recommended |

| 1 | 2 | 3 |
|---|-------------------------------|-------------|
| Metadata | Lifecycle | Recommended |
| | Relation | Recommended |
| | Classification | Recommended |
| Part: Sequencing and Navigation Specification | | |
| Sequencing Definition Model | Sequencing Rules | Mandatory |
| | Rollup Rules | Mandatory |
| | Rollup Controls | Mandatory |
| | Objectives | Mandatory |
| | Delivery Controls | Mandatory |
| | Navigational Controls | Mandatory |
| | Completion Threshold Controls | Mandatory |
| | Sequencing Control Modes | Recommended |
| | Constraint Choice Controls | Recommended |
| | Limit Conditions | Recommended |

“Maintain Learning Object Learning Style Index(es) which receives and updates learning objects of different types for a single unit of learning. The other process “Setup Learning Style Course Path(s)” allows the teacher or course designer to set-up a designated workflow of how the learning objects are ordered for delivery of the course content per learning style. Within this latter process, the tool provides an option for setting learning sessions based on input of date, time or date-time ranges. Learning objects are stored in the repository and also given a learning style index or a number of indexes as determined by the course administrator/teacher.

Learning Administration generates learner course paths, given the course path per learning style and each user learning style. The learners are provided with learning objects in the form of course paths which vary based on the course administrator’s projected path, the learners’ learning styles, and other assigned or chosen course paths of similar learners. The path of learning objects, duration and completion percentage for each learner is maintained within the Learner Learning Object Workflow storage; these data is used as the source to alert the teacher to accept a modification of course

path for a learning style. Learning Administration may also vary by data acquired during Assessment and Evaluation.

The Assessment and Evaluation component provides for formative and summative assessments in consideration of each student’s teaching-learning style. The tool is designed to allow for any learning style mechanism that has measurable notations.

5.3. Instantiation, Evaluation and Results

5.3.1. OLeCenT Development

OLeCenT is developed with use of PHP for all backend (server) transactions, and CSS, Javascript, HTML 5 and XML for the graphical user interface (client), The development is aided with the MySQL 1.2.17 suite with use of a MySQL database. Whereas all the components of OLeCenT uses fields of SCORM 2004 4th Edition, the Diagnostic Analysis component was developed and tested to be fully SCORM 2004 4th edition compliant.

The current instance of OLeCenT allows a user to be defined as one of five possible user types. The user types are Student, Instructor/Lecturer, Course Designer, Administrator and System Administrator. Each user is assigned optionally to a specific department and/or institution. Where a user of type

Student or Instructor is not provided with a department or institution, that said user is available to be

assigned to any course as in the use of OLeCent for Massive Open Online Courses (MOOCs).

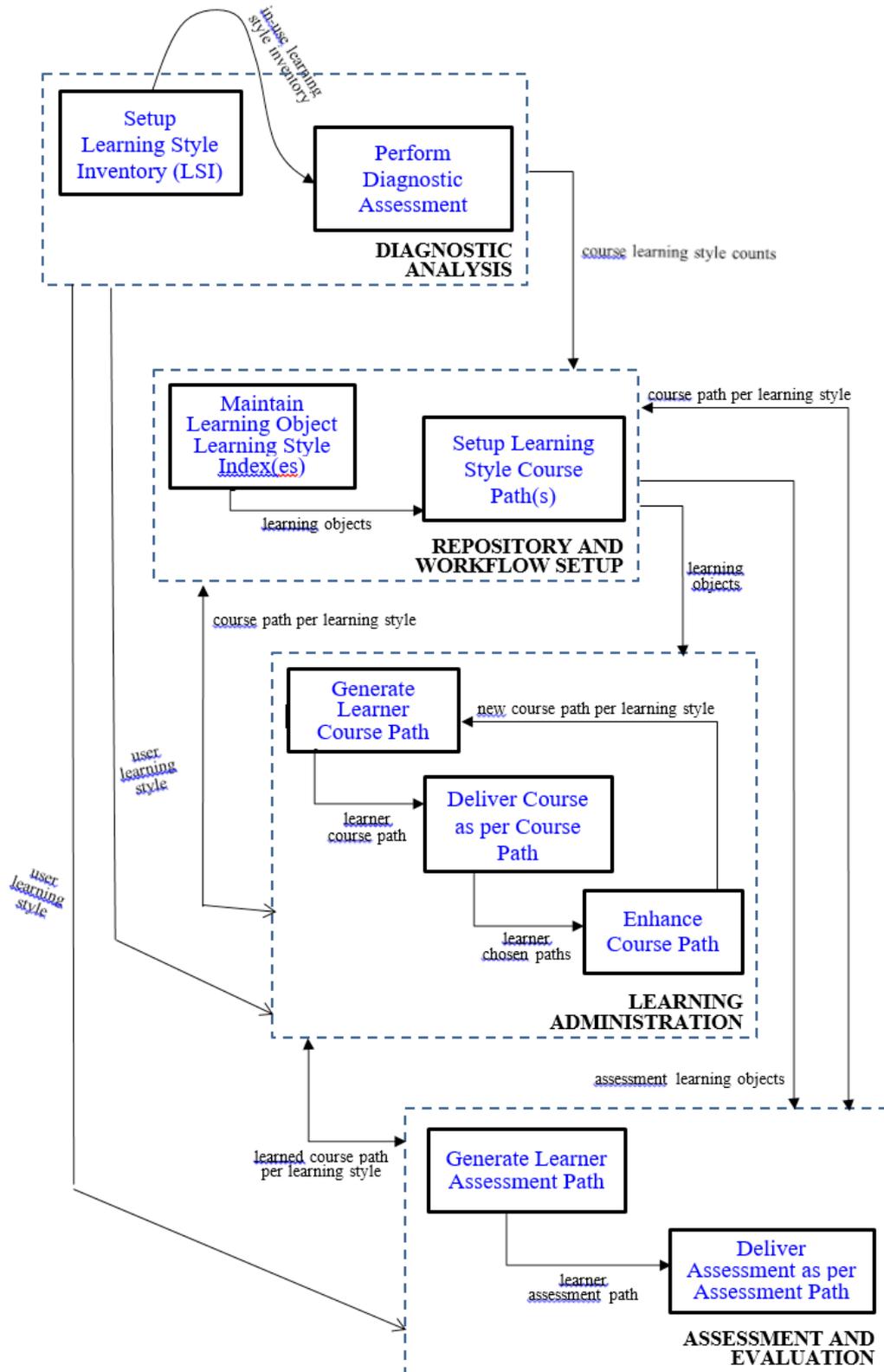


Figure 3. The OLECENT Model

5.3.2. Implementation Results

Access to OLeCent was successfully provided via the Moodle environment, but implementation was not yet done for full integration which allows for the ease of demographic and course data between the two systems. Learning Objects were setup as types V – Visual, A – Auditory, K – Kinesthetic, _ – None Specified, and O – Other. Video Files (WMV, MP4, AVI), Powerpoint Presentation (PPT, PPTX) and Show (PPSX, PPS) without Audio were setup as Visual. Audio Files (MP3, WAV, M4A) and Powerpoint Presentation (PPT, PPTX) and Show (PPSX, PPS) with Audio and Timing were setup as Visual. Articulate Storyline v. 2 Web-enabled Files (HTML) and Powerpoint Presentation (PPT, PPTX) and Show (PPSX, PPS) with Audio and Transition but without Timing were setup as Kinesthetic. PDF, TXT, RTF files were set as “_”. Where learning objects of an auditory type were not readily available, the Windows version of Natural Reader v. 14 was employed for creation of such objects. Natural Reader is a free text to speech software with naturally sounding voices.

OLeCent was used in five (5) instances including a regional course of Secondary-Level Information Technology administered at 3 secondary institutions including 1 private and 2 public schools, and two courses of Information Systems and Discrete Mathematics administered at 1 tertiary institution. The results showed in one instance of a Mathematically-based course that the preferred teaching style was matched by only 30% of the group’s dominant learning style. In view of the total of preferred teaching style and other teaching styles, there was a match of 49% with the group’s dominant learning style. With a more theoretical course, there was a 66% match between preferred teaching style and dominant learning style. The data proved useful both to the face-to-face and online instructors who were favored with the information as to how to possibly better reach the batch of learners in teaching.

The benefits of OLeCent include (1) identifying disparity in teaching and learning and aiding face-to-

face teachers in knowing the percentage of students with greatest benefit in course delivery, (2) allowing learner flexibility of receiving best fit course content as first priority, and (3) reshaping course path per learning style as it learns of learning preferences. Drawbacks include that learning and auto-configuration takes place during course delivery and therefore provides greater benefit to latter users.

6. Conclusion

Most developing countries use Moodle which does not support the ADL-recommended SCORM 2014 4th Edition which provides for sequencing and navigation. Such countries may be at a disadvantage without a mechanism to account for ease of course delivery, level of completion, and sequencing based on these input.

The research posits an approach that allows the Higher Education Institution (HEI) to select a SCORM compliant LMS and an IDE/tool of choice, and demands the creation of a tool that is SCORM compliant to be integrated to the LMS. To assist with learner-centric course delivery, an Online Learner-Centric delivery Tool (OLeCent) is proposed by use of Sharable Content Object Reference Model (SCORM) to provide increased learning in a batch of learners by lessening the gap between teaching and learning styles, and learning and regenerating of learner course path during the period of learning.

OLeCent was tested in five instantiations of math-based, computing and theory courses and identified 30% to 66% match between preferred teaching styles and the groups’ dominant learning styles. Based on each user’s determined learning style, a course learning path is determined and a best-fit learning object is employed per course learning unit. OLeCent may be used for other instantiations. The results reflect matches that would not normally have been readily identified.

Whereas the design and principles of the OLeCent approach may be employed in any Learning Management System, successful testing was done as

(1) a stand-alone system and (2) integrated within the Moodle environment. There should be greater benefits with respect to expanding learner-centric course delivery for HEIs using the Moodle LMS which is the case for 100% of the top universities in Latin America and 83% of same in the Caribbean.

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Section 3. Education in the field of ecology

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PRINCIPLES OF ENVIRONMENTAL EDUCATION IN THE CONTEXT OF ADVANCED EDUCATIONAL APPROACH

Abstract: the article reveals the main principles of advanced educational approach, with the help of which the main provisions promoting the continuity of ecological knowledge, overcome fragmentation in assessing reality broaden the notion of the global nature of environmental problems.

Keywords: ecological education, advanced training, principles.

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ПРИНЦИПЫ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ В КОНТЕКСТЕ ОПЕРЕЖАЮЩЕГО ОБУЧЕНИЯ

Аннотация: в статье раскрываются основные принципы экологического образования в контексте идеи опережающего обучения, с помощью которой определяются основные положения, способствующие преемственности экологических знаний, преодолению фрагментарности в оценке реальности, расширению представления о глобальности экологических проблем.

Ключевые слова: экологическое образование, опережающее обучение, принципы.

Интенсивное развитие технологий, быстрый рост населения нашей планеты неизменно влечет за собой ухудшение состояния окружающей среды. Изменение даже небольшой экосистемы в каком-то конкретном месте может повлиять на экологическое равновесие всей планеты. В этих

условиях большое значение приобретает экологическое образование.

Решение глобальных задач сохранения окружающей среды от загрязнений, защиты и восстановления природных ресурсов требует несколько иного подхода к организации экологического

образования, в частности, в контексте опережающего обучения.

В обучении идея опережения наиболее ярко была реализована педагогами-новаторами в рамках педагогики сотрудничества. Главная цель использования данной идеи заключалась в возможности качественного усвоения учебного материала за более короткий срок всеми, даже слабыми учащимися, не привлекая их к дополнительным занятиям.

В отличие от традиционного изложения учебного материала опережение всегда предполагает нелинейность подачи материала, которая может проявляться во введении новых порций материала (малыми дозами) в контекст изучаемого, реализуется путем переформатирования содержания учебного материала сначала вербально, существенно сокращая его объем, а затем образно-ассоциативно, позволяет конструировать многокомпонентные задания. Таким образом, нелинейность предполагает некий сдвиг, смещение учебного материала относительно друг друга. Как указывает И.И. Панькова, именно сдвиг, смещение учебного материала способствует расширению функций обучения. Кроме развивающей и обучающей функции, опережающее обучение реализует мотивационно-побудительную и перспективную функции [5]. Применяется упреждающее изучение материала путем подачи некоторого сегмента тех тем, которые будут изучаться в будущем и которые определенным образом связаны с изучаемым материалом в настоящее время. Отказавшись от линейной последовательности изучения учебных тем, предлагается совместное и одновременное изучение компонентов содержания образования, связанных между собой и представляющих целостность, что в итоге обеспечивало достижение целостности и системности знаний.

Понятие «опережение» рассматривается в работах ученых различных областей и применяется к различным дефинициям. В большом толковом словаре русского языка «опережение», «опере-

дить» означает «двигаться в одном направлении ... оказаться впереди чего-либо или кого-либо ... сделать раньше, опередить время ... работа с опережением» [2, С. 716]. С точки зрения физиологии, можно говорить об опережающем возбуждении, которое И.П. Павлов описывает как состояние «предупредительной деятельности», как постоянное стремление высокоспециализированных организмов к развитию ими будущих приспособительных актов». В психологии эта предварительная подготовка рассматривается через опережающую реакцию. Понятие «опережение» тесно связано с понятием «антиципация» (от латинского – «предвосхищаю») в психологии, которое означает «предопределение, предугадывание событий, заранее составленное представление о чем-либо. Термин антиципация был введен немецким психологом В. Вундтом и интерпретировался им как способность человека представить результат действия до его осуществления.

«Опережающее обучение — это обучение, которое организуется путем многократного обращения обучающихся к учебному материалу с учетом его ретроспективной и перспективной связей с другим смежным учебным материалом, обеспечивающее закрепление изученного ранее, прогностику, предвидение нового и готовность к его восприятию на основе изучаемого в настоящий момент, что обеспечивает целостное восприятие и глубокое осмысление учебного материала за более короткий срок» [4, С. 60].

Одними из основных принципов экологического образования являются: всеобщность; комплексность; непрерывность; выделение межпредметных связей; взаимосвязь глобального, национального и краеведческого раскрытия экологических проблем и принцип прагматичности.

Принцип всеобщности предполагает, что экологическое образование должно быть организовано во всех учебных заведениях, начиная с дошкольных. Просветительская работа должна вестись планомерно и систематически в средствах

массовой информации и коммуникации. В связи с этим опережающее обучение позволяет отобрать определенные понятия, распределить их в той последовательности, когда информация последующего понятия вносится в процесс усвоения предшествующего на уровне ознакомления. Тем самым происходит многократное повторение учебного материала.

Принцип комплексности подразумевает организацию экологического образования как взаимообусловленное, всестороннее и многофакторное психолого-педагогическое взаимодействие с целью построения целостной системы знаний с учетом научно обоснованных методических требований. Структурно-графовое трансформирование учебного материала, с выделением опережающих связей между его элементами, позволяет осуществлять опережающее ознакомление с элементами учебной дисциплины, совместном и одновременном изучении компонентов содержания экологического образования, связанных между собой и представляющих целостность.

Принцип непрерывности заключается в формальном (дошкольное, школьное, среднее специальное и высшее) образовании и неформальном образовании взрослого населения.

Принцип выделения межпредметных связей в экологическом образовании предполагает взаимную согласованность содержания образования и методов, принципов и способов наиболее приемлемого взаимодействия общества с природой. Межпредметные связи в контексте опережения обозначают интегративные отношения, которые выражаются в ближней, средней и дальней опережающей связях между объектами, явлениями и изучаемыми процессами. Перед обучаемыми на протяжении всего курса выстраивается общая система, в которую входят соподчиненные понятия, связанные между собой. При этом просматривается межпредметная связь на протяжении изучения всего курса учебной дисциплины, что способствует решению одной из важнейших за-

дач усвоения – проблему обобщения и конкретизации формируемых у обучаемых знаний.

Принцип взаимосвязи глобального, национального и краеведческого раскрытия экологических проблем в учебном процессе отражается в анализе факторов положительного и отрицательного воздействия человека на природу родного края с оценкой последствий этих влияний в глобальных масштабах. В контексте опережения этот принцип отражается в расширении и углублении основных понятий и научных фактов о природе за счет выявленных опережающих связей. Поскольку одновременный и нелинейный характер подачи учебного материала обеспечивается высокой степенью обобщенности, то по мере развития знаний обучаемых о природе родного края происходит изменение объема и содержания знаний о последствиях губительного влияния человека на природу данной местности. В этом состоит процесс трансформации, движения и развития знаний учащихся о последствиях этого влияния в планетарном масштабе, что позволяет расширить их представления о глобальности экологических проблем.

Принцип прогностичности предполагает заботу о сохранении окружающей среды для будущих поколений, умение прогнозировать последствия своих действий по отношению к окружающей среде, рассмотрение планов природопотребления и природовосстановления как стороны единого процесса. С точки зрения опережающего обучения соблюдение этого принципа осуществляется за счет внутрисубъектных связей обратного действия, означающего возможность привнесения информации последующего элемента в процесс усвоения предшествующего элемента. При этом выделяется опережающее ознакомление, которое включает в процесс обучения элементы перспективного учебного материала без использования специальной терминологии; предварительное изучение, которое предполагает вовлечение в учебный процесс материала, изучение фрагментов которого происходит на соответствующем уровне строго-

сти; постановка образовательных перспектив, которая предполагает вовлечение в учебный процесс информации об изучаемом материале, отражая его методическую, общенаучную значимость и практическую ценность.

Таким образом, сущностными характеристиками опережающего обучения являются целостность и укрупнение учебного материала, нелинейность и одновременность подачи, многократное обращение к изучаемому.

Целостность и укрупнение учебного материала при высокой степени обобщенности способ-

ствует организации преемственности экологических знаний, преодолению фрагментарности в оценке реальности, что позволяет адекватно оценивать экологическую ситуацию. Нелинейность и одновременность подачи учебного материала ведет к системному пониманию действительности, возможности показать глобальность экологического знания. Многократное обращение к изучаемому, прогноз и готовность восприятия нового, выигрыш во времени позволяет усваивать учебный материал быстрее, сказанное неоднократно – усваивается лучше.

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Section 4. Adult education

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PRIOR LEARNING ASSESSMENT AND RECOGNITION IN CANADA FOR SOCIAL AND ECONOMIC ADVANCEMENT

Abstract: The concept and the features of Prior Learning Assessment and Recognition in Canada are examined in the article. The outline of the benefits of PLAR process for society is provided as well as the analysis of its providers, policy makers, and recipients.

Keywords: Prior Learning Assessment and Recognition, PLAR, portfolio, challenge process.

Diverse Canadian society that comes from various cultural, social and economic backgrounds is striving to ensure every individual with an opportunity for personal and professional growth and development. Due to peculiar circumstances, personality accumulates knowledge and experience intentionally or unintentionally, in formal or non-formal settings at various times of people's lives. Most of the formal learning leads to certification, while the volume of knowledge and skills gained in the process of non-formal or informal learning is often not identified, not evaluated and not recognized. Realizing the necessity of change, in the late 1970s and early 1980s, first initiatives of Prior Learning Assessment and Recognition (PLAR) emerged in Canada. Nowadays a number of institutions across the country provide the access to PLAR process, giving people the possibility of self-assessment, gaining a secondary and postsecondary credit, career planning and promotion, licensing and employment.

The analysis of the process and outcomes of prior learning assessment and recognition in different countries has become a subject of investigation for a number of researchers, in particular, P. Wer-

quin, M. Singh, G. Barrington, J. Harris, C. Wihak, N. Terokhina and others. The studies about learners' views on PLAR across Canada were conducted by J. Van Kleef, S. Aarts, D. Blower, R. Burke, E. Conlin, G. Lamarre, W. McCrossan, quality assurance in PLAR was learned by S. Amichand, M. Ireland, K. Orynik, J. Potter J. Van Kleef, Canadian experience of PLAR at skills training institutions became central in the research of L. Sergejeva. The aim of this article is to define the term and key features of Prior Learning Assessment and Recognition in Canada, to outline the benefits of PLAR process for society, to examine its providers, policy makers, and recipients.

At the national level in Canada, a service involving the assessment of learning outcomes (PLA, Prior Learning Assessment) has been in operation since 1994 as part of Human Resources Development Canada [7; 32], which has evolved into Employment and Social Development Canada. However, education in Canada is the constitutional responsibility of the ten provinces and three territories. Consequently, potential sources of government policy on PLAR are 13 different government authorities, which serve the interests of particular region [6; 24].

One of the most active and effective intergovernmental initiatives in the sphere of PLAR is the Canadian Association for Prior Learning Assessment (CAPLA), which is an incorporated, non-profit organization that has been operating since 1994, has over 400 members nationally and internationally, and yearly conducts workshops and conferences [2]. CAPLA is committed to advancing the awareness, acceptance, and quality practice of prior learning assessment and recognition in Canada and internationally. For those reasons CAPLA website, among other resources, provides a detailed list of institutions and organizations by province or territory, supplied with short descriptions and contacts. Coming from the fact that each Canadian province and territory has autonomy in education, and faces distinct needs and peculiar issues, the nature and number of such institutions vary across Canada, creating a wide network of resources for PLAR learners.

Canadian legislation does not provide the official definition of Prior Learning Assessment and Recognition. According to CAPLA, PLAR defines the processes that allow individuals to identify, document, have assessed and gain recognition for their prior formal, non-formal, informal or experiential learning [2]. The CEO of the Canadian Institute for Recognizing Learning Joy Van Kleef points out that PLAR is the identification, measurement, and recognition of knowledge, skills, and attitudes acquired outside educational institutions through work and other life experience [5; 51]. One of the providers of PLAR, George Brown College, defines prior learning assessment and recognition as a process that gives the opportunity to obtain academic credit for one or more courses in a certificate, diploma or degree by demonstrating skills and knowledge received through life experiences, including work, training, independent study, volunteering, travel, hobbies and family experiences [3]. Basically, PLAR is a formal credit-granting process of evaluating the knowledge and skills gained with the help of formal, non-formal or informal learning, volunteering, work and life experience.

PLAR contributes to the development of Canadian society in a number of ways. First of all, it gives an incentive to reflect on person's past learning experiences, to outline knowledge, skills, and abilities and set career and educational goals. Secondly, the PLAR process enables educational institutions, workplaces, professional bodies and other organizations to assess knowledge and skills for the purpose of awarding credit, granting professional status or advancing career. Moreover, the PLAR process helps save time, efforts and money by filling in the gaps in learning without the necessity to take the course which is within person's sphere of knowledge and skills [2].

Some institutions in Canada believe PLAR to be only associated with assessment and recognition of non-formal and informal learning. However, PLAR is also beneficial for international and interprovincial migrants who have got a particular formal education outside certain province or territory of Canada and are aiming either to continue their education or professional activity. Joy Van Kleef notes that 'PLAR is being increasingly used to assess the prior academic learning of immigrants when adequate evaluations of their academic credentials are not possible' [5; 51].

One more part of Canadian society that may benefit from PLAR is Aboriginals. Due to their traditions and culture, learning in native community, getting experience and knowledge from Elders in non-formal settings appears more suitable for the First Nations, than education and training according to the formalized western methods, which are highly associated with painful colonization. It also helps them to unfold the knowledge, skills, attitudes and an insight acquired in their life, and what is more, it raises the sense of self-esteem and contributes to the setting of future learning and professional targets [4].

PLAR is used by a range of organizations including; a) educational institutions for program admission and academic credit; b) regulatory bodies for licensing and certification, and; c) employers for recruitment and advancement decisions [5; 7]. Since Canada does not have governmental standards of

PLAR, the policies in this sphere may vary across the country, but the process of prior learning assessment, usually is framed by challenge process or portfolio creation and can be used alone or in combination.

The applicant that has an intention to challenge the course for credit should consult the person responsible for PLAR in a chosen institution and inquire about the possibility of course challenge and the proper procedure that will demonstrate the volume of skills and knowledge gained in earlier life. Challenge process differs among educational institutions and regulatory bodies. Depending on the nature of the course different modes of assessment may be used, but usually including one or more of the following: assessment of educational documents; standardized tests and program reviews of employer-based training; product assessment; interviews and oral exams; performance testing and demonstrations; essays; challenge exams; self-assessment.

A portfolio is an organized collection of materials which records and verifies learning achievements of an applicant and relates them to the requirements of an education or training program, a work standard or a professional qualification. The structure of the portfolio may be created individually or according to certain requirements of the institution, but key entries of the list include a paper outlining educational and career goals of the applicant; learning outcomes and competency statements; documentation verifying the learning to be claimed; a chronological record of significant learning experience; a life history paper; a resume; formal and informal records of past learning achievements [2].

Based on the analysis of the information published on the sites of numerous educational institutions of Canada we may conclude that depending on the policy of the chosen institution and the nature of the course, in one instance the applicant can be awarded the maximum of 25% of the credits required in the program, and in the other instances he or she can receive a credit for up to 75% of college or university program through Prior Learning Assessment

and Recognition Process. The cost of PLAR varies depending on services used in the assessment process and the number of credits requested. Applicants are in charge of all related costs involved with PLAR and in a majority of cases all fees are non-refundable.

To indicate the range of people that use benefits of PLAR in Canada it is necessary to cite the Canada-wide research, which was conducted over eight years (1994–2001). The study showed that female representation remained relatively constant at 66% of the PLAR participants [1; 88]. The authors of the study believe that the high percentage of women at the majority of the institutions was caused by the active usage of PLAR in programs related to occupations with a traditionally high concentration of female personnel [1; 109].

Talking about the age of participants, it was stated that, 70% of learners were over the age of 30 with an average age of 33 years, and that PLAR activity tends to drop off after the age of 35 years [1; 89]. The total number of PLAR assessments was 14,198 with an average of 1.775 assessments annually over the eight years [1; 93]. The research indicates that PLAR is mostly used by employed adults who are aiming to assess and recognize skills and knowledge they received from several years of work and on-the-job training. About half of learners have more than six years of work or on-the-job training connected with their PLAR credits [1; 111]. The study also showed that the percentage of courses in which PLAR learners were successful remained high within eight years at 96% [1; 104].

All in all, the process of Prior Learning Assessment and Recognition is an effective tool in the field of economic and social development of modern Canada. It has a potential to bolster the labor force of Canada by redistributing workplace skills and knowledge, as well as life experiences in order to meet necessary job requirements, relevant industry standards or core competencies. PLAR also plays an important role on the way of personality to self-awareness, development, professional growth and

career promotion. Over the years PLAR has proven to be beneficial for learners, educational institutions, and employers, saving their efforts, time and money.

Nevertheless, its implementation faces such concerns as quality assurance, academic integrity, cost, and the chance of potential failure of an applicant.

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Section 5. Educational psychology

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THEORETICAL FEATURES OF PERSONAL SELF-DETERMINATION OF SENIORS

Abstract: In this work we consider theoretical features of personal self-determination and psychology and pedagogical problems of personal self-determination of rural seniors. Components of personal self-determination of rural school students are defined and proved. Author's vision of personal self-determination of rural school students is presented. The points of view of foreign and domestic erudite teachers and psychologists are analyzed.

Keywords: personal self-determination, self-determination, development of the personality, professional interest, rural school student.

The modern European states build absolutely new relations both in foreign policy, and in internal and therefore the tendency of humanistic interaction is the reformative mechanism of mankind. In the Russian Federation mechanisms of civil society regulate political, economic and educational processes, this vision is necessary for the maximum ensuring the individual rights of the personality. For creation of highly developed democratic humane society it is necessary to create conditions which would open the highest feelings in the modern individual. This individual will be capable to reveal as much as possible in the professional sphere, family life and to make a huge contribution to development of Russia. Therefore professional orientation work at school has to be based on the humanistic principles as personal

self-determination of rural school students directly depends on outlook, individual abilities, on understanding of next professional way, on desire of prosperity of the Homeland, on the level of personal and intellectual development.

Personal self-determination of rural school students is one of aspects of development of the personality therefore we consider very important for our research as much as possible to open all conditions, mechanisms of development of new growths. Early youth differs from all age periods in the molnienosnost of formation of new growths which in the subsequent are fundamental in the choice of a course of life, profession, work. The consciousness, intellectual development, psychological readiness for choice of profession are one of the few factors,

defining efficiency of development of personal self-determination of rural school students.

According to E. Eriksson development of personal self-determination – is unconscious process which depends on levels of development of consciousness. The huge contribution to psychological science is made by development of complete perception of “identity” as process of continuous self-improvement “the personal accepted image own “I””. The way of development of the self-sufficient personality is an achievement of identity which will serve a sensual and emotional component of growing of the personality and more successful professional self-realization. Many foreign scientists consider “identity” as personal self-determination [7, 403–405].

In scientific works of A. Adler it is possible to track studying of personal self-determination from a position of individual and personal development and therefore A. Adler allocated with fundamental unit of efficiency of development of personal self-determination “the creative force”, “will power”, “self-realization” which are concentrated in the personality and are a basis of self-determination of a course of life [1, 131–132].

A. Maslou’s opinion “Self-determination is a process of determination of the personal features, preferences and” we consider realization in the professional choice key for our work [8, 38–40].

K. Rogers considers “self-determination” of the personality as process of disclosure of own opportunities, intellectual intellectual potential, that is a tendency to self-realization, updating. There is a constant aspiration of the personality to leaving from any external control therefore personal self-determination proceeds throughout the entire period of active activity [5, 202–203].

According to S. L. Rubenstein external determination assumes transformation and activation of internal processes which in the subsequent characterize motives of choice of profession and a course of life [6, 287–288].

Approach of L. I. Bozovic who considers development of personal self-determination through the

“choice of next way” meaning development in the school student of meaning of life, own vital concept, the vital purposes which are formed in dependence of social norms, national traditions of the values accepted in this society is interesting [3, 380–381].

M. R. Ginzburg considered personal self-determination at the same time both “process”, and “phenomenon”, thereby having expanded a framework of researches of psychologists and also has defined static and dynamic aspects and has offered structural components as the psychological present, the psychological past and the psychological future which have valuable and semantic and existential aspects [4, 19–26].

In the conditions of rural areas it is necessary to consider external conditions as the rural school student perceives the richest sociocultural experience even without realizing until the end of all importance of actions, holidays, competitions in development of the consciousness and living position in the professional and vital choice [2, 78–87].

On the basis of the analysed material we can concretize definition: “Personal self-determination – process of creation of interpersonal interaction in society as in the present, and in the future depending on development of consciousness, new growths in the sensual and emotional perception of life and the social phenomena dictating reconsideration own “an image I””.

Thus, we consider that process of personal self-determination proceeds throughout all human life and is basic for all types of self-determination. Influences adoption of vital decisions, changes of the sphere of professional activity depending on social and economic conditions in the state. In our opinion it isn’t enough to consider personal self-determination only at the level of youth as present tendencies constantly dictate self-improvement both in professional activity, and in all-intellectual development of the personality. Also expansion of the concept “personal self-determination” as we consider consideration him is important for our research as “process” and “phenomenon” in total will lead to a specification of the making components.

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FAMILY AS A FACTOR OF INFLUENCE ON COMMUNICATION IN CHILDREN AND ADOLESCENTS

Abstract: In the article the family is considered as a factor of influence on the development of communication in children and adolescents, different approaches to the style of family education are analyzed. The results of an empirical study are presented.

Keywords: Key words: family, style of family education, children, communication, difficult communication.

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СЕМЬЯ КАК ФАКТОР ВЛИЯНИЯ НА ОБЩЕНИЕ ДЕТЕЙ И ПОДРОСТКОВ

Аннотация: В статье семья рассматривается как фактор влияния на развитие общения у детей и подростков, анализируются различные подходы к стилю семейного воспитания. Представлены результаты эмпирического исследования.

Ключевые слова: семья, стиль семейного воспитания, дети, общение, затрудненное общение.

Общение и детское общение, в частности, как феномен, вызывает устойчивый интерес отечественных и зарубежных ученых, практиков, родительское сообщество. В рамках педагогической психологии изучаются условия и факторы, влияющие на развитие общения в онтогенезе. Исследования детского общения под руководством Лисиной М. И. показали, что взаимодействие с окружающими людьми является важным фактором формирования личности в целом, а также необходимым условием познания себя и других людей [8].

Проблема формирования конструктивных навыков общения у детей, определенного коммуникативного поведения в соответствии с оптималь-

ной моделью общения, в психологии и педагогике обсуждается довольно активно [7]. Психологический портрет субъекта с затрудненным общением изучен и описан в работах Ильина Е. П., Самохваловой А. Г., Киселевой Е. И. [4; 10; 12]. Карабанова О. А. в своих исследованиях описала причины трудностей взаимодействия в общении родителей с детьми с позиции искаженного, неадекватного образа: «Я как родитель», «ребенок у родителей», «родитель у ребенка», «образ детско-родительских отношений у ребенка и у родителя» [11].

Определение «затрудненное общение» в психологической литературе означает трудности в коммуникации или особенности поведения,

возникающие в процессе общения у субъекта. Однако важна и оценка внутренних переживаний, их влияние на человека. [6; 7]. По мнению определенного круга авторов, решающим фактором в формировании особенностей личности, predisposing к появлению у детей неврастенических реакций, являются неадекватные формы воспитания [1; 3; 5].

Исследование, проводимое нами на протяжении 11 лет с детьми, имевшими нарушения в речевом развитии в дошкольном детстве, а в подростковом возрасте трудности в общении, преследует цели выявления взаимосвязи между имеющимися проблемами коммуникации, определения факторов, способствующих появлению затрудненного общения у детей и подростков. Семья как среда, в которой растет и развивается ребенок, несомненно, является областью изучения влияния на возникновение трудностей в общении у детей.

Одним из важных особенностей любой семьи, влияющей на формирование коммуникативных навыков у ребят, ученые-исследователи отмечают стиль воспитания, преобладающего в семье. Изучение стилей воспитания в семье Дианы Баумринд, показали существование трех моделей поведения родителей по отношению к своему ребенку: разрешающий (либеральный), авторитарный и авторитетный [14]. Как указывает Г. Р. Хузеева, опираясь на мнение Эриксона, Маккоби, Мартина выделяются два критерия отношения родителей к детям: родительская требовательность/контроль и родительское принятие/отзывчивость [2]. По первому критерию подразумевается объем требований и осуществляемого контроля за детьми в семье, по второму — родительская отзывчивость и принятие, степень поддержки и чувствительности, которую готовы оказать своему ребенку родители при соответствии их ожиданиям. Э. Маккоби и Дж. Мартин в дополнение выделяют еще один — пренебрегающий (индифферентный) стиль воспитания [15]. Дж. М. Болдуин на основе критериального под-

хода с позиции родительских требований, контроля, способов оценки и эмоций выделил два стиля семейного воспитания: демократический и контролирующий. Опыт работы с семьей показал существование смешанного стиля воспитания, когда наблюдается сочетание стилей или их чередование в одной и той же семье.

Отношения в семье между родителями и детьми (детско-родительские), между собой (супружеские), старшим поколением составляют структуру семейных отношений. Эти нити тонко связаны, составляя определенную среду, которая действительно может стать благодатным источником радости, счастья, благополучия или наоборот — безрадостности и неблагополучия. Известный отечественный ученый В. Н. Мясищев говорил, что личность формируется в среде, подчеркивая тем самым важность семейного воспитания, прежде всего в развитии общения [9].

Определению факторов влияния на детское общение, в нашем исследовании, предшествовала диагностическая работа по изучению уровня речевого развития, коммуникативных навыков у дошкольников. Специалисты Сибайской психолого-медико-педагогической комиссии (ПМПК), в 2007–2010 изучали уровень развития коммуникативных навыков у детей, посещающих массовые дошкольные учреждения г. Сибай Республики Башкортостан. Исследование проходило на общей выборке 764 человек, и показали, что около 408 детей (53,4%) из общего количества обследуемых нуждаются в создании специальных психолого-педагогических условий и организации соответствующего психолого-педагогического сопровождения. С учетом индивидуальных особенностей и уровня развития коммуникативных навыков, нами сформированы рекомендации детям в виде дополнительных занятий с психологом по развитию познавательных функций и логопедическая коррекция. Комплексное изучение речевого общения детей предполагало изучение отношения семьи. В этой связи проведено анкетирование родителей. Опрос включал

в себя изучение понимания своей значимости в развитии речевого общения ребенка, готовность и заинтересованность в преодолении коммуникативных трудностей.

В эксперименте участвовало 406 родителей, по одному из родителей детей 6–7 лет, в преддверии поступления в школу. Анализ ответов родителей по их отношению к коммуникативным трудностям ребенка показал, что 98% родителей заинтересованы в преодолении трудностей, 2% родителей затруднились ответить. В комментариях по имеющимся трудностям родители единодушны в своей значимости в развитии своего чада, но жаловались на незнание способов. Приведем некоторые примеры ответов на вопросы: «меня волнует замкнутость моего ребенка, он все время занят игрой в телефоне, часто делает вид, что не слышит»; «мой ребенок шепелявит, пробовали учить правильной речи, не получается»; «считаю, что все проблемы сами уйдут, нужно только время»; «мы с мужем хотим, чтобы у нашей дочери проблем ни в речи, ни в общении не было, ведь ей скоро в школу»; «готов помочь сыну, но не знаю как»; «если детский сад сам предлагает свою помощь, тогда мы рады ее принять...». Среди причин, мешающих родителям полноценно общаться с детьми и тем самым способствовать развитию коммуникации детей, были названы: нехватка времени (12%); перекалывание ответственности на детский сад (11%); не видят трудностей (9%); мотивируют свое бездействие отсутствием желания у самих детей взаимодействовать с ними (29%).

Оставшиеся 39% не задумывались на тему трудностей общения.

В рамках изучения детско-родительских отношений мы провели компьютерную диагностику по методике Э. Г. Эйдемиллера, В. В. Юстицкиса «Анализ семейных взаимоотношений» (АСВ), с родителями 16 учащихся 11–12 лет. Результаты по выявлению особенностей процесса воспитания в семьях распределились следующим образом: наличие гиперпротекции 5 человек (31,5%); потворствование 1 (6,25%); адекватное удовлетворение потребностей ребенка 15 (93,75%); адекватность требований-обязанностей ребенка 15 (93,75%); недостаточность требований – запретов к ребенку 1 (6,25%); недостаточность требований-обязанностей 1 (6,25%); минимальность санкций 8 (50%); адекватность санкций 4 (25%); чрезмерность санкций (тип воспитания «жестокое обращение») 4 (25%); неустойчивость стиля воспитания 1 (6,25%).

Анализ полученных данных показал наличие неконструктивных моделей родительского воспитания, также как и наличие адекватных условий воспитания. Определенные паттерны родительского поведения в соответствии со стилями воспитания позволили выделить наиболее конструктивные модели воспитания. Оптимальный для детско-родительских отношений стиль семейного воспитания способствуют не только гармонизации отношений, но и, как отмечают ученые, формированию правильного коммуникативного поведения.

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VIRTUAL COMMUNICATION: ROLE AND PLACE IN THE INTERPERSONAL RELATIONSHIPS OF PUPIL

„Learning must be transformed into deeds otherwise it is lost...”

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Abstract: Of all the technologies available today, the computer is the most ingenious technological achievement in the contemporary era. Specific research has studied both the positive and negative effects of information technologies on adults and especially on children. Most children are familiar with the computer and the virtual environment long before going to school, spending time with such activities in the detour of other activities.

Keywords: virtual communication, school success, interpersonal relationships, primary school.

Introduction

Contemporary technologies make available to every person useful and multifunctional informational means such as the computer. It gives us many opportunities to use. One of these is virtual communication. This form of communication is favorite by adults, young people and children. In the attention of adults children can communicate effectively in the virtual environment. Using the computer is an effective sprite for adults in the educational process of children.

In the present study, we propose to analyze the role and effects of the computer in particular of virtual communication on the child's interpersonal relationship and the perception by the child of the multitude of information existing today in the twentieth century (the century of communication).

Theoretical aspects. Analyzing the literature, we can find different opinions on the issue of virtual communication, opinions often being specific / appropriate to the field of activity, thus helping to form an own opinion regarding this subject. Further, we present arguments “pro”, against “the use of computer and virtual communication”.

Psychologist Elisabeth Varga, makes the interconnection between virtual communication and human needs. These needs are somewhat satisfied by creating self-image by freeing constraints imposed by everyday life or experiencing other social roles. We still remember these needs that remain generally valid for the subject of our study.

1. The need for social support
2. Meaning of communication
3. Meaning of social affiliation
4. The need to express repressed personality traits
5. Need for recognition and power [1].

We can argue that subjects using the Internet and social networks meet their communication needs and compensate for the difficulty of self-assessment, the lack of self-confidence as well as the need for free presentation. Therefore, virtual communication is itself a technical means to meet these needs. We can say about the development of the individual's personality in the virtual environment.

Pedagogue Rina Jucova (Рина Жукова), believes that the influence of the computer in 7–8 year olds is positive and helps in building skills and abilities to

learn. The correct use of the computer contributes to the creative development. Using the computer as a didactic means making it possible to develop the attention, the logical thinking and the other aspects. The individual characteristics largely determine the capacity of information comprehension: some children begin to learn foreign languages more easily, while others develop their creativity and learn more easily the technique of drawing, use the computer correctly, it offers the opportunity to form the communication, searching and selection of the information [3].

From N. N. Naritin's point of view of psychotherapist (Н. Н. Наритин) today, not teaching the child to use efficiently the computer would be equal to null the school or otherwise prevent socialization. He also believes that how quickly the child teaches computer it is better for him. It can start with learning through the game until the child has to bring the most basic computer operations and then gradually pass to school programs that make it easier for the school learning. The game play corresponds to the activity of the children play. But knowing the possibilities offered by the computer we must also take into account the negative influence of the computer on the physical and mental development of the small schools [4].

Researchers predict that using computer in a long period of time, may cause some influence on the child's physical development, initial discomfort / tension in the muscles of the back, and then positively noticeable spine (scoliosis, chewing). The time spent more and more in front of the computer leads to reduced sleep time, restless sleep or even reversal of the sleep program. Insomnia causes excessive tired that interferes with social and school activity, can lead to decreased immune system resistance and vulnerability to disease [2].

It is necessary to carefully select the content of the subject at the computer because the children at this age imitate the example of the adults and can actually convey the ones seen on the computer, use the words (from cartoon, newsletters, TV shows) in expression. Below we present aspects of computer

use and virtual communication selected from the literature:

The perception of information. The advantages of information from electronic sources offer the opportunity to be creative, to freely express individuality and to self-educate. The individual capacity of working in small schools is important because it requires more character traits and skills acquired through self-training. Disadvantages of information from electronic sources. After the data and information obtained from small schools and teachers, we can notice that the way of presenting the information prevails over the content itself. Pedagogues highlight the fact that they easily visualize a captivating, multicolored power point presentation, but with a content and a poorer and more superficial sense. The volume and variety of information does not allow the student to perform a profound and hazy analysis, which presents the disadvantage of information from electronic sources.

From the analysis of the specialty studies, we deduce and take into account some particular peculiarities or negative influences of the computer on the psycho-socio-cognitive development of the pupil. The negative influences of the computer on the socio-cognitive effects of the student can be:

1. Difficulty accepting your own body.
2. Difficulty communicating in the wrong direction.
3. Tendency towards intelligentsia.
4. Training the feeling of loneliness due to lack of communication with others.
5. Emotional tension and tendency toward negativism.
6. Irritability, low tolerance to frustration caused by the subject of computer games that is not always appropriate to age.
7. Manifestation of personal independence as a defense mechanism.
8. Representation of the undifferentiated ego of reality.
9. Low appreciation.
10. Delivery of problem solving and assuming responsibilities.

Influence of the computer on the child's success:

1. The poor ability of children to listen, to understand and to remember the presented material.
2. Low ability to reflect in speech and writing of facts and ideas.
3. The difficulty of understanding longer phrases was more complex grammar structures.
4. The tendency to communicate with gestures with words or instead of them.
5. Classification of vocabulary knowledge below level IV.
6. Unsure and confused writing of written text.
7. Difficulty passing from speech to writing.
8. Low in planning, succession and organization of ideas, classifying and understanding cause-effect relationships.
9. Difficulties in conducting mathematical calculations.

Because the use of the computer does not affect the health and well-being of the student, it is necessary for the parents to help the child to program their time in front of the computer. It is recommended that once the subject has been discussed, the parents show up in the conduct their determination, fairness and consistency so that the results do not cease to occur.

Virtual Communication. As any technological innovation, the computer has both pluses and minuses. Virtual communication is welcome if it does not limit social activity and interpersonal relationships. As is currently known, specialists have developed instructional and educational programs that streamline knowledge accumulation by helping children to read, write, initiate and maintain a dialogue with others.

Time management. An important and positive moment is that age-dependent children have some physical, psycho-socio-cognitive peculiarities and manifest and can be observed in their development process. During the early years of schooling, at the beginning of the instructive-educational process (7 years), memory, attention, perception, thought, creativity develop. At the age of eight, the logical thinking skills, the building skills of the learning strategies

and the abilities to solve At the end of early schooling (10–11 years) for children, it is important to develop intellectual development and school successes as they contribute to the formation of objective self-evaluation.

Time spent in front of the computer is welcome and has positive influences on the child: it increases attention, and if it is used excessively, it lowers the attention. Incorrect position may cause decreased visual acuity, change of heart rate. Children up to 6 years old are not recommends spending more than 20 minutes on the day. Children aged 7 to 8 years this time can be increased up to 30–40 minutes a day and 8–9 no longer than 1 hour and 30 minutes per day [3].

Computer dependence. The reason for computer addiction to small schoolboys may often be because of the lack of self-confidence and the inability of the child to freely express what he thinks and feels. The basis for good psycho-prophylaxis for this problem is correct education. It is important for the recommendations to be on the subject and not to target the child himself. It is recommended to prohibit access to certain games or webpages that do not have child-age and intellectual ability content. When a child is denied access to certain informational content, it should be provided with explanations of why a show can be viewed or why a computer activity or a game is not useful for him or her at that age. It is necessary to bear in mind that certain activities cannot, in any case, substitute communication with adults and peers, that is, interpersonal relations and daily pro-social behavior.

The evolution of science. The views on this question are different. Current changes are neither good nor bad, but just different from the technologies so far. Science evolves and people try to adapt to these technological changes as efficiently as possible. Children view a multitude of video, audio, intellectual toys, computer interactive games, and more. The danger of dependence on social sites and webpages is increasing: Odnoklassniki.ru, Facebook, Skype that

accesses their children. Therefore, it is important to take into account the content of the visualized information from the virtual environment and whether it contributes constructively to man.

By studying and analyzing the influences of the computer we deduce both the positive and the negative effects, the negative ones having the possibility to prevent them. We continue to summarize positive and negative effects.

The factors that positively affect both adults and children can be considered as follows:

- Due to access to information, e-mail, web pages, social networks, searching for information on the internet, the speed of reaction to visual stimuli increases.

- The human brain is accommodated by processing a large amount of information.

- New technologies increase the average IQ level, as do language learning or math problems.

- The use of information technologies determines the creative solutions. However, we must not forget about the negative factors.

- Excessive use of the computer may lead to decreased concentration, and the human brain expects that the future information it perceives will be structured according to the model in the virtual environment – a large volume that may be superficial.

- The brain loses the basic mechanisms that are responsible for dealing with other people. It becomes more difficult to identify people's emotions and mimics during the talks.

- There is a risk that online friendships are a substitute for real-world friendships.

- The computer makes it possible to perform in short time (it is possible at the same time to listen to music and check the mailbox or to prepare themes) but the specialized researches tell us and pretend that the multitude of activities carried out at the same time are not so qualitatively achieved, and the ability to concentrate may decrease over time.

- The long time spent in front of the computer calls for the human brain and can cause fatigue, irritability.

Methodological Aspects. The quantitative and qualitative indices of effective virtual communication in the present study were determined on the basis of the “Choosing to communicate on-line” questionnaire applied in grades I–IV. The questionnaire consists of 11 questions with 3–4 proposed answers, in which the small pupils were asked to circle the variant that suits them. In this study participated small (7–10-year-old) schoolchildren of the first and fourth grades. The aim of the questionnaire is to identify the virtual communication role on the psycho-socio-cognitive development of the young schoolteacher.

The psychological material that characterizes effects of virtual communication can be conventionally divided into 3 variables that refer to: a) the form of interpersonal communication; b) interpersonal relationships at the early school age and c) computer influence and virtual communication on school success. The virtual communication indicator is estimated according to the number of choices made, based on the total number of items in the questionnaire. The elaborated questionnaire allows us to find out the positive / negative influence of the computer and the virtual communication on the quality of the interpersonal relationships of the pupil and the school success. As indicators of effective virtual communication served:

- Ability and ability of effective virtual communication with both adults and peers.
- Harmonious interpersonal relationships (family-school-society).
- The correct use of the computer as a teaching aid (Time spent in front of the computer, respectively, less than 2 hours a day).

We present the results obtained after the quantitative and qualitative processing of the data of the applied questionnaire. We then show the total results for each of the classes. These are shown in the charts below. Figure 1 shows the results for questions 1–6 and (Figure 2) – for questions 7–11.

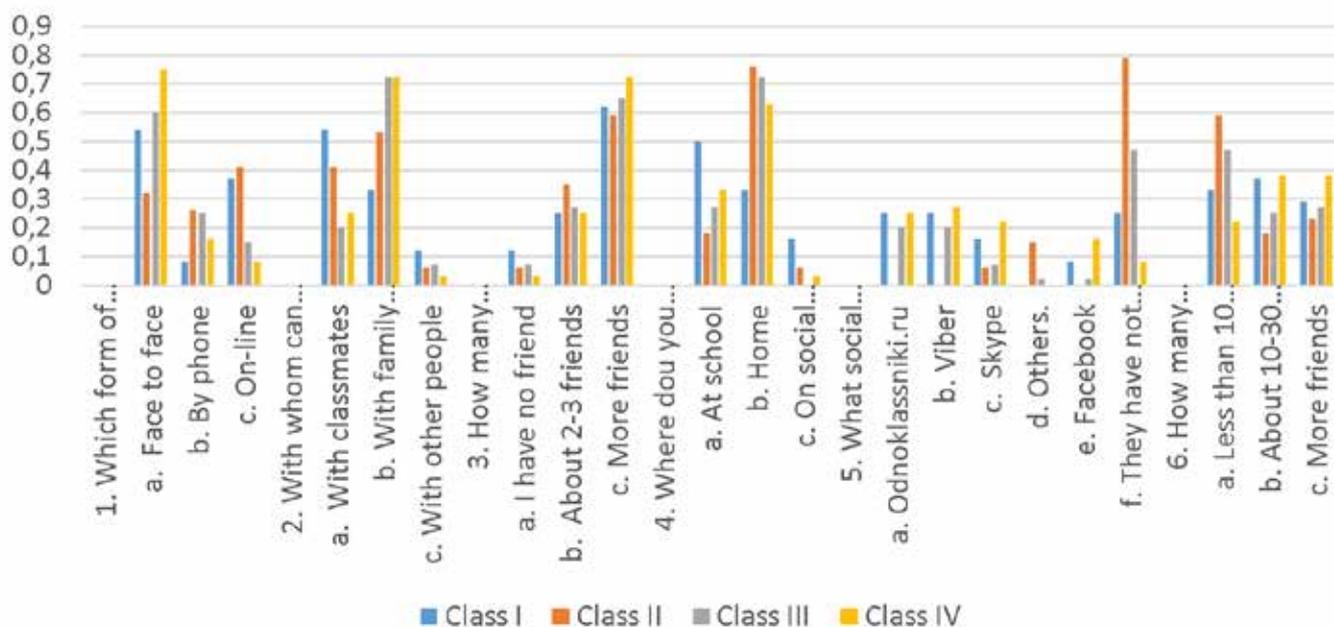


Figure 1. Questionnaire “Do you choose to communicate online?” (Questions 1–6)

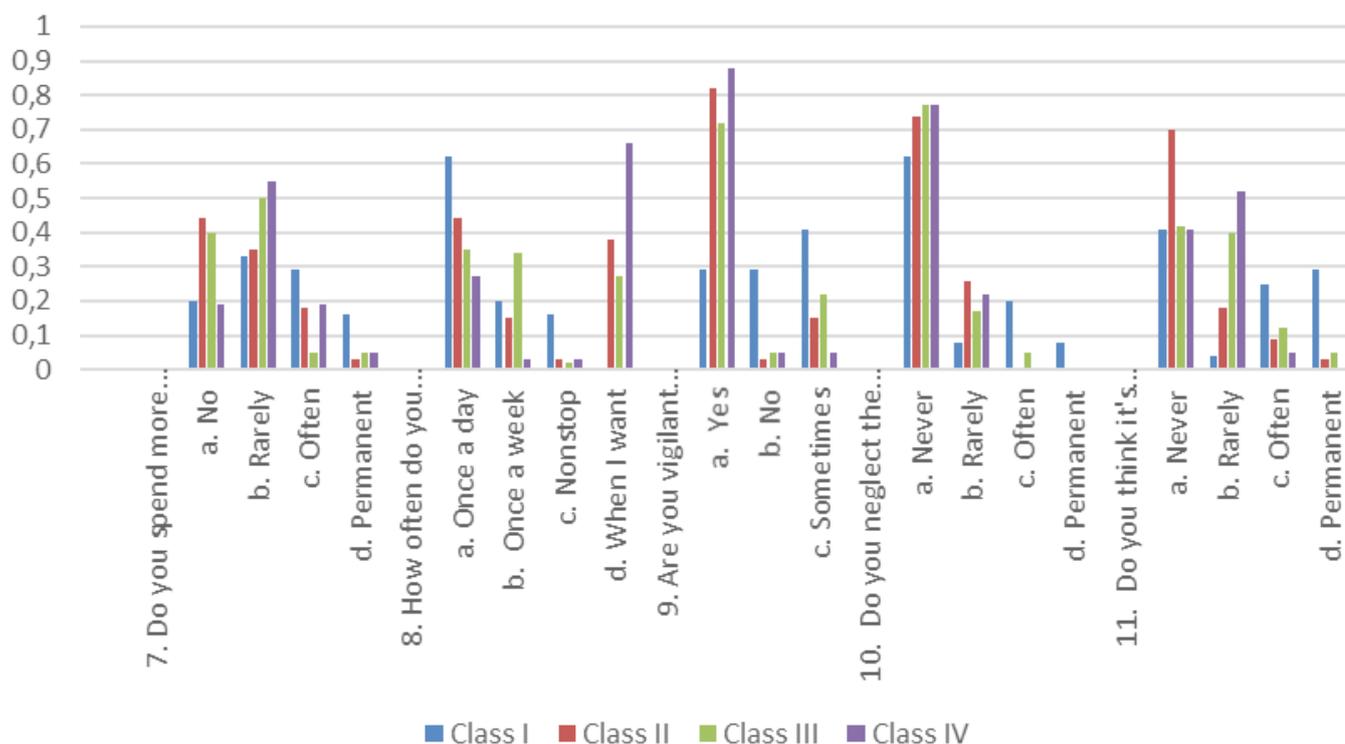


Figure 2. Questionnaire “Do you choose to communicate online?” (Questions 7–11)

Next we present the results obtained for each of the classes: I, II, III, IV. Results that are not representative of our study will not be mentioned.

Class I. To question 1 of the questionnaire: Which form of communication do you prefer? The answers that prevail are: variant a) Face to face- with the following results: Total of the class I – 54%; Boys – 54%;

Girls – 54%; c) On-line – with the following results: Total of the class – 37%; Boys – 45%; Girls – 30%. The arguments to this question are found in the example above.

To question 2 of the questionnaire: With whom can you talk more easily? The answers that prevail are: variant a) With classmates – with the following results: Total class – 54%; Boys – 90%; Girls – 23%; b) With family members – with the following results: Total classes – 33%; Boys – 9%; Girls – 54%; c) With other people- with the following results: Girls – 23%.

To question 3 of the questionnaire: How many friends do you have in communication face to face? The answers that prevail are: variant: a) I have no friends- Boys-18%; b) About 2–3 friends, with the following results: Total class – 25%; Boys – 18%; Girls-30%; c) More friends, with the following results: Total of the class – 62%; Boys-63%; Girls-61%.

To question 4 of the questionnaire: Where do you feel more freedom of speech? The answers that prevail are: variant a) At school – with the results obtained: Total of the class – 50%; Boys-90%; b) Home – with the following results: Total of the class – 33%; Girls-61%.

To question 5 of the questionnaire: What social networks do you use? The answers that prevail are: variant a) Odnoklassniki.ru – Total class – 25%; Boys – 36%; b) Viber – Total Class – 25%; Girls – 46%; c) Skype – 16% total class; Boys – 18%; f) I do not call on the social network – The total of the class – 25%; Boys – 36%.

To question 6 of the questionnaire: How many friends do you have on the social network? The answers that prevail are: variant a) Less than 10 friends – the total of the class – 33%; Boys – 27%; Girls – 38%; b) about 10–30 friends – Total of the class – 37%; Boys – 36%; Girls – 38%; c) More friends – Total classes – 29%; Boys – 36%; Girls – 23%.

Question 7 of the questionnaire: Do you spend more than 2 hours a day on the social network? the answers that prevail are: variant a) No – Total of the class – 20%; Boys – 36%; b) Rarely – Class total 33%;

Boys 27%; Girls – 38%; c) Often – Total Class – 29%; Boys 27%; Girls – 31%; d) Permanent – Girls – 23%.

Question 8 of the questionnaire: How often do you entry on the social network sites? The answers that prevail are: variant a) Once a day – Class total – 62%; Boys – 63%; Girls – 61%; b) Once a week – Total Class – 20%; Boys – 27%; c) Non-stop Girls – 23%.

Question 9 of the Questionnaire: Are you vigilant when you communicate online? The answers that prevail are: variant a) Yes – Class total – 29%; Boys – 18%; Girls – 38%; b) No – Total Classes – 29%; Boys – 36%; Girls – 23%; c) Sometimes – Class total – 41%; Boys – 45%; Girls – 38%.

Question 10 of the questionnaire: Do you neglect the home-tasks or other things for navigating more the net? The answers that prevail are: variant a) Never – The total class – 62%; Boys – 54%; Girls-69%; c) Often: Total Class – 20%; Boys – 36%.

Question 11 of the questionnaire: Do you think it's easier to communicate on-line than face to face? The answers that prevail are: variant a) Never: Class total – 41%; Boys – 54%.

Class I. As we can see from the obtained data, more than half of the first grade students choose to communicate face to face because they communicate at this age with their family and classmates, these two environments are the most important for them at this age. By gender, data, shows that boys communicate more towards the face than girls. Often boys are more direct in expressing their thoughts and ideas. While girls are more prevalent in the affective sphere, expressing their impressions and feelings using other forms of communication. At this age, the management of the time, spent by the child in front of the computer, rests with adults (mainly parents, who often bans children's access to computers) and those responsible for their education and training. Another reason is that not all children, in the current situation, have a computer even if we live in a modern world.

Class II. Question 1 of the questionnaire: Which form of communication do you prefer? The answers that prevail are: variant a) Face to face- with the following results: Total of the second class – 32%; Boys – 46%; Girls – 21%; b) By phone – with the following results: Total class – 26%; Boys – 26%; Girls – 26%; c) On-line – with the following results: Total of Class II – 41%; Boys – 26%; Girls – 47%.

To question 2 of the questionnaire: With whom can you talk more easily? The answers that prevail are: variant a) With classmates – with the following results: Total class – 41%; Boys – 33%; Girls – 47%; b) With family members – with the following results: Total class – 53%; Boys – 53%; Girls – 52%.

To question 3 of the questionnaire: How many friends do you have in communication face to face? The answers that prevail are: Variant b) About 2–3 friends with the following results: Total class – 35%; Boys – 40%; Girls – 31%; c) More friends with the following results: Total of the class – 59%; Boys – 53%; Girls – 63%.

To question 4 of the questionnaire: Where do you feel more freedom of speech? The answers that prevail are: Variant a) At school – with the results obtained: Total of the class-18%; Girls-26%; b) Home – with the following results: Total of the class – 76%; Boys – 80%; Girls – 73%.

To question 5 of the questionnaire: What social networks do you use? The answers that prevail are: variant d) Others – with the following results obtained – Boys – 20% and; e) They have not named the social network with the following results: Total of the class – 79%; Boys – 80%; Girls – 78%.

To question 6 of the questionnaire: How many friends do you have on the social network? The answers that prevail are: variant a) Less than 10 friends – Total of the class – 59%; Boys – 66%; Girls-52%; b) About 10–30 friends- Total of the class – 18%; Girls – 21%; c) More friends – Total classes – 23%; Boys – 20%; Girls – 26%.

Question 7 of the questionnaire: Do you spend more than 2 hours a day on the social network? The

answers that prevail are: variant a) No – Total of the class – 44%; Boys-46%; Girls-42%; b) Rarely – Class total – 35%; Boys-33%; Girls-36%; c) Often – Total Class – 18%; Girls – 21%.

Question 8 to the questionnaire: How often do you entry on the social network sites? The answers that prevail are: variant a) Once a day – Total of the class – 44%; Boys – 33%; Girls – 52%; b) Once a week – Boys – 20%; d) When I Want – Total Class – 38%; Boys – 40%; Girls – 36%.

To Question 9 of the Questionnaire: Are you vigilant when you communicate online? The answers that prevail are: variant a) Yes – Total of the class – 82%; Boys – 86%; Girls – 78%; c) Sometimes – with the following results: Girls – 21%.

Question 10 of the questionnaire: Do you neglect the home-tasks or other things for navigating more on the net? The answers that prevail are: variant a) Never – Total Class – 74%; Boys – 80%; Girls – 68%; b) Rarely: Total Class – 26%; Boys – 20%; Girls – 31%.

Question 11 of the questionnaire: Do you think it's easier to communicate on-line than face to face? The answers that prevail are: variant a) Never: Total of the class – 70%; Boys – 73%; Girls – 68%; b) Rarely: Total 18%; Girls – 21%.

Class III. Question 1 of the questionnaire Which form of communication do you prefer? The answers that prevail are: variant a) Face to face-with the following results: Total of class a III – 60%; Boys – 72%; Girls – 50%; b) By phone – with the following results: Total class a III e-a – 25%; Girls – 36%.

To question 2 of the questionnaire: With whom can you talk more easily? The answers that prevail are: variant a) With classmates – with the following results: Total class – 20%; Girls – 22%; b) With family members – with the following results: Total class – 72%; Boys – 72%; Girls – 72%.

To question 3 of the questionnaire: How many friends do you have in communication face to face? The answers that prevail are: Variant b) about 2–3 friends with the following results: Total class – 27%;

Boys – 22%; Girls – 31%; c) More friends with the following results: Total class – 65%; Boys – 66%; Girls – 63%.

To question 4 of the questionnaire: Where do you feel more freedom of speech? The answers that prevail are: variant a) At school – with the results obtained: Total of the class – 27%; Girls – 36%; b) Home – with the following results: Total of the class – 72%; Boys – 83%; Girls – 63%.

To question 5 of the questionnaire: What social networks do you use? The answers that prevail are: variant a) Odnoklassniki.ru – Class total 20%; Boys – 22%; Girls – 18%; b) Viber – Total Class – 20%; Girls – 22%; f) I do not call the social network – the class – 47%; Boys – 50%; Girls – 45%.

To question 6 of the questionnaire: How many friends do you have on the social network? The answers that prevail are: variant a) less than 10 friends – the total of the class – 47%; Boys – 43%; Girls – 49%; b) about 10–30 friends – Total of the class – 25%; Boys – 22%; Girls – 27%; c) More friends – Total classes – 27%; Boys – 33%; Girls – 22%.

Question 7 of the questionnaire: Do you spend more than 2 hours a day on social networks? The answers that prevail are: variant a) No – Total of the class – 40%; Boys – 38%; Girls – 40%; b) Rarely – Class total of 50%; Boys – 55%; Girls – 45%.

Question 8 to the questionnaire: How often do you entry on the social network sites? The answers that prevail are: variant a) Once a day – Class total – 35%; Boys – 38%; 31% – Girls; b) Once a week – Total classes – 34%; Boys – 27%; Girls – 40% c) When I Want – Total Class – 27%; Boys – 27%; Girls – 27%.

To Question 9 of the Questionnaire: Are you vigilant when you communicate online? The answers that prevail are: variant a) Yes – Class total – 72%; Boys – 66%; Girls – 77%. c) Sometimes – Class total – 22%; Boys – 27%; Girls – 18%.

Question 10 of the questionnaire: Do you neglect the home-tasks or other things for navigating more on the net? The answers that prevail are: variant

a) Never – Total Class – 77%; Boys – 83%; Girls – 72%; b) Rarely – with the following results – 22% Girls.

Question 11 of the questionnaire: Do you think it's easier to communicate on-line than face to face? The answers that prevail are: variant a) Never: Total of the class – 42%; Boys – 55%; Girls – 31%; b) Rarely: Class total 40%; Boys – 27%; Girls – 50%.

As we can see, the II and III grade schoolchildren prefer all forms of communication and information. The main social media remains family and school (in these two groups children strongly socialize here that they have many de facto friends, family members and their colleagues) and with people outside these two backgrounds at this age. 9-year-old pupils are socializing less. in the 2nd and 3rd grade, due to the fact that the school pupil grew more by a year becoming more self-conscious and self-conscious. On the basis of the moral responsibility and autonomy that the small school has internalized with the education received, is able to understand and operate with the information from the virtual environment, to socialize with adults and peers, to successfully carry out the school activities. Social factors greatly influence communication and interpersonal relationships among young school children. Affiliation to urban or rural areas largely determines the intellectual potential of the younger school. In general, urban families are considered to have a greater interest in intellectual work (for small schoolchildren primarily home works to read, write) than families from the rural environment, and knowingly contribute to the development of the child's intelligence. And vice-versa, in the case of socially disadvantaged children. They perform more activities that influence physical development (household chores, shopping, grooming, outdoor activities and games) than intellectual development. Other causes that can determine school success are: living conditions, parents' socio-professional status, diet and general hygiene of the child summed up socio-economic conditions. However, these are small schools with good school

success and successful school curriculum. They have built up their daily work program for both physical and intellectual development, both types of activity foster good school success.

Class IV. Question 1 of the questionnaire: Which form of communication do you prefer? The prevailing answers are: variant a) Face to face – with the following results: Class IV total of – 75%; Boys – 80%; Girls – 63%; b) By phone – with the following results: 36% – Girls.

To question 2 of the questionnaire: With whom can you talk more easily? The answers that prevail are: variant a) With classmates – with the following results: Total class – 25%; Boys – 20%; Girls – 36%; b) With family members – with the following results: Total class – 72%; Boys – 80%; Girls – 54%.

To question 3 of the questionnaire: How many friends do you have in communication face to face? The answers that prevail are: variant b) About 2–3 friends with the following results: Total class – 25%; Boys – 24%; Girls – 27%; c) More friends with the following results: Total of the class – 72%; Boys – 76%; Girls – 63%.

To question 4 of the questionnaire: Where do you feel more freedom of speech? The answers that prevail are: variant a) At school – with the results obtained: Total of the class – 33%; Boys – 36%; Girls – 27%; b) Home – with the following results: Total of the class – 63%; Boys – 64%; Girls – 63%.

To question 5 of the questionnaire: What social networks do you use? The answers that prevail are: variant a) Odnoklassniki.ru- Total class – 25%; Boys – 24%; Girls – 27%.

To question 6 of the questionnaire: How many friends do you have on the social network? The answers that prevail are: variant a) Less than 10 friends – Class total – 22%; Boys – 20%; Girls – 27%; b) About 10–30 friends – Total of the class – 38%; Boys – 44%; Girls – 27%; c) More Friends- Total Class – 38%; Boys – 36%; Girls – 45%.

Question 7 of the questionnaire: Do you spend more than 2 hours a day on the social network? The

answers that prevail are: variant a) No – Total of the class – 19%; Boys – 20%; Girls – 18% b) Rarely – Class total- 55%; Boys – 56%; Girls – 54%; c) Often – Total Class – 19%; Boys – 20%; Girls – 18%.

Question 8 to the questionnaire: How often do you entry on the social network sites? The answers that prevail are: variant a) Once a day – Class total- 27%; Boys – 32%; Girls – 18%; d) When I want – Class total – 66%; Boys – 64%; Girls – 72%.

To Question 9 of the Questionnaire: Are you vigilant when you communicate online? The answers that prevail are: variant a) Yes- Total of the class – 88%; Boys – 92%; Girls – 81%; b) Not- Girls – 18%.

Question 10 of the questionnaire: Do you neglect the home-tasks or other things for navigating more on the net? The answers that prevail are: variant a) Never – Total Class – 77%; Boys – 80%; Girls – 72%; b) Rarely: Total Class – 22%; Boys – 20%; Girls – 27%.

Question 11 of the questionnaire: Do you think it's easier to communicate on-line than face to face? The answers that prevail are the variant a) Never: Class total 41%; Boys – 44%; Girls – 36%; b) Rare: Class total – 52%; Boys – 48%; Girls – 63%.

Due to the fact that the schoolchild in the IV class has grown more self-conscious and enables him / her to easily achieve the activities in the school curriculum and in the day-to-day settings, determined by the parents, he / she can distinguish his point of view from that of others capable of interpersonal relationships and cooperate with adults and peers to succeed in their social interaction. The high and average results obtained by the IV classroom students on virtual communication (much not called social networking) are explained by the fact that students of the class Fourth, they can already hide the truth, they are growing and already know how to control their emotions and behavior, which is true for both boys and girls. Another reason could be that some children were not honest when they filled out the questionnaire to avoid being fucked up. Other possible causes of lies in children: parental education

style, fear of parents, concealment of reality (a fact), satisfaction of parents' wishes, self-assertion in front of others, imagination rich, imitation of adults, negligent attitude towards reality, circumvention of problems. Regarding girls, we can mention that the high results obtained are due to the fact that they communicate and socialize more than the boys. Other differences due to gender particularities we did not find. Possible solutions: educating and setting up a fixed program. For this purpose, it is very important to involve the child in other activities: reading, playing, exploring nature, music or practicing any sport. At first it can be difficult, but gradually the child will become accustomed.

We present the general conclusions deduced from the analysis of the obtained data of the questionnaire applied to the pupils of the 1st – 4th grade, according to the variables and the indicators of the given questionnaire.

The form of interpersonal communication. The results show that current (on-line) communication does not exclude other forms of communication, which are equally important. Positive aspects of this form of communication would be: Using the computer, children can socialize with other children, bind friends and keep them. Another positive aspect is that younger children in the yarn can feel more confident in an on-line discussion and can communicate what would be difficult to communicate face to face. But let's not forget that on-line communication also presents dangers, because we do not know who is the person on the other side of the monitor. It is good to prevent the child from communicating with unknown people who pose a threat and whose identity they can not verify, and precautions are useful for their health and integrity. Adults should be generally mindful of the school's circle of friends because at this age their interests and values are shaped.

Interpersonal relationships at the early school age. Observations and results confirm that young school children communicate more easily with

classmates and family members because the family and school remain the first areas in which the child learns to socialize. Children communicate and relate easily with colleagues because they are of the same age and can share with colleagues, who are often friends, thoughts, impressions and emotions. I can do joint work because most of the time I spend at school. The results obtained show that children understand and communicate with family members as well. Based on gender data, we notice higher results in girls. We can argue that in general, girls are more sociable and communicate more than boys, because they are more in the company of mothers, while boys share their thoughts and activities with their colleagues, brothers and fathers, with which can happen to socialize less, because coming back from work they have little time to communicate with children. It is good for children to communicate effectively with both parents because they can respond to the child's questions and needs. Engaging parents can help and support the child's school success. They can also prevent or eliminate anxiety, irritability, social withdrawal.

Influence of computer and virtual communication on school success. The results obtained with this variable are encouraging because we can observe an (approximately) average distribution of the results for all variants of the questionnaire question, and this leads us to the idea that a good education of children starts in the family environment and has continuity in the school and social environment to this end, it is important for parents to establish jointly the child's activities program with clear limits and rules, being consistent in its application. At the age of small schooling, under the influence of training, psychological/cognitive processes develop nicely. That's why it's important to keep in mind both the positive and the negative influences of the computer on the child's school success.

Conclusions. Today we find the computer in many families and around all the institutions that

are responsible and involved in the harmonious education and development of children. This fact determines new generations with different thinking, different perceptions, different behaviors than those of generations to date (generations of parents and teachers involved in training). Virtual communication and use of computer by small pupils is welcome if it is measured and contribute to school success. Adult attention and impersonation is needed in the child's education and development. It would be desirable for parents to help the child in forming a culture of communication both in the

virtual environment and in the real world. The correct use of this particular technological innovation can help or may negatively influence the physical and psychological development of young school children. A child is a developing person, therefore, the activities that make up the program must be taken into account, so that parents and others can enjoy a balanced and educated child. The computer remains an informational source, a communication and relational bridge, and an effective means of training if properly used.

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Section 6. Comparative education

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THE MAIN TRENDS IN PROFESSIONAL EDUCATION OF PROFILED CLASS TEACHERS IN EUROPE

Abstract: the article describes the peculiarities of professional training of teachers of specialized classes in Europe. Requirements to qualification of the personnel responsible for preparation of teachers of profile classes are defined; elements of professional preparation of all teachers of profile classes are analyzed. Four components in the structure of General pedagogical training, as well as theoretical and practical components are studied. The core of pedagogical training is the formation of professional competence as a set of knowledge, skills and culture relations with teaching and administrative staff of the school. The preparation content has two dimensions – vertical and horizontal.

Keywords: motivation, teacher of profile school, professional activity, professional competence, European countries

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ОСНОВНЫЕ ТЕНДЕНЦИИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ ПРОФИЛЬНЫХ КЛАССОВ В ЕВРОПЕ

Аннотация: В статье рассмотрены особенности профессиональной подготовки учителей профильных классов в Европе. Определены требования к квалификации персонала, ответственного за подготовку учителей профильных классов; проанализированы элементы профессиональной подготовка всех учителей профильных классов. Изучены четыре компонента в структуре общепедагогической подготовки, а также теоретическая и практическая составляющая. Ядро педагогической подготовки составляет формирование профессиональной компетенции как совокупности знаний, умений и культуры отношений с педагогическим и административ-

ным персоналом школы. Содержание подготовки имеет два измерения — вертикальное и горизонтальное.

Ключевые слова: мотивация, учителя профильной школы, профессиональная деятельность, профессиональная компетентность, страны Европы.

Во многих европейских странах профессия преподавателя стала предметом острых дискуссий, усиленного научно-исследовательского внимания. Главные вопросы дискуссии — это структура педагогической квалификации и профиль требуемых умений недавно приобретших специальность учителей. Что касается первого вопроса, то здесь доминирующее положение занимает мнение, согласно которому предлагается структура, в которой создаются мостики между различными квалификациями для разных возрастных групп. В порядке решения второго вопроса в настоящее время разрабатываются новые профили профессиональной компетенции для всех педагогических квалификаций.

В названной выше рекомендации рассмотрен широкий круг вопросов, связанных с особенностями профессиональной деятельности педагога и его подготовки. Они касаются занятости и карьеры, прав и обязанностей учителя, условий для эффективного обучения, социального обеспечения, устранения условных различий между преподавателями различных типов учебных заведений, например, специальных технических (профессиональных) учебных заведений, профильных и общеобразовательных школ (Пересмотр рекомендаций о техническом и профессиональном образовании / Организация объединенных наций по вопросам образования, науки и культуры [1, С. 22–25]).

Особый интерес для нас представляют положения, касающиеся квалификационных требований к преподавателям профильных классов, которые должны:

- обладать личными и моральными качествами, делающими их пригодными к преподавательской профессии;

- иметь хорошее общее образование;
- иметь специальную педагогическую и практическую квалификацию, необходимую для работы по профессии, связанной с их областью преподавания;

- иметь достаточный опыт, полученный на работе, относящейся к специальной области, причем необходимый минимальный стаж должен определяться в зависимости от области, в которой он преподает;

- иметь педагогическую квалификацию, полученную путем прохождения программы подготовки, отвечающей существующим требованиям.

Среди Европейских педагогов зреет мысль, что следует приглашать в качестве преподавателей профильных классов квалифицированных специалистов, работающих в соответствующих секторах вне системы образования, будь то в школах, университетах или других учебных заведениях, с тем, чтобы осуществить более тесную связь между миром труда и учебой.

Преподаватели, помимо своей основной квалификации, как профессиональной, так и специальной, должны получать специальную подготовку по вопросам целей и требований технического и профессионального образования.

Программы должны быть разнообразными и гибкими, рассчитанными на полное и неполное учебное время, они должны быть приспособлены к специальным потребностям широкого круга учащихся.

Профессиональная подготовка всех учителей профильных классов должна включать следующие элементы:

- педагогическую теорию как вообще, так и применительно к техническому и профессиональному образованию;

- психологию и социологию образования применительно к группе или группам, с которыми будущий учитель будет работать;

- специальную учебную методологию, соответствующую области технического и профессионального образования, к работе в которой готовится будущий учитель, и учитывающую состав будущих учащихся, по методам оценки работы учащегося и классному руководству;

- подготовку в вопросах выбора и использования целого ряда современных учебных приемов и пособий, предполагающую использование современных методов и материалов в ходе прохождения самой программы профессиональной подготовки;

- подготовку к разработке и изготовлению соответствующих учебных материалов, имеющих особое значение в тех случаях, когда существует нехватка учебных материалов ИКТ образования;

- период прохождения педагогической практики под наблюдением до назначения на должность преподавателя;

- знакомство с методами ориентации в области ИКТ, а также с административной работой в области образования;

- основательную подготовку в вопросах техники безопасности при особом внимании к способности обучать необходимым процедурам.

Персонал, ответственный за подготовку учителей, должен иметь самую высокую квалификацию в своей области:

- преподаватели, готовящие преподавателей профильных классов, должны иметь квалификацию в своей области, эквивалентную квалификации преподавателей специальных предметов в других высших учебных заведениях и программах высшего образования, включая более высокие звания и практический опыт в соответствующей области профессиональной деятельности;

- преподаватели, ответственные за педагогический аспект подготовки преподавателей, должны сами быть опытными преподавателями в области технического и профессионального об-

разования и обладать самой высокой квалификацией в специальной области образования.

Весь персонал, ответственный за подготовку преподавателей профильных классов, должен активно заниматься научно-исследовательской работой.

Педагогический персонал поощряется за продолжение своего образования и это обеспечивается путем создания основных условий. Ответственные органы требуют необходимый минимальный объем продолжения образования в качестве условия для постоянного пребывания в должности. Это продолжение образования, обеспечиваемое широким кругом возможностей, включает:

- периодическую проверку и усовершенствование знаний и навыков в области специализации;

- периодическое усовершенствование профессиональных навыков и знаний;

- периодическую работу в профессиональном секторе, относящемся к специальной области.

При рассмотрении ответственными органами вопросов продвижения по службе, выслуги лет и статуса преподавателя должны приниматься во внимание его достижения в продолжении образования [2].

Образовательная идеология европейских стран — это приспособление подготовки к практическим требованиям педагогической профессии.

При исследовании компонентов содержательной структуры общепедагогической подготовки учителей информатики мы опирались на учебные планы высших профессиональных школ и университетов Нидерландов [3, 49 с].

В структуре общепедагогической подготовки выделяют четыре компонента для высшей профессиональной школы и пять для университета:

1. Философия, социология.
2. Педагогические знания (методика преподавания предмета).

3. Теория образования и политика в области образования.

4. Педагогическая практика (под руководством школьного наставника или совместно работающего учителя).

Университетский курс подготовки включает в качестве пятого компонента научные исследования в области образования.

Отличительной чертой нидерландской системы общепедагогической подготовки является то, что в нее включены курсы философии и социологии. Практическая философия жизни характеризует нидерландскую подготовку преподавателей профессиональной школы.

Методика является центральной частью подготовки в Европе и имеет тесную связь с практикой. Эта область рассматривается как интеграция педагогической теории и технических знаний.

Студенты профессионально-педагогических вузов могут иметь шанс в течение своей карьеры продвинуться на руководящий пост. Следовательно, необходимо готовить их к выполнению роли и задач школьного менеджера.

Содержание подготовки имеет два измерения – вертикальное и горизонтальное.

Вертикальный аспект фокусируется на проблемах вхождения студентов в роль преподавателя, способностях применить свои умения на практике в школе. Он охватывает четыре группы умений, которые формируются средствами разных курсов педагогики:

1. Умения планирования педагогической деятельности.

2. Умения и навыки организации процесса обучения.

3. Умения и навыки оценки деятельности, отдельных фактов, наблюдений и т.д.

4. Умения и навыки взаимодействия со всеми участниками образовательного процесса: учащимися, родителями, представителями общественных организаций, коллегами, администрацией.

Горизонтальный аспект предусматривает установление связи изучаемых курсов с реальной образовательной средой. Преподаватели вуза счита-

ют, что теоретические курсы педагогики должны обосновывать практическую деятельность, не идеализируя ее, тем самым обеспечивая студентов разными инструментами действия.

Данная модель педагогической подготовки получила одобрение и поддержку преподавателей и руководителей средних школ Нидерландов, так как она имеет целью формирование профессиональной компетенции, а следовательно, обеспечивает повышение качества труда работающего преподавателя. В содержании педагогической подготовки доминируют предметные знания, умения, вырабатываемые на их основе, и отношения; взаимосвязи как учебных предметов, так и субъектов учебной деятельности (преподавателей вуза, студентов, преподавателей школы, администраторов, учащихся). Наряду с этим формируется система ценностей и приемы мышления.

В теории и практике школьной социализации коммуникативное взаимодействие рассматривается как средство социально-эмоционального развития учащихся, формирования знаний и умений, необходимых для включенности индивида в социально-экономическую структуру общества. Достижение целей коммуникативного взаимодействия, а также его когнитивных и аффективных результатов – наиболее важная сторона школьной социализации в целом [4, С. 134–135].

Рассмотрев основные концептуальные ориентации, определяющие как общий характер, так и конкретные формы школьной социализации на Западе, можем сделать вывод о том, что они являются важным вектором развития современной педагогической мысли в высокотехнологичном обществе. Компаративистское исследование будет способствовать последующему реформированию системы образования в Украине, углублению структуры и содержания многоуровневой профессиональной подготовки учителей для средней школы, станет базой для следующих исследований в теории и истории педагогики, педагогического образования;

позволит прогнозировать пути реформирования системы профессиональной подготовки учителей для украинских школ; поможет в решении похожих проблем, которые стоят перед

отечественным педагогическим образованием в период его трансформации и интеграции в европейское и мировое образовательное пространство.

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Section 7. Education management

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MANAGEMENT OF STUDENT'S LEARNING ACTIVITIES BASED ON INTERNAL SCHOOL'S ABILITY

Abstract: "School Based Management" (SBM) is a modern management model that is implemented in the direction of autonomy about financial, personnel, training program and maximum mobilization about officers, lecturers, and students to participate in managing process, decision-making on the school's development. Management of students' learning follows to the school based management perspective, that is implemented step by step in universities in Ho Chi Minh city, Vietnam, and has obtained credible results.

Keywords: SBM, management, management of students' learning, autonomy, self-responsibility, Ho Chi Minh City, University.

1. The problem of managing learning activities in SBM perspective

School-based management demonstrates a view of autonomy in decentralization for teachers, parents, and students in teaching and learning, as represented by the research of Daniel Brown (1990); Dorothy Myers and Robert Stonehill (1993); Levey and Acker-Hocevar (1998), etc.

School-based management is to take the internal power of school for development. The basic characteristics of SBM are: 1) The school mobilizes maximum participation of staff, faculty, and learners in process of decision-making management; 2) All activities of school are started from the learners, due to learners and toward to learners; 3) The school is autonomy about training program; 4) The school is autonomy about personel; 5) The school is autonmy

about finance. According to the credit system in current, students are highly active, they learn by ability and learn by demand.

The content of management of student learning activities follows to the SBM perspective, that requires the school to undertake the following:

- To promulgate and organize the implementation of teaching and learning policies following to SBM perspective, creating the best opportunities for learners to participate in learning process effectively;
- Support learners in learning planning, implementing learning by ability and demand, to help learners overcome difficulties in learning;
- Teaching forms, measures and teaching techniques must be designed in a way that enhances learners' experiences and activities, activates learners activities in the learning environment;

– To have managing measures to mobilize learners to actively participate in the process of information feedback about lecturers' activities and conditions to ensure the teaching and learning activities of the school.

2. Situation of student learning management in some universities in HCM city – Vietnam.

Quantitative research of the study group was conducted on 824 subjects. Qualitative research was conducted on 98 subjects. These subjects are

administrators at all levels, lecturers and students of five universities, including: Banking University; University of Information Technology; University of Social Sciences and Humanities Ho Chi Minh City; University of Economics Ho Chi Minh city; Van Lang University.

The data were processed by SPSS22.0 software with a level of $\alpha = 0.001$ in the T-test.

2.1. The situation of building of student learning plan

Table 1. – Situation of support to develop student learning plan

| No | Developing student learning plan | Total | | Administrators, lecturers | | Students | | Sig |
|----|--|-----------|-------|---------------------------|-------|-----------|-------|-------|
| | | \bar{X} | s | \bar{X} | s | \bar{X} | s | |
| 1. | To inform results of academic process to each student | 1.50 | 0.569 | 1.28 | 0.493 | 1.61 | 0.571 | 0.000 |
| 2. | To organization and consult to assist students in learning planning | 1.71 | 0.633 | 1.60 | 0.596 | 1.77 | 0.645 | 0.000 |
| 3. | To advice for students in cases there is a danger about warning or forcing stop studying and withdraw registered courses. | 1.65 | 0.637 | 1.49 | 0.616 | 1.74 | 0.632 | 0.000 |
| 4. | To consult and guide students to register additional courses in order to get enough credits for students achieve a good average level. | 1.70 | 0.654 | 1.56 | 0.601 | 1.78 | 0.668 | 0.000 |
| 5. | To advise students about learning planning for next course. | 1.70 | 0.680 | 1.53 | 0.626 | 1.79 | 0.690 | 0.000 |
| 6. | To advise students about leaning planning for each subject. | 1.79 | 0.680 | 1.67 | 0.627 | 1.86 | 0.699 | 0.000 |

The practical results showed that, among the six measures, the measure – “to advise students about learning planning for each subject” had the highest performance (mean score = 1.79), reached a relatively regular level. At the relatively regular level, there are three measures such as to organization and consult

to assist students in learning planning (mean score = 1.71); to consult and guide students to register additional courses in order to get enough credits for students achieve a good average level (mean score = 1.70); to advise students about learning planning for next course (mean score = 1.70). There are two

per six measures that is evaluated at a low level/not implementing level, that are: To inform results of academic process to each student (mean score = 1.50); To advice for students in cases there is a danger about warning or forcing stop studying and withdraw registered courses (mean score = 1.65).

All sig values in the T-test are < 0.05 , which indicates that there is a great difference between the views of students and managers, lecturers on the situation of building of student learning planning. In all measures, the average score of students is higher than the average score of managers and lecturers.

According to the analysing results in above, we found that: although the learning program

changed to the credit system, consultant and guiding of the study counselor were not good. There are many managers, lecturers who are not interested in self-study, self-research guiding for students, are not understood the progress of students' learning, do not have measures to support for students to study by ability and demand. This limits the student's self-reliance and ability to study, and does not promote student learning ability. This situation in above did not suit with SBM perspective. This situation is common to 5 universities which participated in reseach.

2.2. The promulgating situation of policies to organize learning activities for students

Table 2. – The promulgating situation of policies to organize learning activities for students

| No | To organize learning activities for students | Total | | Managers, lecturers | | Students | | Sig |
|----|---|-----------|-------|---------------------|-------|-----------|-------|-------|
| | | \bar{X} | s | \bar{X} | s | \bar{X} | s | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. | To promulgate training policies | 2.49 | 0.581 | 2.27 | 0.499 | 2.61 | 0.588 | 0.000 |
| 2. | To promulgate student regulations | 2.54 | 0.612 | 2.32 | 0.489 | 2.66 | 0.637 | 0.000 |
| 3. | Promulgating the Regulation on the implementation of internal regulations of lecture halls and classroom rules. | 2.48 | 0.553 | 2.30 | 0.538 | 2.57 | 0.538 | 0.000 |
| 4. | Approve the syllabus of subject-oriented subjects, transfer to students at the beginning of the course | 2.58 | 0.590 | 2.42 | 0.581 | 2.67 | 0.577 | 0.000 |
| 5. | Regulations on teaching activities of lecturers | 2.50 | 0.573 | 2.31 | 0.515 | 2.59 | 0.578 | 0.000 |
| 6. | Regulations on scientific research activities of students | 2.62 | 0.611 | 2.44 | 0.583 | 2.72 | 0.605 | 0.000 |
| 7. | Regulations on professional practice | 2.64 | 0.629 | 2.46 | 0.620 | 2.73 | 0.614 | 0.000 |
| 8. | Regulations on the practice of graduation | 2.61 | 0.605 | 2.44 | 0.583 | 2.70 | 0.598 | 0.000 |
| 9. | Regulations on the graduation thesis of the students | 2.60 | 0.644 | 2.34 | 0.551 | 2.74 | 0.647 | 0.000 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----|--|------|-------|------|-------|------|-------|-------|
| 10. | Quy định về việc viết tiểu luận của sinh viên | 2.63 | 0.640 | 2.39 | 0.576 | 2.76 | 0.637 | 0.000 |
| 11. | Regulations on evaluation of student learning outcomes | 2.53 | 0.583 | 2.24 | 0.468 | 2.67 | 0.582 | 0.000 |
| 12. | Regulations on collecting feedback from students on teaching activities | 2.55 | 0.604 | 2.35 | 0.542 | 2.65 | 0.609 | 0.000 |
| 13. | Regulations on quality assurance of teaching and learning | 2.58 | 0.588 | 2.38 | 0.541 | 2.68 | 0.585 | 0.000 |
| 14. | Develop coordination mechanism between lecturers and faculties in the management of students' learning activities | 2.61 | 0.620 | 2.44 | 0.595 | 2.69 | 0.617 | 0.000 |
| 15. | Develop coordination mechanism among students with department / department in managing learning activities of students | 2.67 | 0.618 | 2.55 | 0.584 | 2.73 | 0.628 | 0.000 |

The (Table 2) showed that universities in HCM city have issued the full regulations (average score in all of contents is > 2.34). Sig value between two groups in 15 contents is < 0.05 . Thus, there are differences between these two groups.

In summary: There are some universities in HCM city, which have paid attention to the organization of learning activities of students following to the perspective of autonomy; management based on teachers, staff, and learners via promulgating and organizing implementation of policies for learners and student learning activities. There are differences among managers, lecturers, and student group about organizing learning activities of students. Schools have been assigned to manage learning activities. However, the development of coordination mechanism among units has not been effectively implemented by universities; the mobilization of other resources to manage the learning activities of students is not focused.

2.3. The situation of directing the implementation of student learning activities plan

*** Directing learning activities**

All values of mean scores in Table 3 are relatively regular (average score > 1.66), but these are lower than the values in Table 2 (average values > 2.34). That demonstrates that: If promulgation of regulations in implementing organization is well implemented in schools, the situation of directing the implementation has not achieved the same level of implementation. The promulgation of regulation only needs to be done once, and the direction and organization of implementation must take place regularly and continuously. However, results of the survey show that the measures of directing learning activities of students following to the SBM perspective do not work well, do not in accordance with the management of the school.

Table 3. – The situation of directing learning activities of students

| No | Directing learning activities of students | Manager, lecturers, students | | Manager, lecturers | | Students | | Sig |
|-----|---|------------------------------|-------|--------------------|-------|-----------|-------|-------|
| | | \bar{X} | s | \bar{X} | s | \bar{X} | s | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. | To direct the implementation of learning | 1.67 | 0.616 | 1.56 | 0.583 | 1.73 | 0.625 | 0.000 |
| 2. | To direct guiding the preparation of homework for students | 1.76 | 0.662 | 1.61 | 0.645 | 1.84 | 0.658 | 0.000 |
| 3. | Instructing individual classroom activities for students | 1.73 | 0.636 | 1.66 | 0.624 | 1.77 | 0.639 | 0.023 |
| 4. | Direct the good organization of interaction with other students in the classroom environment | 1.76 | 0.674 | 1.69 | 0.659 | 1.80 | 0.679 | 0.030 |
| 5. | Direct the student organization in interacting with faculty | 1.72 | 0.648 | 1.57 | 0.599 | 1.79 | 0.661 | 0.000 |
| 6. | Direct the student organization to interact with content and learning materials from a variety of sources | 1.70 | 0.624 | 1.56 | 0.625 | 1.78 | 0.611 | 0.000 |
| 7. | Direct the development of friendly learning environment for students | 1.71 | 0.650 | 1.56 | 0.607 | 1.79 | 0.657 | 0.000 |
| 8. | Direct the diversification of methods, forms of learning to attract students to participate | 1.73 | 0.683 | 1.56 | 0.710 | 1.81 | 0.653 | 0.000 |
| 9. | To direct the coordination of teaching methods and techniques so as to bring into full play the students' positive learning | 1.71 | 0.668 | 1.59 | 0.691 | 1.77 | 0.648 | 0.000 |
| 10. | Direct instruction through practice, experiment | 1.84 | 0.713 | 1.71 | 0.726 | 1.90 | 0.697 | 0.000 |
| 11. | Directing students to study through E-Learning environment. | 1.92 | 0.729 | 1.78 | 0.740 | 1.99 | 0.713 | 0.000 |
| 12. | Instructing to enhance the practical experience for students | 1.88 | 0.689 | 1.71 | 0.660 | 1.98 | 0.686 | 0.000 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----|--|------|-------|------|-------|------|-------|-------|
| 13. | Direct the organization of scientific research activities of students. | 1.80 | 0.670 | 1.65 | 0.660 | 1.88 | 0.663 | 0.000 |
| 14. | To implement regular feedback to students to adjust the learning process | 1.77 | 0.648 | 1.61 | 0.606 | 1.86 | 0.654 | 0.000 |

Measures to support student learning from the SBM perspective

Table 4. – Situation of support measures for learning activities of students

| No | Measures to support learning management from the perspective of school-based management approach | \bar{X} | s |
|-----|---|-----------|-------|
| 1. | Respect the needs of students | 1.43 | 0.542 |
| 2. | To protect students' right to study | 1.50 | 0.570 |
| 3. | Frequently consult students about the training activities of the school and the quality of learning of students | 1.54 | 0.612 |
| 4. | Promote the role of self-learning, self-development of students in the learning and activities of the school. | 1.41 | 0.587 |
| 5. | Objectively and accurately assess the student's academic performance | 1.55 | 0.602 |
| 6. | To create conditions and facilities for students to study | 1.59 | 0.616 |
| 7. | Developing student learning environment | 1.57 | 0.612 |
| 8. | Organizing learning support activities for students | 1.59 | 0.631 |
| 9. | Appreciate the quality of student learning | 1.51 | 0.610 |
| 10. | Other measures | 1.68 | 0.649 |

The statistical results in (Table 4) show that measures to support student learning activities have not yet been considered by the schools. Average scores show that most criteria are < 1.66. Again, the above mentioned managing measures are not carried out regularly. This is contrary to the SBM model. As in the SBM, all school activities must come from the learner and aim to change learners and support learners.

2.4. The situation of directing the assessment of learning outcomes

The situation of directing the evaluation of students' learning activities according to the viewpoint of SBM is studied on seven criteria, the results are reflected in the following table:

Table 5. – The situation of directing the assessment of learning activities of students

| No | Directing the evaluation of learning activities of students | Total | | Manager, lecturers | | Students | | Sig |
|----|---|-----------|-------|--------------------|-------|-----------|-------|-------|
| | | \bar{X} | s | \bar{X} | s | \bar{X} | s | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. | Directing the evaluation regularly | 1.60 | 0.637 | 1.39 | 0.556 | 1.71 | 0.648 | 0.000 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----|---|------|-------|------|-------|------|-------|-------|
| 2. | Directing the evaluation periodically | 1.55 | 0.594 | 1.32 | 0.532 | 1.66 | 0.591 | 0.000 |
| 3. | Directing the evaluation of diligence | 1.58 | 0.576 | 1.40 | 0.558 | 1.67 | 0.563 | 0.000 |
| 4. | Directing the evaluation of subject completion | 1.54 | 0.602 | 1.33 | 0.540 | 1.65 | 0.603 | 0.000 |
| 5. | Directing the evaluation of studying process in each period | 1.59 | 0.627 | 1.41 | 0.580 | 1.68 | 0.633 | 0.000 |
| 6. | Directing the evaluation of graduates | 1.59 | 0.617 | 1.39 | 0.570 | 1.70 | 0.615 | 0.000 |
| 7. | Directing the opinion of employers and alumni about the training process and the ability of graduates to adjust the management process. | 1.71 | 0.674 | 1.58 | 0.628 | 1.77 | 0.687 | 0.000 |

According to the data in Table 5, the evaluating situation of learning activities in schools is not good. Up to 6/7 measures have average score < 1.66 – low level/not implementation. The only measure “directing the opinion of employers and alumni about the training process and the ability of graduates to adjust the management process” has average score 1.71 that reaches the regular level (> 1.66).

Sig values in 7 measures when comparing groups of managers and faculty with the student group were

< 0.05 . Again, the data showed that there is a difference in the perceptions of 2 groups in evaluating learning management measures from the SBM perspective.

2.5. A general assessment of the managing situation of student learning activities

Synthesizing four contents of managing the learning activities of student at universities in HCM city with the viewpoint of approaching SBM, the author has results following:

Table 6. – Managing situation of student learning activities

| No | Managing contents | Total | | Managers, lecturers | | Student | | Sig |
|----|--|-----------|-------|---------------------|-------|-----------|-------|-------|
| | | \bar{X} | s | \bar{X} | s | \bar{X} | s | |
| 1. | Managing the academic planning of student activities | 1.67 | 0.421 | 1.52 | 0.285 | 1.62 | 0.382 | 0.157 |
| 2. | Organize the implementation of the plan | 2.57 | 0.384 | 2.27 | 0.731 | 2.68 | 0.456 | 0.004 |
| 3. | To direct the learning activities of students | 1.76 | 0.468 | 1.63 | 0.810 | 1.83 | 0.358 | 0.008 |
| 4. | To manage student performance evaluation | 1.59 | 0.721 | 1.4 | 0.675 | 1.69 | 0.508 | 0.007 |

In the four management functions, the content of “to manage student performance evaluation” has

average score 1.59 corresponding to the “low level/not implementation”. This is the lowest rated con-

tent. The content was evaluated at the highest level, namely: "Organize the implementation of the plan" (average score is 2.57; $s = 0.384$).

For the team of managers and lecturers, the lowest rated content was "Managing the academic planning of student activities" base on the SBM perspective (average score = 1.4, $s = 0.675$). However, for student group, the lowest rated content was "Managing the academic planning of student activities" (average score = 1.62, $s = 0.382$).

Comparing average score between the group of managers, lecturers and student group in the 4 contents of the managing learning activities base on the viewpoint of SBM perspective, the author used T-test and 1 Sig value $-0.04 < 0,05$. Thus, there are differences in evaluation of 2 groups in this content. This issue will be analyzed clearly in each specific content of the organizing implementing the student learning planning management base on the SBM perspective.

3. Measures to improve the management of learning activities of students at the Universities follow to SBM perspective.

3.1. To formulate and organize the implementation of the Regulation on management of students' learning activities in the direction of ensuring democracy, promoting the role and responsibility of students in studying.

Formulating and organizing the implementation of the regulation on management of student learning activities in the direction of ensuring democracy, promoting the role and responsibility of students in studying in order to:

- Promoting democracy of students in schools in specific, and in the education sector in general, this is a decisive factor in fundamentally reforming education. Because there is no autonomy when the regulator is still "holding hands", impose top-down on expertise, personnel and finances. That is the way, means of autonomy in universities;

- Increased student activeness in student learning;

- Increasing transparency and efficiency in learning activities and managing learning activities of university students;

- Creating a creative science environment, administrating universities for universities.

3.2. To develop training programs to meet the needs of students and the requirements of society

The training program is a demonstration of the objectives of training activities in general and the objectives of learning activities in particular. At the same time, the training program is an important determinant of the content of the student's learning activities, the methods, means and activities of examining and evaluating students' learning outcomes.

Thus, organizing to develop an open-curriculum that meets the needs and interests of students, and meets the needs of society, which is an objective to be achieved in the management of training activities base on SBM perspective in general and management of student learning activities base on SBM perspective in particular. To organize development of training program effectively, that will contribute significantly to improve the quality of output (student capacity) to meet the needs of students and society.

3.3. To improve the capacity of the teacher to develop curriculum and teaching organization to meet the learning needs of students.

To improve the capacity of the trainers to develop the school program and curriculum to meet learners' needs for self-reliant instructors in program development. To support for lecturers to teach the knowledge content, learners's skills that learners need, it is not contents that lecturers have.

To train the lecturers on the capacity of teaching and learning organizations, which are based on learners' needs, suit to the learners' capacity and awareness, and mobilize to the maximum level the students' active participation in the process of learning, implementation of the class reversed model, students seek knowledge, skills, career development by themselves. To train faculty members to cooperate with students in a friendly, open and shared way.

Teaching meets the needs of students and ensures the interests of students to express in the purpose of teaching activities is for students, the content of teaching is to meet the requirements of students, teaching methods and the form of teaching organization is in accordance with the conditions of the students, the assessment of the ability of the students after the learning process.

3.4. Developing a learning environment that is self-reliant, improving experience, practice, and reality of students

i) Directing the training units to diversify the forms of student learning in the direction of increasing practice, practical experience

Principals should direct the training units to diversify the forms of students' learning: Classroom learning, self-learning, self-research, seminar participation, learning projects, practice, reality at the enterprise, etc. in order to increase students autonomy in the learning process, to help student have opportunities to develop professional skills. The diversification of student learning styles must be specified in the subject syllabus in order for the student to gain full autonomy in studying.

Learning from the SBM approach aims to increase participation, ensure the interests of the participants, especially the students. With the forms of learning organization are taking place in universities, the school needs to make fundamental changes in the form of organizing learning activities from the theory transfer in the classroom to the practical experience. It is designed for students to develop their ability to apply knowledge, develop their professional skills, problem solving skills and soft skills. Through the activities and the form of experiential learning, students not only understand the knowledge of professional skills, but also form the capacity to create knowledge, skills, improve the quality of personality development in the collaborative environment.

ii) To ensure the conditions of facilities to serve students' learning activities in order to create a favorable environment for students to develop their creativity.

Management of learning activities requires certain conditions of serving facilities. This is a prerequisite condition for implementing other management measures. The objective of this measure is to secure the baseline conditions, which contribute to meeting the basic requirements of management of student learning in view of the SBM approach perspective.

The condition of facilities, equipment for student learning activities and management of students' learning activities in view of access to SBM include: lecture hall system; library; self-study room; technical equipment such as projector, computer, sound, light ...; textbooks, reference materials; The system of practice rooms and experiments encourage and motivate students to study base on SBM approach perspective.

iii) To apply IT for the organization, manage learning activities to develop collaborative learning environment and self-study for students.

Applying information technology in the learning organization for students to create a learning environment of cooperation and share information among lecturers and trainees and learners. Through the using of information technology helps students self-study, learning together with teachers and groups, classes. Strengthening the application of information technology in organizing the management of learning activities of students in order to save time and labor of the educational management staff at all levels, lecturers and students, via the using of information technology helps students to learn by themselves, learn together with teachers and groups, classes. At the same time, the application of information technology will minimize errors and overload in meeting the needs of students, especially during peak periods.

The information technology plays an important role in learning and managing learning activities in general, especially learning and learning management activities in view of the SBM approach. Thanks to the application of information technology where the learning conditions are guaranteed; Learning activities are lively, effective, meeting the requirements of learning activities in view of SBM approach.

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Section 8. Physical education

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REGULAR PHYSICAL ACTIVITY SLOWS DOWN AGING

Abstract: After retirement, the daily activity of an elderly person, in most cases, is occupied by sedentary life. As a result, a number of pathological problems are beginning to emerge due to lack of mobility, i.e. changes in the neuromotor system due to aging of the nervous system. Regular physical activity would be one of the best ways to slow down some regressive functions related to aging. But in order to be able to do well planned physical activity, elderly people should be provided with the necessary information, i.e. how the body reacts to the different loads and what benefits the different parts of the human body (muscle, bone, cardiovascular system and nervous system) have when they undergo such physical treatment at this age.

Keywords: daily activity, sedentary life, physical activity, physical treatment.

Introduction

The importance of regular physical activity at old age has the benefit of keeping older people away from isolation and allows them to maintain and obtain a good physical form, slowing down the degenerative processes caused by ageing. As far as the first point is concerned, it is sufficient for them to spend their time in collective games with various forms of animations, obviously without excessive physical effort. But we are interested in the second point, which highlights the fact that the proper performance of physical exercises can provide satisfactory results in many organic functions. If an elderly person trains regularly, it can in some way hinder the negative influences of ageing. The purpose of this study is to present valid arguments regarding the importance of having controlled physical activity at old age.

A brief description of the structural and functional changes that characterise the normal ageing process of human beings

– Muscles: as they age, their size decreases. This change is related to muscle atrophy stimulated by increased fat mass and lack of mobility. Literature data show that in the clinically healthy male and female population aged 20 to 60, there are no apparent differences in the relative composition of fast FT-fibre and slow ST. The biggest changes in the muscles after 60 years of age are to reduce the volume of fibres and reduce the total number of muscle fibres. [1; 103, 31–39] Above all, it reduces the content of phosphate and muscle glycogen along with the mitochondrial volume. This is associated with absolute reduction of enzyme activity. Electrophysiological studies have identified that older people's muscles undergo a process of

progressive reduction in the number of motor units, so the muscle variations of this age would seem to be more quantitative than qualitative. The maximum speed of reducing knee flexion is reduced with human ageing. So, we can say that speed variations are less mentioned than force variations [2; 25, 664]. This fact makes us think that the maximum speed of muscle contraction depends more on muscular quality than the quantity and reduction can be verified in relation to the general phenomenon of reducing the speed of nerve conduction.

– Nervous system: Over the years it regresses, and this condition is determined by the atrophy of the cerebral cortex which is associated with the atrophy of peripheral neuromuscular joints [3; 109, 149–154]. Nerve cells are post-mitotic cells that cannot reproduce. Therefore, the loss of a cell is permanent. But active cells have the ability to determine the hypertrophy of dendritis and thus increase the number of branches in such a way as to compensate for the loss of other cells. Especially in the muscular plane, that is in the neuro-muscular plaque, it is possible that the branches are both terminal and collateral, which explains the reinnervation at the level of muscle fibers. This phenomenon, stimulated by physical activity and training, is present in elderly people with individual levels of variability. The reduction in the speed of nerve conduction only partially explains the reduction in reaction times, especially those that are more complicated and depend on neuromotor activity and low joint ability. The speed of motor response is reduced by 20–30% at the age of 60 compared to the younger age. All these variations, also combining them with sensory deficits, explain the reduction in coordination and above all the difficulties of older people in learning complex sports movements.

– Bones and joints: With the aging of the human body there is a reduction in the concentration of minerals in the bones and as a result, osteoporosis is rightly called an incurable social wound. Osteoporosis is the result of problems with poor

nutrition, change in hormone production and lack of physical activity [4]. According to the conclusions drawn, we are talking about an increasing number of people suffering from osteoporosis and about the costs of rehabilitating elderly people who suffer various domestic accidents due to increased bone fragility. In recent decades there have been numerous scientific papers that have documented the fact that a life without daily physical activity is able to determine the degeneration of bone mass and above all the importance of physical exercise in the prevention and treatment of osteoporosis. Preventing the loss of the substances that make up the bone is the best defence against this huge global problem in both sexes. A study conducted in the UK, which lasted 15 years, showed the importance of regular physical activity with overload and normal body weight at a younger age to achieve a peak level of lumbar bone mass. In fact, the larger the peak of bone mass reached in juvenile age, the lower the chances of osteoporosis at the third age. The conclusions drawn from numerous scientific research show that the intensity of the load on the skeleton is the determining factor for maintaining the well-being of one's skeleton. Special care must be taken to plan the intensity, frequency and duration of the training program. Regular exercise also helps to improve balance, coordination and strengthen muscles, reducing the possibility of falls and fractures, and improving the quality of independent living. As far as the joints are concerned, aging is a progressive consumption of articular cartilage with a calcium concentration in the ligaments, characteristic phenomena of arthrosis. [5] According to researchers, these changes have the effect of reducing joint mobility. Moderate restrictions on joint function should not constrain subjects and reduce the amount of physical activity, which will lead to a further reduction in joint function of the muscles. Rehabilitative gymnastics is the best instrument for the treatment of arthrosis. As far as sports activities are concerned, since arthrosis that affects the spinal column, femoral joint, knees and

ankles in particular, it would be advisable to have a discharge activity such as swimming or cycling.

– Cardiovascular system: With aging we will have a reduced myocardial capacity and consequently reduced systolic range and heart rate. As far as blood vessels are concerned, the atherosclerosis process leads to a reduction in vessel elasticity with increased peripheral resistance, so there will be an increase in blood pressure. For this reason, the heart for a heart rate equal to a new one not only sends less blood to the periphery, but is forced to work more. With ageing, the reduction in cardiovascular performance associated with metabolic and functional changes and capillarization of muscles leads to a maximum oxygen consumption of 36% on average at the age of 65 compared to the age of 20 [6; 8, 371] The reduction is even more noticeable in those people who have done aerobic sports at an agonistic level at an early age and then stopped doing any form of activity. On the other hand, it is lower for those who have commenced regular strength exercise after physical maturation.

– Respiratory system: The reduction of pulmonary function with aging is a consequence of the loss of mechanical ventilation efficiency and the reduction of gas exchange at alveolo-capillary level. The first determines the reduction of maximum breathing rate and respiratory capacity, due to both the compactness of the chest and the reduced breathing efficiency. Between 20 and 65 years there was an average reduction of 34% in the maximum ventilation. The reduction in gas exchange is a witness to the reduction of partial oxygen pressure at higher arterial levels ranging from 100mmHg to the age of 20 years at 75mmHg at the age of 70 years. [7; 50, 197–216] With age, the volume of reserves tends to increase, while the volume of respiration and breathing decreases. 70-year olds who are trained 2–4 times a week for 30–40 minutes, each time they develop endurance activities, have a life

expectancy that is more than 15% longer than those of the same age who are sedentary.

Results

Thirty-eight patients were included in this study group, from 65 to 73 years of age, all males. The duration of the study was 8 months. Participants had no systemic pathologies. The group of patients presented, on various components of physical efficiency, changes in a positive sense, after two cycles in eight months of physical activity in the gym. Analysis of the data shows that the mobility of joints in general has improved with an increase in percentage of: +7% in the hip contraction, +14.1% in the flexure-extension of the trunk; +24.6% in the flexure-extension of the shoulders. The other parameter obviously improved is obviously the bending of the trunk by + 4 cm. The muscle strength of the upper limbs showed an overall increase of + 3% second for both extensor and flexor muscles, while for lower limb muscles there was an improvement of +18% for extensor muscles and +9% for flexors. In the trunk muscles there is an increase of + 10% with a ratio between flexor and extensor muscles in favour of the latter of + 7.8%. Very important to note is the result of the maximum oxygen consumption (+ 14.6%), indicative of the ability to regulate the cardio-respiratory system with prolonged stress. The ability to balance, examined with the stabilogram, is generally improved by 20% with a peak point of 33.7% in the Romberg closed-eye test. Less obvious seems to be the change in total body weight (–1.1%), but the figure is important for muscle mass growth (+13.2%) and the reduction in fat content (–4.84%). This confirms that physical activity has contributed to fat loss and muscle growth.

Discussion and Conclusion

The following are some of the key physical benefits of physical activity for elderly individuals:

- Management of health conditions: Many health conditions, including high blood pressure, elevated cholesterol and diabetes, can be better managed when an elderly person is physically active.

- **Reduced risk of chronic disease:** When an elderly individual exercise regularly, it reduces the risk of developing a chronic disease, such as heart disease, obesity, colon cancer, etc.
- **Weight management:** Obesity and being overweight are common health threats among the elderly. Staying physically active decreases the risk of becoming overweight or obese and can help those with weight issues to get to a healthy weight.
- **Better function in arthritis patients:** Many elderly people suffer from some arthritis, and staying physically active can help to improve their overall joint function.
- **Injury prevention:** Elderly individuals who exercise regularly are less likely to suffer injuries as a result of falls or other accidents.
- **Similarly, regularly physical activity for elderly individuals** has been linked to reduced feelings of depression and anxiety. As a person increases the amount of exercise they get, they are less likely to suffer from these psychological challenges.
- **Elderly people who stay physically active** often have a healthier social life that involves regular interaction with others and mental stimulation. In addition, an important positive side effect of staying active as an older adult is that it can lead to a significant reduction in health care costs.

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EVALUATING THE VERTICAL JUMP PERFORMANCE WITH THE HELP OF ARM AT FEMALE & MALE VOLLEYBALL PLAYERS OF YOUNG AGES IN ALBANIA

Abstract: Even in Albania, volleyball sport is a highly developed sport. Vertical cross-country skiing is combined with the assessment of the strength and strength of the muscles of the lower extremities that are fundamental components of the volleyball game's work. The Countermovement Jump with arm (CMJA) test as a specific specifically for the assessment of the offensive force of volleyball players. Methods: 24 volleyball players, Female (F) & Males (M) 16.8 ± 1 year average were tested in CMJA at the Leonardo Platform in UST. Field tests have been carried out; Body Height (BH cm), Body Mass (BMI% kg/m^2), Body Weight (BW kg), Touch-to-field facility, and tactile tapping of the object, Force(F max), Power(P max) and gravity shift relationship Jump Height(JH). Results: The differences between the two groups found in the study resulted in significant differences in BH cm (F – 172, M – 187.3), BW kg (F – 62.2, M – 79.3), BMI kg/m^2 (F – 21.1, M – 22.6), Jump place in JP cm (F – 266, M – 310), Jump Attack in JA cm (F – 274, M – 321). But even the data captured by the Leonardo platform in the CMJA test gives us a noticeable difference between the two groups; (F – 6.4, M – 4.5), P max (F – 3.08, M – 4.78) and diff P max Left & Right(F – 2.59, M – 0.56), V max $\text{m}/\%$ (F – 5.2, M – 4.4). Conclusion: This study evaluated and noted the differences between the two sexes of an age group of volleyball players in Albania. The results obtained suggest changes to the performance of sports in “vertical jump” in the parameters of force, speed, and power. These indicators are valid for any trainer or volleyball player to implement a detailed and specific training program for the further development of the physical qualities of volleyball players, especially vertical tipping in gaining the lower extremity muscular power.

Keywords: volleyball, countermovement jump arm.

Introduction

The studies that I've done have consistently been the basis for the volleyball sport in the new age of 15–18 years old. Achieving high levels of modernity requires a great deal of study, a research work to develop and perfect physical performance in professional sports. The important tendency

in world volleyball, in addition to improving the body height of players, is the increase in the vertical jump level. The best perfection of a vertical jump is achieved with a purposeful training to increase the jump height, the high degree of muscular activity achieved with a specific training program. With vertical jump, we understand the athlete's ability

to elevate his body's gravity center with the help of dynamic muscular work of lower extremities. Physiological studies on this discipline have shown how a volleyball player should possess and increase, through training, the ability to develop explosive strength and to reuse elastic energy. Any physical exercises, they may be defined by means of the volume expressed by work performed during jumps [2, 561–566] or by the number of jumps [3, 495–506] as well as by intensity, which is usually defined by such parameters as ground reaction

forces (GRFP) and the rate of force development [4, 763–767; 5, 58–61].

Subject & Method

The subjects of this study were 12 Female & 12 Male volleyball player participating in the championship of volleyball in Albania. The main objective is to see to these volleyball players aged 16 years old differences in changes in the measurements of some functional parameters. It will be possible to see the state of the level of volleyball player's in our country through measurement and data analysis.

Table 1. – Measurements volleyball players in ground

| Groups | FEMALE(F) | MALE(M) |
|-------------|------------------------|-----------------------|
| Mean Age | Age | Age |
| Body Height | (BH) cm | (BH) cm |
| Body Wight | (BW) kg | (BW) kg |
| Body Mass | BMI% kg/m ² | BMI%kg/m ² |
| Jump Place | JP | JP |
| Jump Attack | JA | JA |

Protocols of the Test Performed

Tests protocol that we used in this experiment was designed to assess the capacity of all parameters of vertical jump height. These tests called Bosco tests describe the method used to measure the power, the strength of the lower extremities. Tests is performed on laboratory equipment platform Leonardo® system Ground Reaction Force Plate (GRFP) in University of Sports, Tirana.

Countermovement jump test with the help of Arm- CMJA; Jump against action (move) without the aid of the arms CMJ, but the athlete begins testing position at attention and takes off refractive limbs bottom up to 90° with the help of the arm to pick up momentum to jump in platform GRFP. This test assesses the strength of the energy reuse explosive elastic [6, 60–78]. The use of wings in the vertical jump indicates the duration of an impulse. Photo Leonardo Platforme (Figure 1).



Figure 1.

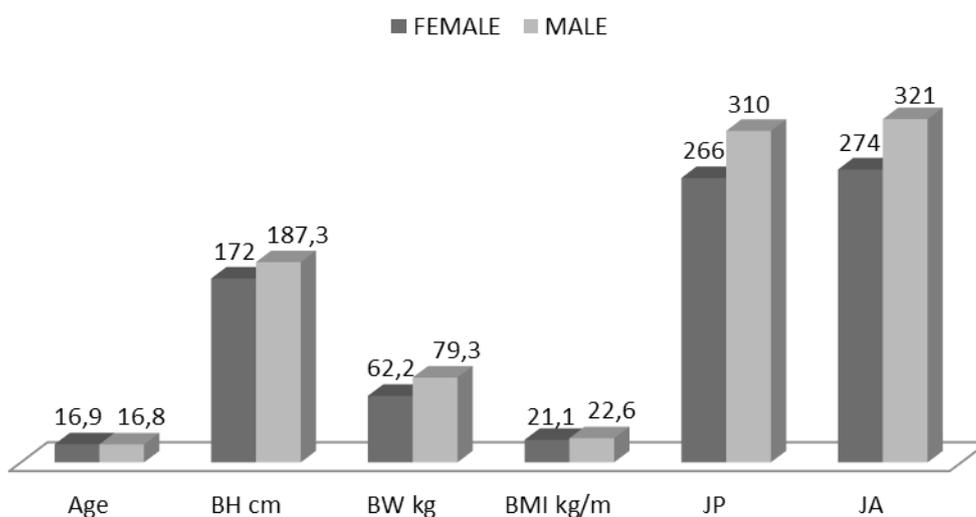
Results

The following table 2 and graphic1 presents the average data of the two groups from field

measurements. There are visible differences between the sexes.

Table 2. – Measurements volleyball players in ground

| Nr | Group | Mean Age | Body Height cm | Body Wight kg | Body Mass Kg/m ² | Jump Place cm | Jump At-tack cm |
|----|--------|----------|----------------|---------------|-----------------------------|---------------|-----------------|
| 12 | FEMALE | 16.9 | 172 | 62.2 | 21.1 | 266 | 274 |
| | Max | 79.3 | 22.6 | 245 | 310 | 2.95 | 0.56 |
| | Min | 62.2 | 21.1 | 62.2 | 21.1 | 2.59 | 0.45 |
| 12 | MALE | 16.8 | 187.3 | 79.3 | 22.6 | 310 | 321 |
| | Max | 79.3 | 172 | 245 | 310 | 321 | 0.56 |
| | Mini | 16.9 | 21.1 | 62.2 | 21.1 | 0.45 | 0.45 |



Graphic1. Measurements volleyball players in ground

The results obtained from the GRFP platform of the specific tests developed by the groups given in the study will be presented below in separate

(tables 3) and (graphic 2). The average values of the groups taken in the anti-action test of the CMJA are presented.

Table 3. – Measurements CMJA tests in “Leonardo” platform Female&Male

| Nr | Group | Jump Height m | Vmax m/s | Fmax kn | diff.Fmax Left-Right % | Pmax kw | diff.Pmax Left-Right % |
|----|--------|---------------|----------|---------|------------------------|---------|------------------------|
| 12 | FEMALE | 0.45 | 2.59 | 1.42 | 6.4 | 3.08 | 5.2 |
| | Max | 0.98 | 6.4 | 2.49 | 4.78 | 2.36 | 2.43 |
| | Min | 0.72 | 4.05 | 2.34 | 3.08 | 1.53 | 1.55 |
| 12 | MALE | 0.56 | 2.95 | 1.93 | 4.05 | 4.78 | 4.42 |
| | Max | 0.98 | 6.4 | 2.49 | 6.4 | 3.08 | 5.2 |
| | Mini | 0.45 | 2.59 | 1.42 | 3.08 | 1.53 | 1.55 |

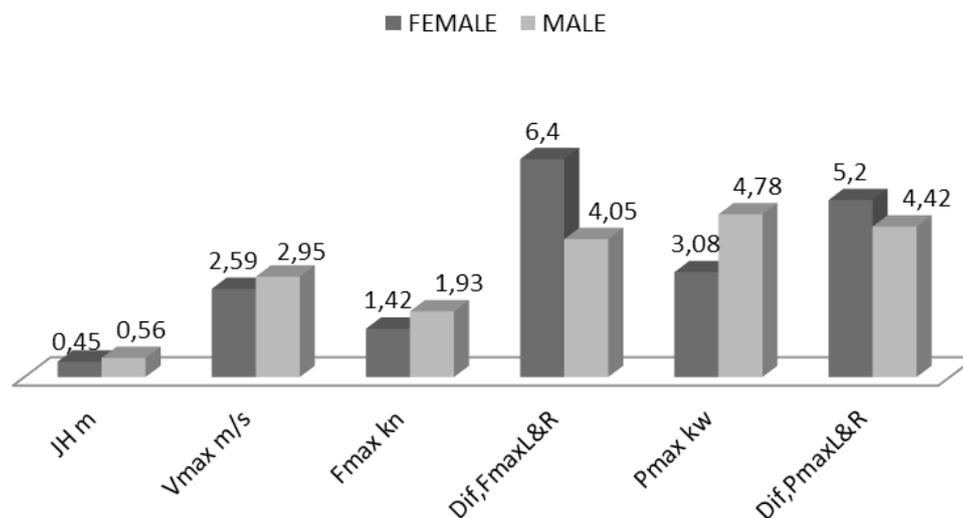
The table shows the data of Male &Female volleyball players in the tests done in “Leonardo” platform and the average data of the two groups from field measurements. Maxforce (F max) and maxpower

(P max) are relatively poor values (low) compared with the results that a volleyball player should have during a vertical jump. Volleyball players according to a study [1, 44–45] reports that the vertical jump

height is within the range of 75–90cm which reflects the fact that the excessive increase of the maximum strength of the lower extremities results in a reduction in the speed of the movement, namely the reduction the level of volleyball dance from the ground.

Specifically from what is presented above in Table 3 of the descriptive analysis values obtained from GFRP in Jump height Female 0.45 < Male 0.56, Vmax was detected Female 2.59 < Male 2.95, Fmax was detected for Female 1.42 < Male 1.93 kN. The

left and right footing differences on the leftforms were for Female 6.4% > Male 4.05%. The power ratings obtained on the platform are Female 3.08 < Male 4.78 and the differences between left and right foot Female 5.2% > Male 4.42%. From the control of difference averages results that women do not have a good development of vertical dance performance through the CMJA test. The t-test result shows that the differences between the two groups were statistically significant (sig = 0.035).



Graphic 2. Measurements CMJA tests in “Leonardo” platform Female&Mal

Analyses

Discussion

The main purpose of the CMJA test at volleyball players of these new age groups was to determine the reliability measurement of the main performance measures commonly used to determine the CMJ strength capacity qualities from GRFP data. Many researchers and practitioners are encouraged to consider this methodology and these variables as valuable and reliable measures to determine athletes’ ability to perform in vertical dance. The long-term CMJ test is supposed to provide a measure of muscle elasticity, whereas today it is found that this test provides the mass of rapid jump force [7, 129–135] where the differences between the CMJ and SJ tests proposed the “elasticity “Of athletes in the team using the concept” elasticity index “coming from

the difference of these two tests. The good capacity used by elastic energy corresponds to 8–10cm. The difference between these two tests is called the fast power index. The elasticity coefficient of formula $(CMJ-SJ) \times 100 / CMJ$ expressed in% is an index of accumulated energy capacity as a result of elastic muscle extension preceding muscular contraction and meanwhile from the data presented to the team Volleyball in Albania has reported a low percentage of elastic energy as a result of a poorly recommended exercise to develop this quality. The vertical jump performed by the two study groups in the CMJA test that provides the mass of the rapid jump force has been shown that volleyball players with these values are at the levels of the capacity of the low-speed force. A comparison of body height during CMJ and body weight also allows the assessment of the start of the

test threshold coordination and the end of the jump stage according to GRFP. ($P < 0.01$, force $p \leq 0.05$), CMJ ($p < 0.01$, force $p < 0.01$), for 8 weeks [8, 1401–1401].

Conclusions

The data from this study will be available for coaches who want to improve their vertical jump performance to players. The team's female & male in the study had significant differences between them in the technical element of jumping and its processing. The ability to jump is an important factor of success in this sport, but it is associated with the

general and specified training for the development of its performance regardless of gender players. Interpretation of the data suggests that young volleyball players are indispensable to apply the exercises that improve the dance performance as an important element in this sport. The results of this study illustrate the importance of recognizing the impact of rapid force, emphasizing the need to understand that specific assessment techniques that will identify in individual components the strength and strength qualities that affect the performance of the jump.

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Section 9. School psychology

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IMAGINARY PLAY, STRENGTHENING THE GENDER IDENTITY AND GENDER ROLE OF CHILDREN 3–6 YEARS OLD

Abstract: Play in children has been widely studied for the importance it has in different areas of their development. The aim of this study was to emphasize the attention of imaginary play as an important component of the play in early childhood, as seen in terms of identity and gender roles in children 3–6 years old. Gender identity is defined as a personal conception of his/herself as male or female (or both at the same time) as well as the way we express our gender roles in dressing, behavior and personal appearance. While gender roles are the ways people act, do and say to express if they are a girl or a boy, a woman or a man. The aim of this study is to understand the use of imaginary play in kindergarten children and its importance in the psychosocial development of children. Does this game affect the psycho-social development of children and in what way would be the objectives of the study. Through observation and semi-structured interviews, it was seen that the imaginary play is a favorite activity for children 3–6 years old. During this process, children play or act different roles in a completely independent and uninfluenced by educators of some of the important figures in their daily lives (mom, dad, doctor, police officer, nurse, grandmother, etc.). It was found that all children's age groups were able to identify the gender characteristics of the roles they act during their play. On the other side it was observed the consistency of gender identity, which varied between the age group of less than three-year-olds who did not have a well-formed conception of continuity of gender identity, up to the six-year-olds who had a clearer concept of gender identity and its continuity.

Keywords: imaginary play, gender identity, gender role, child.

Introduction

Stuart Brown, the founder of the National Institute for Play, has said: "Play is something that happens spontaneously, is unintentional, produces joy and happiness, and with the passing of the stages

leads to skills abilities." On the other hand, the authors Miller and Almon describe the play as "freely chosen activity, run by children and born from internal motivation" Lockhart [10]. Meanwhile, Ouellette refers to the ability to play as "the activity that is

unrestricted by adult guidance, which does not depend on rules set by someone else but by the child itself." She argues that when children play, they are engaged in activities that they have freely chosen and who are motivated internally Goldstein [4]. Ginsburg argues that "*the play is essential because it contributes to the cognitive, physical, social and emotional development as well as to the well-being of the child*" Jona & McNamee [1]. The play is so important to the child's development that the United Nations and the High Commission for Human Rights (1989) recognize it as a fundamental right Whitebread [11].

Researchers in the field of play and child development have identified some of the main types of children's play that are: a creative play that helps children explore and use their materials to do, to create, as well as share feelings, ideas and thoughts; role playing play, during this play the children begin to apply the internal or external "rules" of the play; physical play involves the development of the children, practicing, refining and controlling bodily movements; imaginary play, including: dramatic play, pretentious or invented play and socio-dramatic play Lockhart [10].

The imaginary play basically happens when kids are playing or play different roles from the experiences they have or something that might be interesting to them. Playing roles as part of the imaginary play may seem a simple activity, but within it, the young children learn practical life skills such as how to trust in themselves and how to collaborate and share with others. The child can play the imaginary play in their own way, can interpret animal noise or play with other children "imaginary play" by developing social skills in this way. Furthermore, the imaginary play helps in eye-hand coordination, spatial skills development, counting, pre-mathematical and pre-reading, is also a good way to express the emotions of a child and to feel safer Leslie [9]. In conclusion, it can be said that there are some types of imaginary play, all of which serve to develop even the imagination of the child, especially his/her cognitive development. Also, the imaginary play serves

to help the child to be able to experience small situations of her/his future life. Therefore, due to this importance the imaginary play and its manipulation by children, receives a considerable attention for research and observation.

Methodology

The purpose of this study was the importance of the imaginary play in the psycho-social development of kindergarten children. The questions raised in the study were: Did imaginary play be used in kindergarten children? How was it used and were there gender differences while using? What were the gender roles in the imaginary play?, etc.

The methodology used in this study is the qualitative one. The method of data collection is the in-depth interview and participatory observation. Observation was performed twice a week alternately in the three kindergarten groups in a 3-month time period. During the observation, notes were kept so that there was no lose of information.

The approach used in this study is the case study method, so only the children of a kindergarten were studied. As sample of the study there were 90 children of kindergarten 3–6 years old. Observation became alternating in each of the groups present in the kindergarten. In addition to the survey, semi-structured interviews with children were also conducted to gather more information about the issues raised in the study. This interview was often conducted during the imaginary play that the children were playing and this was thought to be the most effective intervention for gathering information on the role that the child was playing. Interviews with children were randomly aiming moments when they were playing imaginary play. On average, 6–7 children were interviewed for each group, randomly selected.

Data and Discussion

This study has provided a considerable number of quality data. The data collected were analyzed using the content analysis method.

Initially was focused on the evidences that took place during the observation of the participants in

the children's groups and the time they spent playing in the imaginary play. It was noted that this was a fun and loving activity for the children. While they were asked to play as desired the children were keen to choose the imaginary play to play.

Through observation, it was noticed that children during the imaginary play identified and performed accurately and coherently the features and tasks of the image that they had chosen to identify during the imaginary play whether in group or individual.

In addition to the physical characteristics, it was noticed that 3–6 years old children were able to distinguish some of the tasks and responsibilities of their chosen roles, for example: *mothers cook, grandfather fixes bicycles, mom washes babies, etc.* as well as to distinguish clearly roles that did not belong to one figure or another (eg mom cooks, dad works) based on the experiences that the child has experienced in the context in which he/she has grown up. The accurate identification of the roles, eg the tasks executed by the figure chosen by them in the play, and the correct identification of the physical characteristics of these figures are indicative and confirmatory of the role that the imaginary play, plays with children in strengthening gender roles and gender identity. Thus, we can say that through this study it was seen that the children were not only able to identify the gender roles and the gender identity of the character, whom they had chosen to perform in their imaginary play, but also themselves during the imaginary play behaved and acted according to the characteristics of the role they were identified with.

Regarding the gender differences between girls and boys in choosing and playing different figures during the imaginary play it is worth noting that in kindergarten children and girls were positioned in different places. These places differed from the nature and variety of toys they contain. The selection of these figures was made by the children themselves, adapted to the rules of the play they set among themselves when playing in groups.

Children, girls and boys during the imaginary play choose to play the role they fit with their gender by

strengthening during the play some of the tasks and roles of these figures. Girls choose to play a more fragile role as the role of mother, child, grandmother (rarely), educator or sister while boys are more likely to choose to play during the imaginary play a role that suits more male sex like police, doctors, engineer or architects, pilots. It is worth pointing out that even when boys are involved in the imaginative play of girls, they take on a role that fits in with the male gender, for example, the role of a father, a brother or a doctor.

A phenomenon that was observed during the interviews with children participating in this study was the continuation of gender identity. This phenomenon occurred in the children of the smallest group 3–4 years old. More specifically, the children of this age group were able to correctly identify the roles and characteristics of their chosen image in the imaginary play through the imaginary play. What was observed through interviews in this age group is that they still did not have a clear idea that a girl would not become a boy in the future or the opposite, or a boy was not a girl in the past.

From the observation but also from the information received from the educators of each group, it was possible to identify some qualities of the imaginary play from the three age groups and the time they devoted to this type of play. So, we can say that the children of the 3–4 year old group spent more time playing just imaginary play. They can solve their role in playing more than one role (egg, mom and grandmother). What was noticed was that even when children were playing alone the imaginary play, there was a coherence in the selection of other figures they choose to include by assigning tasks that match with their roles and gender characteristics.

While in the 5–6 years old age group, the tendency was for the children to play the imaginary play in small groups, and it is worth mentioning that in these age groups there was also evidence of the relationship that children built with the opposite sex. Each role chosen to be played by children coincides with the gender of the child (egg, a mother could not play a boy and dad could not play a girl).

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Section 10. School education

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THE PARTICIPATION OF CHILDREN IN DECISION- MAKING ON THE ORGANIZATION OF SCHOOL LIFE

Abstract: The article considers the possibility and form of participation of children in decision-making at the school, highlighted the strengths and weaknesses of such participation are defined the pedagogical conditions of participation; lists the possible forms of participation of children in decision-making in an educational institution.

Keywords: participation of children in decision-making; pedagogical conditions; student self-government.

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УЧАСТИЕ ДЕТЕЙ В ПРИНЯТИИ РЕШЕНИЙ ПО ОРГАНИЗАЦИИ ШКОЛЬНОЙ ЖИЗНИ

Аннотация: В статье рассмотрены возможности и формы участие детей в принятии решений по организации школьной жизни, выделены слабые и сильные стороны такого участия, определены педагогические условия участия; перечислены возможные формы участия детей в принятии решений в образовательных учреждениях.

Ключевые слова: участие детей в принятии решений; педагогические условия; ученическое самоуправление.

В настоящее время во многих странах мира, в том числе и в России, набирает силу новый социальный процесс — участие детей в принятии решений по вопросам, затрагивающим их интере-

сы. Как показывает анализ нормативно-правовой базы, право детей на участие получило активную государственную поддержку, и защита этого права закреплена многочисленными законодательными

актами. Участие детей в принятии решений — это возможность выразить свою точку зрения, быть услышанным и повлиять на результат в решении вопросов, затрагивающих их интересы. Тема участия детей затрагивает вопрос о решении возрастных задач социализации в подростковом и юношеском возрасте, прежде всего, связанных с взрослостью, ответственностью, самостоятельностью, то есть с потребностью современных школьников в реализации себя через реальную деятельность. Осознание своих прав и обязанностей способствует безопасности ребенка. Участие в принятии решений уменьшает их чувства бессилия и беспомощности, с которыми часто ассоциируется период детства, дает ощущение значимости, большей уверенности в своих силах.

Один из основоположников теории молодежного участия Роджер А. Харт отмечает, что подростки борются за то, чтобы найти осмысленную роль в обществе. Если они не смогут найти возможность ответственно развить свой опыт, они сделают это безответственно [1]. Одним из важнейших социальных институтов, оказывающих значительное влияние на ребенка в период его взросления, является школа. Именно перед школой стоит задача привития ребенку таких социальных навыков, как активность, умение ставить и достигать цели, принимать взвешенные решения, умение взаимодействовать на основе партнерства и т.д.

Однако в настоящее время ключевой проблемой современной педагогической теории и практики является наличие противоречий: между формально-правовой возможностью использования детьми социальных практик участия в принятии общественно значимых решений и сложившимся положением, когда такая деятельность является для них фактически недоступной; между актуальной потребностью подрастающего поколения в проявлении участия в организации собственной жизни, в решении возрастных задач социализации, направленных на равноправное

взаимодействие с взрослыми, с одной стороны, и, с другой — невозможностью или нежеланием со стороны взрослых предлагать детям возможность реального участия, подменяя его более привычными способами взаимодействия; между ускоренным развитием современных детей в плане получения, усвоения и передачи информации и недостаточным использованием информационных технологий в организации участия детей в решении вопросов, затрагивающих их интересы.

Для разрешения этих противоречий необходимо соблюдение следующих педагогических условий, обеспечивающих участие детей в принятии решений по организации школьной жизни:

1. Создание в школе организационных форм участия детей. Они могут иметь различное название и содержание, но непременно должны давать возможность детям реализовать в них право на осознанное и равноправное участие.

2. Предложение детям возможности выбора участия в различных сферах школьной жизни: решение вопросов, связанных с учебной деятельностью, организацией быта учреждения, досуга, труда, волонтерства и т.п.

3. Обучение детей участию через школу лидеров, школу социального проектирования, организацию вожатских отрядов, лидерских смен и т.п.

4. Достаточное и полное информирование детей об их праве на участие.

5. Сформированная компетентность взрослых (школа располагает специалистами, которые имеют необходимые знания и практический опыт по привлечению детей к участию в организации школьной жизни).

Школа предлагает множество возможных сфер для привлечения детей к участию в процессе принятия решений на школьном уровне и является сегодня тем самым местом, где ребенок может наиболее полно реализовать свое право на участие. Дети имеют возможность выбора содержания участия в различных сферах школьной жизни: начиная с решения вопросов, связанных

с учебной и дополнительной образовательной деятельностью, благоустройством быта учреждения, и заканчивая вопросами организации досуга и трудовой деятельности. В школах создаются различные организационные формы, в которых дети имеют возможность реализовать свое право на осознанное и равноправное участие.

Раскрывая потенциальные возможности образовательных и воспитательных учреждений, можно выделить следующие формы привлечения детей к участию в процессе принятия решений на школьном уровне:

- создание системы самоуправления. Консультационные молодежные советы, думы, детские парламенты и правительства как организационная/институциональная форма участия (форма привлечения к участию наиболее активных детей);

- формирование механизмов обратной связи. Сайт школы с интерактивными возможностями для реализации взаимодействия, электронные письма, форумы, ящики для анонимных жалоб и предложений;

- широкое информирование школьников о деятельности учреждения, проводимых мероприятиях, в том числе через создание сайтов школ и общественных организаций. Проведение консультаций. Создание школьных СМИ: выпуск школьной газеты, работа школьного радио и телевидения;

- школьные уполномоченные по правам ребенка; школьные службы примирения, где дети выступают в качестве медиаторов при решении различных конфликтов;

- регулярные лидерские смены (школы лидеров), в ходе которых проводится не только обучение, но и разработка социально значимых проектов.

- открытый совет, дискуссионные площадки: есть площадка, куда приходят все желающие и высказывают свои мысли о школьной жизни. Акции «Открытый микрофон»;

- сбор мнений, анкетирование по вопросам школьной жизни, качества преподавания, опрос детей о необходимости введения каких-либо из-

менений, соответствующим их потребностям. Вопросы анкеты желательно разрабатывать совместно с детьми:

- участие в законотворческой деятельности учреждения. Вынесение своих предложений и путей их реализации;

- социальная поддержка: волонтерство, шефство, вожатство, наставничество («старость в радость», «новые тимуровцы», «помощь детскому дому», «помощь бездомным животным» и т.п.);

- реализация проектов с участием детей. Участие детей на различных этапах: проектирование, разработка и внедрение;

- привлечение общественности, развитие партнерской деятельности. Широкие возможности привлечения партнеров из бизнеса и общественных организаций. Сотрудничество с правозащитными и детскими организациями в рамках содействия защите прав детей, воспитанников учреждения;

- создание кружков в школе по инициативе детей (театральные, кинематографические). Создание и функционирование школьных музеев. Создание детских общественных организаций;

- взаимодействие между существующими в различных формах школьными органами самоуправления, создание их объединений для обмена опытом и поиска новых перспектив развития. Представление интересов детей на муниципальном уровне при участии в общегородском ученическом совете.

С целью изучения практического опыта участия детей для выявления существующих сегодня в школах педагогических условий, обеспечивающих детское участие, было проведено исследование в трех образовательных организациях города Новосибирска, где существует интересный опыт работы ученических органов самоуправления, представленных в разных моделях. Такими учреждениями стали: МБОУ города Новосибирска «Экономический лицей» [4], МБОУ «Новосибирский городской лицей

им. А. С. Пушкина» [3], МАОУ города Новосибирска «Гимназия № 12» [2].

Сравнительный анализ проводился на основании: изучения структуры самоуправления в каждом из образовательных учреждений; включенного педагогического наблюдения за работой активов школ во время их заседаний или сборов; бесед и интервью с представителями активов и педагогами, работающими с органами ученического самоуправления; анкетирования учащихся параллели 7-х и 10-х классов школ. Сравнительный анализ трех разных моделей организации ученического самоуправления позволил выделить как черты сходства, так и отличительные черты.

Общими для всех трех моделей являются: правовое обеспечение участия, закрепленное в нормативно-правовой документации учреждений; наличие систем информирования основного состава учащихся через информационные стенды учреждений; соблюдение принципа добровольности и выборности участников органов ученического самоуправления путем волеизъявления учащихся; обучение детей участию в процессе привлечения к воспитательной деятельности через вожатскую деятельность или помощь в организации образовательного процесса.

Различие в наблюдаемых моделях проявилось в том, что не во всех организациях к участию привлекается весь состав учащихся. Так, если в одних из них каждому ученику находится мера участия и ответственности в проведении коллективных творческих дел, то в других к проведению мероприятий дети привлекаются частично: только состав ученического самоуправления, вожатский отряд или дежурный класс.

Проведенное анкетирование школьников в трех образовательных учреждениях позволило зафиксировать тот факт, что показатели проявления детьми активности оказались выше в учреждениях: где более широко представлены формы участия; где к участию в жизнедеятельности учреждения привлекается весь состав учащихся, а не

только состав актива школы; где обеспечено взаимодействие с социумом; где на базе учреждений поощряется развитие дополнительной внеучебной деятельности детей.

Таким образом, рассмотрев три модели участия детей в организации самоуправления на базе образовательных учреждений, можно сделать следующие выводы. В каждом из исследованных образовательных учреждений созданы собственные системы ученического самоуправления. Они представлены в разных формах: классными и школьными активами, детскими объединениями и клубами, общественной деятельностью и организацией школьных мероприятий. В школах существует множество сфер для проявления детьми участия (перечислю их по степени актуальности для школьников): организация досуговой деятельности, работа детских объединений (клубов, спортивных, творческих и интеллектуальных направлений), организация быта учреждения, вожатская, волонтерская и шефская деятельность, решение вопросов, связанных с учебной, трудовой деятельностью и профессиональной подготовкой и т.п.

В школах существует принцип преемственности, когда старшие учащиеся передают опыт участия более младшим школьникам. Это школы лидеров, школы подготовки вожатых и т.п. Привлечение детей к вожатской и волонтерской деятельности, где примером для них выступают опытные наставники из числа детей и взрослых, является существенным для развития навыка детей в социальной активности. Участие органов самоуправления школ и наиболее активных учащихся в проведении различных мероприятий областного масштаба способствует обогащению их опыта и появлению новых идей.

Информирование учащихся о процессах жизнедеятельности учреждения и возможностях проявления участия представлено на информационных стендах, на сайтах учреждений, в выпускаемых школьных газетах, а также закреплено в нормативно-правовых актах школ. Выборность

активов является обязательной, к этому процессу привлекается весь ученический коллектив, получая в процессе полное информирование о возможностях и правилах проведения выборов.

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THE CONCEPT OF “MOTIVE” AS ONE OF THE COMPONENTS OF THE THEORETICAL ASPECT IN PUPILS’ LITERARY EDUCATION

Abstract: the article reveals a theoretical aspect of the concept of “motive” in terms of its influence on the development of pupils’ literary education. Research works on the theory of motive have been analyzed. The theoretical background will allow for deeper understanding and recognizing the integrity of the work of art in case of thorough study of the material concerning the genesis, features and functions of the “motive” in the text.

Keywords: motive, theory of motive, structure of motive, motive implementation level, work of art.

The study and analysis of literary works at school requires use of numerous theoretical and literary terms. The question of a methodological character arises before a teacher concerning the harmonious combination of the theoretical concept study and practical work on the piece of art, since F. Shteinbuk notes: “a piece of art in general and particularly a literary one is created and exists according to aesthetic laws described with the help of theoretical concepts, and the latter, in their turn, allow for deeper understanding and experiencing an aesthetic inspiration. In other words, at the level of theory, one cannot exist without the other” [6, 245].

An important place among literary terms, with which we deal while analyzing a work of art, is the concept of “motive”. Comprehensive understanding of the theory of this concept by a teacher as well as possible ways of its implementation in the analysis of a piece of art are required.

There is no consensus in arguments concerning the origin of the term “motive” among scientists. Controversial considerations can be found in studies O. Boichenko, O. Veselovs’kyi, V. Propp, L. Tselkova, V. Khalizev, O. Freidenberg and others.

The term “motive” is considered to have begun its functioning in musical art, from where it was

transferred to the field of literary studies, in which the origin of motive is most often associated with the French culture of the end of the 17th and beginning of the 18th centuries; besides, it is clearly stated in Sebastian de Brossard’s “Music Dictionary” (1703). Having been established in music it begins to operate in other art forms, for example in literature. According to L. Tselkova “by analogy to music where the term is a key in the analysis of the composition, it helps to explain properties of the motive in a literary work: its property of being distinguished from the whole and repeated in diverse variations” [9, 203].

Referring to studies on the genesis of the “motive” concept we may conclude that its roots are far much deeper. Thus, in their studies V. Khalizieiev [4] and L. Tselkova [9] refer to the antique culture, particularly to Aristotle’s “Poetics”. To the authors’ point of view, the ancient Greek artist declared the presence of the motive in fiction, but he gave neither the name nor definition to the phenomenon.

O. Boichenko studied the problem of motive concept in terms of its genetic composition, too. According to his reasoning, in the medieval philosophy in order to denote “reason” or “driving force” of any act, Greek *kinetikos* that is an equivalent of Latin *motivus*, was used [5]; this gives

grounds to assert the existence of this concept in literary works, as well as its functioning in theoretical works of literature studies and related subjects. After publishing of S. de Brossard's dictionary the concept of motive was used by a number of well-known educators. Thus, J. W. Goethe and F. Schiller apply it to characterize components of the plot, G. Lessing appeals to the concept in comparative studies of French and English drama.

"Motive" was widely spread in the period of Romanticism, among both writers and literary critics. The "Lexicon" indicates that a significant contribution to the study of motive in folklore was made by Brothers Grimm, "finding common pre-myth for multinational folklore" [5, 347].

The ambiguity of the definition and review of the concept of motive has led to different interpretations in terms of its lexical content, which resulted in different meanings in different languages: Latin *motus* – movement, *moveo* – move; French *motif* – melody; Italian *motivo* – inspiration; German *motive* – reason, melody.

The appearance of different types of motive was predicted by the artists of the 18th century, such as R. Patch (main, frame, and side motives) and J. W. Goethe ("accelerating", "slowing down", "retreating", "referring to the past" and "referring to the future").

Beginning from the 19th century, the concept of motive entered the field of the most topical researches, which finally led to the formation of entire schools. Thus, definition of the "motive" as the smallest unit of the material structure of a composition was offered by W. Scherer School. A. Walzel [5] and F. Gundolf [5] considered motive a material expression of the work problem. M. Kaiser defined motive as constantly recurring situation in a work.

Theoretical aspects of the motive in Soviet literature studies on the basis of folk stories were investigated by O. Veselovskiy. Motive as a simple narrative unit was theoretically grounded in "Plot Poetics" (1897–1906). It referred to nothing else

but "the formula, which originally gave the public answers to questions that were initiated by the nature everywhere, or that seemed important or recurring impression of the reality" [11, 305]. The researcher was interested mainly in repeatability of the motive in narrative genres of different nations which was the basis of "stories", "poetic language", inherited from the past, and considered them primordial of the narration. According to O. Veselovskiy, motive is historically stable and indivisible, and various combinations of motives make up a plot. Besides, the author of "Historic Poetics" defined the role of the motive in the plot as primary, secondary and episodic [11]. V. Propp denies the indivisibility of the motive suggested by O. Veselovskiy. While O. Veselovskiy considers "figurative monomial schematism" to be the criterion of semantic indivisibility of the motive, for V. Propp such criterion is logical relationship.

In the 20th century, A. Beletskiy, A. Bem, I. Silantiev, A. Skaftymov, B. Tomashevskiy, A. Freidenberg V. Shkolovskiy and B. Yakhro continued to explore the problem of motive.

V. Propp, the representative of morphological approach to the study of motive, in his "Tale Morphology" rejected the notion of "motive" and replaced it with the concept of "functions of personages". However, as we can see in the further development of the theory of the motive, the introduction of such concept as "functions of personages" has significantly deepened the meaning of motive theory. In general, the term "functions of personages" is only one of the components of the motive concept. V. Propp considered motive as a category that can be split into elementary components (subject, object and predicate). I. Silantiev criticized the theory of V. Propp, noting that "function is a general seme, or a group of general semes occupying central and invariant position in the structure of variable meanings of the motive. Therefore, the function as a key component of the motive and as its semantic invariant, cannot replace the motive itself, like a part cannot replace the whole" [7].

An important place in the development of the theory of motive belongs to the followers of semantic approach, particularly to A. Bem and O. Freidenberg. Within the semantic approach the main quality of the motive is studied, i.e. its semantic integrity, similar to the semantic integrity of the word that cannot be split into components without losing its meaning. However, semantic integrity doesn't interfere with the analysis of its components, which is based on the definition of fable variants of the motive and their subsequent comparison that will result in defining the motive invariant. Following the ideas of O. Freidenberg concerning correlation of the motive and a character, I. Silantiev states that the motives are not essentially abstract and inextricably linked with the notion of the character. O. Freidenberg writes: "In essence, referring to the character, we have to talk about the motive that has received its stabilization in it; total morphology of the character is morphology of plot motives" [2, 51].

B. Tomashevskiy, the representative of a thematic approach, defines motive through the category of the theme. "The theme of the indivisible work is called a motive. In essence, every sentence has its own motive" [8, 137]. Thus, according to B. Tomashevskiy, the concept of motive is only derivative and performs mostly a supporting role. The scientist does not analyze the integrity of motive, because such interpretation goes beyond the fable-themed limit and plot completeness of the work.

Despite the fact that both B. Tomashevskiy and B. Shkolovskiy were followers of the same approach to the definition of "motive", their interpretation of the concept is somewhat different. Researchers agree on the subject matter of motive understanding, and at the same time they disagree on the issue of correlation between the motive and plot or fable.

B. Tomashevskiy believes that motive as an elementary theme is a thematic margin and thematic "atom" of the fable. V. Shklovskiy, in his turn, considers motive a thematic summary of the fable or its integral part, and in this respect the motive rises over

the plot, like conceptual "atom" of the plot. Therefore, by V. Shklovskiy, motive matters only as the smallest unit, which helps with the analysis of plot peculiarities of the literary era as a whole.

The representative of systemic approach to motive interpretation, A. Skaftymov, focuses on the fact that motives acquire their meaning only in relation with other motives. Literary critic believes that even identical motives can express different meanings in different works. O. Freidenberg shared this principle in her work, too. In the article "The system of the literary plot", she notes that "there are no accidental and irrelative to the plot base motives" [2, 222].

Over time, interest in the concept of motive has not lost its relevance, as evidenced by a number of current researches including those of O. Dmytrenko (2008), A. Tymchenko (2010) and L. Harmash (2014). Analysis of contemporary literary works confirms that there is no single definition of the motive. A. Tymchenko believes that "motive is recurring and variable components of literary works, being a complex of feelings and ideas or concentration of understanding the phenomenon or action" [10, 5]. According to O. Dmytrenko, "motive is a minimal structural unit of a literary text that is semantically related to the theme and has substantial saturation" [1, 7–8]. The most complete, to our point of view, is the definition suggested by L. Harmash referring to motive as to "structural and semantic unit that can operate at different levels of a literary text – plot, character, genre, space-time, compositional, ideological and thematic levels, etc. The form of its introduction in the text can be very varied: theme, idea, image, word, object, character, literary means, etc." [3, 10–11].

Proceeding from the above, we can conclude that the motive has specific peculiarities and a clear structure and performs certain functions. Motive is the smallest semantically integral and meaningful element of a literary work, which is characterized by repetitiveness and which adds new meaning and shades of meaning to the narrative of the piece of

art. The concept of "motive" is characterized by such features as semantic integrity, variability, theme and repetitiveness. Teachers' mastering the theoretical material on the origin of literary concepts will give an opportunity to deeply and comprehensively analyze a work of art, and thus will help their pupils not only understand the meaning of a term, but also promote intellectual and literary development.

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DEVELOPING COMMUNICATION SKILLS FOR TAY AND NUNG ETHNIC STUDENTS THROUGH THE CLUB ACTIVITIES IN SCHOOLS

Abstract: Developing communication skills for junior high school students of Tay and Nung ethnic groups is one of the important educational contents of junior high schools in the northern mountainous areas of Vietnam. Due to the cultural characteristics of the ethnic community and the limitations of the communication environment, communication skills of the students are limited. It is essential to create a favorable environment for students to develop communication skills in the school. In addition to learning activities, organizing students into clubs is an opportunity for them to experience relationships with friends, teachers, and improve their ability to communicate.

Keywords: club, student, communication, development, communication skill, Tay, Nung, junior high school, education.

Developing communication skills for junior high school students in general, for Tay and Nung ethnic students in particular is the issue that was mentioned in many earlier studies. However, researches that look for ways to develop communication skills for this special group of students need more attention in order to continue to explore more forms of education to effectively link the school education with the characteristics of cultural life of Tay and Nung communities.

Under the new curriculum, experiential learning is an educational activity that is organized throughout classes at all levels. To promote the core role of the school education in the education of Tay and Nung ethnic students, the author selected the experimental activity group of organizing clubs to create communication environments and establish communication relationships for junior high school students of Tay and Nung ethnic groups, in order for them having the opportunity to improve and develop their communication skills.

1. Current situation of some communication skills of junior high school students of Tay and Nung ethnic groups in the northern mountainous area

There are different views and different ways in classifying communication skills, but for the purpose of

determining the practical basis for proposing models of club activity to educate communication skills for junior high school students of Tay and Nung ethnic groups in the mountainous region of North Vietnam, the author conducted a survey of communication skills with the following three skill groups:

Group 1: Skills to establish relationships in communication include: understanding about communication environment; understanding about the object of communication, building favorable relationships for communication.

Group 2: Emotional and behavioural self-control group includes: handling the situation; listening; empathy, sharing and determining time in communication, ect.

Group 3: Skills to use means of communication include: using speech and language skills such as persuasion, feedback, questioning and collaboration; and using non-verbal communication skills as eye contact, gestures and carriage.

The survey on communication skills in three levels: proficient, not yet proficient and unused was conducted on 245 Tay and Nung ethnic students in junior high schools of 3 provinces: Thai Nguyen, Bac Can, Cao Bang. Specific results are as follows:

Table 1.

| No | Communication skills | Proficient | Not yet proficient | unused |
|-----|---|-------------|--------------------|------------|
| 1. | Understanding about communication environment inside and outside the school | 37 (15.1%) | 160 (65.3%) | 48 (19.6%) |
| 2. | Understanding about the object of communication | 60 (24.5%) | 89 (36.3%) | 96 (39.2%) |
| 3. | Building favorable relationships for communication | 57 (23.3%) | 96 (39.2%) | 92 (37.6%) |
| 4. | Handling the communication situation | 21 (8.8%) | 180 (73.5%) | 44 (18%) |
| 5. | Listening and empathy | 176 (71.8%) | 57 (23.3%) | 12 (4.9%) |
| 6. | Sharing with the object of communication | 153 (62.4%) | 80 (32.7%) | 12 (4.9%) |
| 7. | Persuading the object of communication | 34 (13.9%) | 195 (79.6%) | 16 (6.5%) |
| 8. | Expressing briefly and sufficiently | 80 (32.7%) | 146 (59.6%) | 19 (7.8%) |
| 9. | Determining time in communication | 67 (27.3%) | 141 (57.6%) | 37 (15.1%) |
| 10. | Questioning and feedback in communication | 56 (22.9%) | 166 (67.8%) | 23 (9.4%) |
| 11. | Collaborating in communication | 78 (31.8%) | 123 (50.2%) | 44 (17.9%) |
| 12. | Eye contact | 32 (13.1%) | 44 (17.9%) | 169 (69%) |
| 13. | Co-coordinating gestures in communication | 37 (15.1%) | 154 (62.9%) | 54 (22%) |
| 14. | Expressing briefly and sufficiently | 68 (27.8%) | 141 (57.5%) | 36 (14.7%) |

The results of the survey show that the high rate of “*proficient*” level is focused on skills such as sharing with the object of communication; listening and empathy; the rate of “*unused*” level is relatively high in some skills as eye contact; understanding about the object of communication, building favorable relationships for communication. In general, the most common level is “*not yet proficient*”, although junior high school students of Tay and Nung ethnic groups have had communication skills. It is important to identify appropriate types of educational activities to enable them to have conditions and experimental environments to develop these skills from “*unused*” into “*proficient*” to increase communication efficiency.

2. Developing communication skills for junior high school students of Tay and Nung ethnic groups through club activities in schools

2.1. Some communication skills need to be developed for junior high school students of Tay and Nung ethnic groups

Based on the psychological characteristics of junior high school students of Tay and Nung ethnic

groups and the typical characteristics of Tay and Nung communities, this paper focuses on a number of communication skills as follows:

- Skill to establish relationships in communication: timidity and shyness are the main obstacles for junior high school students of Tay and Nung ethnic groups when establishing relationships in life. The purpose of the club models in the school is to create regular relationships for students to communicate. They are relationships with schoolmates, teachers and members in a club. Through interactive relationships in club’s activities, students will gradually form skill of building new relationships themselves that match their communication needs.

- Emotional and behavioural self-control skill: The abundance of communication environment in the school’s clubs makes it possible for students to experience many emotional levels of different relationships. It can be friendship, brotherhood or teacher and student. The dominance of emotion will determine the individual behavior in a positive or negative way. The communication environment of the club’s

activities originates from the combination of learning and playing, which is in line with the psychological characteristics and preferences of junior high school students of Tay and Nung ethnic groups, helping them to easily integrate into the environment with positive emotions. Students thereby can form and adjust appropriate behaviors in every relationship that takes place inside and outside the clubs.

– Skill of expressing briefly, coherently and easily to understand: Communication of junior high school students of Tay and Nung ethnic groups has the most prominent feature is the use of local language, the expression is short but the content is difficult to understand, limit in words. Through the tasks of clubs' activities organized in school will help students change from dutiful communication into communication to satisfy their individual needs. In the process of frequent interaction among members, students must use a more flexible and diverse vocabulary to express their ideas to perform tasks with other team members, as a result, their vocabulary will be increase. Frequent expressions also help them to accumulate the experience of expressing ideas in a clear and concise way to quickly convey their ideas to the group members.

2.2. The role of performing clubs in developing communication skills

2.2.1. Creating environment and building relationship for communication

Learning activities in junior high schools of the northern mountainous regions is mainly associated with classroom space and learning tasks in the classrooms. With the typical psychological characteristic of being timid in communication, students mainly listen to the teacher's lectures but do not show their own initiatives. On the other hand, after-class activities programs have often been held once a month follow monthly topics, so students have very limited experience in communication relationships. Building up learning clubs and extracurricular clubs in schools is a condition for creating formal learning environments that enables students to experience relationships in communication.

2.2.2. Diversifying communication content

The contents of communication activities in schools of junior high school students of Tay and Nung ethnic groups are mainly attached to learning tasks and some other contents related to habits and customs in daily life. The main material in the communications of these students is the knowledge of subjects that they were learnt and their habits in daily activities. Therefore, clubs in the school are organized in two directions: one is the learning clubs and the other is the entertainment and art clubs. The contents of the clubs' activities are abundant in topic and beyond the time limits will create communication environments with diverse content.

3. Some models of clubs to develop communication skills for junior high school students of Tay and Nung ethnic groups of the northern mountainous regions

3.1. Learning clubs

– Name of the clubs: Math Club, Literature Club, English Club, ect.

– Model activity of the clubs:

Based on the student's learning situation, the school actively organizes a number of learning clubs with pairs of friends helping each other to make progress in study. Due to the timidity and lack of initiative of Tay and Nung ethnic students, the choice of initial pairs can be set up by the teacher in charge of the club (subject teacher). Through the interactive process when performing activities in learning clubs, students can identify fellows who have the same personality traits and are more helpful than the friends that the teacher in charge of the club assigned for them. Teachers should encourage students to form new pairs of friends chosen by themselves. Club members are students who love the club's subjects and want to participate in without limitation in age and grade.

The communication content of the clubs is mainly related to the content of the clubs' subjects. In order to inspire members of the clubs, teachers actively set up activities that are based on their wishes when registering for the clubs and encourage them

to continue to recommend new topics. With regular requirements assigned by the teacher in charge of the club, student must complete the assigned tasks. However, learning in a club is more open than learning in the classroom. Furthermore, the help among clubs members is made publicly in the encouragement of teachers. Learning activities in a club are very suitable for Tay and Nung ethnic students due to the influence of the habitat characteristics where taking place the contact with natural forests and mountains, the stereotype and precise quantification of time are not the strongpoint of this student groups. Freedom in living from birth is one of the major influences of these students' behaviour.

Time and rules of clubs: extracurricular classes are outside the formal classrooms, lasting about 2 hours, activity frequency: once a week.

The fund of the clubs' activities is mobilized from these sources: Funds of the school; the support of teachers; funds of organizations and individuals inside and outside the locality; parent support and small club membership plans.

3.2. Extracurricular activities clubs

– Name of the clubs: Ethnic minority language, Then singing, poetry (folk poetry of Tay and Nung ethnic groups), sports club (selecting some strong and favorite sports of students).

– Model activity of the club:

Step 1: In order to encourage and attract the participation of junior high school students of Tay and Nung ethnic groups, the extracurricular clubs should be organized according to the following steps: Step 1: Building up the core force of the club is members of the movements and the art teams of the school, the Youth team leader is in charge of the club. The club's activities at this stage are to make good gymnastics, athletic and artistic performances inside and outside the school to create a hallmark to spread the influence of the club to students and parents.

Step 2: The club is expanded with the addition of members who are the nuclei of the gymnastics, athletic and artistic movements of the classes. The main

activity of the club during this period is to continue to contribute to the movements of the school. On the other hand, there should have activities to promote the movement of each class through the admitted members. These activities will generate a diffusion of the club model to all members of the classes, stimulate the participation of students in the school.

Step 3: The club model is fully expanded by calling on the participation of members enjoying the club's activities. At this stage, the club sets up various forms of activity. In addition to participating in planned educational activities of the school, the club also maintains regular activities with a diverse content and suitable for the purpose of the club.

– The main communication content of club: extracurricular activities have diverse content up to criteria of the club's object. In the process of regular training and activity, the main communication content at first relates to common tasks, then it gradually opens in both breadth and depth. Students can find congenial companions to share emotion, though and aspiration. For a long time, the friendships in club could become even closer than classmate. In Tay and Nung ethnic culture, when friendship become close the friends could be considered as brothers by birth and publicized to all family members (the making friend custom "tông"). It is the broad-mindedness of communication content in extracurricular activities of clubs created opportunities for forming close friendships which play an important role in emotional life of junior high school students of Tay and Nung ethnic groups.

The time of extracurricular club's activities obeys the school's plan of educational activities, also maintains regular activities of members twice a month to create motivation and stable communication environment for students.

The fund of the clubs' activities is mobilized from the educational funds of the school, parent support, the fund of non-governmental organizations for mountainous education and the support of organizations and individuals inside and outside the locality.

4. Conclusion

Each individual has different vocabulary and different ability to flexibly transform the vocabulary into verbal language. By communicating with many people in topics of club's activities, junior high school students of Tay and Nung ethnic groups will have opportunities to open their own vocabulary. Communication of Tay and Nung ethnic students has the feature of using local language with limited communication environment. This is also a disadvantage of junior high school students of Tay and Nung ethnic groups in comparison with urban students, that make them afraid to communicate. Language is a main means of communication. In order to successfully express an idea, students need to be able to use and arrange their vocabulary. Having a di-

verse vocabulary is a condition for junior high school students of Tay and Nung ethnic groups to be more confident in communication.

Organizing creative experiential activities in junior high schools in the mountainous region of North Vietnam is creating diverse experiential living environments for junior high school students of Tay and Nung ethnic groups to communicate with many different people and approach many positive cultures. This helps students to develop and improve their own communication skills – a crucial skill to bring about a successful life. Developing communication skill is also an educational content to fully develop personality of junior high school students of Tay and Nung ethnic groups in the mountainous region of North Vietnam.

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FORMATION OF INTERNATIONAL VALUES IN STUDENTS OF GENERAL EDUCATIONAL INSTITUTIONS

Abstract: The essence of international education is analyzed in the article. Attention is focused on the direction of formation of multicultural education.

Keywords: international education, multiculturalism, patriotism, interethnic, cooperation.

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ФОРМИРОВАНИЕ ИНТЕРНАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ В УЧАЩИХСЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЙ

Аннотация: В статье проанализированы сущность интернационального воспитания. Акцентировано внимание на направления формирования поликультурного образования.

Ключевые слова: интернациональное воспитание, поликультурность, патриотизм, межнациональный, сотрудничество.

Постановка проблемы: Основой экономического, социокультурного, материального и духовного расцвета любого государства на каждом этапе его становления есть чувство патриотизма, которое определяет степень духовного развития личности, заключается в бескорыстной любви к родной земле, к своей Родине, к людям, которые проживают на этой земле, готовности отстаивать интересы государства, быть верным своему народу, его культуре, традициям, обычаям.

Реалии настоящего ставят перед педагогами вопрос обновления и поиска новых путей, форм, методов формирования патриотических чувств у подрастающего поколения с учетом ситуации в стране.

Целью работы: является раскрытие основных аспектов формирования интернациональных ценностей в молодого поколения.

Изложение основного материала исследования: исторический опыт показывает, что проблема интеграции в общество активных, творческих, патриотически настроенных граждан была всегда.

К идее патриотизма обращались в своих трудах древние философы: Конфуций, Сократ, Аристотель, Демокрит. В отечественном историческом дискурсе проблема воспитания находит свое отражение в идее народности, к которой обращались А. Духнович, В. Антонович, Б. Гринченко, С. Русова, М. Грушевский, М. Драгоманов, А. Макаренко и др. По их мнению, патриотом является

человек гуманный, трудолюбивый, с чувством любви к родной земле и культуре родного народа.

В современных исследованиях проблема социализации личности рассматривается в трудах таких украинских и российских ученых, как С. Батенина, А. Ковалева, М. Лукашевич, Б. Ананьев, А. Капская, С. Харченко и др.

Характерной чертой духовной жизни современной Украины является отсутствие идейного единства у большинства населения страны. Разнообразие идей внешне является выражением демократии, а по сути — отражением глубокого внутреннего кризиса, который препятствует украинскому обществу выбраться из состояния духовного кризиса [2, 171].

В Украине проживают люди разных национальностей, но их объединяет территория страны, где они родились, проживают, считают ее своей Родиной. И когда с экранов телевидения постоянно высказывается ненависть к людям определенной национальности, к конкретному языку, к носителям этого языка, то это ведет к ненависти к соседу на улице, к отдельным семьям в деревне, к пациенту в больнице и т.д. Отношение граждан Украины к ситуации, которая сложилась на востоке Украины, перечеркивает все то, чему учили раньше в школах: формирование уважения к другим национальным меньшинствам, другим народам, культурам, цивилизациям, религиям, жизненным ценностям. Сегодня сочувствуют солдатам только одной стороны конфликта. Телевидение, которое показывает то, что хочет показать заказчик, подсознательно формирует мнение граждан. Не все украинцы имеют возможность увидеть новости, дебаты, услышать мнения экспертов из разных стран. Таким образом, происходит зомбирование населения.

Почему те, кто пропагандирует выселение «неудобных» за пределы Украины, забывает об украинской диаспоре? Тогда, может, надо выселить украинцев из Канады, Германии, Польши, Италии ... Как видим, в Украине в последние годы пропагандируется не патриотизм, а национализм.

Никогда и ни в коей стране не будет проживать только этническое население. Как находится в постоянном движении магма в земном шаре, так мигрирует население на поверхности Земли. И никакие границы этот процесс не остановят. Таким образом, люди должны находить «общий язык» между собой, а не враждовать.

К сожалению, в школах Украины не прививается понимание необходимости межнациональной солидарности. Эта составляющая на сегодня просто проигнорирована.

По нашему мнению, нужно возобновить работу с интернационального воспитания, с осознания необходимости доброжелательных отношений между людьми и народами; особое внимание уделить вопросу воспитания способностей общения, осмысления не только прав, но и обязанностей по отношению к другим социальным и национальным группам. Прививание понимания необходимости межнациональной солидарности и сотрудничества, готовности участвовать в решении проблем других этносов и культур должно стать одним из ключевых вопросов патриотического воспитания молодежи. Особенно важными в интернациональном воспитании есть возраст от 14 до 17 лет — это возраст становления идейно-гражданской зрелости, утверждения убеждений и личных жизненных планов. Отсюда следует, что учебные заведения в первую очередь должны воспитывать интернациональные чувства.

В современной литературе интернациональное воспитание определяется как:

- воспитание учащихся в духе дружбы народов, уважения к культурным ценностям других народов и национальностей, терпимости (толерантности) к национальным особенностям людей, стремления к национальной консолидации. Основой интернационального воспитания является воспитание национальное, с глубоким знанием своей собственной национальной культуры;
- формирование чувств единства, дружбы, равенства; культуры межнационального обще-

ния; нетерпимости к проявлениям национальной ограниченности и шовинизма. Ведущее место в процессе становления интернационального сознания учащихся занимает содержание образования (изучение истории, литературы, правовых основ и др.);

- целенаправленное и систематическое формирование у людей верности идеям интернационализма, солидарности с людьми всех стран, глубокого уважения к правам и национальной независимости народов, чувств дружбы, равенства и взаимопомощи народов [1].

Основными принципами интернационального воспитания учёные считают воспитание культуры межнационального общения, терпимости (толерантности) к национальным особенностям других людей, уважения к культурным ценностям разных народов и национальностей.

Поликультурное воспитание предполагает учёт культурных и воспитательных интересов разных национальностей, этнических меньшинств и предусматривает:

- адаптацию человека к различным ценностям в ситуации существования множества различных культур; взаимодействие между людьми с разными традициями;
- ориентацию на диалог культур;
- отказ на культурно-образовательную монополию в отношении других наций и народов.

Бессарабова И. С. даёт подробное обобщённое определение и подчёркивает, что поликультурное образование — это особый образ мышления, основанный на идеях свободы, справедливости, равенства; образовательная реформа, нацеленная на преобразование традиционных образовательных систем таким образом, чтобы они соответствовали интересам, образовательным потребностям и возможностям учащихся независимо от расовой, этнической, языковой, социальной, гендерной, религиозной, культурной принадлежности; междисциплинарный процесс, пронизывающий содержание всех дисциплин учебной программы,

а не отдельные курсы, методы и стратегии обучения, взаимоотношения между всеми участниками учебно-воспитательной среды; процесс приобщения учащихся к богатству мировой культуры через последовательное усвоение знаний о родной и общенациональной культурах, вооружения учащихся умением критически анализировать любую информацию во избежание ложных выводов, а также формирования толерантного отношения к культурным различиям – качеств, необходимых для жизни в поликультурном обществе [1].

Поликультурный компонент в воспитательной системе любого образовательного учреждения в настоящее время жизненно необходим. Нарастание немотивированной агрессии в обществе, особенно среди молодёжи и подростков, должно вызывать обеспокоенность педагогов, психологов, социологов, политологов.

Таким образом, педагоги гуманитарных наук должны понимать, что их предметы занимают особое место в воспитании детей и подростков. Изучение родного языка даёт большие возможности в использовании лингвистических текстов с целью интернационального воспитания.

Этот предмет непосредственно направлен на развитие личности ребёнка, на знакомство с другими культурами, на формирование умений межкультурной коммуникации.

На современном этапе развития общества эта цель может быть достигнута только во взаимодействии семьи, образовательных учреждений, общества и государства. Необходимо также в большей степени использовать средства массовой информации для освещения культурно-исторических достижений разных народов с целью воспитания уважения к культурным ценностям, традициям других народов и национальностей. Обращение к культурно-историческим достижениям разных народов способствует более глубокому пониманию истории, культуры, самобытности своего народа, способствует формированию интернационального самосознания,

развивает способность личности к межкультурной коммуникации и формирует готовность и умение понимать и принимать ценности других культур и народов.

Формирование национальных и интернациональных ценностей должно осуществляться по следующим направлениям:

– сочетание получения знаний с формированием высоконравственных черт гражданина Украины;

– формирование всесторонне развитой, ответственной, социально активной личности;

– предотвращение негативного влияния на сознание учащейся молодежи информации, содержащей элементы жестокости, бездуховности [3, 134].

Выводы. Конечным результатом формирования интернациональных ценностей в учащейся молодежи является сформированная целостная личность – полноправная, творческая и самостоятельная, которая чувствует сопричастность к украинской культуре, готовая реализовать свои потенциальные возможности на благо своей Родины, уважает права и культуру представителей других национальностей.

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