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# Education

## Section 1. Higher Education

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### **Role of Museums of Department of Normal and topographic anatomy with constitutional typology of the human in enhancing cognitive activity of students**

**Abstract:** the museum of Department of Normal and topographic anatomy of the human with the constitutional typology of the Medical Faculty of Osh State University began its existence in 1992, since the renaming of the Osh State Pedagogical Institute in Osh State University and the opening of the medical faculty of the University. Anatomical Museum plays a significant role in all phases of the modern student learning, promoting the formation of the students' general cultural and professional competences, creating opportunities for the implementation of state educational standards for basic medical specialties.

**Keywords:** anatomy, morphology, the museum, the teacher and students.

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### **Роль музея кафедры нормальной и топографической анатомии с конституциональной типологией человека в активизации познавательной деятельности студентов**

**Аннотация:** музей кафедры нормальной и топографической анатомии с конституциональной типологией человека медицинского факультета Ошского государственного университета начал свое существование в 1992 году со времени переименования Ошского государственного педагогического института в Ошский государственный университет и образования медицинского факультета университета. Анатомический музей играет значительную роль на всех этапах современного обучения студента, способствуя формированию у студентов общекультурных и профессиональных компетенций, создавая возможности для реализации государственного образовательного стандарта по основным врачебным специальностям.

**Ключевые слова:** анатомия, морфология, музей, преподаватель, студенты.

Музей кафедры нормальной и топографической анатомии с конституциональной типологией человека начал свое существование в 1992 году со времени переименования Ошского государственного педагогического института в Ошский государственный университет и образования медицинского факультета университета. Музей является неотъемлемой частью кафедры [2; 5; 6].

В музее постоянно ведётся работа, отражающая научно-исследовательскую деятельность преподавателей кафедры и студентов. В настоящее время музей несёт колоссальную нагрузку, используется как для чтения лекций и проведения практических занятий, так и для самостоятельной работы студентов. Он является базой для совершенствования знаний студентов старших курсов, повышения квалификации врачей, подготовки учащихся лицеев к олимпиадам. Музей служит для широкой популяризации знаний о строении тела человека учащимся города Ош и Ошской области, для профориентации школьников [1; 4].

Основной фонд анатомического музея составляют натуральные анатомические препараты по всем разделам анатомии, расположенные в витринах. Всего насчитывается около 500 экспонатов (сухие и влажные анатомические препараты, муляжи, модели, стенды, картины). К каждому препарату имеется экспликация на латинском и русском языках. Большой раздел составляют экспонаты по развитию человека, возрастной анатомии, тератологии, экспозиция органов, изменённых при заболеваниях и патологических состояниях. В связи с тем, что в музее активно проводится санпросвет работа, экскурсии по пропаганде здорового образа жизни, профориентации школьников, была расширена экспозиция по тератологии, которая отражает экологическую и социальную нагрузку на организм человека в условиях Южного региона Кыргызской Республики [1; 3; 4].

В музее имеются экспозиции, посвященные основателям и выдающимся личностям в области морфологической науки разных времен, начиная с Гиппократа (ок. 460 — ок. 370 до н. э.), Галена (ок. 130 — ок. 201), Абу Али Ибн Сины (ок. 980–1037), Леонардо да Винчи (1452–1519), Андрас Везалия (1514–1564) и других выдающихся личностей, в том числе русской школы, в которых представлены портреты и материалы, отражающие их деятельности.

Усилиями преподавателей кафедры и студентов фонд препаратов музея постоянно пополняется и реставрируется, что дает возможность студентам более детально изучить наиболее интересные и сложные темы и разделы анатомии.

В настоящее время происходит смещение акцентов процесса обучения студентов медицинских вузов с аудиторной на самостоятельную познавательную деятельность; организация и включение студентов в поисково-исследовательскую и творческую деятельность в рамках образовательного процесса. Обучение преобразуется в сознательный процесс формирования и развития своих способностей, путём самоорганизации своей познавательной деятельности, и овладения навыками самообразования. В связи с этим роль анатомического музея на всех этапах обучения студента очень велика, работа в музее активизирует познавательную деятельность студентов, способствует мотивации к изучению анатомии человека.

Таким образом, анатомический музей играет значительную роль на всех этапах современного обучения студента, способствуя формированию у студентов общекультурных и профессиональных компетенций, создавая возможности для реализации государственного образовательного стандарта по основным врачебным специальностям.

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## The programme of the elective course “the competency-based approach in pharmaceutical education as a subject of pedagogical design”

**Abstract:** The article consolidates best practices in designing the content of the academic discipline (elective course) “Challenges and Issues of Modern Pharmaceutical Education” in the settings of implementation of the Bologna process concepts into the higher medical educational establishments in Ukraine. There has been proved the feasibility of the algorithm of pedagogical design and revealed the scientific and methodical approach to developing contextual, operational, final-assessment program components of the above mentioned academic discipline.

**Keywords:** Bologna process, pedagogical design, the programme of the elective course, pharmaceutical education.

**Introduction.** Contemporary higher pharmaceutical education (HPE) in Ukraine is characterised by dynamic development along with orientation to ensure high quality and effectiveness of the pharmacotherapy and disease prevention of the population. Considering this, there has increasingly been the need for raising awareness of the students, obtaining their degrees in “Pharmacy” at higher medical educational institutions (medical schools) in Ukraine, with the current challenges facing modern HPE of Ukraine in order to develop in the students an appropriate level of readiness to meet those challenges.

The above referred to problem of the vocational training of the specialists in pharmacy at medical universities in Ukraine is currently being largely mediated by the real political and socio-economic processes, including the integration of Ukraine into the world community, the reform process in the medical sector of the country, the need to use the resources of the healthcare and pharmaceutical sector of the healthcare system to provide the country’s population with medicines (drugs) for accessible and effective treatment and prevention of diseases occurred to the population.

**Materials and Methods.** In a pedagogical science there are being studied various aspects of pharmaceutical education: M. Alyushyn examines the HPE areas for the reform; V. Chernykh, I. Zupanets, Z. Mnushko V. Slipchuk study the issues of vocational training of the students for the pharmaceutical industry; Y. Tsekhmister, I. Bulakh, M. Syatynya elucidate the specifics of accounting and economic fundamentals in pharmacy. The sci-

entific works of V. Bobrytska, Y. Tatura on pedagogical design of academic disciplines in higher education institutions are theoretically important for our study [1; 2; 9].

The author studies pressing issues in higher pharmaceutical education in Ukraine (T. Reva) [6; 7]. However, the analysis of information sources shows that the theoretical analysis and practice of designing elective courses in Pharmacy at medical HPE are not yet the subject of thorough analysis for scholars and practitioners to be performed by.

In this article there applied the methods of theoretical analysis and synthesis for consolidation best practices of pedagogical design of educational content for the elective course “Challenges and Issues of Modern Pharmaceutical Education” in the settings of implementing the Bologna process in the National Medical University named after O. O. Bohomolets (O. O. Bogomolets NMU); methods of modelling of pedagogical design to reveal feasibility for the algorithm of development and justification of the contextual, operational, final-assessment components of the Course Program being studied.

**The article aims to** consolidate best practices in developing the Programme of an elective course “Challenges and Issues of Modern Pharmaceutical Education” (hereinafter — the Programme of the course) as an object of pedagogical design.

**The objectives** of this investigation have been specified as follows: 1) to consolidate best practices in developing the content of the elective course “Challenges and Issues of Modern Pharmaceutical Education” in the settings of implementation of the Bologna process

concepts into medical HEE; 2) to prove feasibility of the algorithm of the Course Programme pedagogical design; 3) to typify the scientific and methodical approach to developing contextual, operational, final-assessment components for the Course Programme.

**Results.** To meet the purpose of the study we are to establish our viewpoint on understanding technology of pedagogical design. The scientific standpoint of the author is based on inferences of scholars who proved the feasibility of the algorithm for the vocational training of the specialists in pharmacy in modern medical universities in Ukraine and it is largely determined by the desire to integrate Ukraine into a common European area of higher education. An indicator of this process is the introduction of European Credit Transfer System (ECTS) in the educational process of modern HEEs. Currently the ECTS helps in the development, specification and implementation of educational programs, makes it possible to integrate the various educational activities.

It is applied to all educational programs, regardless the delivery mode (either classroom or distance learning, or on-job training) or a form of study (full-time, part-time), and to all types of learning (formal, informal, non-formal) [3, c. 5]. In the vocational training process of a future professional in the pharmaceutical sector the benefits of implementing ECTS are in the establishment of the principles of transparency in learning, teaching and assessment.

In this manner, the use of ECTS concepts in the design of the Course Programme for the 2<sup>nd</sup> year students of pharmaceutical faculty for O. O. Bohomolets NMU made it possible to design the content of the course, workshops scheduling, a didactic set of information support of the academic discipline, assignments for thematic and modular assessment of educational outcomes of students as well as to develop clear criteria and indicators of results for self-study work of the students (SSWS).

It is worth pointing out that 2 ECTS credits (60 hours, including 66% of classroom workload and 34% of self-study work of students) were allocated to the study of the above-referred-to elective course. An important point that the Programme the elective course “Challenges and Issues of Modern Pharmaceutical Education” was approved at the board meeting of the Chief Methodical Commission for the pharmaceutical faculty at O. O. Bohomolets NMU, minutes of the meeting № 5 of 5 May 2016 [5]. Piloting of the Course is to be in the course of 2016–2017 academic year.

Having considered the chosen algorithm of the pedagogical design of the Course Program, the *methodological*

*stage* supposed specifying the principles, structuring the object, establishing the goals.

Therefore, the defining principles were chosen the ones as follows: 1) consistency; 2) self-development; 3) transparency in the processes of learning, teaching and assessment. The development of the Course Programme structure meant to take into account the requirements of ECTS to the educational process in the medical HEE.

The following structural elements are included to this document:

1) explanatory note (description of the subject of the study course; overview of the cross-curricular connections; the purpose and objectives of the course; description of competencies with regard to the defined level of the National Qualifications Framework of Ukraine (NQF of Ukraine) [4]; 2) structured topic-based plan; 3) topics of practice-aimed classes; 4) topics of assignments for the self-study work; 5) teaching methods; 6) forms of assessment of educational achievements of the students; 7) suggested reading (basic and additional). Making the future specialists-pharmaceuticalists aware of up-to-date information on the development of modern HPE in Ukraine was determined as the purpose of delivery the elective course entitled “Challenges and Issues of Modern Pharmaceutical Education”.

The further outlined has become the objectives of the elective course: 1) to reveal the pressing tasks of the development of HPE at the current stage of development of the country in the settings of European integration; 2) to analyze the current regulatory background for HPE, its compliance with international, particularly European legislation; 3) get aware of “standards of higher education in Ukraine”. Branch knowledge 22. Healthcare system. Specialty 226 “Pharmacy”, (2016)” (further — Standard, 2016) [8], learn to identify the level of modern requirements for the specialist-pharmacist (evaluation and self-evaluation); 4) to offer suggestions for improving the Code of Ethics of the pharmaceutical industry experts with regard to the standpoint of requirements to the current HPE and considering the new policy of its development. Implementation of the organisational and contextual stage of pedagogical design of the Course Programme supposed the development of mechanisms, the choice of the tools of implementation the idea, piloting the prototype of the created construct in terms of a real educational process.

Given this, the Course Programme was concluded with regard to the educational and professional characteristics (EPC) and educational and professional program (EPP) of the (Standard, 2016) [8]. It was

determined that the course is to consist of one module, which will include 10 topics.

The types classes under to the curriculum were chosen as follows: 1) practice-aimed classes; 2) self-study work of the students (SSWS); 3) progress and final assessment.

When designing the the study process of the academic discipline there was considered primarily the number of study hours (2 credits being equal to 60 hours in accordance with ECTS) to be dedicated to obtaining it, out of which 40 hours are to be seminars, 20 are SSWS. According to the Programme of the Course, practice-aimed sessions are to involve formation of students' knowledge and skills regarding: 1) getting aware of national and international discourse of the development of HEE; 2) analysis of priorities of national HPE development in the context of the main trends of modern development of the sphere (national and international dimension);

3) giving analytical insight into the standards, rules and norms which are applied to the system of implementing public policy of Ukraine on development of domestic pharmaceutical production of medicines and medical equipment in order to overcome import dependentness of the domestic pharmaceutical market; 4) analysis of the strategy of Ukraine's state policy on the development of the pharmaceutical industry;

5) anticipating scientifically based approaches to reforming the national of HPE, meeting high standards of pharmacy, which are based on a high-quality customer service, an increase of social responsibility to the community for providing healthcare services, following the ethics of a pharmacist in marketing activities and communicative interaction with people seeking advice of a specialist-pharmacist.

While testing the prototype of the created educational construct (for the Course Programme) in the conditions of a real educational process in medical HEE we have specified three components: contextual, operational, and final assessment ones. We are to reveal scientific and methodical approach to their development. Throughout the development of the *contextual component* of the Programme of the course there were outlined a set of pressing problems that need solving in the process of the occupational activity of future specialists of pharmacy sphere, namely:

1. Pressing tasks of the development of the State Pharmacopoeia of Ukraine at the present stage of development of the domestic HPE.

2. The current regulatory support for the pharmaceutical sector of the Healthcare system of Ukraine.

3. Pressing tasks arisen from the state standardisation process of the production of medicines in Ukraine, its compliance with international standards.

4. The development of the domestic competitive environment in the production of medicines as a priority direction in the development of pharmaceutical industry of Ukraine (overcoming the problems related to import dependentness).

5. Adjusting Ethical Code of professionals in the pharmaceutical industry having taken into account a new policy of the development of the latter.

We presented *operational component* of the pedagogical design of the Course Programme as a combination of different forms and methods of educational process: practice-aimed classes, workshops, SSWS, assessment tools. Therefore, when workshops, we have provided for the use of different methods and types of learning activities for students to be involved into: academic discussions, presentations of creative projects, presentation of the essays and many more. The wide use of technical aids, use of the Internet, work with electronic databases, the use of television, video, audio and other resources while studying the elective course "Challenges and Issues of Modern Pharmaceutical Education" is supposed to encourage students' cognitive activity, help maximize time savings for learning a significant amount of educational material, encourage creativity, develop professional competencies of future pharmacists.

Pedagogical design of the appropriate teaching methods made it possible to specify the following ones:

I. Methods of organisation and performing of educational and cognitive activity

1) By source of information: Verbal ones (information blocks of the thematic blocks of the course with the use of computer information technology (PowerPoint-based ones — Presentation), information and communication technologies (e-learning, practical-purpose explanations, stories, spoken interactions, conversations); Visual ones (observation, illustration, demonstration); Practical application ones (exercises, solving situational problems (cases)).

2) By logic of delivery and perception of educational information: inductive, deductive, analytical, synthetic ones.

3) By degree of independence of thought: reproductive, retrieval, research-aimed ones.

4) By degree of supervision of learning activity performance: under the supervision of the teacher (tutor or lecture); self-study work of students: through reading the books; writing research papers, essays.



II. Methods of stimulating both interest in learning and motivation educational and cognitive activity: 1) Methods of stimulating interest in education: educational discussions; creating a situation of cognitive novelty; creating situations for raising interest (method of interesting analogies, etc.). The expected outcome of implementation of the *final assessment component* of pedagogical design of the above Programme supposes that students of speciality 226 “Pharmacy” are to acquire competencies set which corresponds to the sixth qualification level of NFQs of Ukraine.

Under this level, it is expected that the future specialists-pharmacutists will form the ability to resolve tasks and problems while learning which is manifested in obtaining: 1) occupational knowledge that serves as the basis for the formation of professional thinking of a specialist; 2) skills to resolve challenging tasks and issues of the professional origin that needs updating and integration of knowledge, particularly in the healthcare sector; 3) communication skills which supposes clear and unambiguous delivery of their implications along with knowledge and explanation in the process of exchanging academic and professional information, coordinating affords and joint activity; 4) the ability to independently perform tasks, resolve occupational tasks and problems and be responsible for their activities (autonomy and responsibility) in difficult and unpredictable circumstances that require application new approaches and projecting outcomes for future professional activity. The acquisition of the information component of the topic (progress monitoring) in relation to the design of the Course Programme should be carried out at practice-aimed classes for specific purposes, and assessment of acquired skills and competencies (final assessment) should be done in the final lesson through the use of tests and solving situational problems. It is important to point out that assessment of how the student has succeeded in the elective course is a rating-based one and is performed through the grade-based scale with grades in some certain subjects to have been taken into consideration. For the students who show the desire to improve their performance in the course, upon completion of study this subject, the curriculum stipulates the deadline and terms for retaking it.

To finish proving feasibility of a scientific and methodical approach to developing the contextual component of the Course Programme, we note that the use of modular organisation makes it self-sufficient and, at the same time, provides a logical transition in understanding each subsequent course topic by the students. In this context, a module as an information unit is defined as a systemic

entity that provides completion to the whole course, creates a logical link between the content of its topics.

### Conclusion

1. Consolidation of experience in pedagogical design of the Programme of the elective course “Challenges and Issues of Modern Pharmaceutical Education” in the settings of implementation of the Bologna process concepts has revealed that in the vocational training of the students majoring “Pharmacy”, speciality reference number 226, it is important to apply a complex of information support of the academic discipline which is reflected in the improvement of the content of the practice-aimed lessons and in creating quality tests for thematic and modular evaluation of educational achievements of students, selection of tests and valid situation tasks for the final assessment, the development of clear criteria and indicators of assessment of performance the tasks for SSWS.

2. Pedagogical design of the Course Programme is advisable to carry out with regard to three interconnected stages: 1) analytical one (forming the base of output data, analysis of resource supply, etc.); 2) methodological one (development of the methodological platform, specifying the design principles, structuring the object composition of purposes); 3) organisational and contextual one (development of institutional mechanisms, selection of the tools to implement the idea, testing the prototype of the created construct in the conditions of a real education process).

3. When proving feasibility of a scientific and methodical approach to designing the Programme of the elective course “Challenges and Issues of Modern Pharmaceutical Education” it was decided to develop its contextual, operational and final assessment components. In the view of the above, when designing the contextual component of the course, it was specified its goals and objectives, the content topics of the course having taken into account the educational module. While designing the operational component of the course there was considered the combination of different forms of educational process: practice-aimed classes, workshops, self-study activities, assessment tools. The formal expression of realisation of the final-assessment component of designing the course programme under investigation was the design of ECTS-based assessment system of students’ educational achievements having led to selection of the following assessment methods of academic achievements of students: ongoing written assessment (modular knowledge assessment), frontal and individual interviewing, self-assessment and final assessment done in the final lesson through the use of tests, solving situational problems.

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## Section 2. Other fields of Education

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### Diagnosis of formation of health-competence in preschool children with intellectual disabilities

**Abstract:** This article is intended to study the level of development of the various components of health-competence in preschool children with intellectual disabilities. This article is intended to study the level of development of the various components of health-competence in preschool children with intellectual disabilities. For diagnostic were used special metodics and evaluation criteria.

**Keywords:** health-competence, preschool children with intellectual disabilities.

Saving children's health today is a priority direction of educational and social policies around the world, including in Kazakhstan. In this regard, the formation of health-competence in preschool children should be one of the most important aspects of pre-school educational institutions. This is especially important for children with intellectual disabilities, as they have several health indicators are below their peers, it is difficult to independently master the skills of a healthy lifestyle. Health-competence — a child's readiness to meet the challenges associated with maintaining and strengthening health [1; 2; 3].

The study involved 24 children 5–7 years: 9 boys and 15 girls, for all children with a diagnosis of mild mental retardation, ICD-10 (international classification of diseases) F 70.

The following components of health-competence were investigated [4; 5]:

- cognitive;
- emotional;
- subject-practical.

To study the cognitive component of health-competence was used individual psycho-pedagogical experiment.

– 1nd task: determining the correct choice of means of hygiene;

– 2nd task: determine the characteristics of concepts of the child about the meaning and importance of shown hygiene practices.

**1nd task.** On the table were laid out various items, including personal hygiene. Children were asked to choose only the things intended for personal hygiene. On the table was placed the following things: toothpaste, candy, soap, pen, handkerchief, book, towel, cookies, cell phone, comb.

**2nd task.** For determine the characteristics of concepts of the child about the meaning and importance of shown hygiene practices, the children were shown a series of pictures of scene. Children ask questions about what a person does in the picture, what does it do, why is it important. With this setting, we tested how the children were formed idea about how to perform hygiene

procedures, why should they have to carry out what benefit they bring to health.

Scene images:

- 1) the child washes;
- 2) the child is brushing his teeth,
- 3) the child is doing gymnastics.

To study the emotional component of health-competence, we watched the kids when they are in different hygiene procedures were performed during the day: washing hands before eating, when returning from the street, after

using the toilet. қол жуу ережелерін орындау сипатын бақыладық. We paid attention to the following points: whether the hand washes without reminders, on their own, with pleasure, whether, if lazy forget at the same time immediately after the reminder is to wash their hands, or need to be repeated several times. Also take into account quality of hygienic skills, accuracy, haste carefully. All of this gives an idea of the emotional-volitional sphere of the child. Performing tasks was assessed according to the criteria and exhibited from 0 to 3 points (Table 1).

Table 1. – The level of formation of cognitive and emotional component of health-competence

Points	Cognitive component		Emotional component
	1nd task	2nd task	
0	3 (12%)	7 (29%)	2 (8%)
1	16 (67%)	14 (58%)	16 (67%)
2	5 (21%)	3 (13%)	6 (25%)
3	–	–	–
Average score	<b>1,1</b>	<b>1,8</b>	<b>2,2</b>

To study the subject-practical component of health-competence we observed the general features of a motility of children: during the free games, during physical training, during lessons, on a walk, while resting. During the observation, we relied on the techniques described in the literature [6; 7]. Control, with the following children motor skills, features tested: walking, running, jumping, movement in balance.

Performing tasks was assessed according to the criteria and exhibited from 0 to 6 points. The results of the survey were the quantitative and qualitative side. Given the characteristics of the individual components and the overall level of formation the health-competence children.

The results of the study of indicators of general motor skills of children is presented in Table 2.

Table 2. – Indicators of general motor skills of children

Points	Indicators			
	Walking	Running	Jumping	Movement in balance
0	–	–	–	–
1	–	–	3 (12,5%)	3 (12,5%)
2	–	3 (12,5%)	6 (25%)	6 (25%)
3	6 (25%)	6 (25%)	6 (25%)	3 (12,5%)
4	9 (37,5%)	9 (37,5%)	9 (37,5%)	9 (37,5%)
5	9 (37,5%)	3 (12,5%)	–	3 (12,5%)
6	–	3 (12,5%)	–	–
Average score	4,12	3,87	2,87	3,12
The average score for all indicators	<b>3,49</b>			

In the literature data [2], the average for this technique in children of preschool age through the development of research normal result of 5 points, the result for sertesa our mild mental retardation children of preschool age, motor side 3.49 score average.

All of the children surveyed most well formed walking skills, and the lowest levels observed in the skills of jumping. This is in order of skill formation in ontogenesis.

Thus, the results of ascertaining experiment showed that indicators of formation of all components of health-competence in preschool children with intellectual disabilities were low, especially the cognitive component. Indicators on the emotional and subject-practical components, even though they were low, but the execution of tasks on their study did not cause difficulties. Apparently this is due to the age characteristics of the children surveyed.

The results showed that preschool children with intellectual disabilities need to conduct additional correctional and developmental work. This will improve their health-competence, which will undoubtedly help them in their daily lives for a successful socialization.

Health-competencies required child in different spheres of life. With their help, it is faster and easier to adapt to the environment, easier to learn other skills. Formed in the preschool skills will improve in the next phases, ie at school age.

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## Section 3. Information Technology and Education

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### **Media literacy as a result in the application of animation technologies in technical education or technotraining**

**Abstract:** The article in analyzing the relevance of media literacy formation of students as a result of the use of animation technology in technotraining, which is designed to solve a specific set of educational tasks, performing not destructive, but constructive function. Retardant model representations of humanity, the essence of which is to free the individual from modern mediacentral, return her into the world of common values. It is in this context, we see the formation of media literacy of students as a result of the use of animation technology in technotraining.

**Keywords:** Media literacy, media culture, media competence, media education, mediarealnost, media educator, media technology, mediaigry, cartoons, animation, technical education, concept of paradigm.

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### **Медиаграмотность как результат применения анимационных технологий в процессе техновоспитания**

**Аннотация:** В статье проанализированна актуальность формирования медиаграмотности студентов, как результата применения анимационных технологий в процессе техновоспитания, которое

призвано решать определенный комплекс воспитательных задач, выполняющих не разрушительную, а созидательную функцию. Представлена новая модель гуманизма, суть которой заключается в освобождении современной личности от медиацентризма, возвращающая ее в мир общепринятых ценностей. Именно в таком контексте, мы видим формирование медиаграмотности студентов, как результата применения анимационных технологий в процессе техновоспитания.

**Ключевые слова:** Медиаграмотность, медиакультура, медиакомпетентность, медиаобразование, медиареальность, медиапедагог, медиатехнолог, медиатехнологии, медиаигры, мультфильмы, анимация, техновоспитание. концепция, парадигма.

Наиболее динамично и периодически развивающимися медиасистемами в сфере медиаобразования — это анимационные, в основе которых заложены технические, смысловые, содержательные и идеологические структуры, благодаря которым выявляются те основные концепции, согласно которым, применение анимационных технологий, в процессе техновоспитания, с целью формирования медиаграмотности студентов, день ото дня приобретает первостепенную значимость. Связь творческой мысли, креативного мышления, смысла и воображения, заложенных в той или иной анимационный проект, проявляется в сематической концепции анимации, где, опираясь на систему нравственных, культурных и религиозных предпочтений, которые мотивируют и предопределяют характер социальной активности личности и всего общества, формируется ценностная концепция. В итоге, в процессе техновоспитания, в котором формируется медиаграмотность студентов, доминирует определенная медиареальность, на основе которой выявляются наиболее приемлемые коммуникативные медиациенности. Однако, медиареальность вариативна, оперативна, спонтанна и не отличается стереотипностью, что отражаясь на формирование коммуникативных медиациенностей, зачастую деформирует данный процесс. Именно по этой причине, медиаграмотность студентов и есть результат техновоспитания, а техновоспитание, является неотъемлемой составляющей и структурным компонентом медиаобразования, которое не может быть эффективным, без активного применения анимационных технологий.

Медиаграмотность, как результат техновоспитания, с применением анимационных технологий — это определенная компетентность, которая формируется за счет развития тех или иных педагогических, эстетических, психологических, философских, технологических и социальных умений и навыков. В сфере медиаобразования, безусловным средством передачи медиаинформации считаются медианосители, а медиа, воспринимается как целостная система наиболее эффективного воздействия на целевую аудиторию.

Но следует констатировать, что в неограниченном и неупорядоченном потоке медиаинформации, в человеческом сознании остается лишь его определенная часть, так как когнитивный анализ вербализованных источников приводит к фильтрации полученной медиаинформации. Именно поэтому, медиареальность, как правило балансирует между объективной и субъективной реальностями, так как опирается на глубинное и иррациональное мышление, где медиа являются не только посредниками воспитательных и психологических воздействий, передачи знаний, формирования умений и навыков, а со временем превращаются в незаменимые и идеализированные объекты. Но здесь выявляются многочисленные барьеры адекватного восприятия медиаинформации, ведь зачастую, она только лишь определенная прихоть медиатехнологий и медиатехнологов, ценностные ориентиры которых меняются молниеносно. Не смотря на это, посредством медиаинформации соединяются ценности человека с псевдоценностями медиареальности и в результате, медианосители преобретают формальный характер, транслируя определенный смысл, который или увеличивает, или ущемляет их информационный вес и значение, которые формируются встречными потоками и отдачей медиапотребителей. Когда речь идет об анимационных технологиях, отношения с медианосителями, в процессе техновоспитания и формирования медиаграмотности студентов, крайне непосредственные и тесные, так как анимация, как таковая, требует проявления определенного медиавимания, которое становится важнейшим фактором, влияющим на социальный статус личности его активность, что заменяет собой пассивно-потребительские установки. Согласно научным исследованиям, реализуемым учеными и медиатехнологами разных стран, в частности, А. В. Федоровым [8, С. 107–121], А. Н. Фортунатову [9, С. 4–11]. Е. Л. Вартановой [1, С. 7–19], И. В. Кирилловой [2, С. 432–434], А. В. Кудрявцеву [3, С. 90–104], П. В. Лихачеву [4, С. 157–168], К. А. Тарасову [6, С. 300–304]. благодаря анимированной медиареальности, которая своеобразно

интерпретируется в процессе медиаобразования и техновоспитания возник целый класс медиаграмотной молодежи. Результаты таких исследований, подтвержденные не только эффективностью проведенных экспериментов, но и высказанным мнением всемирно известного психолога Э. Фромма, согласно которому, «Передаваемая информация любого характера, для получателя становится наиболее реальной, если она визуализируется и преподносится в движении и действиях» [10, С. 104–116]. Если продолжить эту идею, то на данном этапе медиаобразования, неотъемлемой частью которого, является техновоспитание, а результатом медиаграмотность, анимационные технологии онтологизируют внимание медиааудитории к объекту информации, обеспечивая непосредственность и экранность восприятия, что способствует приближению личности к медиареальному анимированному объекту. При таком раскладе, презентабельность и медиагеничность превращаются в критерии развитости, что, в свою очередь мотивирует разработку новаторских методов анимирования медиаинформации. В процессе разработки и внедрения новаторских методов анимирования информации и при комплексной реализации медиаобразовательных технологий, формируется новая отрасль прикладного познания и таковой является техновоспитание.

Реализуя процесс техновоспитания, медиапедагоги пытаются осмыслить встречные потоки смысловой энергии, ценностное отношение личности как к объективной, так и к субъективной медиареальности, где, в манипулятивном медиавзаимодействии, находит свое отражение, активная роль субъекта, получателя информации. Субъект или получатель информации, должен анализировать, выявлять, интерпретировать, выбирать, реагировать, комментировать любой смысловой медиапосыл, иметь свободный доступ к любому виду медиа, с целью эффективного восприятия медиатекста или медиапродукта, так и для формирования креативного мышления и развития творчества. Всеми этому, в большей степени способствуют анимационные медиатехнологии, так как при их применении активизируются почти все психические процессы личности. Образно говоря, анимация призвана отражать закономерности продуктивных, творческих, познавательных, эмоциональных потребностей человека и рассматриваться как проблемная ситуация, которая занимает доминирующую позицию и имеет первостепенную значимость в педагогическом процессе в целом и на любом уровне педагогической деятельности в частности. Например, наболевшей

проблемой современного процесса техновоспитания и медиареальности, является культурно-информационная защита подрастающего поколения от вредного воздействия аудиовизуальной продукции, которая может способствовать формированию и развитию девиантного и даже деликвентного поведения. В сфере анимационных технологий, данную проблему пытаются разрешить, следуя Американской модели «протекционистской перспективы», т. е. абсолютизируют смысл, содержание и эстетику, вложенную в ту или иную анимацию, или Европейской идее «критического осмысления», согласно которой, подразумевается участвующая перспектива медиааудитории не только в переосмыслении уже созданной анимации, но и в овладении методами, приемами и технологиями ее создания [2, С. 432–434].

Однако, не секрет, что в странах, которые когда-то составляли союз советских социалистических республик, на протяжении всего развития образования и педагогической мысли, традиционно сложилось недоверчивое и предвзятое отношение к техническим средствам, обеспечивающим интерактивность образовательного процесса. Такие воззрения ощутимы и по сей день, не смотря на то, что на данном этапе, показателем эффективности обучения и воспитания, их соответствия современным условиям познания, считается внедрение и активное применение медиатехнологий. В связи с этим, до недавнего времени, медиаобразование сопоставлялось лишь с применением различной медиааппаратуры. Именно по этой причине, мы задались целью наиболее расширить влияние медиапотенциала в целостном педагогическом процессе, и детально разработать методику применения анимационных технологий в процессе техновоспитания студентов, результатом чего неизбежно станет формирование и развитие их медиаграмотности. Но для решения данной проблемы необходимо расширить географию и повысить значимость учебной дисциплины «Медиаобразование», в педагогическом вузе. В этой связи, надо отдать должное экспертам ЮНЕСКО, которые в свое время сформулировали медиаобразование/**media education**/, как дисциплину, подразумевающую, обучение теории и привитие навыков использования современных средств массовой коммуникации в педагогическом процессе [13]. А вот А. В. Шариков, уверен, что медиаобразование — это процесс формирования у человека культуры медиатизированной социальной коммуникации [12, С. 53–55]. С точки зрения иных исследователей и медиатехнологов, основной целью



медиаобразования, является медиаграмотность, подразумевающая умение критически оценивать продукцию массмедиа, декодировать, анализировать, рецензировать и создавать медиатексты, в том числе и анимацию, осознавая мотивы их создания и потенциал, который в них вкладывается, владеть кодовыми системами и т.д. Одним словом, данная научная парадигма развивается от медиаобразования, которая является отправной точкой и до медиаграмотности, которая является результатом. Отдавая должное всем исследователям и медиатеологам, разделяя их мнения, заметим, что все таки, в их концепциях, целиком и полностью, не охвачен тот комплекс проблем, которые должны быть подвержены научно-методическому анализу, в рамках данной дисциплины. Недостатком отмеченных подходов является второстепенность процесса техновоспитания с применением анимационных технологий, где наиболее отчетливо и наглядно проявляются отношения медиапотребителей с медиареальностью. Именно по этой причине, философия медиаобразования отделена от личности передающего знания медиапедагога и познающего субъекта, студента, так как методы их вовлечения в медиaprостранство крайне прагматичны и не гуманистичны. Нашей целью стало повышение воспитательного воздействия процесса медиаобразования, ее преобразование в техновоспитание через анимацию, которая рассматривается нами не только как средство сообщения, а является самим сообщением. В нашей концепции, разработанной в рамках специального курса медиаобразования, первой базовой программой является знакомство студентов со средствами, методами, технологиями и техникой создания анимации и привитие элементарных умений и навыков осознанного пользования ими, что подразумевает не только знание, но и глубокое осмысление этих знаний, формирование ценностных ориентиров и развитие эстетического вкуса. Хотя в технологическом контексте, который соответствует нашей методике медиаобразования и техновоспитания, присутствует только часть анимационных технологий, но ее эффективное и целенаправленное применение, мы считаем достаточным для формирования медиаграмотной личности студента и его успешной социализации. Ведь создание анимации — творческий и насыщенный креативными решениями процесс, в котором реализуются не только технологические знания, умения и навыки, но, что наиболее важно, личностные качества и почти все психические процессы, свойственные человеку, что способствует его социальной

и психологической устойчивости при общении как в реальной так и в виртуальной среде медиа. В результате медиаграмотность, как нынче востребованный социальный уровень в такой открытой и нелинейной информационной среде, как образовательная, которая лишена элементов техновоспитания, несет наибольшую манипулятивную зависимость студентов от закодированной информации, которая превращает их в закодированных и бездушных людей, лишенных воображения, всяких эмоций и переживаний собственных личности. Мы уверены, медиаграмотность будущих медиапедагогов — это результат активного применения анимационных технологий в процессе техновоспитания. Разделяя мнение Ю. Хабермаса, относительно повседневных коммуникаций, хаотичное применение которых влечет за собой опoшление повседневности, отметим, что дальнейшее развитие медиаобразования, чревато снижением семантического потенциала и ограниченностью общественного и социально-психологического влияния [11, С. 53]. Следуя такой логике, считаем необходимым, рассматривать концепции, технологии и методики формирования, становления и динамичного развития медиаграмотности студентов педагогических вузов, в рамках парадигмы техновоспитания, которое реализуется преимущественно путем внедрения и активного применения анимации. Очевидным отличием данного умозаключения является ценностно-ориентированный подход, где основная цель техновоспитания — не просто медиаграмотность, то есть набор знаний и навыков, а медиакомпетентность, включающая, как медиаграмотность, так и понимание сущности экспрессивно-информационного потока. На протяжении развития педагогической науки, оставалась неизменной цель воспитания-становление и развитие всесторонне и гармонично развитой личности. В свете нового вектора развития и формирования относительно новых отраслей в системе педагогических наук-медиаобразования и медиапедагогике, главным компонентом процесса воспитания стало техновоспитание, а ее целью, формирование отношений всесторонне и гармонично развитой личности с медиа, где обеспечивается развитие его творческих и коммуникативных способностей, умений восприятия и интерпретации медиатекста, навыков анализа и оценки медиaproдута, а так-же креативного и критического мышления. Понятно, что речь идет лишь о смене воспитательных акцентов: от потребителя и пользователя информационных технологий к активному и осмысленному субъекту социальной

коммуникации. Новизна нашего исследования заключается в том, что к анализу одностороннего социально-психологического медиавоздействия добавляется обратное, самостоятельное и осмысленное социальное и методологическое противодействие. Оно, в определенной мере созвучно с технологическим направлением медиаобразования, в котором наиболее значимым фактором техновоспитания являются анимационные технологии, в частности мультипликация и индустрия умных анимационных игр, призванная оградить детей, подростков и юношей от деструктивного воздействия медиа. Такие медиапедагогические методы имеют глубокий смысл, который заключается в том, что с деструктивными медиатехнологиями борются конструктивными медиатехнологиями. Таким образом, можно констатировать, что в результате широкомасштабного обзора медиаобразовательных теорий, технологий и методик проявляются определенные закономерности:

- стимулирование активности субъекта в отношении медиа в целом и анимации в частности;
- саморегуляция и взаимная рефлексия медиумов и реципиентов при активном применении анимационных технологий;
- движение от рационализма коммуникативного медиапотребителя к иррациональности порождаемых им смыслов в процессе создания и реализации анимированного медиатекста;
- смена содержательных акцентов анимированной медиаинформации.

Результативности процесса техновоиспитания с применением анимационных технологий, в большей мере способствует построение синергетической модели медиаобразования, отражающей системный эффект, превышающий сумму свойств всех отдельных элементов образовательной системы, и эта идея нашло достойное место в нашем, авторском учебно-методическом пособии по медиаобразованию, для студентов, аспирантов, медиапедагогов, медиапсихологов и медиапотребителей. Речь идет о синтезе, то есть о воссоединении целого из частей медиареальности, в которой, на сегодняшний день, не последняя роль отведена анимации, новизна и актуальность которого состоит в том, что медиамир становится пространством развития для человека, а анимационные технологии методом и средством формирования его медиаграмотности, медиакомпетенций и медиакультуры. Для этого необходимо в корне изменить систему подготовки медиапедагогов, так как медиаобразование находится в процессе преодоления

манипулятивно-технологической обособленности и воспринимается исключительно как интегративная парадигма в осмыслении отношений с медиареальностью. Именно здесь необходимо объединить усилия медиапсихологов, медиапедагогов и медиатехнологов для раскрытия побудительных мотивов и творческого потенциала будущих педагогов, формирования их креативного и критического мышления, развития умений грамотной подачи медиаинформации, при строжайшем соблюдении общепринятых норм и правил. Все вышесказанное свойственно аниматорам, которые являются медиумами нового поколения. Именно они должны будут пересмотреть нормативные представления о границах медиареальности с учетом той вселенной, что таится в душе человека. Аниматоры отчасти медиаперсонологи, открывающие для общества талантливых и одаренных людей, которые способны обогатить историю медиаобразования. Предлагаемая нами модель техновоспитания, результатом которого является медиаграмотность, а обязательным условием, активное применение анимационных технологий, актуализирует очень важную позицию в назревшей реформе деятельности медиапедагогов. Одним из доминирующих задач смены акцентов в научной парадигме техновоспитания может служить обоснованная нами идея социально-психологического воздействия анимационных медиамodelей на сознание реципиентов [5, С. 214–230]. Именно это должно стать одной из важнейших областей исследования медиапедагогики, являющей собой не только интенциональную или технологическую, но и методологическую сферы. Анимация, как воздействующий механизм способствует формированию сознания, свободы, специфичности медиаинформационного волеизъявления индивида, которую не следует сводить лишь повторяющимися, методично внедряемыми в сознание, тиражируемыми образами. Отсюда следует, что одним из направлений педагогических усилий в формировании медиаграмотности, медиакомпетентности и медиакультуры студентов станут навыки соотнесения анимационного медиапродукта с объективной медиареальностью. Однозначно то, что медиальное оскуднение идет вслед за литературным, духовным, нравственным, культурным истощением общества. И то и другое является проявлением экзистенциального кризиса, связанного с разрушением культурных, национальных и общечеловеческих традиций, что возможно восстановить лишь с помощью гуманизированной медиаидеологии, где целостный коммуникационный код, внятный для людей разных

общественных категорий и возрастных групп, рас и национальностей, создает анимация, которая имеет отнюдь не один только прикладной смысл, но в состоянии породить универсальный язык общения. Активное применение анимационных технологий в процессе техновоспитания студентов, способно подвести к целенаправленному и целесообразному выбору оптимального пути восприятия медиаинформации, разумно сочетающего в себе объективное и экспрессивное начала. А чтобы достичь намеченной цели, необходимо выделить закон обязательной содержательно-психологической дифференциации процесса техновоспитания, как условия общественного прогресса, формирования медиаграмотности, медиакультуры, медиакомпетентности и социальной адаптации медиапотребителей [9, С. 88–101].

Таким образом, техновоспитание призвано решать определенный комплекс воспитательных задач, которые, должны выполнять не разрушительную, а созидательную функцию. Благодаря такой направленности оно будет способствовать формированию и становлению новой модели гуманизма, суть которой заключается в освобождении современной личности от медиацентризма, возвращающия ее в мир классических ценностей. Однако чтобы этот

возврат состоялся, необходимо иметь представление о данных ценностях и осознать свою коммуникативную идентичность с ними. Ю. Н. Усов, рассматривая ключевые понятия медиаобразования, определил медиакультуру как мысль, выраженную средствами конкретного вида информации, как коммуникацию, развивающую мышление, как восприятие и анализ аудиовизуального текста, ассоциативно связанного с текстом вербальным [7, С. 50–58]. Вот почему медийные технологии в целом и анимационные технологии в частности, в современном обществе воспринимаются как в чем-то чуждые и инородные, а медиаобразование, как наука, находится на грани борьбы медиального и реального миров. Анализ анимационных медиафеноменов, например мультфильмов, рекламы, компьютерных игр или анимированных посылов обществу, позволяет вскрыть невербальные, представления, которые можно с пользой учитывать в процессе техновоспитания медиапотребительской аудитории. Данный процесс основан на самоидентификации личности, которая ныне затеряна в глобальном медиaprостранстве. Именно в таком контексте, мы рассматриваем формирование медиаграмотности студентов, как результат применения анимационных технологий в процессе техновоспитания.

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## Section 4. Education for Professors and Teachers

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### Media education in the educators' training — modern approaches and prospects

**Abstracts:** The modern information society and global cooperation in the world are set new requirements for the role and competence of the educators at any level. One of the main focuses is developing of media competence. The conditions of existence in modern society is the life in the media space. The use of media in the system of teachers' training allows to create media competence of educator at any level of education efficiently and effectively.

**Keywords:** media education, media competence, training's system, educational and informational space.

Information and technological revolution occurring in the world today, determines the motion of an entirely new type of society — the information or knowledge society. Information and knowledge have become one of the strategic resources of the state, the extent of use of which are comparable with the use of traditional resources and access to them — a major factor in social and economic development. One of the fundamental characteristics of the information society is its global nature. In the process of its formation is gradually blurred the boundaries between countries and people, radically changing the structure of worldwide economy. It becomes much more dynamic and competitive market.

In this connection it should be noted that we live in a world of media, media surround us and we are integrated in it to a greater or lesser extent. Under these conditions, there are significant changes in the teaching profession, including those in the profession of the teacher in high school. And changing role of the teacher at all levels of modern education, most formats of education and development system.

The modern system of education and the learning process is under huge pressure from the global factors of influence. Vis Naidoo [1, P. 1] notes that modern education has maximum influence on these global factors:

– Changes in the economic and social requirements.

According to research by the University of Oxford more than 47% of jobs in the next decade will be automated [1, C. 1]. You also need to talk about the growing influence of employers that focus on getting ready professionals in the industry, whose adaptation of the work will take less time, and so will save money and financial resources;

– An increase in the process of training costs and training resources. In this connection it is necessary to pay attention to the possibility of massive online learning (MOOC), for example. By 2025, the expected 263 million tertiary education students [1, P. 1], which is also a significant impact on the economy of countries and their investment in higher education;

– Constantly and rapidly changing digital- technology. This technical development has a direct impact on the competence model of the modern university graduate,

and therefore the future specialist in the labor market. But the technology also provides access to tertiary (higher) education and provide knowledge process of massification. An example is the Coursera or MIT project on computation in the open access of the array of lecture material.

These global drivers of change and the changing educational environment, the development of information society and digital — technologies could not exert any influence on the change and the role of the teacher at any level. Eva Ujlakyné Szücs notes that even in the XX century, the teacher/educator was a major source of knowledge and information, the leader of the school of life, organized after-school activities, and played the role of the parents [2, P.3]. Now change the query society on the role of the teacher. With the development of information and educational space to teach it to seek and receive information on how to select and use. In the process of teaching the teacher becomes a facilitator. And finally, the modern teacher — is an agent of social change [2, P. 4]. And in this regard, among the many changes needed for the modern teacher competencies are important mediakompetentsii. Jennifer Tiede, Silke Grafe & Renee Hobbs [3, P. 538] note that media pedagogical competences are defined as the interaction of the three areas, namely:

- Media didactics (the use of the mass media to promote and support learning processes);
- Media education (when the related media education and training objectives);

School development (use of mass media for the problems associated with the development of educational institutions).

Each of these areas is further divided into five qualification aspects, including:

1. The understanding and assessment of conditions.
2. The description and assessment of theoretical approaches.
3. The analysis and evaluation of relevant studies and expertise.
4. The development of proposals on the basis of its own theoretical framework.
5. The implementation and evaluation of the theory on the basis of practical examples.

Thus, it should be noted that the media competence of teachers includes not only the ability to work with full-scale information in the media today, but also the ability and develop this competence in students. In fact, it is the competence of the existence in the modern media world. In addition it should be noted that UNESCO has defined

media education as a priority area of cultural — pedagogical development in the XXI century.

In this fact Faculty of Journalism of Russian State University for Humanities (Moscow) has very interesting experience in making the common informational and educational space for students. Journalism Faculty initially specialized in the electronic media, is one of the first, in 2000, there was a training TV channel “STC”, which successfully works to this day. With the development orientation of training, in particular, with the opening of the profile “Multimedia journalism and modern media technologies” and develop new educational media. Internet publication “The smallest magazine” has become an integral component in the educational process of the faculty.

The activities of each school media aimed at the formation of general and professional competences. Despite the status of “educational” and often functioning without registration in respective bodies, such media can be easily positioned as a professional model. On the basis of such media are classes for practice-disciplines (“Fundamentals of practical journalism”, “Journalistic skills”, “Fundamentals of operator skill,” “Keeping the television program” and others).

Working in educational media, students can try yourself in different guises: the reporter, cameraman, presenter, producer, video engineer, editor, SMM-editor, photojournalist. Some students already in the first year have a clear idea of who they would like to work in educational media. But as practice shows, such representations are idealized and do not correspond to the further work. More focus on the activities of the student television journalism faculty of Russian State Humanitarian University and its role in the formation of professional identity.

The channel of the Faculty of Journalism (Russian State University for Humanities) was from the outset is integrated into the learning process. The main program, produced by the TV channel, was “STC news.” First, the students engaged in the learning studio optional. Over time, systematic work on the channel count a student as the passage of teaching and study or work experience. There was a paradoxical situation. At the beginning of the school year the number of those wishing to work on TV nearly matches the number of first-year students. The motivation of the majority of students was very high. But gradually, understanding optionality of this work and at the same time its high labor intensity, many reject it. By the end of the school year in the “state” television remained around 20%

of the enrolled in the beginning. Students who have passed training on STC, had a number of competitive advantages. Firstly, they have not experienced problems with employment. Thanks to the systematic work of these students had a clear vision of their career path; their professional identity was formed earlier. Secondly, the degree of mastery of professional competence was higher. The teachers at the undergraduate noted such students: they quickly mastered the new material, their questions were more accurate and deeper, their creative works were interesting and better. Dialogue of the teacher and the student, who worked on the TV channel, was a dialogue between colleagues, rather than

teacher and student. Third, students are soon parted with infantilism, so inherent in today's youth. A wide range of communications, leaving the shooting, the ability to intelligently allocate their time — all this is beneficial to the individual student.

Talking about the system of professional development for educators at any level should be noted that this problem needs to be addressed comprehensively. From the point of view of this integrated approach, we can say that the media competence of the teacher as such are *nadpredmetnymi*, they are necessary for everyone. As part of an integrated approach to the development of

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## Section 5. Language and Literacy Learning

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### Forming the grammatical competence of students using web 2.0 technologies

**Abstract:** In the article on the basis of analysis of scientific and methodical literature, functions and educational opportunities of information and communication technologies, Web 2.0 in particular, in teaching grammar to Ukrainian philology students are substantiated. The article outlines the methodological aspects of Web 2.0 technology usage as one of the efficient means of forming Ukrainian language grammatical competence.

**Keywords:** competence, competency, grammatical competence, information and communication technologies, Web 2.0.

Nowadays the role of information and communication technologies (ICT) is rapidly increasing in all areas of human activity, in education particularly, because new conditions of society lead to some changes in the educational process. ICT allow optimizing the process of professional training, and significantly accelerating, diversifying the learning process, improving the learning of students through visual aids, dynamics of learning and interactivity.

The aim of the article is to substantiate capabilities of Web 2.0. while forming the grammatical competence of students of philology.

Methodology of Ukrainian grammar studying were investigated by Holub N., Horoshkina A., Dyka N., Karaman O., Karaman S., Matsko L., Melnychayko V., Omelchuk S., Pentylyuk M., Plysko K., Popova O., Shelekhova H. and others. Various philosophical, ideological, scientific, theoretical, methodological, psychological, pedagogical and practical teaching aspects of ICT in the educational process are highlighted in the works of such scholars as Hershunskyy B., Horkun O., Verlan A., Zhaldak M., Kremen V., Morse N., Robert J. and others. Features of the application of ICT in the language study are viewed by Bratslavskya O., Hurina T., Zymovets A., Nikolaeva V., Radchenko I., Rozhdestvenska D., Smo-

lar L., Soroko N. and others. However, the peculiarities of the formation of grammatical competence by means of web 2.0 technologies in scientific and methodological literature are not enough highlighted.

As a result of analysis of scientific and methodical literature, we clearly differentiate the concepts of competence and competency. We think that **competency** is a pre-defined social need for the educational training of a student. And **competence** is the mastery of the student of a relevant competency, which includes his personal attitude to it and to the subject of activity. It is the personal characteristics of the student, the ability of the student, that based on acquired knowledge, learning and life experiences, values and abilities that allows to operate or perform certain functions effectively. Therefore, the formation of competencies can be considered as the final result of the educational process. And competency can be regarded as a quality of the individual.

Effective language teaching is possible only with deep teacher's knowledge of the rules, systems, and regularities of words connections that makes the grammatical structure of the language. Grammatically correct speech is impossible without understanding grammar system, knowledge of grammatical characteristics of words and grammatical forms that define the specific

national language. That's why one of the main components of the future professional philologist's profession is the grammatical competence, which reveals itself as an integral part of communicative competence.

We rely on statement by which **grammatical competence** provides systematic knowledge of lexical, morphological, syntactic, phonetic and orthographic aspects of language to build meaningful and coherent expressions; understanding the grammatical concepts and means of grammatical categories expression; skills and the ability to use grammatical phenomena in speech activity adequately in a variety of communication situations.

At present among technologies, which largely help in the formation of grammatical competence of students, information and communication technologies (ICT) can be selected — a set of interrelated information, computer and telecommunication technologies with corresponding software that are widely used in all spheres of human activity [2].

As information technology is constantly evolving, the Internet acquires new qualities. One of the basic principles of the Internet today is the concept of web 2.0 — methods of design of systems which by means of integrating network interactions becomes the better the more people use them. An important feature of Web 2.0 is the principle of attracting users to the filling, using and reusing of the content [5].

In order to optimize and intensify the learning process these technologies are increasingly used in educational practice because they do not involve special programming skills. Moreover, their simplicity and convenience allow teacher to save training time. The tools of Web 2.0 include *blogs*, *wikis*, *social networks*, etc., that promote collaboration between teachers and students, ensuring the creation and discussion of educational content, information sharing and so on.

The use of Web 2.0 technology in Ukrainian language teaching allows teacher to move away from traditional forms of learning and make learning process more individualized for students. Besides, it aids to optimize mastering of language structures and grammatical rules, and overcome monotonic training in the process of communicative competence formation. The didactic potential of ICT during Ukrainian language lessons can be described as follows:

- increasing the motivation of training;
- intensification of educational activity of students, strengthening their role as a subject of study (giving an opportunity to choose a sequence of material learning, determine the extent and type of assistance and etc.).

- implementation of differentiated approach to learning;
- improving language competences using authentic materials from online space;
- practice of monologue and dialogue speech;
- creating a learning environment that provides the «immersion» of student in an imaginary world, in certain social and cultural situations;
- engaging students to work independently;
- diversifying of forms of information presentation and types of educational objectives;
- providing rapid feedback and the possibility of reflection.

It should be noted that responsibility of the teacher in the educational process with Web 2.0 technologies using is to organize various learning activities for students in the information-educational environment. Under these conditions, the teacher becomes a partner, mentor and tutor in educational communication.

We describe more opportunities of ICT, particularly Web 2.0 technologies for forming the grammatical competence of students in the process of taking Ukrainian language course.

The network allows obtaining any necessary information and offers plenty of resources to publish the information, such as blogs. Blog is a website whose content is records (posts) in the form of text, images or multimedia that is regularly added and commented [4]. It is an information resource to which students and teacher could load manuals, textbooks, multimedia presentations and other educational materials on their own, highlight news, scientific interestingness and communicate with each other. Also blog can be a form of educational project. For example, a group of students creates and fill their own blog, which covers actual issues of Ukrainian grammar, historical facts on the development of grammar, theoretical information, difficulties in grammatical categories determination (morphological and syntactic), samples of educational texts (linguistic, historical, educational, ethnographic, etc.) with grammatical tasks to them, adding audiovisual support. Information from these blogs can be used in further work of the teacher at the lessons and by students during their training and production practice, in their future careers.

The use of blogging resources at language lessons increases the motivation of students due to advanced technical resources in the design of their posts, some freedom in searching for the necessary information. Work in these blogs fosters such language and speech competen-



cies as reading, writing, listening, speaking (in case of creating audio and video content), promotes the ability to analyze and comment on the information, in other words, forms the critical thinking [4].

Another effective technology that can be used in the study of Ukrainian grammar is Wiki resources that provide convenient opportunities for collaborative creating of projects such as Wikipedia — open multi-lingual wiki-encyclopedia, Wikibooks, Wikidictionary, Wikiquote, Wikisource and others. There is successfully operated Wiki Portal in Borys Grinchenko Kyiv University (<http://wiki.kubg.edu.ua/>), where a large number of wiki projects created by students and teachers of the University are represented, such as: Virtual museum of Borys Grinchenko, “Grinchenko’s Dictionary and Modernity” (competition for the best interpretation of the vocabulary words of Boris Grinchenko), “Hrinchenko’s studies” (research of young scientists), “Our University”, “I am a student”, “My specialty is unique” and others.

The advantages of using these technologies in the study of grammar include the possibility of editing text repeatedly, attracting different people to create, update and improve articles and discuss them. For example, students create grammatical encyclopedia that highlights examples of morphological analysis of different parts of speech, syntax analysis of different types of sentences. It should be noted that all students who are interested in grammar can participate in this project. It will facilitate the development of their analytical and research skills, ability to create and edit texts, improve grammatical skills to analyze words and sentences.

Consequently, the organization of work on the grammar by means of information technologies has significant advantages over traditional methods, because:

- ensures optimum for each student consistency, speed of perception of the material, the possibility of independent work organization
- expands the boundaries of information search;
- forms the analytical and research skills through searching, selection and analysis of information on the web;
- develops the creative potential of students, as it provides a certain freedom in choosing the way of presenting their own information, the ability to accompany printed materials with audiovisual content;
- allows students to see the results of each other, analyze and comment on them;
- enables students to work simultaneously on the same document, create joint projects and fill one resource with information;
- provides the ability of self-control and mutual control of acquired knowledge and skills;
- ensures the feedback to the teacher and the communication with all participants of the educational process.

We believe that the formation of grammatical competence in teaching linguistic disciplines using ICT tools would be effective if teacher provided an integrated and coherent development of instructional materials that would organically combine different types of work in classroom: co working and independent, individual and group work of students, modern technology and living word of the teacher, online communication and public performances.

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## Section 6. Educational systems

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### Development of personality of teacher is in the system of pedagogical education

**Abstract:** Position of teacher is the system of those intellectual, volitional and emotionally-evaluation attitudes toward the world, pedagogical reality and pedagogical activity in particular, that are the source of his activity. Scientists engaging in the problems of education pay attention to versatility of the phenomenon education — as a value, as system, as process, as a result. Realization of all these aspects of education is related to personality of teacher, with the necessity of her permanent perfection and increase of level of professionalism.

**Keywords:** education, profession, teacher, teacher, personality, readiness, forming, perfection, work, mastery, culture, height, calling.

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## Развитие личности педагога в системе педагогического образования

**Аннотация:** Позиция педагога — это система тех интеллектуальных, волевых и эмоционально-оценочных отношений к миру, педагогической действительности и педагогической деятельности в частности, которые являются источником его активности. Ученые, занимающиеся проблемами образования, обращают внимание на многосторонность феномена образование — как ценность, как система, как процесс, как результат. Реализация всех этих аспектов образования связана с личностью педагога, с необходимостью постоянного ее совершенствования и повышения уровня профессионализма.

**Ключевые слова:** образование, профессия, педагог, учитель, личность, готовность, формирование, совершенствование, творчество, мастерство, культура, рост, призвание.

Профессия учителя — одна из весьма сложных, веками накопленная педагогическая теория, содержащая положения о том, как должно совершаться обучение и воспитание, зачастую не содержит конкретных и точных ответов на вопросы повседневной практики. Но как показывают психолого-педагогические исследования, деятельность учителя бывает эффективной, если он, обладая профессиональной компетентностью, способен создавать в классе атмосферу тепла и взаимного доверия.

Учитель — не только профессия, суть которой транслировать знания, а высокая миссия сотворения личности, утверждения человека в человеке. В этой связи цель педагогического образования может быть представлена как непрерывное общее и профессиональное развитие учителя нового типа, которого характеризуют:

- высокая гражданская ответственность и социальная активность;
- любовь к детям, потребность и способность отдавать им свое сердце;
- подлинная интеллигентность, духовная культура, желание и умение работать вместе с другими;
- высокий профессионализм, инновационный стиль научно-педагогического мышления, готовность к созданию новых ценностей и принятию творческих решений;
- потребность в постоянном самообразовании и готовность к нему;
- физическое и психическое здоровье, профессиональная работоспособность.

Эта емкая и лаконичная характеристика учителя может быть конкретизирована до уровня личностных характеристик.

В профессиограмме учителя ведущее место занимает направленность его личности. Рассмотрим в этой связи свойства личности учителя-воспитателя, характеризующие его социально-нравственную, профессионально-педагогическую и познавательную направленность.

К. Д. Ушинский писал: «Главнейшая дорога человеческого воспитания есть убеждение, а на убеждение можно действовать только убеждением. Всякая программа преподавания, всякая метода воспитания, как бы хороша она ни была, не перешедшая в убеждения воспитателя, останется мертвой буквой, не имеющей никакой силы в действительности. Самый бдительный контроль в этом деле не поможет. Воспитатель никогда не может быть слепым исполнителем инструкции: не согретая теплотой его личного убеждения, она не будет иметь никакой силы».

В деятельности учителя идейная убежденность определяет все другие свойства и характеристики личности, выражающие его социально-нравственную направленность, в частности социальные потребности, моральные и ценностные ориентации, чувство общественного долга и гражданской ответственности. Идейная убежденность лежит в основе социальной активности учителя. Именно поэтому она по праву считается наиболее глубокой фундаментальной характеристикой личности учителя. Учитель-гражданин верен своему народу, близок ему. Он не замыкается в узком кругу своих личных забот, его жизнь непрерывно связана с жизнью села, города, где он живет и работает.

В структуре личности учителя особая роль принадлежит профессионально-педагогической на-

правленности. Она является тем каркасом, вокруг которого komponуются основные профессионально значимые свойства личности педагога.

Профессиональная направленность личности учителя включает интерес к профессии учителя, педагогическое призвание, профессионально-педагогические намерения и склонности. Основой педагогической направленности является интерес к профессии учителя, который находит свое выражение в положительном эмоциональном отношении к детям, к родителям, педагогической деятельности в целом и к конкретным ее видам, в стремлении к овладению педагогическими знаниями и умениями. Педагогическое призвание в отличие от педагогического интереса, который может быть и созерцательным, означает склонность, вырастающую из осознания способности к педагогическому делу.

Наличие или отсутствие призвания может выявиться только при включении будущего учителя в учебную или реальную профессионально ориентированную деятельность, ибо профессиональная предназначенность человека не обусловлена прямо и однозначно своеобразием его природных особенностей. Между тем субъективное переживание призвания к выполняемой или даже избранной деятельности может оказаться весьма значимым фактором развития личности: вызывать увлеченность деятельностью, убежденность в своей пригодности к ней.

Таким образом, педагогическое призвание формируется в процессе накопления будущим учителем теоретического и практического педагогического опыта и самооценки своих педагогических способностей. Отсюда можно сделать вывод, что недостатки специальной (академической) подготовленности не могут служить поводом для признания полной профессиональной непригодности будущего учителя.

Основу педагогического призвания составляет любовь к детям. Это основополагающее качество является предпосылкой самосовершенствования, целенаправленного саморазвития многих профессионально значимых качеств, характеризующих профессионально-педагогическую направленность учителя.

Среди таких качеств — педагогический долг и ответственность. Руководствуясь чувством педагогического долга, учитель всегда спешит оказать помощь детям и взрослым, всем, кто в ней нуждается, в пределах своих прав и компетенции; он требователен к себе, неукоснительно следуя своеобразному кодексу педагогической морали.

Высшим проявлением педагогического долга является самоотверженность учителя. Именно в ней

находит выражение его мотивационно-ценностное отношение к труду. Учитель, имеющий данное качество, работает не считаясь со временем, подчас даже с состоянием здоровья. Ярким примером профессиональной самоотверженности является жизнь и деятельность А. С. Макаренко и В. А. Сухомлинского. Исключительный пример самоотверженности и самопожертвования — жизнь и подвиг Януша Корчака, видного польского врача и педагога, презревшего предложение фашистов остаться в живых и шагнувшего в печь крематория вместе со своими воспитанниками.

Взаимоотношения учителя с коллегами, родителями и детьми, основанные на осознании профессионального долга и чувстве ответственности, составляют сущность педагогического такта, который есть одновременно и чувство меры, и сознательная дозировка действия, и способность проконтролировать его и, если это необходимо, уравновесить одно средство другим. Тактика поведения учителя в любом случае состоит в том, чтобы, предвидя его последствия, выбрать соответствующие стиль и тон, время и место педагогического действия, а также провести своевременную их корректировку.

Любая деятельность может успешно осуществляться только при условии готовности к ее выполнению. В школе должны создаваться психолого-педагогические условия для развития индивидуального профессионального стиля. Педагог должен приобщаться к научно-исследовательской работе, экспериментаторству, творческому взаимодействию и сотрудничеству. Учителю надо владеть психолого-педагогическими, методическими, исследовательскими, прикладными умениями. К общепедагогическим умениям относят коммуникативные, организаторские, познавательные, конструктивные. Учитель должен обладать убеждениями, мировоззрением, социально одобряемыми морально-волевыми качествами, рядом педагогических способностей и профессионально значимыми личностными качествами: навыками общения, педагогическим тактом, интуицией, эмпатией, эмоциональной уравновешенностью.

Педагог должен соединять в себе психолога, валеолога, физиолога, понимающего ребенка, создающего ситуации общения и деятельности, самостоятельности воспитанника; он — специалист, умеющий выстраивать индивидуальную траекторию развития для каждого воспитанника; он — правозащитник, охраняющий его права и здоровье, он — посредник между ребенком и взрослым миром.

От личности учителя зависит многое в деле воспитания и обучения. Личность учителя формирует лич-

ность учащегося. В мировой и российской педагогике разрабатываются модели идеального учителя и его подготовки, предъявляются новые требования к облику «модели» педагогов, к тому минимуму знаний, которым должен владеть практически каждый специалист.

Какова же «Модельная» личность учителя XXI века?

Педагогическая деятельность по своей природе технологична. В этой связи требуется операциональный анализ педагогической деятельности, позволяющий рассматривать ее как решение многообразных педагогических задач. К их числу мы относим совокупность аналитико-рефлексивных, конструктивно-прогностических, организационно — деятельностных, оценочно-информационных, коррекционно-регулирующих задач, приемы и способы решения которых и составляют технологию профессионально-педагогической культуры учителя. Педагогическая технология помогает понять суть педагогической культуры, она раскрывает исторически меняющиеся способы и приемы, объясняет направленность деятельности в зависимости

от складывающихся в обществе отношений. Именно в таком случае педагогическая культура выполняет функции регулирования, сохранения и воспроизведения, развития педагогической реальности.

Личностно-творческий компонент профессионально-педагогической культуры раскрывает механизм овладения ею и ее воплощения как творческого акта. Процесс присвоения учителем выработанных педагогических ценностей происходит на личностно-творческом уровне. Осваивая ценности педагогической культуры, педагог способен преобразовывать, интерпретировать их, что определяется как его личностными особенностями, так и характером его педагогической деятельности. Именно в педагогической деятельности обнаруживаются и разрешаются противоречия творческой самореализации личности, кардинальное противоречие между накопленным обществом педагогическим опытом и конкретными формами его индивидуально-творческого присвоения и развития, противоречие между уровнем развития сил и способностей личности и самоотрицанием, преодолением этого развития.

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## Section 7. Physical Education

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### Disciplines increases efficiency of teaching process in physical education

**Abstract:** Discipline is a necessary precondition to increase the effectiveness of teaching and educational work in general, as in the case of physical education in particular. Contemporary studies stress the idea that discipline may be imposed by external control exercised by teachers or by stimulating the self-control of students. Discipline is best accomplished external control through the use of incentives and not through incentives amplifier punishment. At the physical education discipline intended to be placed almost entirely by external forms of control and especially through penalties, including psychological punishment that occupies the main problems in school. The subjects of this study were 500 pupils of several schools (9-years and medium) district Berat. The study was conducted in two phases. In the first phase, from April to June 2016 was identified issues that will be studied through focus group discussions with pupils and teachers. In the second phase of the study, from October to December 2016 was administered questionnaire to measure pupils. Data collected from the questionnaires were processed by statistical computer program EXEL 2010. About 99.53% pupils surveyed claimed to retribution in the presence of different levels frequently. Retribution is used routinely assert their 0.38%, 12.85% frequently and 76.87% rarely, where only 9.43% of them affirm that retribution is never used in the case of physical education. In girls surveyed we see that the claim 17.14% is exercised psychological retribution of various kinds, while this was confirmed 12.37% of boys. The study shows that retribution exists in the case of physical education, which is often used to lower grade pupils and is the dominant psychological retribution.

**Keywords:** physical education, pupils discipline, teaching.

#### **Introduction:**

Discipline is a necessary precondition to increase the effectiveness of teaching and educational work in general, as in the case of physical education in particu-

lar. Contemporary studies stress the idea that discipline may be imposed by *external control* exercised by teachers or by stimulating the *self-control of pupils*. At the same time strongly emphasized the idea that when discipline is

exercised better control of external stimuli accomplished through the use of incentives amplifier and not through retribution. The fact is that the retribution associated with phenomena side effects such as the inhibition of the student who is punished, resentment, even corrective behavior [1, 36–45]. Based on these effects some researchers think that the retribution should be excluded or should be used only in very specific situations. Others say that the retribution should be used only when other modes of behavior have no effect [2, 12–14]. Empirical data, conversations with teachers, parents, school or personal experiences of children to continue school currently show that in Albanian school discipline intended to be placed almost entirely by external forms of control, especially through penalties, including psychological punishment that occupies the main problems in school. This can be better understood if we consider the recent past school Albanian nature of society as well as the status of teachers. Meanwhile, the lack of a concrete study of the spread of this phenomenon in Albanian school life.

There are studies for various types of punishments exercised by parents over their teenage children, but not for punishment used by teachers on pupils [1, 71]. Teachers who possess organizational and communicative style, have the ability to organize learning to behave and communicate with pupils in a perfect way not only in the classroom, but also outside it. They group the pupils, in accordance with the requirements of motor activities that will perform. Groups exploit well enough to realize successful joint activities between groups [3, 24]. Bilateral relations between teachers and pupils in learning based on direct contacts, thanks to which the teacher has the

opportunity to observe and act in a timely manner and to optimally guide the cognitive and motor activity of pupils. Teaching and educational process of exercising the type of class hearing system is characterized by the cooperation of teachers with pupils who solve a series of educational objectives, in accordance with the official curriculum and operating physical education [4, 165]. Verbal methods activate students' thinking, help acquisition technique exercises duties, perceptions and help create more accurate visual perceptions movements, etc. In this group methods include: the name of the exercise, the exercise description, explanation, instruction, order, command, questions, story and conversation [3, 157].

**This study aims to describe:** Types of punishments and frequency of use various types of punishment by teachers on pupils, depending on gender, age learning process in the subject of physical education.

#### Methodology:

The subjects of this study were 500 pupils of several of medium and 9-year schools district Berat. The choice of the sample was made through the technique of choice with quote based on statistical data on the number of pupils in the district Berat. The study was conducted in two phases. In the first phase, from April to June 2016 was identified issues that will be studied through focus group discussions with pupils and teachers. It later became a pilot of these issues and on the basis of this study was constructed questionnaire. In the second phase of the study, from October to December 2016 questionnaire was administered to measure pupils. Data collected from the questionnaires were processed by statistical computer program EXEL 2010.

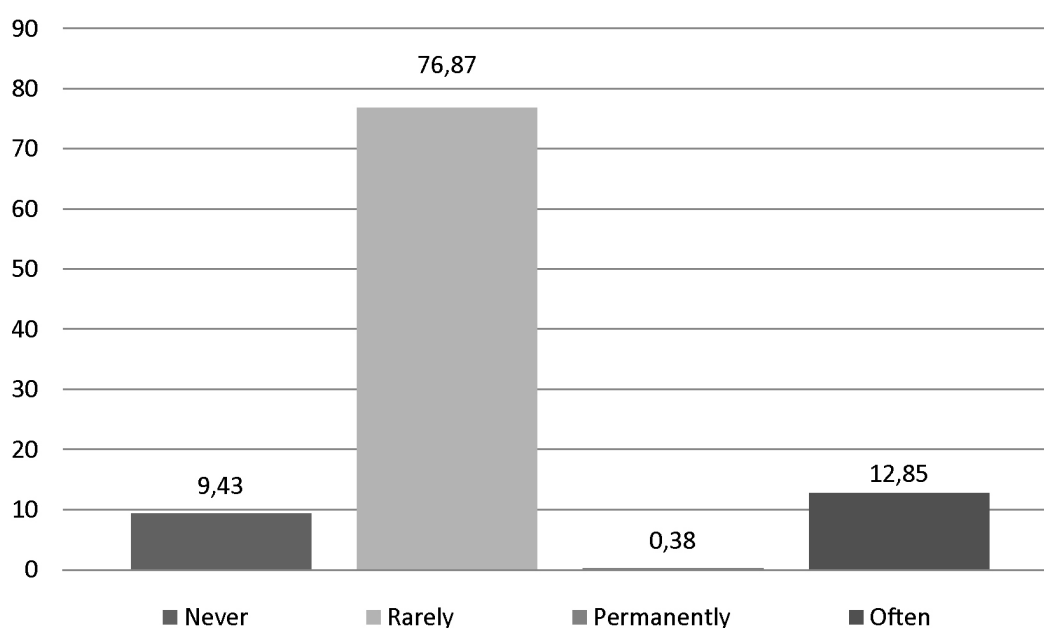


Figure 1. Frequency of use punishment

Data processing used simple statistical techniques. Through statistical analysis method, we realized the progressive results of the study. Excel is used in packages “Data Analysis” (DA) for the implementation of statistical analysis, which is Microsoft’s add-on pack, which was activated by the user when we needed statistical analysis.

**Analysis of the results:**

The data of Figure 1 it appears that the punishment in the case of physical education is not a mass phenomenon. About 99.53% of pupils surveyed claimed to punishment in the presence of different levels often. The punishment is used routinely affirm their 0.38%, 12.85% often and 76.87% rarely. While only 9.43% of them affirm that punishment is never used in the case of physical education. Note that the use of permanent and frequent of violence is not sensible levels. This is understandable and depends on the level of aggressiveness that rule society.

**The use of punishment by teachers:**

Male sex is generally more aggressive than the female sex. This seems to be true for a society with patriarchal traditions as Albanian society. Given this generally accepted opinion, we expect the teachers (m) to use more punishment than teachers (f). Meanwhile, the survey data gives us a picture opposite. As shown in Figure 2 teachers (f) use punishment more than teachers (m), 23% of pupils claim that the punishing exercising more teachers (f), versus 17% of teachers (m) use. This may

be explained by the higher level irritation of teachers (f). The fact is that by doing a more consumer work, teachers (f) need to the same time afford as household everyday concerns of family life. Although the level of irritation is roughly average for both sexes, women are more irritable. This makes them to have a higher level of readiness for aggression. However this is an assumption. While the study of complex causes of this phenomenon would be great interest, since 60% of pupils think that teachers do not use punishment.

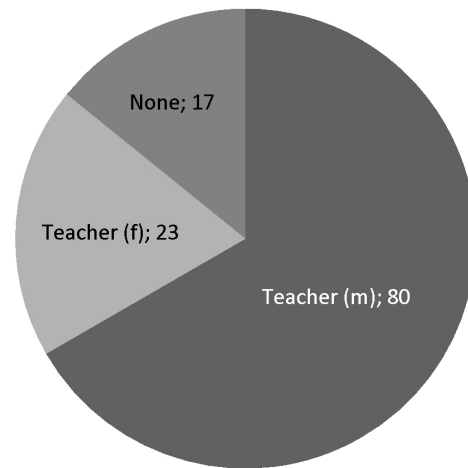


Figure 2. Who uses punishments

**Types of punishment practiced by teachers on pupils**

The survey data confirm that teachers perform psychological punishment. Psychological punishment practiced of verbal form and non-verbal.

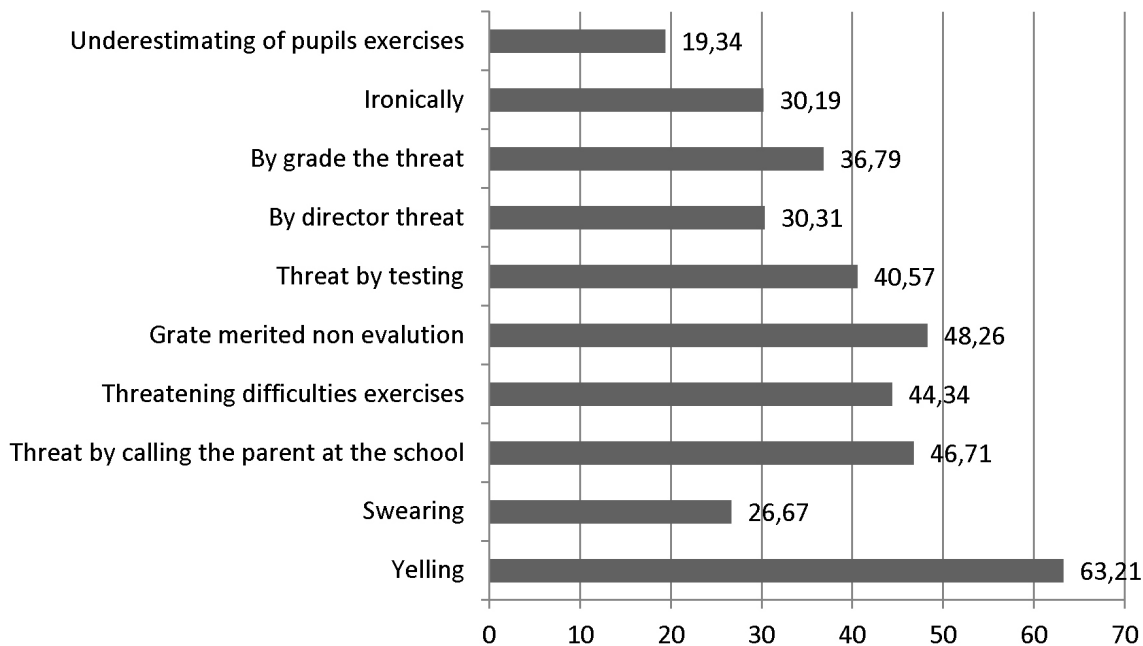


Figure 3. Types of verbal punishment

Greater weight in the kind of verbal punishment takes the group of pupils yelling with 63.21%. (Figure 3) Then

come swearing the group of pupils 27.67%, the threat by calling the parent at the school 46.71%, threatening dif-



difficulties exercises 44.34%, grade merited non evaluation 48.26%, the threat by testing 40.57%, by director threat 30.31%, by grade the threat 36.79%, ironically 30.19% and underestimating of pupils exercises 19.34%. Among most commonly used types of not verbal punishment is

the view of fury 35.85%. (See Figure 4) Then come: viewing with sullen face 32.22%, stay away pupils who dislike 19.34% and no activation of pupils who disapproved 18.87%.

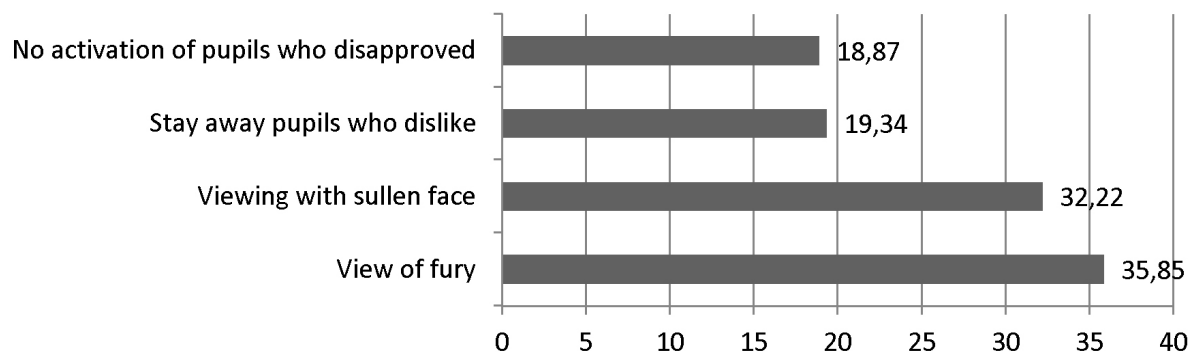


Figure 4. Types of non verbal punishment

In Figure 5 below apply to different types of escalating punishments used more by teachers. Obviously, the main way of occupying various types of verbal punishment, in particular before the class yelling 63.21% and threats of various kinds as, by parent threat 46.71, with difficulties

exercises 44.34%, no evaluation grade merited 48.26%, the threat by the director 30.31%, the threat by testing 40.57%, the threat by grade 36.79%, ironically 30.19%, followed by the different kinds of punishment no verbal: the look of fury 35.85%; evening viewing face 32.22%

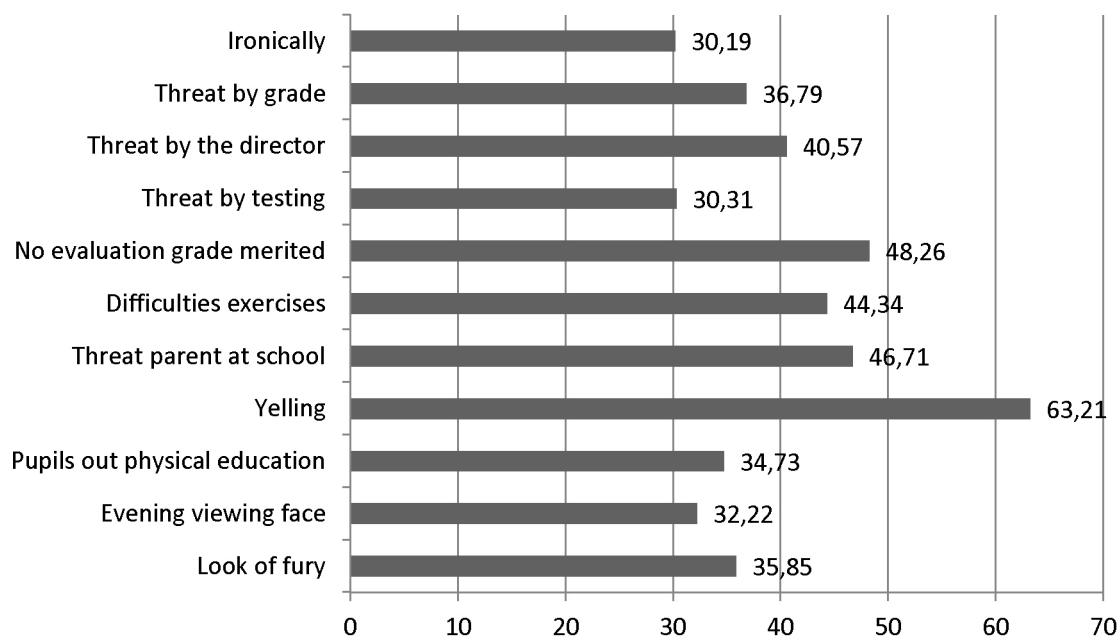


Figure 5. Different types of punishments

Special type of punishment used frequently by teachers is also sending pupils out practical training at physical education, with 34.73%. The phenomenon of the size of the data of this study, presented concern as a result of such pupils without sports uniform and contention between their different sports during the games. This type of punishment, except for negative emotions exclude the effects of pupil learning process (Figure 5).

**Use of punishment on pupils by gender and age:** Punishment generally used more on pupils (girls) than

pupils (boys). 17.14% of pupils (girls) surveyed assert that psychological violence practiced over them various kinds. While this was confirmed 12.37% of pupils (boys). In Figure 6 it is clear that different types of punishment practiced more over pupils of lower than over pupils of higher. Thus, 21.6% of lower classes pupils assert that psychologically punished in different ways by teachers, while only 8.5% of pupils in higher classes confirm this fact. This is a result that adult learners are more accountable for their actions.

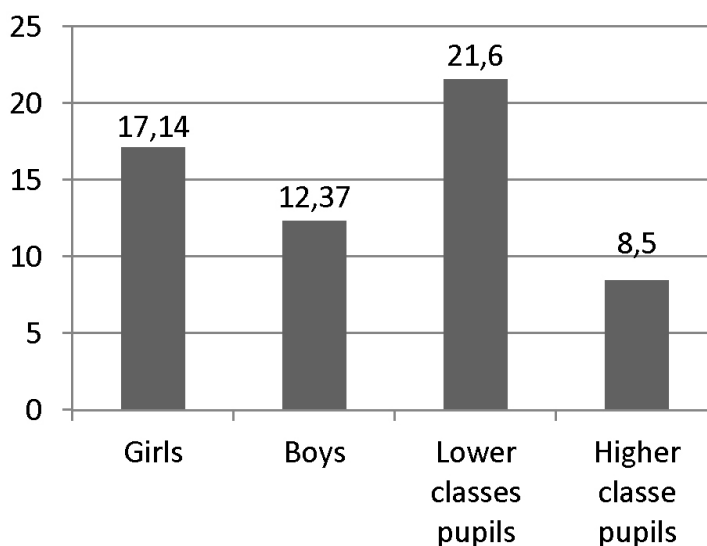


Figure 6. Punishment by gender and age of the pupils

#### Conclusions:

The punishment is a permanent phenomenon in the case of physical education.

Most often used psychological punishment in verbal and nonverbal forms.

Teachers (w) exercise more punishment than teach-

ers (m).

In general, female pupils practiced more on punishment than boy pupils.

The punishment is practiced more on lower pupils of classes.

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## Physical exercise in everyday life

**Abstract:** In studies, physical exercise is commonly assessed by a series of questions tapping the frequency, intensity, and duration of physical activities at work, leisure time physical exercise, and housework physical activity. In “modern” times, physical activity consists mostly of leisure-time physical exercise because levels of physical activity at work or at home are quite scarce. One of the main methods of assessment of leisure-time physical exercise consists of employment of the Minnesota leisure-time physical activity

(LTPA) questionnaire, which measures leisure-time exercise by questions tapping the frequency, intensity, and duration of walking (for pleasure, shopping or chores), daily climbing of stairs, and up to three different sport activities, including number of months engaged over the year. The quantitative data from the physical exercise at leisure time are used to obtain scores of daily energy expenditure by the LTPA method a standardized procedure which has been widely used in numerous studies.

**Keywords:** energy expenditure, exercise, physical activity, leisure-time.

In several population based studies, physical exercise is assessed by a series of questions tapping the frequency, intensity, and duration of physical activities at work, leisure time physical exercise, and housework physical activity:

- **Physical activity at work:** is measured by a series of questions tapping the frequency, intensity, and duration of physical exercise at work (working hours per week, average time of standing and walking at work, and hard/demanding physical work such as lifting or carrying heavy loads), including also the walk on the way to work and back [3, 251–253].

- **Leisure time physical exercise:** is measured by a series of questions tapping the frequency, intensity, and duration of physical activity during leisure time (walking for pleasure during the week and at the weekend, walks to perform visits, to shop, or to do chores, daily climbing of stairs, and three possible different sport activities over the year (for further details see Appendix 1). A summary question used for the leisure time activities is the so called “sweat” question, where participants are asked whether they engage in a vigorous physical activity during leisure time lasting at least 20 minutes that leads to perspiration or shortness of breath, and the frequency of this exertion (Appendix 2) [2, 106–108].

- **Housework physical activity:** is measured by a series of questions tapping the frequency, intensity, and duration of housework physical exercise (gardening, housework such as home maintenance, mopping the floor, cleaning windows, etc.) [6, 287–289].

The quantitative data from the three types of physical activities (i. e. physical exercise at work, at leisure time, and at home) are used to obtain scores of daily energy expenditure by the Minnesota leisure time questionnaire method a standardized procedure which has been widely used in numerous studies [1, 31].

In “modern” times, physical activity consists mostly of leisure-time physical exercise because levels of physical activity at work or at home are quite scarce. Therefore, measurement of leisure time physical activity is of paramount importance [4, 146–149].

One of the main methods of assessment of leisure-time physical exercise consists of employment of

the Minnesota leisure-time physical activity (LTPA) questionnaire, which measures leisure-time exercise by questions tapping the frequency, intensity, and duration of walking (for pleasure, shopping or chores), daily climbing of stairs, and up to three different sport activities, including number of months engaged over the year. The quantitative data from the physical exercise at leisure time are used to obtain scores of daily energy expenditure by the LTPA method [1, 341–343; 7, 52–55].

In order to obtain one single figure that could be compared in a continuous scale for every person’s energy expenditure, the individual variables describing a person physical activities need to be transferred into kcal scores for every single activity and then added to form a total (overall) score. This is done using the activity metabolic index from the LTPA questionnaire [1,345–347]. According to this instrument, each activity is given a certain intensity code which reflects energy expenditure in Kcal per minute. Individually varying basal metabolic rates are not taken into account; therefore, all results of energy expenditure (expressed in kcal per minute) are estimates. The energy expended in a specific activity is estimated as the product of the intensity code (“I”) and the duration of exercise in minutes over a year (“D”).

In the Minnesota LTPA questionnaire, the ratio of the metabolic rate during work to the basal metabolic rate provided an intensity code. The following equation expresses the relationship between “D” (aggregated duration of a given exercise), “M” (number of months per year for a given activity), and “T” (average time for a given activity for each month, which is a product of monthly frequency with time per occasion for a given activity: [1, 355]

$$D = M \times T$$

The overall Activity Metabolic Index (AMI) for a whole year is, therefore, calculated as follows:

$$\text{Total AMI} = I \times D$$

In order to obtain a daily score for each individual, as is the case in many studies (because the dietary calorie intake is also expressed usually on a daily basis), the total AMI is divided by 365.

Table 1. – Intensity codes for selected physical activities [5, 360–361]

Activity	Intensity code (Kcal/min.)
<b>Types of sport</b>	
Swimming (at pool or beach)	6,0
Home exercise/aerobics/fitness	4,5
Basketball (warming-up, i. e. non-game)	6,0
Jogging/running	7,0
Weight lifting/muscle building	3,0
Bicycling to work and/or pleasure	4,0
Light athletics (home exercise)	4,0
Soccer	7,0
Stairs	
Using stairs (one flight of stairs = 30 sec.)	4,0
Walking	
At slow pace	3,0
At moderate pace	3,5
At fast pace	4,0

Appendix 1. Measurement of leisure time physical activity

sport activities or any physical activity:

Yes  No

1. Do you engage in your leisure-time, regularly in

If “Yes”:

Table 2.

What is the main physical activity you engage in?	On average, how many hours a week do you do it?	How many months a year do you engage in this physical activity?	What do you assess/estimate to be the intensity of the exercise?
_____	a) less than 1h b) 1 to less than 2h c) 2 to less than 3h d) 3 to less than 4h e) 4h or more	_____	a) Mild (don't feel at all tired) b) Moderate c) Hard (heavy breathing)

2. In your spare time, do you walk for the sake of walking (at least once a week):

Yes  No

If “Yes”:

a) How many times a week? \_\_\_\_\_

b) On average, for how long (time)? \_\_\_\_\_

c) At what speed:

Brisk/fast  Moderate  Slow

3. In your spare time, do you walk to visit, to shop, to do chores, etc.:

Yes  No

If “Yes”:

a) How many times a week? \_\_\_\_\_

b) Average time each walk: \_\_\_\_\_

c) At what speed:

Brisk/fast  Moderate  Slow

Appendix 2. Additional physical activity/exercise at leisure/spare time

1. Do you engage in an additional physical activity:

Yes  No

If “Yes”:

Table 3.

What is the main physical activity you engage in?	On average, how many hours a week do you do it?	How many months a year do you engage in this physical activity?	What do you assess/estimate to be the intensity of the exercise?
_____	a) less than 1h b) 1 to less than 2h c) 2 to less than 3h d) 3 to less than 4h e) 4h or more	_____	a) Mild (don't feel at all tired) b) Moderate c) Hard (heavy breathing)

2. Beside above, do you engage in a supplementary physical activity: Yes  No   
If "Yes":

Table 4.

What is the main physical activity you engage in?	On average, how many hours a week do you do it?	How many months a year do you engage in this physical activity?	What do you assess/estimate to be the intensity of the exercise?
_____	a) less than 1h b) 1 to less than 2h c) 2 to less than 3h d) 3 to less than 4h e) 4h or more	_____	a) Mild (don't feel at all tired) b) Moderate c) Hard (heavy breathing)

3. To sum up your activity during your leisure time, do you engage in vigorous physical activity that lasts at least 20 min. and causes you to breath heavily and to sweat:

Yes  No

4. How frequently do you engage in this activity:

>4 times/week  2-3/week  1/week   
2-3/month  1/month  <1/month

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## Section 8. School Education

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### Analysis of formation experience senior civil identity in modern school

**Abstract:** The article reveals the essence of citizenship modern schoolboy as valuable component of its civic identity against the background of vocational guidance. Analysis of the works of senior pupils shows that the presence of distinguished citizen rights and duties to the state, which must be understood and accepted them as the intrinsic values that contribute to its subjectivity.

**Keywords:** civic identity, citizenship, citizen, value, subjectivity.

In the context of the humanization of modern education to teenagers opens up broad prospects a choice of directions of training activities, items of final certification ensuring appropriate professional orientation later. According to the rating the most popular professions in Russia in 2016, the first ten positions occupied by IT-specialist, engineer, teacher, lawyer, doctor, marketer, HR specialist, worker, professional beauty industry, environmentalist [1], indicating that a variety of professional employers' preferences. And if students are willing to live up to their hopes of joining the working life by qualified personnel?

Lesson znany September 1, 2016 by chance for students in grades 9–11 Orenburg was devoted to the theme “My future profession”. The purpose of this event was to ensure that “to assist students in vocational guidance, the formation of a decent life perspective, active citizenship” [2, P. 1], and this, in turn, made us think of understanding by the students of this problem. Thus, future graduates MOAU “Gymnasium № 3” Orenburg was asked to write a mini-essay on the theme “There is such a profession — a citizen ...” to reveal their attitude to the problem of “man’s awareness of their belonging to a certain number of citizens of the state, involving the presence of his high level of political and legal culture, sufficient axiological potential, commitment to regular

display of civic engagement in society” [3, P. 177], that is, civil identity.

Results of the analysis of creative works have shown that 22% of the authors of the 108 people were in favor of the view that nationality is determined by the State where the child is born, which means that the citizen has no choice, so this profession does not exist in principle. One of the most important arguments in support of it is the lack of financial compensation for the performance of duties of the citizen. In the writings more than once heard the phrase: to be a citizen — “this is a hobby, which is good to deal with, ... but not everyone does it, because he has more important things to do”, the citizen is not possible to “take a day off or resign”, “it is not necessary to study and take exams. “An interesting idea that a citizen — a “profession, which a person receives at birth” and “fulfills every minute” because it brings to life the need to fill the content of this professional priority. Are there any schools specifically training the younger generation to be citizens? Clearly not. However, the mission entrusted to the educational institutions, performing and educational function.

37% of students aged 16–18 stated that each person decides for himself to be a citizen of it or not, making a range of civil, as in any professional field, “whether to protect their homeland, to take up the spiritual and social life

of the community, to show whether the civic participation, to create favorable conditions there for themselves and the community to life". Any self-determination suggests alternatives that emphasized high school students: "citizen — it is a profession, and not the easiest." Most teens (41%) spoke about a set of rights and duties of a citizen, which determines, in their opinion, its status in the state, "the man in any profession should be responsible, decent, and the citizen must comply with the laws of their country, trying to make it better". Students often wrote that "to be a citizen is not easy, we must know the legal norms of the state, moral and ethical standards of the population, as well as necessary to the full development of civil society to develop...". Respectfully should take the view that, "every profession requires individuals to certain skills, abilities and commitments" and a citizen have to wait for "the observance of rules and regulations, obedience to the laws, pay taxes, participate in the elections ...". Be a citizen — so "not only belong to the population of a State, but also act, to know and exercise their rights" — such citizenship bulk of today's high school students.

It should be clarified under the civil position in pedagogical science understand the "dynamic forms and develops a set of personality traits as a citizen, aimed at the creative development of the society, the state and himself as a part thereof, which is manifested in readiness for the implementation of civilian activities" [4, P. 3], the formation of which can not be separated from the formation of civil identity of adolescents in modern school, which are laid before it all znanievye base. Civil identical structures can be represented as a combination of four basic components: cognitive, which includes civic literacy; of values, based on citizenship; emotional, recognizing the patriotism of love for the motherland; the activity, are expected to participate in public life, or the presence of citizenship [5, P. 6]. Within the framework of the present study is necessary to dwell on individual elements of civil identichnosti. Vazhno that students themselves emphasize the value of knowledge for the development of civil characteristics, and especially the rights and obligations of a citizen. They highly valued the significance of individual school subjects, contributing to the realization of this task. For example, students write: "... for each profession need education to each activity has its own science or subject, and maybe a few And then the question arises:!" If citizenship — a profession, what object corresponds to it "? Answer: "social" For them obvious epistemological basis of its own civic identity, which is unthinkable without the support of knowl-

edge in political science, law, sociology, economics, social psychology, philosophy — humanities Sciences So, regardless of the professional choice in the future potential graduates.. educational institutions today must have the elementary subject knowledge, abilities and skills of social science areas. "ordinary students of the course of social science it is known that a citizen is called" a man with the totality of the rights and duties established in the state to which it belongs and with which it is associated " but other than a formal approach to its definition, should see him still and benevolent person, endowed with moral qualities such as patriotism, responsibility, respect for the past, tolerance, civil identity" [6, P. 149], which corresponds to the students expressed citizenship. Causing the component values of civic identity school-children citizenship must receive justification from the axiological point of view. "The meaning of axiological approach can be disclosed through the system of axiological principles, which include: the recognition of the human ultimate value and respect the uniqueness, recognition of social rights and freedoms, related to the adolescent as a subject of its own development, education cooperation, based on the unity of valuable qualities of the adolescent and educational for teacher, private principles of live communication with your child: respect, kindness, mercy, love, tact, care, spiritual "food" adolescents" [7, P. 73] that causes to consider civic identity and more from the standpoint of the subject approach to pedagogy. "After all, subjective value — conscious and taken by man common meanings of self-realization (self-realization, self-creation)" [8, P. 16] advocate for seniors original reference in the life and personality formation in the context of the formation of their civic identity. How else, if not the subject of activity, the creator of your own destiny, you can call the author of the following lines: "To be a citizen of the country means more than just having her citizenship true citizen of Russia must love and respect their homeland, to know its history, to remember and honor. its heroes. He must responsibly fulfill their duties, thus contributing to the development of the country. for this state gives its citizens a number of important rights ... ", which belongs to one of those students who, through their active participation class and school, high in public life level performance prove the existence of civil pozitsii. Takim way, "the presence of civilian experience as subjective determines the degree of participation of youth in political life, the desire and the ability to interact with other people in order to improve their own lives and society, the ability to analyze their own capabilities in matters of personal decision, public

and national issues, which indicates the subjectivity as the basis for the formation of civil position “modern school [9, P. 257]. Graduates of 9 and 11 classes are ready

to admit to myself the priority value of civic identity, despite the forthcoming choice of profession and service deyatelnosti.

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# **Psychology**

# Section 1. Psychotechnology

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## **Social support over Facebook as predictor of life satisfaction among Malaysian University students**

**Abstract:** Many young people interact and thus receive and communicate social support over the online world, particularly through Facebook. This paper focuses on how Malaysian university students perceived social support over Facebook. More specifically, this study focuses on how perceived social support influence university students' life satisfaction. Participants were 800 university students from southern of Malaysia (178 male and 622 female). The finding showed that social support is related to university students' life satisfaction. There is a positive correlation between perceived social support and life satisfaction. In conclusion, perceived social support over social media such as Facebook are important elements of social relationships for university students in determining their life satisfaction.

**Keywords:** Social support, life satisfaction, Facebook.

### **Introduction**

Facebook has been rated as one of the most popular social networking sites (SNS). Facebook has 1.44 billion of active users in this world [1, 8]. Social media such as Facebook enable individuals to create a public profile that can connect with other users within a fingertip [2, 8]. This has caused the traditional face to face communication to give a way to online interaction. For youngster, the purpose of Facebook is interpersonal communication as they prefer to communicate by using social networking sites [10, 9]. Social support has been identified as the important elements in a relationship [18, 10]. However, with the existence of social media usage, there is little understanding of the online social support.

Besides, the impact of offline positive relationships on overall life satisfaction is well-established [17, 10; 9,9]. However, previous studies on online relationships had shown a contradicting result between the Facebook usage and life satisfaction. There was a research showing that Facebook usage has negative shifts on users' subjective well-being over time [8, 9]. The higher intensity of Facebook usage among the adolescences, the worse they feel after using the Facebook and the more

decline in their life satisfaction levels. However, another research showed that Facebook usage such as posting and chatting have positive association with life satisfaction [24, 10].

Moreover, previous research focused on frequency use of social networking sites on relationships rather than specific element that influence their life satisfaction [4, 8]. This study has identified the element of social support as a factor influence on life satisfaction. The impact of support over Facebook towards the overall satisfaction with university students' life is the focus of the present research. Therefore, this study investigates the relationships between the social support towards the students' life satisfaction.

### **Social support and life satisfaction**

Computer mediator social support has become very common across the internet today [23, 10]. Facebook users experience higher level of social support as compared with other internet users [7, 9]. This is because Facebook has become additional platform for adolescent to look for social support and Generation Z prefer social support from online social network as they were born with advancement of technology.

College students have higher proportions of maintained connection in Facebook as they perceived Facebook as the usefulness tools for procuring social support [13, 9]. This is because Facebook's features offer users a unique context for seeking social support. Facebook features such as status updates, share link or instant messaging, facilitate the sharing of social support needs. These features offer social support seekers the possibility to interact with numerous friends and family members at once and get wider range of diverse feedback.

Social bonds and supportive relationships are important to a person's health and well-being [9, 9]. There was a research conducted on social support and well-being. The results showed that social support has direct effect to well-being. Social support provided by large social networks enables an individual to have regular positive experience and stable socially rewarded roles in community. Positive experience through social support enhanced an individual life satisfaction.

In this study, social support has been differentiated to three sources such as family, friends and significant other [21, 10]. Sources of social support from online network has become a question as Facebook has introduced a feature which enables users to group different categories of relationships such as acquaintances, best friends, co-workers, romantic partners, and family members in a group which classified as "friends" [20, 10]. A study found that university students perceived social support from significant others, followed by friends and family members [16, 10]. Social support from family and other sources are associated with positive emotion in adolescence [12, 9]. Social support influences an individual emotion and indirectly affecting the evaluation towards their life [14, 9].

Social supports from family and friends are both positively associated with life satisfaction [19, 10]. Friends' support for college students is very important, as students first time stay away from their family members and shifting their support toward peer. Close friend's support increases positive emotion among college students [6, 8]. This is because there is a difference between general friends and close friend where close friend is more influential in college student than general friends. Therefore, close friend's support can increase college student's positive emotion and life satisfaction.

However, past research had shown that social support through Facebook may not necessarily has positive effects on adolescents' life-satisfaction. This may due to the characteristics of SNS such as reduction in contextual, visual and auditory cues, and an almost entire

elimination of non-verbal cues [22, 10]. Therefore, this research studies the relationships between social support and life satisfaction among Malaysian university students.

## Method

### Participants

The surveys were completed by 800 participants who were undergraduate students at a local university in southern of Malaysia. The participants in this study were not evenly distributed by gender and races. There were more women in this study which consists of 622 women and only have 178 men. Besides this, there were more Malay students in this study which consists of 440 Malay, 295 Chinese, 39 Indian and 26 other races. This reflect the pattern of general population in Malaysia and distribution of university students.

### Procedure

University wide courses was identified and the lecturer in charge was approached. The selected course was opened for all students from different academic programs and years in the university. Once the course has been identified and lecturer has approved, students will be invited to participate the survey through e-learning. The link to the survey will be posted on the e-learning or class's page through Facebook where users can access the general information about the research study stated at the Google Forms. Students must answer the survey online (Google forms) within the time frame given to them.

### Measures

The dependent variable of life satisfaction was measured by five items adopted from previous research as it has adopted in Facebook setting [10, 9]. The purpose of this scale was measured the global life satisfaction of an individual. The participants were instructed to specify their agreement by indicating an appropriate number on each item that based on seven Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). SWLS had a good reliability (correlation coefficient = .82 and coefficient alpha = .87) [3, 8]. The reliability for this scale was very high (Cronbach's  $\alpha$  = 0.833, mean = 23.47, SD = 5.05).

Social support was measured by Multidimensional Scale of Perceived Social Support (MSPSS). This scale consists of 12 items adapted from previous research [5, 8]. The purpose of using this scale was it measure the social support from all sources rather than from a person. Each item was measured by a five-point Likert-type scale (1 = strongly disagree and 5 = strongly agree). In this study, MSPSS has a good reliability (Cronbach's  $\alpha$  = 0.92, mean = 45.92, SD = 8.53).

## Results

This research measures the level of social support and life satisfaction. The mean of social support was 3.82, which lies between the scales “Neither disagree nor agree” to “Agree”, and it is very close to “Agree”. This number indicates that the samples in the present study perceived high level of social support in Facebook. For the sources of social support, participants rate highest on family members (mean=4.0) which lies in “Agree”, following by friends (mean= 3.8) and significant others (mean= 3.69) which lies between the scales “Neither disagree nor agree” to “Agree”, and it is very close to “Agree”. This number indicates that the samples in the present study perceived high level of social support from family members, friends and significant other. Lastly, the mean of life satisfaction is 4.69, which lies in between the scales “neither agree nor disagree” to “slightly agree”, and it is much closer to “slightly agree”. This implies the sample in the present study is slightly satisfied with their life.

In this study, correlation is used to analyse the relationships between the perceived social support towards the university students’ life satisfaction. The result of *Pearson Correlation* showed that there is a significant positive correlation between social support and life satisfaction ( $r = .504$ ,  $N = 800$ ,  $p < .001$ , one-tailed). This result showed a moderate correlation. Positive relationships showed that the higher social support an individual scored on multidimensional support scale, the higher his or her life satisfaction.

A simple multiple regression has been run on sources of social support and life satisfaction to get a detailed result for sources of social support. A significant model emerged by utilising stepwise method:  $F(3, 796) = 94.31$ ,  $p < .0005$ . The model explains 26.0% of the variance in positive emotion (Adjusted  $R^2 = .260$ ). Social support from significant others, friend and family can positively predict one’s life satisfaction.

## Discussion

The finding of the study indicates a high level of social support over Facebook at Malaysia university students. This is consistent with the general findings which indicate the Facebook as an important source of social support and the youth are more likely to get higher social support through Facebook [7,9]. This is especially true for college student as nowadays the college students are born with the advancement of technology and more familiar with the social networking sites. Therefore, they visit the website once they need support from someone. Another explanation for high level of social support in Facebook is the Facebook carrying a function

of support from different features such as status updated, shared post and instant messaging that make support communication easy to be extended [13, 9]. This is indeed as demonstrated by the findings in this study. Previous research which was conducted on non-Asian sample and had shown the similar result as the present study [15, 9]. This indicates that the universal function of Facebook as providing support across different culture and society.

This study differentiates between different sources of social support. It was found that the samples perceived most of the support come from family members, followed by friends and significant others. This finding was contradicting with the previous research which the participants rated highest on significant other, followed by friends and family members [16, 10]. The differences may be due to the location of research where previous study was carried out in America and the present study was carried out in Asian. Asian people practice collectivistic culture so they perceive higher social support from family members. However, America people practice individualistic culture where they value more on themselves, therefore they perceive higher social support from significant others. Besides this, both researches showed that the university students perceived friends as second sources of their social support. The possible reason is university students are away from their house and stay in a hostel with their friends so they tend to look for friend when the primary social support is not available.

The findings of this study showed that there is a positive significant relationship between social support and life satisfaction. This finding was similar as the previous study as it stated that perceived social support has direct effect towards life satisfaction [14, 9]. The possible reason is that the social support which come from someone can reduce the university students’ negative emotion such as depression and therefore increase their life satisfaction. This is because university students can share their problem and get encouragement from someone, thus it increases their life satisfaction. Another possible reason for the similar finding is both studies were carried out in Asian country which has the almost similar culture therefore it does not have much differences on the findings.

Lastly, the limitation for this study is the focus at students in university only. Future studies should include other groups of population including young people who are not in the university. University students sample limits the ability of the study generalization to the young adulthood which is between 18–29 age group. Besides this, most of the university students come from

the middle and upper-middle classes, which can access to internet and have more time to socialize with people. Therefore, it is important to include other group of populations such as lower class people who also have ability to access to the internet and Facebook. As technologies

continue to diffuse into the world, therefore this study captures a snapshot of social support in Facebook to increase the understanding towards the interaction in Facebook.

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