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LEVELS AND TYPES OF PERSONAL WELL-BEING OF THE STAFF OF THE STATE BORDER GUARD SERVICE OF UKRAINE

Abstract: the results of an empirical study of the levels and types of experiences of personal well-being by the staff of the State Border Guard Service of Ukraine are presented in this article.

Keywords: personal well-being, the typology of personal well-being, personality-oriented, career-oriented, professionally-oriented and socially-oriented types of personal well-being.

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УРОВНИ И ТИПЫ ЛИЧНОСТНОГО БЛАГОПОЛУЧИЯ ПЕРСОНАЛА ГОСУДАРСТВЕННОЙ ПОГРАНИЧНОЙ СЛУЖБЫ УКРАИНЫ

Аннотация: в статье представлены результаты эмпирического исследования уровней и типов переживания личностного благополучия персоналом Государственной пограничной службы Украины.

Ключевые слова: личностное благополучие, типология личностного благополучия, личностно-ориентированный, карьеро-ориентированный, профессионально-ориентированный и социально-ориентированный типы личностного благополучия.

Постановка проблемы. Профессиональная деятельность персонала Государственной пограничной службы (ГПС) Украины является важной частью жизни пограничников. Их удовлетворенность собой как профессионалами, своими профессиональными достижениями и успехами,

а также эффективностью деятельности пограничного ведомства в целом, влияет на их личностное благополучие и качество жизни, что и обуславливает актуальность исследования этого переживания. Переживание пограничниками личностного неблагополучия может способствовать возникновению у них чувства беспомощности, проявляющееся вследствие нескольких неудачных попыток влияния на негативные обстоятельства среды (или избегания их), характеризующееся пассивностью, отказом от действий, нежеланием изменять его в соответствии с потребностями, даже когда возникает такая возможность, которое сопровождается потерей ощущения свободы и контроля, отсутствием веры в возможность изменений и в собственные силы, угнетенностью, депрессией и т.п. [1], возникновению сложности самопринятия и профессиональной самоидентификации [2], снижением уровня самоуверенности, которое влияет непосредственно на эффективность та продуктивность их профессиональной деятельности. Профессиональная успешность пограничников не является совокупностью отдельных успешно выполненных профессиональных заданий, а зависит от индивидуальных способностей, знаний, умений, навыков, мотивации и т.п., ресурсов физической, социальной и организационной среды, взаимодействия персонала [3], которые определяют профессиональную мотивацию, обеспечивают формирование профессиональной идентичности и компетентности, способствуют совместности, сплоченности и сотрудничеству в коллективе, эффективности и производительности выполнения профессиональных задач, профессиональному развитию и самореализации, что, в свою очередь, способствует удовлетворенности условиями, процессом и результатами работы и, как следствие – их личностному благополучию.

Целью статьи является освещение результатов эмпирического изучения уровней и типов переживания личностного благополучия пограничниками.

Метод исследования. С целью психологической диагностики и выявления особенностей личностного благополучия пограничников был разработан скрининг-опросник личностного благополучия персонала ГПС Украины. Концептуальной основой скрининг-опросника стала эмпирическая модель личностного благополучия персонала ГНС Украины [4] и разработанная на ее основе типология личностного благополучия пограничников. Скрининг-опросник предназначен для экспресс-диагностики уровня и индивидуально-типологических особенностей личностного благополучия пограничников и состоит из 73 утверждений относительно переживаний, ощущений, мыслей, установок, позиций и т.п., которые изучаемым нужно оценить по семибальной шкале. По результатам тестирования определялись уровни переживания личностного благополучия (высокий, средний с тенденцией к высокому, средний с тенденцией к низкому и низкий) по шкалам личностной осуществимости жизни, личной самоэффективности и гармонии, профессиональной компетентности и самореализации, профессионально-организационной мотивации, профессионального развития и достижений.

Результаты. С целью апробации скрининг-опросника личностного благополучия персонала ГПС Украины был проведен опрос 47 пограничников, из них 27 человек – слушателей факультета подготовки руководящих кадров, соискателей высшего образования на втором магистерском уровне образовательного степени магистра и оперативного-тактического уровня высшего военного специального образования, а также 20 человек – слушателей центра подготовки офицерского состава курсов по подготовке офицеров, которые планируются к выбытию в зону проведения боевых действий.

По результатам тестирования с использованием скрининг-опросника личностного благополучия персонала ГПС Украины высокий уровень личностного благополучия выявлено у 42,55%

пограничников, в том числе: 62,96% слушателей факультета подготовки руководящих кадров и 15,00% слушателей центра подготовки офицерского состава. Средний с тенденцией к высокому уровню личностного благополучия выявлено у 53,19% пограничников, в том числе: у 37,04% слушателей факультета подготовки руководящих кадров – у 75,00% слушателей центра подготовки офицерского состава. Средний с тенденцией к низкому уровню личностного благополучия (среди слушателей центра подготовки офицерского состава) выявлено у 4,26% пограничников. Среди слушателей факультета подготовки руководящих кадров средний с тенденцией к низкому уровню личностного благополучия и низкий уровень среди всех испытуемых не обнаружено. Обнаруженные уровни личностного благополучия пограничников характеризуются соответствующими уровнями их личностной осуществимости жизни, личностной самооэффективности и гармонии, профессиональной компетентности и самореализации, профессионально-организационной мотивации, профессионального развития и достижений.

Кроме того, в исследуемой группе пограничников выявлено преобладание личностно-ориентированного типа личностного благополучия у 68,09% пограничников: у 81,48% слушателей факультета подготовки руководящих кадров и у 50,00% слушателей центра подготовки офицерского состава. Пограничники с личностно-ориентированным типом личностного благополучия переживают благополучие в контексте как личной, так и профессиональной осуществимости своей жизни. Это люди с развитым чувством свободы, которые находят реальные возможности действовать в любых ситуациях, принимают персонально обоснованные решения; имеют четкие представления о себе как о сильной личности, которая может выстраивать свою жизнь в соответствии со своими целями и представлениями о ее смысле, и ней управлять. Они

получают удовольствие от взаимоотношений с руководством и коллегами, проявляют интерес к работе, уверены в своей профессиональной компетентности и в том, что в профессиональном плане имеют авторитет среди коллег и руководства. Они высоко оценивают результаты своей профессиональной деятельности и получают удовольствие от реализации профессионального потенциала. Пограничники с этим типом благополучия переживают внутреннюю согласованность профессионального самоотношения, осознают собственные личностные качества как предпосылки для профессиональных успехов и преобразования профессиональных успехов в импульсы прогрессивного личностного развития. Их ведущей карьерной ориентацией является возможность жить в разных местах (отсутствие стабильности места проживания и ротация в различные подразделения) и удовлетворение потребности в достижениях. Они переживают радость при осуществлении повседневной деятельности, довольны условиями труда и достижениями на работе, ощущают подъем, положительно оценивают влияние работы, у них преобладает хорошее настроение и оптимистическое восприятие будущего, и отсутствует психоэмоциональная симптоматика, для них большое значение имеет социальное окружение. Они находят возможность воплощать в работе свои идеалы и ценности, могут переживать самоуничижение как фиксированную установку на негативное оценивание или потерю смысла своих индивидуальных качеств в контексте трудовой деятельности и профессиональной карьеры через самообвинения в ситуациях профессионального неуспеха, когда возлагают вину на себя независимо от того, чем на самом деле обусловлены проблемы или неудачи на работе, а выход из указанных негативных переживаний в положительное пространство удовлетворения потребностей в вознаграждении и в условиях труда способствует переживанию благополучия. Они имеют четко сформированные профессиональные цели и ярко

выраженную потребность в признании, переживают профессиональное самопринятия, стремятся к профессиональному развитию, формируют позитивные отношения в коллективе, обладают способностью к ретроспективной и ситуативной рефлексии.

Карьеро-ориентированный тип личностного благополучия выявлен у 4,25% среди всех испытуемых – 10,00% слушателей центра подготовки офицерского состава. Пограничники из карьеро-ориентированным типом личностного благополучия ориентированы на переживание благополучия как результата успехов в карьере. Они имеют ярко выраженную потребность в интересной работе и ориентированы на стабильность работы как постоянной работы с минимальной вероятностью увольнения. Их ведущей карьерной ориентацией является интеграция усилий коллег, полнота ответственности за конечный результат и соединение различных функций организации, обеспечивающие им возможности для лидерства, высокого дохода, повышенной ответственности и возможности осуществить весомый вклад в успех организации. Они переживают личностное благополучие при условии владения властными полномочиями, которые дают возможность для принятия ключевых решений и управления людьми, проектами и т.д. со значительными делегированными полномочиями. Для них важным является учет интересов персонала при определении трудовых функций и работа в команде. Они переживают удовлетворение потребности в достижениях и ориентированы на регулярный менеджмент в управлении и на интеграцию стилей жизни как способ сохранения гармонии между личной жизнью и карьерой для уравнивания различных сфер жизнедеятельности. Они переживают удовлетворения потребностей в вознаграждении и в условиях труда, у них преобладают положительные стимулы вознаграждения и поощрения в мотивации, они нуждаются в преобладании в управлении: целостности над дезинтегра-

цией и инновационности над консервативностью при организации процесса профессиональной деятельности, а также в преобладании в отношениях сотрудничества. Эти лица переживают удовлетворенность уровнем компетентности и нуждаются во взаимоотношениях и в признании; обладают способностью к ретроспективной, ситуативной и перспективной рефлексии. Среди слушателей факультета подготовки руководящих кадров карьеро-ориентированный тип личностного благополучия не обнаружено.

Профессионально-ориентированный тип личностного благополучия выявлен у 21,28% пограничников: у 8,52% слушателей факультета подготовки руководящих кадров и у 25,00% слушателей центра подготовки офицерского состава. Пограничники с профессионально-ориентированным типом личностного благополучия ориентированы на переживание благополучия как процесса профессиональной самореализации. К этому типу относятся пограничники, которые имеют четкие представления о собственной способности выстраивать жизнь в соответствии с собственными целями и представлениями о ее смысле, они несут ответственность за себя и свою жизнь, способны доводить до конца решения, принятые на основании личных ценностей с осознанием обязательности этого для себя или обязательств перед другими людьми. Они положительно воспринимают собственное прошлое как опыт, который способствует их развитию и является предпосылкой сегодняшней жизни и ориентированы на перспективное будущее: имеют цели и планы на будущее, планируют достижения будущих целей и получения вознаграждений и т.п. Они переживают преимущественно эмоционально положительные эмоции и нуждаются в интересной работе, довольны реализацией профессионального потенциала и удовлетворением потребности в достижениях, уверены в своей профессиональной компетентности, умелости, опытности. На общем положительном фоне самоотношения у погра-

ничников с профессионально-ориентированным типом личностного благополучия преобладает состояние субъективной удовлетворенности имеющимся уровнем развития профессионально важных знаний, умений и навыков, способностей и личностных качеств, что сочетается с чувством самодостаточности, автономией осуществлении профессиональных обязанностей и принятием профессиональных решений. Условием личностной самоэффективности этих пограничников является отсутствие стабильного места проживания и возможность получения опыта в различных региональных направлениях пограничного ведомства. Они переживают значимость социального окружения в контексте совместного решения проблем, предотвращения переживания одиночества, расширения отношений с семьей, друзьями, коллегами и другими людьми; переживают процесс собственной жизни через интерес к ней, ее высокую эмоциональную насыщенность и наполненность смыслом, а также обладают способностью к перспективной рефлексии.

Социально-ориентированный тип личностного благополучия выявлен у 6,38% человек – 15,00% слушателей центра подготовки офицерского состава. Пограничники с этим типом личностного благополучия ориентированы на переживание благополучия в контексте социальных взаимодействий. Они переживают преимущественно эмоционально положительные состояния и чувства и получают удовольствие от реализации потребности в интересной работе; реализуют собственный интерес к работе и получают удовольствие от взаимоотношений с руководством; нуждаются в удовлетворении потребности в достижениях. Преимущественно они удовлетворены условиями труда, у них преобладает хорошее настроение и оптимистическое восприятие будущего. Они могут переживать самообвинение как осознание себя в качестве препятствия для продуктивной трудовой деятельности и карьерной самореализации. Эти

пограничники получают удовольствие от «общинности» организации пограничного ведомства, что даёт им возможность работать в «общинном» сообществе, которое формируется на взаимных симпатиях, групповых интересах, групповых нормах поведения и ориентировано на осуществление профессиональной деятельности, а также в удовлетворении потребностей в вознаграждении, в условиях труда и в креативности. Ведущей карьерной ориентацией пограничников с социально-ориентированным типом личностного благополучия является вызов, связанный с успехом преодоления ими препятствий, с решением нерешенных сложных проблем; они ориентированы на то, чтобы «бросать вызов»: выполнять более тяжелую работу или работать в особых и/или экстремальных условиях деятельности, в среде сложных межличностных отношений, а процесс борьбы и победа являются для них более важными, чем конкретная сфера деятельности или квалификация. Пограничники этого типа личностного благополучия имеют ярко выраженную потребность в формировании и поддержании долгосрочных стабильных близких взаимоотношений, основанных на доверии. Среди слушателей факультета подготовки руководящих кадров социально-ориентированный тип личностного благополучия не обнаружен.

Выводы. Результаты исследования показали, что исследуемые пограничники переживают личностное благополучие на высоком и среднем с тенденцией к высокому уровням. В группе слушателей факультета подготовки руководящих кадров обнаружено личностно-ориентированный и профессионально-ориентированный типы, в группе слушателей центра подготовки офицерского состава обнаружены все четыре типа переживания личностного благополучия. Перспективы дальнейших исследований связаны с разработкой психологических мероприятий, направленных на улучшение, повышение и сохранение личностного благополучия пограничников.

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Section 2. Gender Education

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SOME METHODS TO IMPROVE SELF-LEARNING ABILITY OF MTO CADETS IN GENERAL PHYSICS

Abstract: In the present day, the more and more modern life leads to the development of science and technology revolution. With the target of forming widely studying environment, it is very necessary to keep learning for a long time, even during our life. Moreover, learning, together with the role of learners is always a key for modern education. With many modern methods applied in educating process, there are many significant changes about how to teach or how to learn. Some people say that teaching duty is to provide methods for learners as well as to help them to overcome problems during learning process. Inside military schools, self-studying of each cadet becomes an important factor to gain achievement in the education environment easily. Thanks to self-studying well, the cadets have transferred from being given lessons by the educators to acquiring knowledge themselves. From this, it is worth noticing that the learners can not only get many opportunities to improve themselves but also they can do many creative things to know how to solve the problems during their learning even orientating future jobs effectively

Keywords: Self-studying, General Physics, Self-Learning Ability.

Introduction

Self-learning plays a key role in terms of education in general as well as studying in particular. Thus, it helps cadets to deepen knowledge, consolidate and keep deeply in mind of essential information what is taught. Furthermore, thanks to the ability to self-analyze and self-synthesize documents, students can develop their ability to apply the knowledge learned in solving many problems in learning process. Above all, self-learning helps cadets not only to have a pos-

itive attitude, but also to know how to work independently and effectively. From this, it is considered as a significant factor to develop good personality traits of the students in learning and to get success in teaching.

Self-learning: A conceptual framework

Self-learning is an active and independent activity for understanding and acquiring knowledge as well as developing skills for oneself. Regarding to the concept of self-learning, it is to self-study knowledge,

to update information and self-practise more with a purpose to formulate skills.

According to Dang Vu Hoat (2003), teaching self-learning for students is a basic form at university. It is the cognitive activity of individuals aimed at mastering the system of knowledge and skills which are conducted not only by the learner himself inside or outside the classroom but also in accordance with prescribed curriculum and textbooks. Moreover, it is known that self-study is the activity of acquiring knowledge, improving skills, experiences in the history – society of human beings in general and of the learners themselves (Thái Duy Tuyên, 1998). With respect to self-learning, it can be interpreted as to be a creative independent activity of learners to acquire, consolidate and apply knowledge. Self learning is a personal cognitive activity which the learners can self-organize their perception creativity process independently to implement the acquisition of knowledge, to carry out processing and accumulation of knowledge, to develop creative thinking as well as to improve skills, especially such as: occupational skills and soft skills... (Tran Dinh Tuan, 2014). In the doctoral dissertation (Nguyen Thi Bich Hanh, 2006), “The measures to improve the self-learning ability for pedagogical students from the perspective of interactive pedagogy” According to the author, self-learning of students is not only a core part of learning but also is a component of teaching during undergraduate teaching process. This is considered as a process which self-reliant students to solve the studying task set by the teacher based on teaching situations in the classroom. Moreover, it reflects the autonomy, positivity, independence and self-control of learners in the learning process under the guidance of instructors. From the above point of view, it is said that self-learning is a form of individual cognitive activity in which learners can define their learning objectives, select learning content, know how to organize their work as well as their self-study activity in a reasonable dynamic way with highly effective quality.

Self learning competence

The concept of “competence” arrives from the Latin language “competentia” which means meeting. In the present day, the concept is understood in many different ways. Capacity is defined as the proficiency and the ability of the individual to perform a good job. In this article, we argue that: “Ability is a rational combination of knowledge, skills, and willingness to do solving-problem tasks actively and effectively.” The capacity structure consists of three main components: Knowledge, skills, attitudes. In the doctoral dissertation of Luong Viet Manh (2014) “Formation and development of self-learning capacity for students in physics teaching at pre-university universities”. As a matter of the fact, self learning is the ability to undertake knowledge-based learning, self-learning, responsible and effective self-learning. In the doctoral dissertation of Luong Viet Manh (2014), “It focuses on formation and development of self-learning capacity for students in teaching physics at national pre-university universities”. As a matter of the fact, it contains the ability to undertake knowledge-based learning, self-learning, responsible and effective solving problems in self-learning. In the doctoral dissertation of Hoang Phuc (2017) “Self-study is related to physical ability of learners with the purpose to independently explore, create, self-discover, solve on problem task, adjust their learning to occupy and expand science knowledge.” With the above points, self-learning ability is the ability to self explore, to self perceive and to apply knowledge in the same situation or new situations with high quality.

Some methods to develop self-study capacity for learners

Method 1: Build the motivation and the need to study properly for the students.

Self-study is an independent individual activity in order to develop self-study ability for learners, first of all to build the motivation and the need for proper learning of cadets with the purpose to create motivation for self-learning. Understandably, the learner’s motivation is the psychological factor that reflects im-

portant knowledge to satisfy the needs of the learner, which orientates, motivates and maintains learner's learning activities to gain knowledge. Motivation of the students at MTO in learning general Physics process is understood as the doings to inspire cadets in the course of study of general physics. When learners are motivated to learn positively, they can form self-discipline, motivation, even promote learning activities, gain achievement in learning easily as well as have desire for self educating. As a matter of fact, motivation in learning is an urging activity with the identified results based on the particular training need. There are 4 groups of learning motivation: 1) social and political motivation; 2) cognitive motor; 3) military career motivation; 4) personal motivation. All these four types are not spontaneously formed, but they are improved from the inside individual. Therefore, in the teaching process of General Physics, lecturers must select contents, methods and means of teaching with the organization of appropriate teaching methods to stimulate the interest of students in the activities in class time. The teachers need to use the effective methods for learners to focus on the content of the study, to identify the learning task, to participate in the lesson, to discuss and to write notes; to have deep understanding of physical knowledge as well as the application of knowledge acquired in solving problems with practical contents related to the subject.

Method 2: Adjust the teaching methods towards enhancing self-study ability for learners.

The teaching methods in the military schools are closely linked with the training objectives, which always bring into play the high level of activeness, active initiative as well as the cooperation among students in learning.

In any job, if you find a interest, you will be stimulated. However, if you lose the interest in career, you will not get easily the high promotion. For cognitive activities, creative activities, learning activities, when there is no interest, the results will not be high; Even learners have negative feeling. Appealing learning is essential to develop self-learning capacity for cadets.

Using problem-solving tasks is considered as a creative teaching technique through problematic situations that often create the learners' needs to discover and solve the problems as their own needs of knowledge as well as the level of awareness of the trainees with the problems set by the trainers. Using problem-solving tasks in teaching process in General Physics has three basic features:

Firstly, the instructors give some cognitive problems with the high contradiction between what to be known and what to look for in front of the students. Secondly, the learners receive the contradiction of the cognitive problems from their inner. In other words, the teachers often have the learners in a problematic situation which being a pressing need for them to solve. Thirdly, through the process of solving the risk tasks, the learner can master the contents and how to solve them in a positive and exciting way. The first step in using a effective method to solve the problem is to create a problematic situation. This problematic situation or the learning situation is a psychological state which a cadet faces a difficult situation but the lack of knowledge prevents him from solving it. The cadets need to have updated information and new knowledge.

In the teaching process, teachers not only need to design their activities for the trainees but also innovate the way of evaluating their ability. They are willing to guide learners to work by themselves, suggest useful resources for studying and apply with other methods to achieve the highest efficiency in educating process.

Method 3: Guide the content and methods of self-study for students

Researchers on modern teaching theory inside or outside Vietnam state that the interaction between teaching and learning activities reflected in the process of making the relationship between the teachers and students.

In the above-mentioned system, the teacher plays the key role as the subject of the pedagogical impact on the student's self-study process. This is shown on the face of the learner's self-learning: evoking the

need for students as well as the desire for learning, creating learning situations; Organizing, guiding the self-study process of trainees; Evaluating and guiding students to self-assess as well as self-conclude on their cognitive results.

The process of instructing students is an important measure that greatly influences the quality and effectiveness of self-learning. Self-study content covers all academic work undertaken by the individual and the groups. Content guidelines and self-study methods include the following two main parts:

- Guiding self-study for cadets becomes a compulsory content.
- Orientation of research to understand deeply the issues in the contents of study, to encourage students to participate in scientific research in order to promote the positive and creative independence of learners.

In the syllabus of the subject, teachers need to guide, help students practice self-learning skills. Through teaching methods of teachers, together with the form of teaching method for students, there are some following forms: – Planning Skills and Practical Skills

Method 4: Regularly check the students' self-study results and instruct the students to self assess

Assessing is the process of gathering information about learners' performance according to the training syllabus. By the way, teachers can evaluate the teaching process, including applying methods, using means of teaching and finding out the way to classification student. The results of the study are also to check and evaluate the level of gaining the objectives after each lesson (or each part) of the learners, to determine the level of knowledge and skills learned based on the requirements of the teaching program. Especially, through examinations and assessments, the trainees can know how to assess their cognitive competence step by step, improve their own learning in higher, check and self check. The teachers should examine and evaluate learners' learning results in adjusting their teaching activities, learning activities of

the students and should gain the effect of assessment on training orientations and the educational management of their subjects in the school. The assessment of the results become more accurate only when it is carried with high objectivity and orientation to evaluate the ability of self-learning because it will not only have the effect of stimulating self-discipline on students but also build firm independence and strong determination in the study process. With a respect to the article, it shows the principles for examining and evaluating learners' results in teaching General Physics at MTO as follows: Firstly, teachers can not only improve the competence of learners, help learners know what they have learned and develop the self-learning capacity for the learners but also can adjust their teaching methods. The results of the assessment are evaluate the ability to observe, collect information, identify and solve problems, organize teamwork, have social interaction, perform presentation in front of the crowd, find out evidences to solve problematic tasks, show disagreement in groups, develop the capacity to produce new knowledge, etc. All of these abilities must be expressed, have two-way feedback during the evaluation. It is necessary for the educators to limit the assessment through the type of memos, remake of the lesson or sample given by the teacher, etc. Because this will destroy the creativity of the students. Secondly, testing and evaluation is a process that takes place throughout the teaching and learning process. Not only do the teachers use the methods and techniques used to assess learner effeciently.

Conclusion

Self-study of the students at MTO in the course of General Physics is one of the key factors in the quality of learning and training. The impact of the trainers also must be based on the self-learning efforts of the students. it has good results in teaching. Forming self-learning ability for students becomes a particular way to help them create their own needs, motivation, interest in learning in order to improve their neccessary skills to overcome difficulties. The

acquisition of knowledge in training is said to be the key to train the students to work independently. This will help the cadets to gain achievement in self-study and to do research throughout life after graduating.

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Section 3. Education in the field of Arts

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FORMATION FUTURE STARS OF PERFORMING ART

Abstract: The subject of article reveals through a prism of a reporting concert and the state certification as main section of performing activity of graduates-2018 of PMK, PKPGIK.

Keywords: music education of an average and the top management, generation of the Russian musicians beginning professional career, performing activity of the graduate, reporting concert, the state certification.

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СТАНОВЛЕНИЕ БУДУЩИХ ЗВЕЗД ИСПОЛНИТЕЛЬСКОГО ИСКУССТВА

Аннотация: Тема статьи раскрывается через призму отчетного концерта и государственной аттестации как основного раздела исполнительской деятельности выпускников ПМК, ПКПГИК 2018.

Ключевые слова: музыкальное образование среднего и высшего звена, поколение начинающих профессиональную карьеру российских музыкантов, исполнительская деятельность выпускника, отчетный концерт, государственная аттестация.

В преддверии 95-летнего и 45-летнего юбилеев со дня оснований учебных учреждений среднего звена /2019/ и высшего звена /2020/ мне посчастливилось посетить состоявшиеся накануне

отчетные концерты фортепианного, вокального, хорового отделений и об этом нисколько не жалею. В статье, безусловно, поделюсь профессиональным анализом по поводу услышанного с точ-

ки зрения специалиста-профессионала, долгое время проработавшего с творческими детьми тем более имея за плечами специальное образование по данным специальностям.



Фото 1. Афиша

Сольный концерт Юлии Бажутиной (класс преподавателя: заслуженного работника культуры России Л. Ю. Беляевой) /см.: фото1/ в концертном зале заполненное публикой показал, что нужно еще много заниматься над техническим, художественным исполнением. Ошибалась, останавливалась, начинала снова с этого места, т.е. проявлялись технические погрешности. Сырая программа, которую постоянно обыгрывать не раз на слушателях, и чем больше она это будет делать на слушателей, тем лучше, при этом, сама анализировать недочеты и исправлять ошибки естественно с педагогом.

Прогон аттестационной программы выявил также слабое психологическое ее состояние, а именно выдерживать отделенческое выступле-

ние. Над ним ей нужно еще много над собой работать. Нам хотелось дать совет, безусловно, помощь со стороны музыкального психолога в корректровке ее комфортного состояния в смысле психики. На наш взгляд, еще на стадии вступительных экзаменов важно учитывать при этом какому типу личности соответствует исполнительница и как педагог сумеет раскрыть «Я» исполнителя, а сама она должна много читать о композиторах, о произведениях, об эпохах.

Меня интересовала, проявление харизмы в контрольном прогоне и сильна ли она у пианистки. Разные произведения (прелюдия и fuga соль-диез минор ХТК, II т., соната № 3, 1 часть, этюд № 2, соч.2, соната-элегия, прелюдия си-минор, соч.23), отсюда иные способы прикосновения к музыкальному звуку, учитывая при этом стилистические особенности (И. С. Бах, Л. Бетховен, С. С. Прокофьев, Н. Я. Метнер, С. В. Рахманинов), поэтому изучаемые предметы («История зарубежной музыки», «История русской музыки», «История советской музыки», «Сольфеджио», «Гармония») важны для понимания той музыки, которую исполняешь.

На государственном экзамене от ее выступления чувствовался флюидные порывы творческого вдохновения, требующего полного погружения слушателей в фортепианную музыку, среди них был и автор статьи.

Из разговора с ней выяснилось, что в семье мама музыкант, а младшая сестра заканчивает ДМШ, кстати, стипендиат Межрегионального благотворительного общественного фонда «Новые имена» имени И. Н. Вороновой (2017). Приходилось мне заниматься на инструменте в колледже, т.к. младшая сестра дома на инструменте, но видно было, не смотря на трудности и неудобства целеустремленная, нацеленная, напористая, упорная пианистка нацелена на продолжение музыкального образования (студентка НГК имени М. И. Глинки).

Шесть выпускающих пианистов (классы преподавателей: М. Э. Сона, Ю. М. Смирновой,

Н. Ф. Митрофановой, Н. И. Шамариной, Е. Л. Серебровой) юноша и пять девушек – это показатель малочисленного штучного как говорят выпуска, но востребованность выпускников высока. Набор четыре года назад был небольшой, но часто выпускники учебных учреждений начального звена этим образованием ограничиваются. Продолжением по данной специальности их не стимулирует. Профессия не дает хорошего материального заработка в плане обеспечения своей собственной семейной жизни. Не смотря на материальные, трудности все же поступают в консерватории, все нарасхват, всех стараются брать на малоденежную, малообеспеченную работу, т.к. катастрофически концертмейстеров не хватает.

Среди девушек был переросток: Вячеслав Кокаровцев/33 года/ (класс преподавателя: М. Э. Сола). Закончил подросток как обычно по требованию родителей ДМШ, но, тем не менее, получил высшее образование не связанной с музыкой специальности. Продолжительное время работал по данной специальности, вроде бы работа есть и все у него складывалось хорошо. Получал стабильный заработок. Проходит определенный промежуток времени, и ни с того ни сего снова потянуло его сестра к инструменту, вспомнить ностальгические годы учебы и так увлекся, что поступил. Программа (И. С. Бах, И. Гайдн, Н. Я. Мясковский, С. С. Прокофьев, С. В. Рахманинов). Любительское исполнение, практики концертного выступления у него нет, чем меньше сидит в зале, тем лучше для пианиста, т.е. комфортно для него, поэтому сделали только для членов аттестационной комиссии (председатель: профессор кафедры фортепиано ПГПУ Н. А. Егшин).

Стоило ли брать у него заявление четыре года назад? Зачислять на фортепианное отделение, славившее своими традициями? Или не было напыла абитуриентов, а просто так взяли для численности? Что он мужчина, а пианистов мужского пола не было на тот период времени? Стоило в таком возрасте брать за инструмент? Ради бога, пожа-

луйста, играй, но для себя, никто не запрещает. Но получить диплом, для чего но, а что дальше? Просто было интересно поговорить с этим парнем, может этим образованием себя ограничит и не пойдет дальше, тем более что по специальности он вряд ли будет работать. Концертмейстером? Преподавателем музыки в образовательной или в музыкальной школе? Вряд ли. Видимо он сам в своей жизни ответит на часть вопросов, жизнь сама заставит его ответить на данные вопросы, тем самым может поставить крест на музыкальном образовании, профессиональной дальнейшей его пианистической деятельности.

Кроме Юлии Бажутиной неплохое впечатление произвела игра Анастасии Летеминой (класс преподавателя: Н. Ф. Митрофановой) в Венгерской рапсодии № 11 Ф. Листа. Правда, хотелось больше кульминации, проявления харизматичности, своего «Я». В целом программа отличалась цельностью, кроме этого произведения прозвучали: прелюдия и fuga ми минор. ХТК, I т. И. С. Баха, соната № 11, 1 часть Л. Бетховена, Паруса К. Дебюсси, этюд ре минор, соч. 52. Кстати, она и Мария Мордвинова (класс преподавателя: доцента ПГПУ Н. И. Шамариной) удостоились право прокатать программу на публике, в форме отчетного концерта. Программа последней исполнительницы включало: И. С. Бах Прелюдия и fuga ми мажор ХТК II т., Л. Бетховен Соната № 16, I часть, Ф. Лист Этюд «Шум леса», С. В. Рахманинов Этюд-картина ре минор, соч. 33, С. С. Прокофьев Соната № 1, соч. I. В целом неплохо, больше хотелось обратить внимание на будущее на художественную сторону программы, т.к. если будут поступать в консерватории, то бить именно надо будет на исполнительство. Правда вмешалась погода, не соответствующая естественным климатическим условиям летнего месяца. В зале было безумно жутко холодно, что естественно создавало не комфортные условия для пианистических рук (согревали рукавицами и варежками). Сложно приходилось играть технические части, когда пальцы мерзли. Но в таком положении находились про-

фессиональные музыканты (позвольте называть так дипломированных специалистов исполнительских отделений), которые из любых сложных ситуаций находили компромиссное решение из непредсказуемой природы. «У природы нет плохой погоды. Каждая погода – благодать. Дождь ли, снег, любое время года надо благодарно принимать ...» – поется в известной песни А. Петрова из к/ф «Служебный роман», но, тем не менее, внешние катаклизмы не помешали, не испортили праздника молодости и красоты.



Фото 2. Афиша

Концерт класса заслуженного работника культуры России, заведующей кафедрой специального фортепиано, профессора Л. И. Дробышевой-Разумовской (см.: фото2).

Лауреат Международных конкурсов, обладатель стипендии «Молодые дарования России» Виктория Калинина; лауреат Международных конкурсов Екатерина Васева. Партия второго

фортепиано: лауреат Международных конкурсов, доцент Н. Мошкарлова. Отделенческие концертные выступления (Д. Д. Шостакович, И. Гайдн или Л. Бетховен, Ф. Лист или С. В. Рахманинов, Ф. Мендельсон и Э. Григ Концерт для фортепиано с оркестром g-moll, op. 25, a-moll, op. 16 (переложение для двух фортепиано). И здесь я еще раз повторюсь, на наш взгляд, безусловно, важно, каким типам личности соответствовали исполнительницы. Обращает внимание на нюанс прелюдия и fuga из ХТК 1 и 2 тома И. С. Баха, которыми обычно открывают концертное выступление, был напрасно почему-то заменен на прелюдию и фугу Д. Д. Шостаковича проще в технически виртуозном плане. Правда и здесь мы увидели технические погрешности особенно в фуге, где в переплетении голосов умело проводить основную тему и важно не запутаться в многоголосии. Фугу всегда сложно играть с выученным назубок текстом, а тут ошибались, запутались, происходили сбои в техническом плане. Это всегда считается каверзным произведением. Умение выйти победителем из этого сплетения полифоничности тем. Сильнее в этом плане выглядела Екатерина Васева. Если профессор-педагог показывает двух своих учениц, то в программах должны избегать идентичных произведений в разноплановых программах одного и того же композитора причем из того же опуса (концертные программы открывались Д. Шостаковичем, одно плановыми прелюдиями и фугами g-moll, G-dur, op. 87). Две разные выпускницы, две разнообразные программы, подобранные, выверенные по определенным параметрам. Что касается исполнительства двух популярных в контексте частого исполнения на концертных площадках концертов для фортепиано с оркестром Ф. Мендельсона и Э. Грига, хотелось сказать, больше развития, больше кульминации, больше трепетности, порыва, взволнованности. Умение солиста начинать из ничего-то порыв, играть волнами, соревновательность инструмента с оркестровыми партиями, доведения

до кульминации, перекрывание партии симфонического оркестра, правда, в интерпретации второго фортепиано. Пусть это даже скрадывает, но все равно исполнительница представлять, чувствовать нутром, что она исполняет с оркестром. Если бы они играли с оркестром, они бы по музыкански лучше себя показали. Некий толчок вперед их встрепенул и окрылил, безусловно, сразу, если они бы услышали звучание симфонического оркестра. Но у нас нет такой возможности показывать часть инструментального концерта с оркестром. Приходится довольствоваться вторым инструментом, изображающее оркестровое звучание. Мне больше импонировала Екатерина Васева. По моему мнению, опытного музыканта я отношу именно себя, (позволяет мое образование, многолетняя работа по специальности, много слушаю, анализирую), в консерваториях уральского региона ее бы больше раскрыли в плане развития творческого таланта, но должна сильно выявляться в процессе игры харизматичность, свое «Я». Я думаю, что те технические и художественные огрехи, оплошности, недочеты были подсказаны педагогом и устранены и я не сомневался, показав тем самым, на что они способны талантливы. Показали обе исполнительницы в ипостаси концертмейстеров (на отчетном концерте кафедры хорового дирижирования), аккомпанируя вокальному ансамблю, (руководитель: заслуженный работник культуры России, доцент кафедры Г. В. Облиндер), с программой: А. Овчинников, сл. Н. Кончаловской «При дороге ивы»; «Песенка кавалергарда» из к/ф «Звезда пленительного счастья» И. Шварца, сл. Б. Окуджавы. Правда, репертуарчик можно было подобрать в выигрышном плане в контексте художественного исполнения, которое было, к сожалению слабого качества в мастерстве. Это о второй, что касается первой (на вечере фортепианной музыки. Играют студенты класса доцента кафедры специального фортепиано М. А. Окуневи /см.: фото3), аккомпанируя студенту Костареву Р. (виолончель) с программой:

Соната для виолончели и фортепиано ми-минор, 1 часть И. Брамса. Позиционировав на сценической площадке, тем самым заявили о себе и в концертмейстерском искусстве.



Фото 3. Афиша

Программа выстроена была по нарастающему принципу (начинали маленькие, закончили взрослые исполнители), поэтому номера, на которых хотелось обратить внимание были в кульминация вечера (дипломант Всероссийского конкурса, обладатель Бронзовой медали Дельфийских игр. (Владивосток-2018), учащиеся Владислав Михайлов; лауреат Международного конкурса, студент Сергей Буслов). Представляет интерес, что Владислав Михайлов презентовал в двух ипостасях пианиста и композитора (премьера трех романсов из вокального цикла на стихи Е. Баратынского). Выступление в качестве концертмейстера с Э. Харитоновым. Впечатление от первого прослушивания показалось сыровато, еще не совершенно в плане композиторского мастерства. Тут, безус-

ловно, не один раз прослушать, переосмыслить, сделать анализ теории музыки начинающего композитора в плане музыкальной формы, проанализировать, как текст поэтических стихотворений ложится на фортепианную партию, использовал все возможности инструмента для тончайшей передачи поэзии великого поэта XIX века.

Своим профессиональным ухом слышал технические погрешности. Мне показалось, что певцу просто не удобные ходы в плане вокального исполнения. Сам певец не прочувствовал содержание стихов поэта. Если судить по первому опыту проявилась фортепианная сторона цикличности. Претензии к аккомпанементу, развитие тесно связанное с содержанием. Фортепианный аккомпанемент и содержание стихотворных текстов Е. Баратынского. Концертмейстер и вокалист. Все должно быть взаимосвязано. Сложности, трудности с которым он столкнулся, тут получилось, что начинающий композитор обращал внимание на аккомпанемент и меньше на особенности вокального голоса. Конечно, пока сложно говорить о таланте композитора в нем. Тут нужно в этой области пахать, совершенствоваться на композиционном отделении консерватории.

Как сольные исполнители, Владислав Михайлов художественно преподнес Ф. Шопена Скерцо № 1, а Сергей Буслов Этюд ре диэз минор и концертный этюд «Мазепа» А. Скрябина и Ф. Листа – шедевры пианистического. Харизматично, оба имеют свое «Я», средний профессиональный уровень. Правда, у одного харизматичность меньше, у другого харизматика больше. Первому не хватало сценической свободы, раскрепощенности, самоотдачи, подчеркивая тем самым слушателям, что произведение ему нравится, его любимое, показывая, что наслаждается, отдавать музыке всего себя и посылать энергетику на слушательскую аудиторию. Отвечая на энергетические импульсы, зрители ответят на них. У другого исполнительского мастерства, которое постоянно развивать на протяжении творческой карьеры музыканта.

Каждый день к инструменту, заниматься, начинать все заново, учиться, посещать мастер-классы лучших педагогов на сегодняшний день фортепианного искусства, набираться опыта, тем самым постоянно совершенствовать мастерство исполнительского пианизма, как постоянно говорит юным исполнителям Д. Л. Мацуев. Я бы к этому высказыванию добавил, что читать о композиторах, о произведениях которых исполняешь, ходить в театры, на концерты, фестивали, слушать много музыки в исполнении мировых исполнителей в Интернете, всесторонне развивать способности. Находиться в жестком временном графике и все можно успевать делать.



Фото 4. Афиша

В Органном зале Пермской краевой филармонии состоялся концерт-посвящение «Повинуясь Музыке Души...» (см.: фото 4.) памяти

заслуженного работника культуры России, старейшего педагога специального фортепиано ПМК Маргариты Сергеевны Антроповой (см.: фото5), подготовленный силами педагогов и учащихся фортепианного отделения ПМК.



Фото 5. М. С. Антропова

Учитель с большой буквы, человек принципиальных жизненных и музыкантских позиций, М. С. Антропова вписала в историю пермского фортепианного исполнительства свою неповторимую страницу, создав, без преувеличения сказать, «школу Антроповой».

В концерте приняли участие музыканты г. Перми, г. Москвы и других городов России: коллеги, выпускники разных лет, а также юные таланты – воспитанники ее учеников.

Абсолютно все исполнители и большинство слушателей – близкие ей люди: коллеги, соратники, ученики, ученики ее учеников, друзья, единомышленники по работе, по ее интересам. Наверное, поэтому атмосфера концерта была по-особенному камерной и трепетной. Светлые, очень теплые воспоминания прозвучали со сце-

ны, а также с экрана, на котором проецировались видео поздравления, в которых прослеживалась важная для любого музыканта линия – преемственность поколений в избранной профессии, профессии, которая стала для нее единственно возможным образом жизни.

Отделение «Вокальное искусство» показало разнообразные своеобразные по-своему концертные номера (хор, сольные исполнители, дуэты, квартеты, ансамбли), а финальным аккордом совместное исполнением оперной сценой (Ж. Бизе марш и хор из последнего акта оперы «Кармен») хорами отделения и музыкальной школы ПГИК. Дирижер: доцент О. А. Лифанова. Вырядили артистов детского хора в красные накидки, мальчики верхом на игрушечных конях изображали всадников с саблями на сцене. Детский хор расположился на ступенях сценического подиума, раскованно, показывая и изображая жестами происходящее на сцене действие. Все это мило, но это можно было сказать с натяжкой, (но это было спорно и вызывает дискуссию), представляло театрализацию, а тем более театральность оперного номера с сюжетным действием.

В «Ступени мастерства» приняли участие учащиеся старших курсов. Основной секрет успеха это хорошие учителя. Основная проблема молодым певцам не хватает самодисциплины. Считаю это фундаментальный принцип. Недостаточно сегодня хорошо петь. Совсем скоро для любого начинающего певца становится понятным для поддержания собственных вокальных данных нужно постоянное самосовершенствование, разучивание новых партий, участие в новых постановках, поэтому считаю, нужна усидчивость.

Вокальные ансамбли были показаны совместителем И. Г. Ямшановой (администрация не продлила трудовой договор). Скажу сразу, ансамбли менее всего понравились, работа педагога не чувствовалась. Не было чувства партнера, т.к. когда поешь один это одно, когда в дуэте (Иван Терехин и Тимофей Бузмаков с произведением

В. Шебакина, на слова М. Лермонтова «Гусар») тут свои тонкости мастерства, которые, придут с практикой и со сценическим опытом.

Здесь не идет речь именно о высоком исполнительском мастерстве. Есть такое понятие как чувство общности, когда находясь на сцене с другими исполнителями чувствуешь единение с ними, не конкурируешь, не соперничаешь, а просто наслаждаешься моментом.

В плане вокальной подготовленности импонируют ученики последних двух педагогов Р.А. Юдиной и заслуженного работника культуры России Л.М. Сырвачевой (Елена Церегородцева; Виктория Мелконян; Семен Малагин; Илья Еговцев; Эдуард Харитонов). Репертуар сольный (С.В. Рахманинов, слова Т. Шевченко в переводе А. Плещеева «Полюбила я на печаль свою...»; Г. Форе, слова Р. Бюссина «Пробуждение»; П.И. Чайковский Ария Онегина из оперы «Евгений Онегин»; р.н.п. в обработке А. Балашова «Кабы Волга-матушка...»; Ж. Массне, слова Л. Галле «Элегия»), репертуар ансамблевый (П.И. Чайковский квартет из оперы «Евгений Онегин»; С. Танеев, слова А. Майкова «О чем в тиши ночей») соответствовал вокальным возможностям повзраслевших уже исполнителей и перешедших на очередную ступеньку возрастного ценза для раскрытия новых граней в плане художественности.

Правда вокальные произведения П.И. Чайковского сложно петь в силу передачи слушателям глубину психологичности и философичности героев и поэтому еще трудно раскрыть сложность музыки. Романсы композитора – это театральные сюжеты за определенный временной отрезок, маленький спектакль, который нужно сыграть и не просто сыграть, а пережить и выплеснуть свои эмоции переживания в слушательский зал и, тем самым передать художественный образ, заложенный в данном вокальном драматургически сюжетном произведении. Так, например, Савва Цубко с романсом на слова А. Мея «Хотел бы в единое слово...».

В плане бережного отношения к вокальному голосу как к инструменту импонирует Тимофей Бузмаков (класс преподавателя: А.В. Круч) с произведением Г. Перселл «Музыка». Тем не менее, не хватало ему смелости, уверенности, робость, боязнь, стеснение показать со сцены во всей красе и полноте свой красивый от природы от Бога великолепный тембральный голос, который нужно постоянно развивать, над ним работать. В запасе еще учебный год в колледже. Теноровый голос впоследствии может развиваться как контртенор, но это уже в годы учебы в консерватории, зависит, какому педагогу он попадет, и как профессионально будет развиваться его голос.

Понравились Сергей Чипиженко, с произведением В. Попянова слова М. Цветаевой «Да здравствует черный туз...»; Петр Ренцов, с произведением Н.А. Римский-Корсаков Песня Варяжского гостя из оперы «Садко»; Никита Зуев с произведением Г. Генделя Ария Калеба из оратории «Иисус Навин». Но это общее впечатление, но тут надо постоянно тренаж над техникой и исполнительским мастерством, умение держаться и подавать себя на сцене и многие премудрости сложной профессии под прицелом знающих и разбирающихся в тонкостях вокального искусства педагогов.

Хор отделения «Вокальное искусство» (дирижер: доцент О.А. Лифанова) представил три вокальных номера среди них два разнохарактерных по стилистике оперный номер и спиритуэл: Ш. Гуно Ave verum»; Вступление и пролог из оперы «Ромео и Джульетта» Ш. Гуно; Спиритуэл «Скоро я буду с Богом...» (переложение для смешанного хора У. Доусона). Неплохо по вокальному звуку, по художественному исполнению (старинный танец в исполнении двух пар из хора оживило вступление к опере «Ромео и Джульетта» Ш. Гуно).

Виктория Мелконян своим бархатистым, льющимся вокальным голосом, это и понятно, она из Армении, а там эта поющая нация. Просто

было наслаждение восхищаться ее талантом, слушать до бесконечности ее природой и Богом наделенную вокальными возможностями в плане техники владения голосовым аппаратом и в плане художественного впечатления. Да были ошибки, были недочеты, шероховатости, много над чем работать, но была проявлена ярко своя харизма, а это важно у начинающей творческий путь певицы. Хотелось пожелать ей, чтоб она не останавливалась в креативном развитии, постоянно совершенствовала мастерство (студентка ПКПГИК.).

Илья Еговцев (тенор), обладающим красивым в тембральном отношении голосом. Понимал, о чем пел, что исполнял, свое «Я» художественным отношением к текстам, осознанность пения, сценическая двухминутная подготовленность к каждому исполняемому произведению в контексте сценического действия, а затем обращение концертмейстеру и он уже в образе создающий и переносящий слушателям, а они ответили ему взаимностью. Художественная цельность всей программы была продемонстрирована отличной профессиональной школой обученности певца.

Прилично на уровне подготовленного певца показал себя Сергей Чипиженко (баритон-бас) (класс преподавателя: О. Г. Лийка). Высокий, артистичный, приятной внешности, с красивым, тембрально бархатистым вокальным голосом, погрузившийся сразу в образы. Правда концертный костюм на нем был великоват, на размер больше и поэтому на сцене ему это мешало в исполнении концертной программы. Не все было идеально исполнено, много было погрешностей и в технической стороне и в художественном исполнительстве. В разговоре с ним оказался приятным собеседником, на кое-какие моменты подсказал обратить внимание, у него активная мама, что их помыслы нацелены в г. Санкт-Петербург, ГК имени Н. А. Римского-Корсакова, куда успешно поступил и, безусловно, мы этому рады.

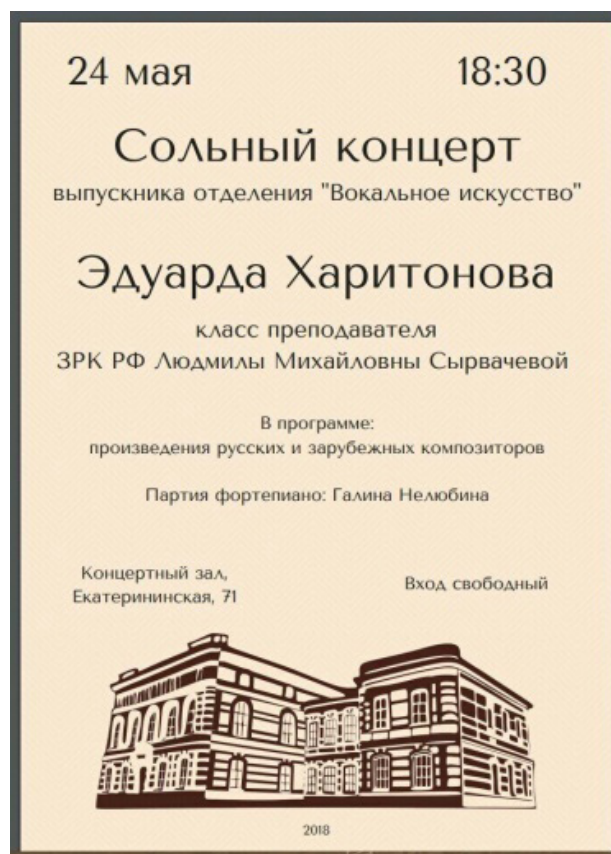


Фото 6. Афиша

На сольный концерт Эдуарда Харитонов (класс преподавателя: заслуженного работника культуры России Л. М. Сырвачевой) /см.: фото6,7,8/ я шел с большим трепетом, волнением, надеждой. Сможет ли он психологически, физически, технически, художественно осилить сольную программу? Но мои сомнения тут же растворились. После вводного вступления ведущей о творческом пути (перечисление в Международных фестивалях, конкурсах, концертах) начинающего артиста на сцену вышел высокий, артистичный, приятной внешности, погрузившийся сразу в образы, уверенно исполнив выстроенную по стилям сложную программу из произведений зарубежных, русских композиторов XVII–XX вв. (Г. Гендель, В. А. Моцарт, Д. Верди, Ф. Шуберт, Ж. Массне, А. Даргомыжский, П. И. Чайковский, Д. Д. Шостакович) на разных (немецком, французском, итальянском, русском) языках. Партия фортепиано: Г. А. Нелюбина.



Фото 7. II Межрегиональный вокальный конкурс детей и юношества «Cantabile» (Пермь, 2017) /Гран-при/. V Международный многожанровый конкурс имени А. Немтина (Пермь, 2017) /Диплом и звание Лауреата I степени

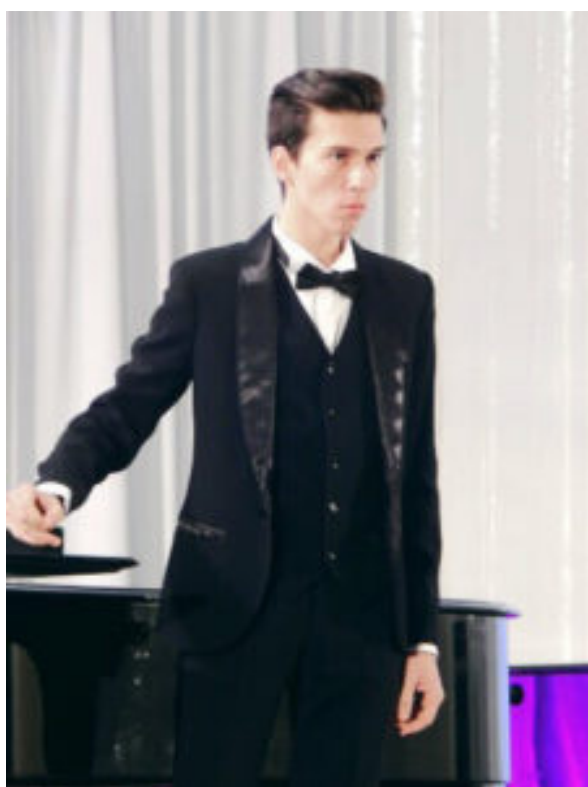


Фото 8. II Международный конкурс молодых оперных певцов Ларисы Рудаковой (Москва, 2018) /I место и два спецприза: за лучшее исполнение арии зарубежного композитора и романса русского композитора

Концерт был разбавлен сольным и ансамблевым выступлением начинающих свой вокально-творческий путь исполнителей обучающихся в ПХШМ класса того же педагога. Останавливаться на анализе выступлений мы не будем т.к. пока не имеет смысла у них все еще впереди, но мы уверенно можно сказать, что их судьба связана будет с классической музыкой. Хотелось обратить внимание на предельно заезженный репертуар (дуэт мальчиков исполнил «Горные вершины» А. Варламова на стихи М. Ю. Лермонтова).

Вокальное произведение «Элегия» Ж. Массне исполнено было на французском языке. Хотелось обратить ваше внимание, что язык французов неудобен для вокального исполнения. В не певучем произношении заключается и в этом трудность, что плохо ложится на вокальную музыку. Это камень преткновения и для профессиональных певцов, не говоря уже о начинающих 20-летних вокалистов. Блестящее владение и умение соединить с вокалом, то мастерство, которое приходит только с профессиональным опытом. Непонятное, вялое, такое ощущение, что каша во

рту, пока он мямлит произношение иностранного текста (французский язык для него пока труден) чтобы понятно было слушателям. Это произведение было исполнено на отчетном концерте и на аттестационном экзамене, безусловно, подпортило общее впечатление. Все недочеты выползли наружу. Но если он будет постоянно совершенствовать французский язык, то в будущем этот вокальный шедевр обязательно покорится ему.

Постоянно тренироваться на артикуляционных упражнениях для театральных актеров как тренаж перед концертными выступлениями, которых в его биографии будет предостаточно. Все придет с практическим опытом. Эдуард в этом плане постоянно и много читает, владеет прекрасно музыкальным инструментом фортепиано.

В художественном плане мне понравился представленный вокальный цикл Д. Д. Шостаковича в его исполнении, не трафаретно, не дежурно, как обычно говорят в таких случаях, а театрально обыграл, применив свои актерские способности, тем самым мастерски передал содержание памфлета о той атмосфере 20-х г. XX в. Юмористические, гротесковые сценки, пародия высмеивающие явления, особенности характерные для жизни той эпохи.

Впереди у него годовая служба в армии в Краснознаменном ансамбле песни и пляски имени Б. Александрова и подготовительные курсы в МГК имени П. И. Чайковского.

Учащихся младших курсов представили творческие работы: Софокл «Антигона», П. Коэльо «Алхимик» (П. Коэльо (Бразилия) писал «Алхимика» как отражение собственного духовного опыта, но, по иронии судьбы, ещё и предсказал в этой книге свой будущий успех. Путь Сантьяго: до того, как заняться литературой, он вполне успешно писал и продавал тексты песен, но затем отправился в путешествие по Пути Святого Иакова (El Camino del Santiago), переосмыслил свою жизнь и решил стать писателем) по спецпредмету «Художественное слово» (совместитель, старший

преподаватель кафедры режиссуры и сценической речи ПГИК). Мне посчастливилось посмотреть работу первого курса «Алхимик» П. Коэльо.

Было заманчиво посмотреть, как театральный режиссер представил этот жанр, классическую прозу, роман бразильского писателя, ставший мировым бестселлером (1988) безусловно сократив художественное чтение, наполовину. Воспроизведение произведения получилось в форме своего рода художественной читки. Преподаватель в начале учебного года распределил текст между учащимися одной группы, которые выучили его наизусть, (память у них прекрасная) используя актерские способности. Вначале это все делалось в классе, а итогом всей этой кропотливой работы явился творческий продукт на сценическом пространстве в конце учебного года. На сцене не было никаких декораций. Не предусмотрено было не театральности, не театрализации. Пустая сцена, ничего не должно было отвлекать зрителей от перипетии романа по замыслу режиссера, посредине сцениума только стул, на который поочередно садился тот или иной учащийся. Исполнители были одеты в концертную форму, никакого намека на одежду героев романа в помине не было только одно художественное слово и жесты, которые помогали исполнителям делать основные акценты в воспроизведении самого текста, тем самым доносить до слушателей, собравшихся в концертном зале. Читать текст в различных голосовых регистрах, включая музыкальные напевы показывая свой тембр красивого голоса в процессе текстового произношения. Конечно, здесь надо было учитывать, что ребята занимались учебный год и то, что их способности актерского мастерства находятся на ранней стадии (здесь нужно учитывать тот факт, что они поступали не на актерское отделение). Тем не менее, основы театральной, актерской практики, полученные на младших курсах необходимо для будущей специальности «Вокальное искусство». «Антигону» Софокла, работу второго курса (ребята занимались второй учебный год и то, что их

способности актерского мастерства находились на уровне развития) я не смотрел, но могу предположить, что было в этом же художественном плане сделано и вынесено на суд зрителя.



Фото 9. Афиша

17 выпускников хорового отделения показали творческие дебюты на хоре «Кама cantabile» (руководители хорового класса: Л. А. Юркова, Н. Б. Николаева); концертмейстеры: М. Сон, Г. Торгони (см.: фото9). Из выпускавшихся импонировали Юрий Лучников (класс преподавателя: Д. А. Батина) с программой: Ю. Фалик «Хабанера» из цикла «Поэзы Игоря Северянина»; Ф. Пуленк кантата «Stabat mater» 1 часть. Сергей Тарутин (класс преподавателя: Л. А. Юрковой) с программой: Н. Сидельников Кондак и икос «Из канона покаянного»; П. Чайковский Гимн из оперы «Орлеанская дева» (солисты: Ю. Грызлина, К. Третьяков, студент ПКПГИК В. Печенкин). Из разговора с ними прояснилось о дальнейшей перспективе, что они уже четыре года работали хормейстерами у Д. А. Батина – ху-

дожественного руководителя концертного хора ПХШМ, являясь его выпускниками. Юрий Лучников как призер олимпиады, зачислен без вступительных экзаменов в НГК имени М. И. Глинки по результатам регионального конкурса хоровых дирижеров (г. Нижний Новгород. 2018). Просматривая зачисление 2018 г. в выше перечисленную консерваторию из восьми зачисленных на хоровое отделение, четверо пермяков, что отрадно.

Концертная программа хора была перенасыщена (34 хоровых номеров) для вокальных голосов. К концу второго отделения хористы осипли, устали, несмотря на большой перерыв, они уже не пели, подпрыгивали, позиционно пели в низкой позиции, не дотягивали до верхних нот, плавали по нотам и не справлялись со сложными хоровыми партиями. Красивых, тембральных вокальных голосов особенно в женских не было. Не было осмысленности в художественном исполнении, да закончилось поздно, а затем надо было пройти государственный экзамен, пусть даже в два дня, безусловно, у артистов учебного хора получилась большая вокальная нагрузка для голосов. Не понятно, что поют, о чем поют. Я имею в виду вторые произведения под аккомпанемент фортепианного сопровождения. Здесь мы слышали масштабные хоровые полотна, пусть даже отдельные части, но тем не менее: В. А. Моцарт Месса-бревис (дирижер: Г. Р. Ким); Ф. Пуленк кантата «Засуха» (дирижеры: М. А. Соловьев, М. А. Аксенова); А. Дворжак «Te Deum» (дирижер: Е. С. Калугина); Д. Верди Requiem (дирижер: К. П. Юркова); Д. Россини «Stabat Mater» (дирижер: А. Н. Лихачева); П. И. Чайковский кантата «Москва» (дирижер: П. С. Егоров); П. И. Чайковский хор народа из оперы «Опричник» (дирижер: Е. А. Рагозин); Ю. Буцко кантата «Свадебные песни» (дирижеры: М. И. Иванова, В. А. Гладун); Г. Свиридов кантата «Курские песни» (дирижер: Ю. А. Чалова); Г. Галынин оратория «Девушка и смерть» (дирижер: Е. И. Каменских); Р. Щедрин «Маленькая кантата из оперы «Не только любовь» (дирижер: В. В. Черданцева,

студентка НГК имени М. И. Глинки). В основном дирижировали, при этом отмахивая схему, путая ее, что было довольно часто. Не было вокальных жестов, не было певучести в дирижерских руках, непонятно что показывали, или обращение к инструменту, или к солистам, или к хору, заблудившись на ровном месте, не было подчинения взглядами дирижеров к исполнителям своих исполняемых произведений, но не было самого главного осмысленного дирижирования. Махали, махали, так и поступили, затем продолжили схематичность на младших, старших курсах и так дошли до выпускного, ничего не получив путного в дирижерском образовании. Промаяхить, конечно, просто, особенно на учебном хоре, а что будет на практической жизни, где они уже вкусят пуд соли и увидят воочию, что представляет собой дирижерская профессия изнутри, и самая главное мало оплачиваемая и требующая многих умений, физических, организационных способностей, дальше и так понятно, останавливаться детально не буду, это и так понятно.



Фото10. Афиша.

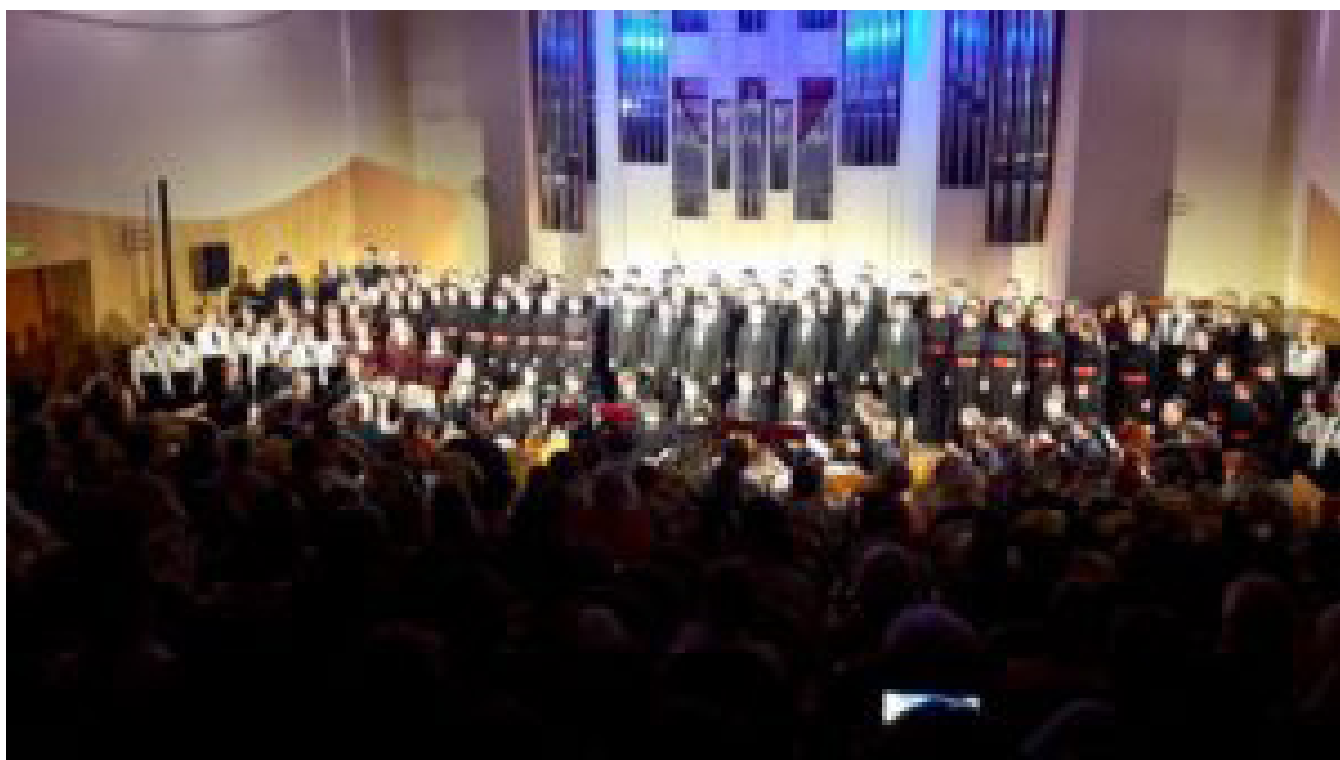


Фото11. М. Глинка «Славься» из оперы «Жизнь за царя». Исполняют все участники концерта. Органный концертный зал Пермской филармонии (ОКЗ)

Д. А. Батин позиционировал себя не только в качестве педагога (дирижеры: Ю. А. Лучников, К. П. Юркова как призер олимпиады зачисленная без вступительных экзаменов в НГК имени М. И. Глинки по результатам регионального конкурса хоровых дирижеров (г. Нижний Новгород. 2018), но и в качестве композитора исполняемое учебным коллективом вокально-хоровое произведение на слова А. Архипова «Крыши Перми» из вокального цикла «Песенки о Перми (дирижер: Г. Р. Ким). Г. Р. Ким поступил в консерваторию Пермского региона и продолжил образование у того же педагога Л. А. Юрковой. Наше мнение на этот счет скорее отрицательное, чем положительное. Как дирижер по исполнительству относится к середнячку со средними данными, мало музыкальности, руками просто водит и все. Учиться 8 лет у одного педагога при условии, если это мастер хорового искусства, который развивает творческую личность. К сожалению, нет профессионалов в регионе, у которых можно постигать профессиональное мастерство.

Художественное впечатление отчетного концерта (см.: фото 10, 11) в целом неплохое, это отмечали как раз ветераны учебного учреждения и приглашенные гости. «Яркий, впечатляющий,

грандиозный, очень качественный, выстроенный, продуманный...». Концерт составлен из лучших номеров, прозвучавших на отчетных концертах отделений, но автор этих строк не любитель сборных концертов, предпочитал отделенческие и часть номеров слышал ранее, поэтому пусть фрагментное представление у меня есть. Мероприятие прошло на профессиональном исполнительском уровне. Заметим без ложной скромности, что действительно получился хорошим. Все исполнители и коллективы показали творческий рост своего мастерства, тем самым подтверждая лишний раз, что не зря присуждают начинающим исполнительскую карьеру звание дипломанта, лауреата Международного конкурса. Почти все номера концертной программы я слышал ранее, поэтому общее впечатление неплохое. Продолжать работать, каждый день к станку. Прозвучали теплые слова благодарности от заместителя министра культуры Пермского края (М. В. Илюхина), ответная речь директора Пермского музыкального колледжа, кандидата искусствоведения (А. С. Жарова). Появилась возможность осуществить профессиональную съемку (киностудия «Новый курс» г. Пермь) /директор: В. Б. Соколов/.

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Section 4. Mathematical Education

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RESEARCH TECHNOLOGIES OF LEARNING IN STUDYING HIGHER MATHEMATICS

Abstract: The article deals with research technology training. Given their application in the study of higher mathematics.

Keywords: pedagogical technologies, research technologies, higher mathematics.

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ИССЛЕДОВАТЕЛЬСКИЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ПРИ ИЗУЧЕНИИ ВЫСШЕЙ МАТЕМАТИКИ

Аннотация. В статье рассматриваются исследовательские технологии обучения. Дано их применение при изучении высшей математики.

Ключевые слова: педагогические технологии, исследовательские технологии, высшая математика.

Основной чертой технологий обучения является ориентация на четко очерченную цель, определение принципов и разработка приемов оптимизации образовательного процесса, а также оценки методов, которые применяются.

В настоящее время существует немало технологий обучения, каждая из которых имеет право на существование, изучение и внедрение: педагогическая технология критического мышления,

исследовательская технология обучения, интегральная педагогическая технология, технология формирования творческой личности, технология развивающего обучения, педагогическая технология «Окружающая среда», информационные технологии обучения, технология личностно ориентированного занятия, проектная технология.

В Национальной стратегии развития образования в Украине говорится о формировании у де-

тей и молодежи целостной картины мира, о развитии способностей и навыков самостоятельного научного познания, а это невозможно без исследовательской деятельности [2]. Применение исследовательского подхода в обучении направлено на становление у студентов опыта самостоятельного поиска новых знаний и использования их в условиях творчества. Целью исследовательской технологии является приобретение учащимися навыков исследовательской работы, формирование активной, творческой личности. Роль преподавателя в процессе исследовательских методов обучения состоит в создании условий для поисковой деятельности, в осмысление проблемы, которая решается, организации самостоятельной поисковой деятельности. Исследовательская технология требует от преподавателя четкого определения тем занятий с целью получения высокого результата от деятельности студентов. Ценным моментом на занятиях применения исследовательской технологии является самостоятельное выведение студентами правильных, научных выводов на основе полученных результатов [1].

Исследовательский метод обучения предполагает творческое усвоение знаний, выполняет весьма важные функции. Он призван,

- во-первых, обеспечить теоретическое использование знаний;
- во-вторых, овладение методами научного познания в процессе поиска этих методов и использование их;
- в-третьих, способствует формированию черт творческой деятельности;
- в-четвертых, является условием формирования интереса, потребности в такой деятельности.

При изучении высшей математики применение исследовательского метода заключается в следующем:

1. Постановка вопроса. Студентам предлагается решить задачу, которая имеет прикладную направленность и решает некую проблему. Например, определить скорость распространение

популяции насекомых в различных условиях и их влияние на урожай (как известно, скорость – это первая производная, ускорение – вторая).

2. Предполагаемое решение вопроса. Студент выбирает математические методы решения задачи (в нашем случае это теоретические аспекты математического анализа).

3. Исследования догадки, гипотезы путем наблюдения, опыта, **теоретического анализа** (выбор, составление целевых функций).

4. Решение вопроса и проверка (в зависимости от гипотез нахождение первой и/или второй производной).

5. Фиксирования результатов исследования в форме записи, рисунка, графика, выводов.

В результате исследовательский метод способствует формированию полноценных, хорошо осознанных теоретических знаний по высшей математике и формированию опыта по применению их в практической деятельности. Учитывая функции исследовательского метода, его можно определить как способ организации поисковой, творческой деятельности учащихся, направленной на решение новых для них проблем. Студенты решают конкретные задачи, которые уже решены специалистами и являются новыми только для студентов. В этом заключается большое обучающее значение решения таких задач. Преподаватель подает ту или иную задачу для самостоятельного исследования, знает ее результаты, этапы решения и те черты творческой деятельности, которые необходимо проявить в процессе ее решения. Построение системы таких задач позволяет предвидеть деятельность учащихся, постепенно формируя необходимые черты творческой деятельности.

Недостатками метода есть значительные затраты времени и энергии преподавателей и студентов. Использование исследовательского метода требует высокого уровня педагогической квалификации преподавателя и соответствующей подготовки учащихся.

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Section 5. Primary General Education

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MEDIA EDUCATION AT ENGLISH LESSONS AT UKRAINIAN PRIMARY SCHOOLS

Abstract: In the article the peculiarities of implementation of media education at English lessons at primary schools of Ukraine are highlighted. The reasons of its necessity and the origins of the term are considered. The aims of the current Concept of implementation of media education in Ukraine are described. The educational curriculums “Fundamentals of Media Literacy: Media Interaction” and “Stages to Media Literacy” and teachers’ manuals are reviewed. The lack of methodological materials that offer integration with English is revealed. It was emphasized on expediency of development of mediacompetence of students by means of English language.

Keywords: media education, media competence, Ukrainian primary schools, English lessons, younger learners.

The rapid development of information technologies and mass media disables the functioning of society without their regular use in everyday life. However, it effect contradictory on all parts of the population, including children. Often, media resources become the major factor in the socialization of primary students in modern society, while their parents solve problems of everyday life. Since the content of media materials is often imperfect (i.e. poor quality, low moral, distorted), and there is immobilization, excessive impressibility, moral development, imitation of expressions and actions among the risks for children under the age of 6–7 (L. Naidionova), there is an urgent need for the formation of mediacompetence, starting with pre-school and primary education. However, despite the Ministry of Education and Science of Ukraine’s

approval of the Media Education Implementation Concept and the “Fundamentals of Media Literacy” course (2013), it is virtually impossible to use the course as an independent subject because of the students’ burden. That is why attention should be paid to the integration approach as the main one in the primary school for forming a coherent picture of the surrounding world, as it is discussed in the Concept of the New Ukrainian School. In addition, taking into account the urgent need for knowledge of foreign languages, since 2015 the Ukrainian authorities have taken certain steps to promote their study among Ukrainians (2016 was declared as the year of English in Ukraine, 2017/2018 academic year was of German, and 2018/2019 – of French language). Therefore, considering the double relevance of the problem, we will analyze the

experience of implementing media education at English lessons at primary schools.

We would like to emphasize that the first Media Education Implementation Concept in Ukraine was adopted on May 20, 2010 (Resolution of the Presidium of the National Academy of Pedagogical Sciences of Ukraine, decree of the Ministry of Education and Science of Ukraine No. 886 dated July 27, 2011), which initiated an all-Ukrainian experiment of the implementation of media education in educational process of schools. With the decree of the Ministry of Education and Science of Ukraine No. 1 / 9–226 of March 29, 2013, the studying of the “Fundamentals of media literacy” in educational institutions was started. Certain objective factors (the achievements of media education at the international level during 2010–2016, the experience of the experimental implementation of media education, the conditions of external information aggression, armed conflict in the east and the annexation of the Crimea covered by media) [1] caused the renewal of this document in 2016.

The main objective of the renewed Concept is to “promote the development of an effective media education system in Ukraine, which should become the foundation of the state’s humanitarian security, the development and consolidation of civil society, countering external information aggression, and fully prepare children and young people for safe and effective interaction with the modern media system, form the citizens media information literacy and media culture according to their age, individual and other characteristics” [2].

In addition, among the forms of mastering the media education at school, the Concept defines the integrated approach to media didactics within the disciplines for the formation of critical thinking and communication competence. In this case, English as a school subject can be used as a means of learning. Thus, E. Mustafaieva underscores the ability of this discipline to develop the pupils’ creative potential due to the use of mass media on the one hand, and

to contribute to the formation of critical thinking skills – on the other [3].

It should be noted that for the first time the term “media education” was used by UNESCO in 1973 in the context of studying the problems of cinema and television in the sense of “teaching theory and practical skills for mastering modern media” [4, 3]. Today the specialists of this organization consider the media education to be a constituent part of the basic civil rights of people in any country of the world for freedom of self-expression and information, as well as an instrument for supporting a democratic society. At the same time, UNESCO recommends the states all over the world to implement media education in their educational curriculum [5; 6].

It should be also mentioned that the essence of media education is differently interpreted by domestic and foreign teachers. The first ones often understand it as “mastering media equipment and using media capabilities in the learning process”, while the others see their goal in “forming an autonomous media personality” [6].

We can partly agree with this observation, because there are some Ukrainian teachers who understand that media education means the formation of immunity to television (by M. McLuhan, Canadian media teacher).

The issues of media education in primary school were studied by O. Baryshpolets, O. Burim, O. Varetzka, O. Volosheniuk, G. Degtiarev, A. Kozhanova, L. Naidionova, O. Sharikov and others. The use of media technologies at English lessons is illustrated in works written by N. Lavrynenko, E. Mustafaieva, G. Poliakova, N. Reznik, J. Romaniuk, O. Tkachova and others.

G. Poliakova describes a series of multimedia products for various subjects including English, which are used in 1–4th grades at schools of Ukraine. The author defines their game orientation, introduces the algorithm of some tasks, points to their ability to help in developing certain skills and abilities [7].

N. Reznik and O. Tkachova, who study the use of mass media technologies in learning a foreign language [8], indicate their effectiveness, in particular, online newspapers, forums, e-mail as means of teaching and developing speech skills, especially reading and listening skills. The authors offer differentiated exercises, possible tasks for them, emphasize their ability to motivate students, create a real linguistic environment in the classroom and save time for the teacher. Among the positive qualities of the media, researchers note their ability to provide new information all the time and make a self-control of the level of knowledge.

However, in our opinion, while using media materials at English lessons at primary school, there is a significant lack of exercises and tasks for the development of critical thinking, which is one of the tasks of the school media education. It is important to teach students to analyze what they have seen, to distinguish the difference between the reality and fiction, to compare somebody's actions with their own ones, to be responsible for the created product, etc.

Let's pay attention to educational media education programs.

Thus, the curriculum "Fundamentals of Media Literacy: Media Interaction" for pupils of 1–4th grades of Ukrainian schools (authors O. Volosheniuk, G. Degtiarev, G. Kravchenko, S. Kramarovskiy, O. Romanov, O. Stadnik) declares the necessity of formation students' sustainable value system for the further thoughtful use of media products, the creation of immunity to manipulation done by the media, and awareness of the effects of media on human life in general and its mental health in particular.

The educational program "Stages to Media Literacy" for 2–4th grades (authors V. Litostanskyi,

V. Danylenko, V. Melezhyk, T. Ivanova, O. Volosheniuk, V. Ivanov) aims to form students' skills in analyzing and evaluating media materials, using them in education and everyday life, creating their own products and the ability to present them online.

Media education manuals for primary school teachers have recently been published. In particular, the publication "Media Literacy in Primary School" introduces the educational program "I am in the media space" and lesson plans for it. Authors O. Volosheniuk, O. Ganyk, V. Goloshchapov, G. Degtiarev, I. Ivanov, A. Kozhanov, G. Pisa, O. Shkrebets, O. Yankovych consider it is necessary to educate a "media literate student who is capable to transform information into knowledge; media competent member of society, who is capable not to undergo media aggression and manipulation" [9; 11]. Teacher's guide "Media Literacy and Critical Thinking at Primary School" [10] offers exercises that help forming civic and media competence. On the other hand, the integrated nature of the lessons described in the publication corresponds to the basic thesis of the New Ukrainian School Concept. Unfortunately, among them there is no exercises that would involve integration with a foreign language.

Consequently, in Ukrainian educational system there are some attempts to use the mass media products during the learning English in primary classes, which provides the formation of students' media awareness, motivation to study the subject and meets the requirements of the time. However, the issue of the development of media competency of younger learners and the ability to resist manipulative media by means of a foreign language still needs attention. Our further intelligence will be directed to it.

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Section 6. Education for Adults

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MAIN DIRECTIONS FOR THE DEVELOPMENT OF ACADEMIC MOBILITY OF STUDENTS AND TEACHERS IN THE CANADIAN HIGHER EDUCATION SYSTEM

Abstract: The article gives an overview of the main trends in the academic mobility of students and teachers in Canada's higher education system. Four historical periods of the academic mobility of students and professors of higher education institutions of Canada have been substantiated, the legal framework and activities of subjects of organization of teaching and student mobility in the system of higher education in Canada have been characterized. Based on this, the main directions of the academic mobility of students and teachers in the Canadian higher education system have been identified.

Keywords: academic mobility, students, lecturers, higher education, Canada.

Formulation of the problem. Modern universities are designed to prepare professionals who can live and operate successfully in a globalized multicultural society. Increasing the level of Ukrainian education to the standards of the developed countries and integrating Ukraine into the international educational space necessitates the study and reflection of the best pedagogical practices in the conditions of internationalization of higher education. Academic mobility, as the most advanced form of internationalization of higher education, has been rapidly spreading in developed countries, in particular in Canada. Currently, academic mobility of students is seen as a guarantee of the existence and development of a Canadian higher education institution. Students participating in short- and long-term mobility programs, returning to their academic environment, do not create an unlimited information space and enable the exchange of best practices, gaining multicultural competencies and increasing professional self-realization.

Analysis of recent research and publications. The analysis of scientific and pedagogical literature and informational and analytical reports of international organizations has shown that the study of the latest globalization processes in education in the developed English-speaking countries has become the subject of the study of the A. A. Sbrueva, S. V. Verbitskaya, N. M. Avtshenyuk, A. V. Saginova, N. V. Vydysko, V. I. Pavlov, N. V. Mukan, A. S. Chirva, I. S. Rusnak. A more detailed problem of student academic mobility in Canada is highlighted in the writings of Sh. Bond, D. Guéia, J. Knight. Theoretical and methodological approaches to the internationalization of the content of education are covered by D. Bloom, T. Valley, B. Mitchell, JP Lemsson, Y. Richardson and others.

The purpose of the article is to analyze and systematize the main areas of academic mobility of students and teachers in Canada's higher education system.

Presentation of the main research material.

Canada is one of the world's leading providers of educational services. According to the ranking of the most advanced countries in the world, Canada ranked 6th in terms of living standards – 7th in the world, also ranked among the 20 most prestigious universities in the world (University of Toronto, McGill University). Canada provides high quality education, and therefore attracts more and more international students who have the opportunity to receive short-term or long-term education.

Stages

Transitional stage (1990–2000) is characterized by the rapid development of information technology, mobility and portability of curriculum courses, increased decentralization of education management, and, as a result, reduction of budget expenditures for funding higher education institutions. According to a report from the OECD, in 1998, international students came to Canada to study various specializations: 36% – business and law, 18.3% – applied sciences, 15.6% – humanities, 12.3% – the others.

Integration stage (2000–2008 pp) was initiated by the Law “On Higher Education” (2000) [13]. During this phase, the “Provisions on Canadian International Policy” (2005) [7] and the “Provisions on Canadian Universities and the Bologna Process” (2008) [4] were approved. In program documents such as the Ontario Higher Education Development Program (2005) [12], the Business Plan of the Alberta Higher Education Ministry (2007) [2] et al. Further directions for the development of academic mobility were indicated.

Strategic stage (2008 p.– to the present) is characterized by a detailed marketing policy of both individual universities and national organizations. At this stage, the “Presentation of Canadian Education in the World, the Presentation of the World to Canada: A Marketing Plan for the Development of International Education in Provinces and Territories” (2011) [9], “Action Plan for the Canadian Consor-

tium for International Education Marketing” (2011) [1] was adopted. The new “IES2014” was approved by the federal government as well.

The above facts convinced that today Canada has gained a great deal of experience and this country has a long-standing practice of international academic cooperation at the federal and provincial level.

Institutions of Canada and Europe, France, Germany and others are involved in teaching exchanges between Canada and the European Union [17].

Also, the program of multicultural training of teachers and students is introduced at the University of Alberta. Therefore, In 2000, only 30% of universities used the organization of seminars in order to prepare teachers for internationalization [14].

According to William Williams, teachers are aware of the importance of communication in order to develop a cross-disciplinary aspect in the internationalization of education. The CUSO represents the international volunteer movement of Canadian universities. The CBIE takes care of the interests of international students. CIDA funds programs to help developing countries, and co-operates with other Canadian public and private sector organizations.

A striking manifestation of the influence of international organizations on the development of the process of academic mobility of students is the emergence of numerous international academic exchange programs, the availability of international grants and scholarships for studying abroad, the initiative of Canadian students to study abroad. Canada-EU Cooperation Program in the Field of Higher Education, Vocational Training and Youth, Canada's International Experience Program, Erasmus Mundus Masters Courses, etc.

It should be noted that until recently the participation of the federal government in the direction of student academic mobility was of a recommendatory and coordinating nature. However, starting from the beginning of the twenty-first century, the Canadian Government at the legislative level encourages university students and colleges to participate in

international academic mobility programs through financial support.

To sum it up. The analysis of legislative acts of the federal and provincial governments of Canada, as well as the activities of institutions of higher education, testify that the development of academic mobility of students is a priority direction for the modernization of Ka-Nadi higher education. Following the four stages of academic mobility development (initial, transition, integration and strategic), today, the Canadian higher education system identified the following main areas of activity for the subjects of

the organization of academic mobility of students, such as the development of the national educational system within the framework of internationalization of higher education, marketing and popularization of academic exchange programs, financing of regional and national programs for the development of academic mobility of students and teachers.

We look at the prospects for further research in this direction in the study of trends in the development of academic mobility of students and the motivation for students to participate in academic exchanges.

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Section 7. Family and Living Psychology

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PSYCHOLOGICAL ANALYSIS OF NORMS RELATED TO GENDER ROLES IN AZERBAIJANI FAMILY

Abstract: In the article there has been analysed the norms related to traditional gender roles in psychological aspect and in the background of structural and functional changes in modern Azerbaijani family, and characterized new features of gender roles. The purpose of this research is to open up and analyze the changes in women's and men's gender roles in the context of global integration in Azerbaijan families which based on patriarchal traditions.

Keywords: Azerbaijani family, sociocultural processes, globalization, gender systems, gender roles, social norms, family rules, gender equality, role expectations, sexual identity, early marriages, domestic violence.

Due to penetration of globalization into political, economical, social and cultural spheres of modern Azerbaijan society, its both positive and negative effects displays in the family too. Sociocultural processes show that modernization proceedings occurring in different areas of life, including spiritual sphere reveal global problems and require the real solution of these. As a set of various values and opportunities, global culture differently affects to identification.

The development of society is provided by the action of people normally formed as a person, and normal formalization of the person is provided by normal family atmosphere. From this point of view, an accurate defining and consideration of factors conducive to integrity and durability of the family, has already become the most topical and global problem interested in society. "Linking globalization with the family dimension opens up new avenues of understanding interpersonal relationships, household economics, gender con-

cerns, societal changes, and relations between groups [10, P. 20].

Traditionally, in Azerbaijani families, the father is considered the head, the elder of the family, he is hold in high esteem, and "to be rude to him" is an unforgivable fault and blamable behavior. Along with kindness, also the awe and verdict of father plays a positive role in upbringing of children, especially in prevention and correction of behavioral defects of them in the family. The complement one another of maternal and paternal love in the family, reinforces the trust of children in their parents, allows to share concerns and problems with them, get moral support from them and solve all problems successfully.

In the context of modern global integration in Azerbaijan, internet and other social networks are gradually increasing their own power of influence all over the world, as well as on the families, and the expansion of virtual communication area dislodges live emotional and verbal communication among

family members. Computer and virtual communication bondage or addiction isolates family members from social conditions, damages kinship relations, and in some cases, becomes one of risk factors causing alienation and social disadaptation. After work or lesson, like many women and men, also their teenage and young children retreat their rooms, connect with friends and acquaintances in virtual space, spend many hours there. Some of them join in intimate life with the people they met virtually, share their own personal and family secrets with them. According to statistics, each of 5–6 family breaks down exactly due to suspicion of betrayal or jealousy arising from veiledly using of social networks. Modern information and communication technologies are impressive impact factors in the families, like in all areas of Azerbaijan society. R. I. Aliyev notes: Nowadays there is a very colourful psychological, political, moral and ethical situation in Azerbaijan society, and this society maybe is on the way of chaotic search. In a word, every one tries to prove himself, realize their own opportunities in new conditions [2, P. 34].

In modern Azerbaijani families, most of working women face serious problems in performing main roles of women and mothers at the same time. And this is a main reason for emergence of tiredness, psychological tension and feeling of inadequacy. Demographic indicators of modern family are significantly falling down, the number of divorce, suicidal, premature death cases are increasing, nucleication tendencies become stronger in the families, the number of families having few children (with 1–2) is gradually increasing due to birth decrease.

The relations between husband and wife is formally regulated with norms and sanctions based on “Family Code” prepared by the instituton of marriage, and informally regulated with national customs and traditions.

Besides, both legally and morally, an husband and a wife has specific functions along with non-specific functions too, which are typical for all the families, depending on the type, age, ethnic characteristics of

them. However, some deformations that the family exosed to, specially, liberalization of intimate relationships outside the family, unofficial polygamy, in many cases, lead to increasing sexual partnership motives, occuring conflicts on this ground, and jealousy, betrayal motives cause an increase of criminal cases.

After the restoration of national independence, gender policy implemented in Azerbaijan and as a result of this, the proceedings carried out in the field of women’s and men’s social status equalization affected family relationships too. For centuries, in Azerbaijan society, the family was based on patriarchal traditions, but now it gradually changes to non-patriarchal family type, and in most cases, there have been forming “egalitarian-partner family” – a new and progressive model of family. “Egalitarian-partner family” model is characterized by legal equality of spouses, joint management of family farm and housekeeping on an equal basis, joint participation of spouses in children’s upbringing and in the formation and division of family budget. This model of family conserves the realization of norms, related to gender roles, in the conditions of equal opportunities.

“Family rules” (for example, service, premarital behavior, division of duties and authorities between husband and wife, arrangement of family’s leisure time) based on national ethics, customs and traditions play an important role for regulation of men and women’s gender roles in Azerbaijani families. However, as a result of many effects originated by globalization era, some rules, customs and traditions are going to change, and the new ones arise.

It can be said that, in all Azerbaijani families a husband (man) is a head of the family, a generation keeps on with the line of paternal generation. A husband (a father) is a protector and founder of family, and financial security of family, formation of family budget, management of housekeeping are his liabilities, his “homework”.

Although, the rights and duties of husband and wife have been generally indicated in the “Family Code” of Azerbaijan, but gender division of labor

in family life is not significantly mentioned. Gender division of family is carried out on the basis of family rules and traditions. International legislation ensures to make a perfect legislation base covering a system of measures which are aimed at eliminating sexual discrimination, most various causes and means that prevent sexual equality, human rights and freedoms.

Due to widespread gender inequality in patriarchal societies for many years, in most countries of the world men's interests exceeded women's interests and this process have been deeply surrounded from the division of labor to all spheres of social organization of society. There have been made significant improvements in equalization legal and constitutional opportunities directed to ensuring gender equality in all areas of political, social, cultural life of Azerbaijan society. But gender inequality still remains as a problem that has not been fully solved.

According to statistics of gender-based violence cases, we can say that, "each year 100 women between the ages of 17–43 become invalid or die by beatings. In Azerbaijan families 52% of men think that, if a woman is beaten, that means she deserved it. 17% of teenage girls are regularly exposed to depression and one of 6 married women is exposed to physical violence by her husband" [1, P. 37].

Though Azerbaijani society speedily integrates to the international community, but in many patriarchal and non-patriarchal families where ethnic and gender stereotypes are superior, the model of gender differences, such as "strong-weak" model has a sufficient effect to feel. The males who are considered a stronger gender, have a say in family, they give a final decision on principal issues, because the family's financial needs are provided by them and they earn more money, more salary than women. It is prohibited "not to dance attendance on men", he "has the last word" and those women who are against this, they will be punished. That is why, the women are exposed to their husbands' permanent reaction, and they are forced to be very careful to avoid the attacks, pressures and insults. And this causes psy-

chological discomfort and traumas in them. In most cases, Azerbaijani women are convicted to think about regulating their behavior in accordance with political, social, legal and moral norms of society and they should adapt to this situation to avoid the reprobation of close social coverage, relations and neighbors. Role normatives of genders in the family have become a social construction formed on the basis of "husband-wife" duality in relation to each other, and "man-father", "woman-mother" duality in relation to children.

Gender roles are one of the forms of social roles and behaviours that considered normal or problematic for men and women by any society. For generation of gender roles formed in the social base of biological male and female genders, there is a significant effect of cultures, religions, social and economic life conditions and other factors. Norms related to gender roles, as other social norms (political, labor, legal, cultural, religious and etc.) are formed on the basis of society's ideology and ideological norms' system. "Gender equality is not only a human right, but also a handy platform for peace, prosperity and sustainable world". At the same time, gender equality provides same educational, healthcare, work opportunities for women and girls, and give chance to them to be represented in the process of making political and economical decisions [11].

As the society develops, norms related to gender roles in the context of sex-occupation-duty, have been improving in terms of functions, roles, places, participation in labor and household life and these norms, as a whole, have become typical indicators of gender roles in civilian lifestyle.

The division of social roles, accurate determination of boundaries of norms related to them is a problematic, challenging issue. According to biological gender, it is a doubtless reality that the range of differences of men's and women's psychological, emotional, intellectual and volitional characteristics is very wide. But, the relativity of imaginations about "typical man" and "typical woman" standards have been

scientifically proven in the aspect of gender category for a long time ago. The diversity of the social and psychological characteristics can not be explained with diversity of biological genders, social roles in various societies, and norms concerning these roles. It can lead to the wrong conclusions. Gender roles are not identical to biological gender roles. Because, gender roles are based on role expectations and stereotypes which belong to masculine and feminine behavior. To be accepted as a man or a woman in society is determined with not only being bearers of these or those anatomical traits, also with adequate implementation of gender roles which conditioned role-gender behavioral standards. 'Males and females of any race, educated in any conditions and civilization always pretentiously approach the behaviors of their partners' beliefs and thoughts' [7, 10]. In modern era, gender discrimination against women, prohibitions and stereotypes are elucidated in detail, both in scientific and public debates and on the media platform. But gender constraints against men remain indifferent issue. For example, in Azerbaijan society, where traditional patriarchal values are superior, due to economic crisis the men could not fulfill the function of "family's main provider" and seriously lose their confidence, morally and psychologically suffer from this situation, exposure to the syndrome of "social uselessness". And in many cases, this leads to their loss of social authority in the family and becoming a subject of family conflict.

Gender systems have different meaning in various societies. The meaning of gender expresses social characteristics of sexes and that is why social norms about them have a different content too. Even though these norms change as time passes, but gender asymmetry remains unchanged.

Gender roles are one of the social roles and indicate the totality of expected behavioural patterns of men and women. The gender norms formed in its basis is a social-psychological phenomenon and consists of imagination system about "real man", and "real woman". Russian sociologist G.M. Andreyeva notes

that, "norms are set of rules made by a group that subordinating their behaviors and providing the possibility of joint activities. "The lack of clear, expressive and harmonically developed male and female qualities is the biggest crisis of civilization" [6, P. 47]. In educational system of family, gender norms are strengthened through the institutions of socialization and by injecting children's consciousness. Legal system of society and its cultural mechanisms are reinforced as well as through stereotypes. The violation of gender norms has not been ambiguously perceived by society. These men and women confront unseemly remarks and these cause the emergence of inferiority complex in them, and also lead to psychological discomfort and inadequate low self-assessment.

As shown by world practice, in public and private life, harmonic partnership between men and women is a basis of general prosperity. In the family environment, establishing of cultural and emotional communication on gender norms' platform can be accepted as reliable guarantor of mutual understanding. Analysing of real situation in the field of gender issues leads to detection of facts about social roles closed to traditional division of labor, recognition of rights, clearly differentiated duties between males and females."The cases from this category we can ascribe, firstly, widely spread imaginations and stereotypes about "real womanhood", "real manhood"-like limited number of two community of personal qualities. The first community is the basis of ideal "real woman" (mother, daughter, sister, wife) and the second one is the basis of ideal "real man" (father, son, brother, husband) [3, P. 14].

As a gender, practically, a man and a woman have been specialized on working platform to fulfil a quite broadly important functions and historically, there was occurred work differentiation related to genders and they were classified as traditional male and female professions. Norms related to gender roles stem from biological sex of an individual and are based on sexual identity.

In many families, to master the domination at home is very important in terms of solving prob-

lems depending on more income bringing. This idea indicates that related to solve income problems between man or woman, an economic power in family is shared monotonously. Who has more income, he masters the authority in family, because income is the most important factor in economic life. Such determination is precisely suitable too, for family roles like "father", "mother", "husband", "woman", "child", "relative". So that, in any case, while saying "mother", firstly it is conserved a woman who has a child or children and who cares them. A role of "mother" mainly includes a complex of feelings of love for children. A mother is not only carrier of any feelings and behaviors, but also a concrete live human, who tries to bring up dignified persons from her children.

Role expectations and role behaviors of family members are one of the main factors which led to divorce between the partners. Usually, the conflicts between husband and wife occur on the ground of violation of role's behavior. For example, woman wants that her husband spends his leisure time at home, but he prefers to have fun with friends or get busy with his own hobbies. Or a husband expects that his wife pays more attention to housekeeping and family life, but faces with her laziness and carelessness. Such situations are widely spread in modern families and main reasons for serious family conflicts.

American sociologist C. Kipatrik had an interesting initiative to prevent conflicts that maybe occurred in the context of role-gender behavior. He added "the role of companionship", "the role of partnership" to traditional roles of men and women and listed the duties of them in accordance with these roles.

In modern Azerbaijani families, where more than 90% of population are muslims, the traditional impact of religion on family life has been displaying in many spheres, such as in family-marriage, husband and wife relations, education of children, celebration of religious holidays, putting name to children.

In Azerbaijan the girls who forced to marry by their families at an early ages (before 18 years old) usually lose the opportunity to continue their

education. It reduces the chance to become the owner of any specialty they want and realize their desires in future. Early marriages are big risk factors which cause to violation gender balance in family. In such marriages, due to a big age difference (sometimes 15–20 age) between spouses, a husband feels jealous of every move of his wife and violence against her is accepted as normal. According to statistics, 5 or 6 of every 100 marriages are belong to a group of "early marriage". In such marriages there can be often encountered violence facts directed against women by men, or against children by women. In early marriages, family violence leads to domestic violence, divorce, and sometimes even suicidal cases.

In Azerbaijan, where patriarchal or non-patriarchal family traditions are still dominant, the women, who prefer to divorce, while returning to father's home will be predicted to many reactions, that's why they change their mind and are forced to live in negative adaptive environment under violence of their husbands and other old family members.

Due to characteristics related to psychological age, modern Azerbaijani teenagers and youth are more exposed to effects of global transformations too, because they are at a sensitive stage of identity formation. In most cases they are inclined to imitate foreign cultures, too. Due to the lack of constant and concrete behavioral style, teenagers and youth incur more attacks of modern, global cultural effects. Consumer psychology, fashionable addiction, orientation to a new life style and etc. become basic behavioral and life standards. The increasing motives of inclination to diversity and freedom, to live in luxury, cause to indifference to the ethical values and in most cases the young people move away from these values.

Since the second half of XX century, gender problem has become a global problem and also actual problem waiting for the solution and investigation not in the local and concrete aspect but in the synthesis of global and local parties too.

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Aection 8. Educational systems

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THE IMPACT OF TECHNOLOGY ON LEARNING ENGLISH FOR GJAKOVA'S PRIMARY SCHOOL STUDENTS

Abstract: Learning English has become a vital and existential matter in the globalization era we are living in, where we experience opening of markets and shared boundaries. English language is a second language in the majority of world countries, which is shown by the fact that over 80% of international communication is conducted in English. Thus it is very important that English language is taught, in various education systems around the world, as a second language from the first grade of primary school. This is enforced by the fact that we live in a time where information technology and internet is growing rapidly. The upcoming study to be conducted will indicate how much the application of technology facilitates the learning of English for primary school students, and if the teachers are using this technology at schools or are the children using it at home.

To pull this off, we are going to create surveys for some primary schools in the municipality of Gjakova. Today, kids already know how to use various technological devices such as computers, tablets, smart phones etc. and Internet before entering school, so we begin by assuming that technology is widely used and applied at primary school students.

The results of this study are important to prove that technology is one of the key factors in learning a foreign language, in this case English, which we already presume.

Keywords: technology, internet, primary school, student, English language, etc.

Introduction

Knowing English is not only necessary but also an existential case, as we mentioned before, and thanks to the Internet and technology's development the closeness with this language starts early in preschool [1]. Besides the Internet, iptv, as a new technology that provides various TV channels from all over the world into our homes, has increased this language's popularity. These channels help us to try and learn the language by providing entertainment [2].

Gjakova's municipality is known for a large number of English knowing students (which is showing

by the following research. This has been assisted by the development and application of Informative Technology in schools [3], the early usage of computational programs such as: Microsoft Word, Excel and PowerPoint, various English courses etc. The implementation of new methods in teaching has definitely made an impact in learning how to use these programs [4], which require basic knowledge of English. Teaching this language differs among teachers: some of them use the traditional method to teach, some use a projector which needs access to the Internet, some of them use the radio and so on.

The research below will help us know which teaching method the students have used to learn English and which method they prefer, so we need to get a better understanding of the research to improve the English teaching methods continuously [5].

Research

The research has been conducted in three schools in Gjakova, and it includes a sample of 100 students distributed equally. The research has been conducted

in the following middle schools: “Zekeria Rexha”, “Mazllom Këpuska”, “Emin Duraku” and ”Mustafë Bakija”, and it included 9 questions.

On the first question: “How good is your English?” the students answers were as follows: “excellent” 53 students, “very good” 25 students, “good” 12 students, “satisfying” 8 students and “not at all” 0 students. These numbers correspond to the same number of percentage.

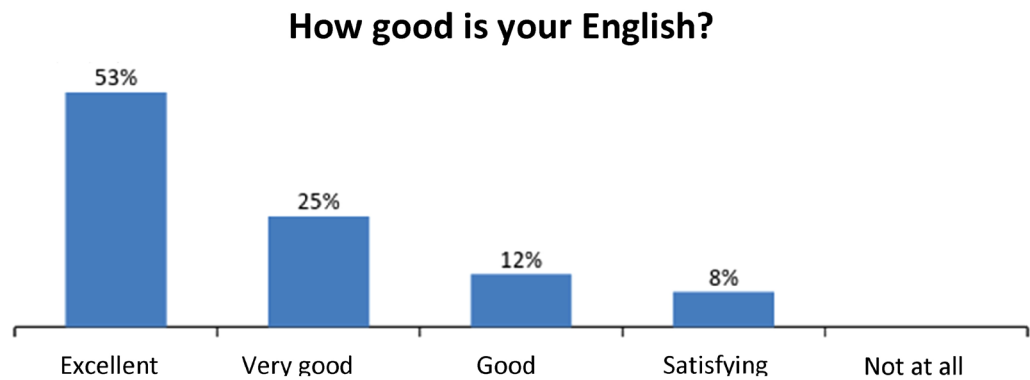


Figure 1. How good is your English

In the second question: “How did you learning English until now?” the students answers were as follows: 80% responded “at school”, 29% “courses”, 44% “computer”, 33% “TV” and 9% responded “other”. The students have selected more options so the

sum of the percentages is more than 100%. In the “other” option, 4 students said they learned English through their family, 4 others said they learned English through smartphones and 1 said through video games.

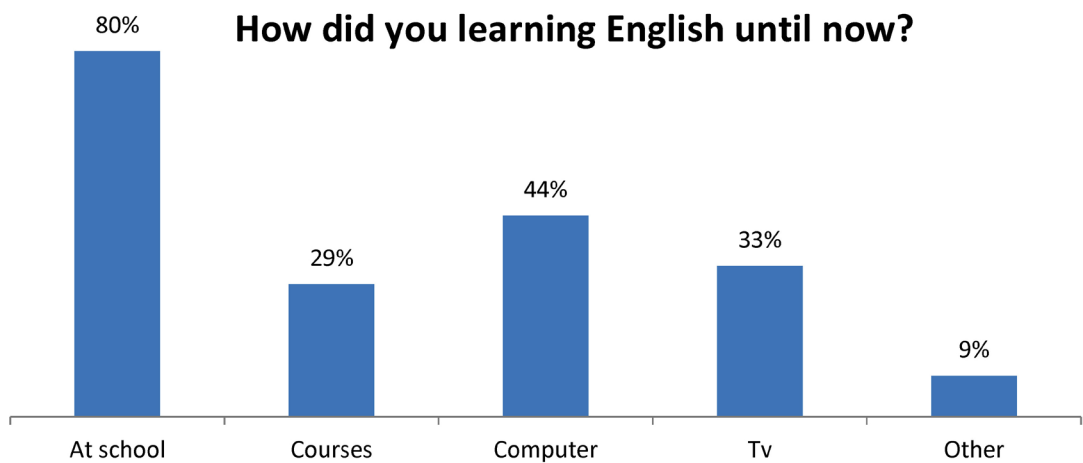


Figure 2. How did you learning English until now

The third question: “Where do you learn English in school?” which had two options: “classroom” or “English language cabinet”, 100% responded that they learn English in the classroom.

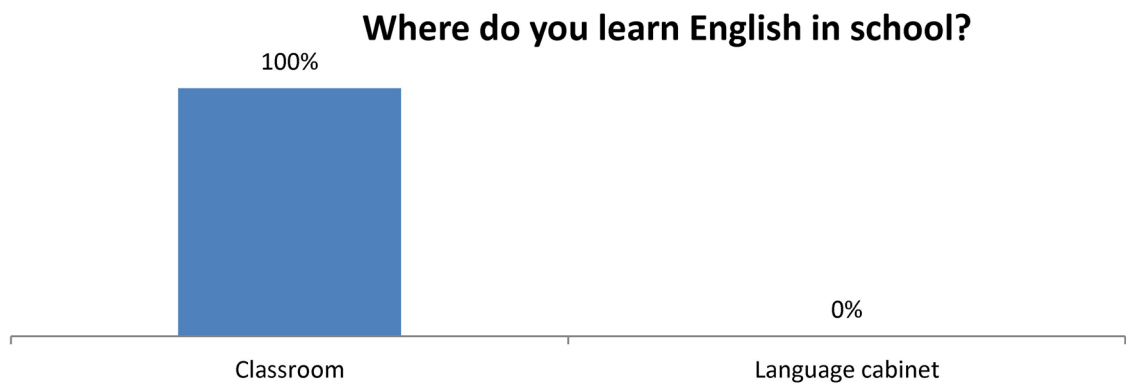


Figure 3. Where do you learn English in school

The fourth question: “Do you use any form of technology at school to learn English?” the answers were as follows: 13 responded “Yes”, 16 responded “No” and 71 responded “Sometimes”.

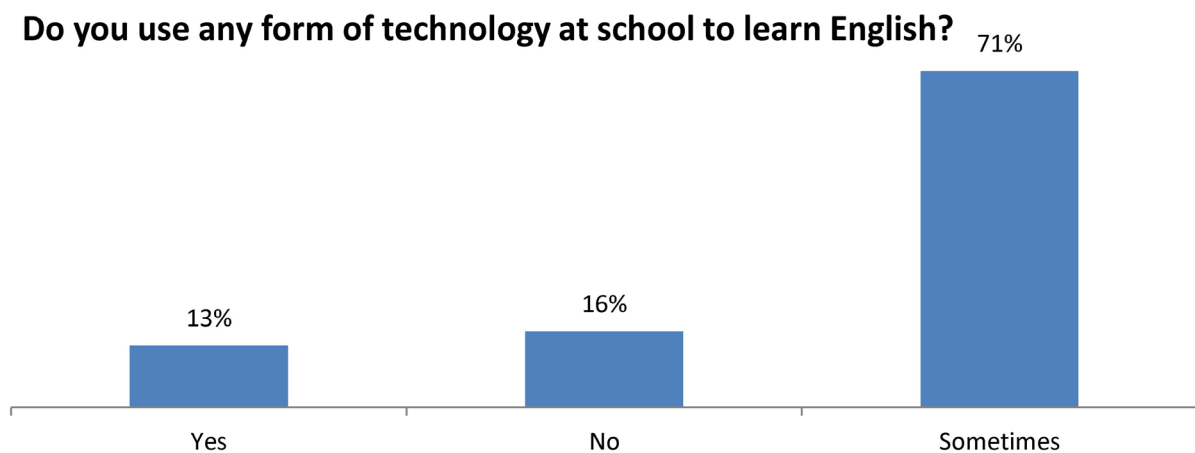


Figure 4. Do you use any form of technology at school to learn English

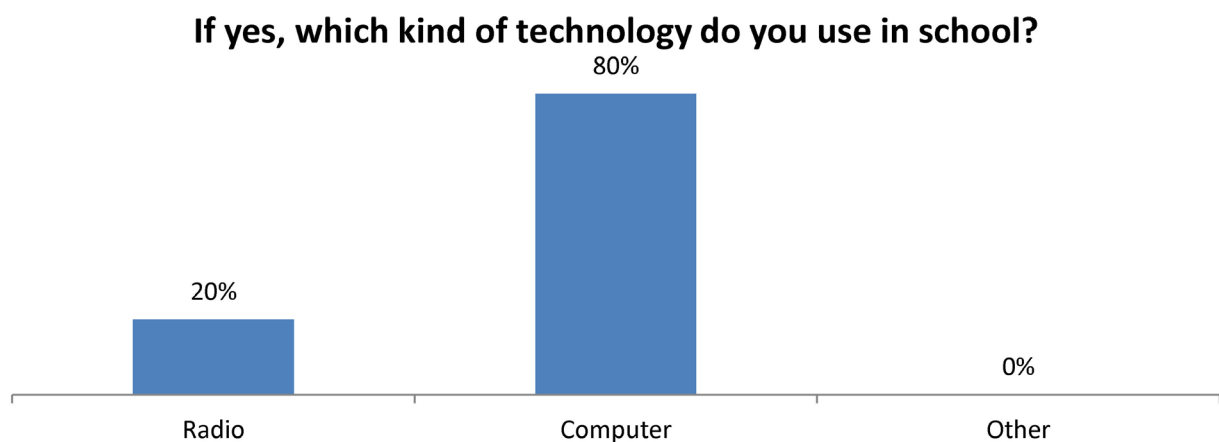


Figure 5. If yes, which kind of technology do you use in school

The fifth question is linked to the “Yes” or “Sometimes” options from the previous question, and it asks “If yes, which kind of technology do you use in school?” 20% said they used radios and 80% said they used computers.

The sixth question is also linked to the fourth one, but with the “No” option of the question and it asks: “If not, do you think any form of technology should be used to learn English in school?” 12 students that responded “No” to the fourth question responded “Yes” to the sixth; 4 others answered “I don’t know”.

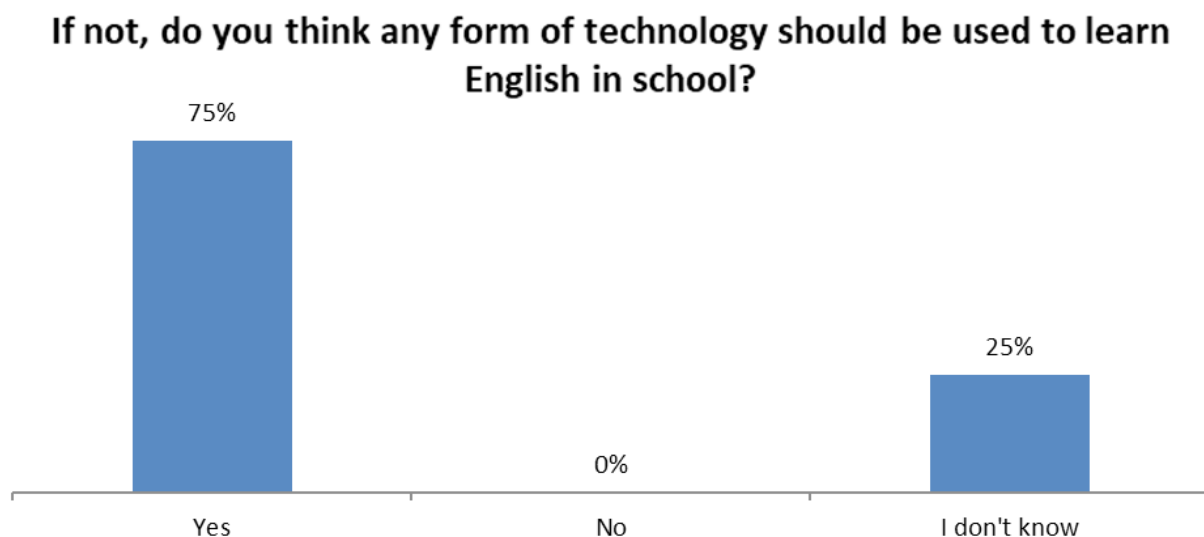


Figure 6. If not, do you think any form of technology should be used to learn English in school

The seventh question: “How much has the usage of technology help you learn English in school?” 30%

answered “A lot”, 52% answered “Satisfactory”, 18% answered “a little” and 0 answered “not at all”.

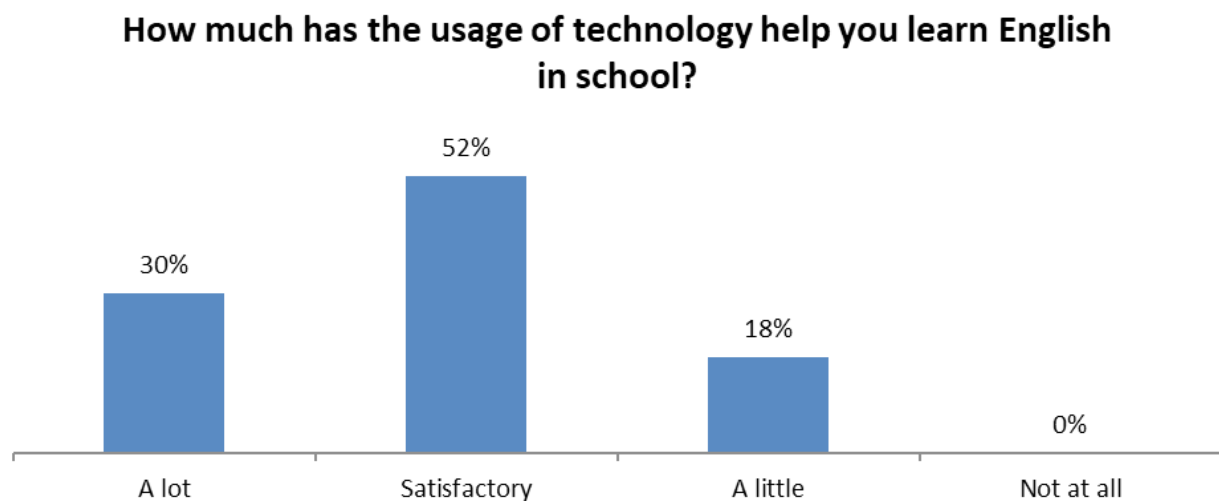


Figure 7. How much has the usage of technology help you learn English in school

The eighth question asked “Which technology device has mostly helped you learn English, outside of school?” and the answers were: “smartphones” 59%, “computer” 66%, “TV” 41%, and “other” 3%

(where videogames were mentioned. The students chose more than one option in this question.

Which technology device has mostly helped you learn English, outside of school?

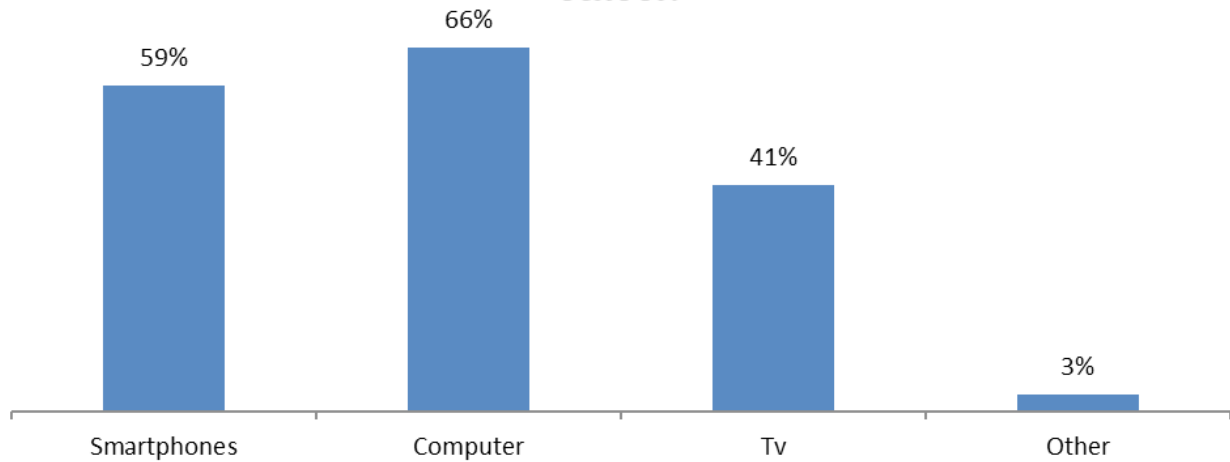


Figure 8. Which technology device has mostly helped you learn English, outside of school

The ninth and final question was: “Which English skill have you improved by using informative technology devices?” where the chosen options

were: “only Speaking” 19%, “only Reading” 6%, “only Understanding” 13%, “only Writing” 0% and “All of them” 62%.

Which English skill have you improved by using informative technology devices?

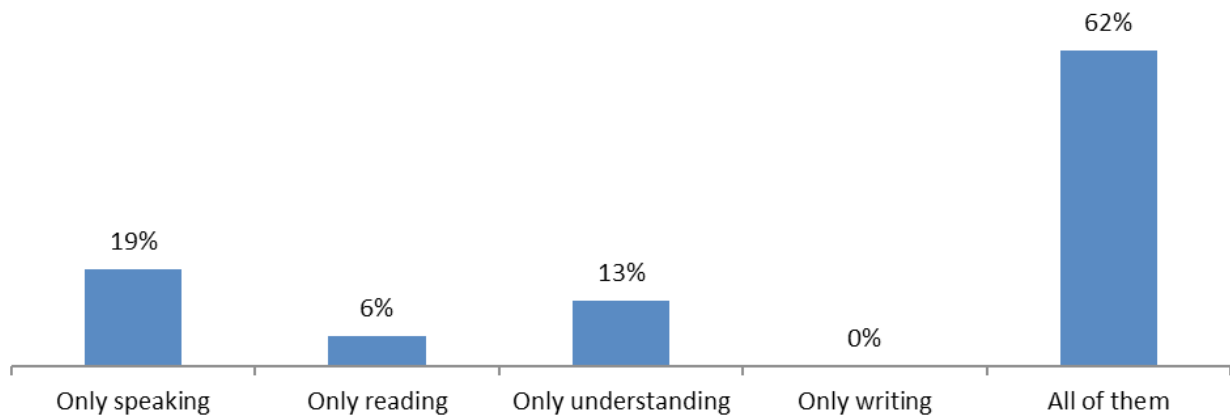


Figure 9. Which English skill have you improved by using informative technology devices

Conclusion

We can tell by the research results that learning at school is irreplaceable. This is emphasized on the second question, where 80% of the students have learned English at school. In the same question, we can see that 44% of them said they learned English through computer (because they could choose more than one option. We also notice that from 84% of

the students who use a form of technology at school, 80% of them use the computer and 20% use the radio (the fifth question.

The eighth question gives attention to how much the development and usage of informational technology has helped students learn English outside of school. We can see that the percentage of the usage of technological devices is very high.

The most disturbing answer of all is the one that states that none of the students learn English in foreign language cabinets. Therefore this is a challenge for all municipal educational departments to invest

in more advanced methods to learn foreign languages (in private educational institutions English classes are exclusively held in cabinets).

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Section 9. Education Management

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PROPOSED MEASURES FOR MANAGING CHANGES IN SCHOOLS IN HO CHI MINH CITY, VIETNAM

Abstract: From the results of the literature reviews and those of the surveys on the reality of change management by pre-school and school principals in Ho Chi Minh City, the author has proposed three groups of measures to manage changes in schools. The first is to forecast and enhance the initiatives to implement the contents of change management in schools. The second is to overcome the limitations of the change management process. The third is to focus on the influential factors and provide the best conditions for principals to successfully manage the changes.

Keywords: measures, management, changes, schools, principals, Ho Chi Minh City.

1. Introduction

Ho Chi Minh City (HCMC) is a big city – the center of economy, culture, education, science and technology, where changes have occurred extremely rapidly and continuously. Since the Eighth Plenum of the Central Committee of the Communist Party of Vietnam (XI) (2013) issued “*The resolution on the basic and comprehensive renovation of education and training*” and the Prime Minister of Vietnam (2012) issued “*Vietnam Education Development Strategy in the period of 2011–2020*”, together with the whole country, the education of Ho Chi Minh City has carried out the basic and comprehensive renovation. This makes schools in HCM City face urgent and continuous changes in all fields. These changes should be managed in scientific ways by school principals in order to meet the goals of the school development and the requirements of the education renovation. This article presents the proposed measures of change management based on the theo-

retical research and the results of the surveys on the reality of change management by school principals in Ho Chi Minh City.

2. Research content

2.1. The basis to propose the measures for change management in schools in Ho Chi Minh City

The proposed measures are based on the results of the theoretical research and practical research of Scientific Research Project, coded CS2017–58, by Nguyen Thi Thuy Dung and My Giang Son at Saigon University in 2018.

2.1.1. Theoretical basis

The results of the literature reviews show that change is the general attribute of any certain things and phenomena. Education, in general and schools, in particular, are not the exception of such rules, always facing the urgent and continuous changes by the impacts of the internal and external factors, especially in the current period of the rapid changes of economy, society, science and technology.

– Based on the analysis of the possible changes in the fields of activities in schools, the authors have identified *15 items of contents of change management in four fields of schools*: 1) Change management on the resources of schools (human resources, finance, facilities); 2) Change management on the professional activities (objectives, contents, methods, forms, testing and assessment); 3) Change management on students (quantity and quality of students); 4) Change management on school culture (school scenes, classroom layouts, logos, uniforms, etiquette..., rules, codes of conduct, beliefs, perceptions and emotions which are the basis for the thoughts and actions of school members).

– The researchers have reviewed a number of authors in the world and in Vietnam on their works on the process of change management in organizations, in general and in schools, in particular, such as Kurt Lewin (1947) with the three-step model of change management in organizations; the researchers of Harvard University (2005) with the seven-step model of change management [4, P. 41–58]; Tony Wagner and Robert Kegan (2005) with the three-stage model of change management in schools [8, P. 189–230]; Dang Xuan Hai (2005) with the 11-step process to innovate teaching methods in schools [2, P. 33–37] as well as the seven-step of “management of thematic activities” which has been proposed in the textbooks of management expertise used in training schools for Vietnamese school administrators [7, P. 29–35]. Based on the analysis of the views of many researchers, the authors have proposed *the process of change management in schools which includes 11 steps*: 1) Analyzing the school situation on the field/problem which needs changing; 2) Making plans for change implementation; 3) Assigning tasks to departments and individuals, identifying relationships between departments and individuals in the implementation process; 4) Improving awareness on the importance of implementing changes so as to get the unanimity and determination to make changes; 5) Improving, training the theories of change implementation; 6) Mobilizing financial resources, facilities and equipment for making

changes; 7) Piloting and drawing experience; 8) Deploying in entire schools; 9) Examining and evaluating the implementation in schools; 10) Concluding; 11) Strengthening, maintaining the achieved results and developing them in the coming time.

– The results of the research on the literature reviews have also determined *the factors that influence change management in schools*, such as the internal factors (those of school principals, education staffs, the working environment and conditions) and the external factors (those of the contexts of economy, politics, culture and society, the directions of the higher authorities, the coordination of students’ parents and the coordination of the local authorities).

2.1.2. Practical basis

The field research has been conducted by means of in-depth interviews and questionnaire surveys with the participation of 177 principals and 1829 vice principals, subject-division heads, educational staffs of pre-schools, primary schools and secondary schools in Ho Chi Minh City. The survey results have shown as follows:

– Of the 15 contents of change management in schools, nine are administered by principals at “*Quite Active*” level and six managed by principals at “*Moderately Active*” level. In the 11-step of the change management process in schools, there are 6 steps rated for doing “*Good*” and 5 steps evaluated for “*Fairly Good*” performance by the principals.

– The internal factors are judged to be more influential than the external ones. Among the internal factors, the factor of school principals is considered to have the highest impact, especially the abilities and prestige of the principals. The personalities and the sense of common of the educational staffs is also the factor that is very influential in managing changes in schools.

2.2. The proposed measures for change management for pre-school and school principals in Ho Chi Minh City

Based on the theoretical and practical basis, the authors have proposed 3 groups of measures to manage changes in schools:

- The group of measures related to the contents of change management: to forecast and enhance the initiatives to implement the contents of change management in schools.

- The group of measures related to the change management process: to overcome the limitations of the change management process, thereby improving the efficiency of the whole process.

- The group of measures related to the factors influencing change management: to focus on the influential factors and provide the best conditions for principals to manage the changes.

2.2.1. The group of measures related to the contents of change management

2.2.1.1. Context analyzing and forecasting the changes taking place in schools

a) The objective of the measure

The measure is to anticipate changes in the fields of activities in schools so as to actively manage changes.

b) The contents of the measure

Context analyzing and forecasting changes in all fields of activities in schools: changes in human resources, finance, facilities; changes in professional activities; changes in students; changes in school culture.

c) How to implement the measure

*** Analyzing context:** From the information and data obtained by means of various sources such as: documents; conferences, seminars, meetings; training courses; the media; records of the school performance..., principals can analyze the contexts:

Firstly, analyzing the legal documents (issued by the authorities of all levels: the State, the local authorities, the Ministry of Education and Training, the Department of Education and Training...) related to the school management in general and the guidance to implement the renovation in all fields of activities in schools in particular.

Secondly, analyzing the external situation: the situation in the world and in the country, the local situation in politics, economics, society, science and

technology as well as education development; the changes which have taken place in all the fields, especially in the fields of education and schools; the situation of Students' parents' Associations and their coordination, etc.

Thirdly, analyzing of the internal situation: Analyzing all the fields in schools: the situation of human resources (management staffs and educational staffs); the situation of facilities (schools, classrooms, teaching equipment, conditions for teachers' and students' activities...); the financial situation (allocated funding, funding sources, etc.); the situation of professional activities (in-class teaching and learning, extra-curriculum activities); the situation of students (situation of maintaining and developing students' quantity, the quality of students); the situation of school culture (school scenes, classroom layouts, logos, uniforms, etiquette..., rules, codes of conduct, beliefs, perceptions, core values and emotions which are the basis for the thoughts and actions of school members...). In each of the above fields, a comprehensive analysis of strengths and weaknesses, advantages and disadvantages should be made.

*** Forecasting changes:** Based on the above comprehensive context analysis, three kinds of changes should be identified:

- *Changes which were made:* What are the changes? In which field are the changes? What are the changes made for? What are the results? What is the current situation?

- *Changes which are being made:* What are the changes? In which field are the changes? Why are the changes made? What has been done and what are the results? What is the current situation? What needs to be done next?

- *Changes which are to be made:* Predicting the inevitable changes that need to be made in schools. It is necessary to analyze: What are the changes? In which field are the changes? What causes (external and internal factors) the necessity of making such changes?

d) Conditions for implementing the measure

In order to efficiently carry out context analysis and predict changes in schools, the following conditions must be met: 1 / Principals have the abilities to synthesize and generalize and the vision of school development; 2 / Principals' assisting staffs (vice principals, subject division heads, office staffs) are well-qualified; 3 / Schools' information system, records and documents are carefully, completely and well organized.

2.2.1.2. Making overall plans to implement the contents of change management

a) The objective of the measure

The measure aims at strengthening the principals' initiatives in managing changes in schools.

b) Contents of the measure

Increasing the activeness in the management of all the contents of changes in all fields of schools' activities: school resources, professional activities, students' quality and quantity, school culture.

c) How to implement the measure

Although the overall plans (which can be called by many names, such as School Development Strategy, School Innovation Project, etc.) can have different names, they are of the same contents which present the changes schools will implement in a certain period to develop the schools. The overall plans which are made must have the answers for the following key questions: What is the time and stage to implement? What are the changes and in what fields are the changes implemented and what will be achieved? Which order are the changes made (which change is the first, which one is the next, which changes are made simultaneously)? How will the school resources (human, material and financial) be mobilized and used to implement these changes?

It is important to distinguish between the Overall plan for implementing changes in schools and the plan for implementing a specific change. On the basis of the overall plan to implement the changes, a specific change will be planned for implementation, for example: the plan for Innovating Teaching Methods ...; the plan to Innovating the activities of subject

divisions ...; the plan for Innovating the Operating periods of Form-teachers, etc.

d) Conditions for implementing the measure

In order to efficiently implement the measure of making the overall plans for change management in schools, it is important to have conditions such as: Principals have a good command of the processes and the techniques for developing the Strategic Plans School development Projects; Management and assisting staffs are expert in the tasks, the processes and the techniques for planning; The legal documents issued by higher authorities are specific and well-guided;

2.2.2. The group of measures related to the change management process

2.2.2.1. Strengthening the "fostering the awareness of the importance of implementing changes"

a) The objective of the measure

The survey results have shown that of the 11 steps of the process of managing a specific change, the "Fostering the awareness" step is rated "Fairly Good" with the lowest ranking (ranked 11/11). Therefore, this step should be strengthened for better performance. The measure is the "ideological work" that principals must perform with the goal of influencing thoughts, helping staffs to understand the importance and the indispensability of the implementation of renovation and have motivation in order to actively and self-consciously participate as well as successfully make changes;

b) Contents of the measure

When schools change, the principals must increase the awareness of the school staffs on the following contents:

- The indispensability of implementing changes at the certain time (stating the external and internal reasons which lead to the fact that schools must change and cannot avoid these changes);

- The benefits which changes will bring to the school staffs;

- The benefits that changes will bring to the individuals;

- The disadvantages and dislocations can occur to the departments, the school staffs and the individ-

uals (analyzing these things so that the subordinates can have the initiatives to receive changes and cannot be afraid of making changes.)

c) How to implement the measure

– Time for implementation: The fostering the awareness step should be conducted when the plans are made and implemented by the staffs.

– Form of implementation: Integrate the content of fostering the awareness with the content of task implementation in conferences, meetings directly with the staffs; meetings with departments; seminars and personal talks. The content of fostering the awareness can also be expressed in task implementation documents, on schools' websites. In addition, principals should coordinate well with the social and political organizations in schools (the Trade Union, the Youth Association, ...) to propagate and launch the emulation movements of implementing renovation.

d) Conditions for implementing the measure

The measure of fostering the awareness will be effective when they are implemented in the following four key conditions: First, the principals are fully aware of the importance of implementing changes in schools; Second, the principals have prestige towards the education staffs, which makes the principals' propaganda "encouraging", convincing, inspiring, and motivating; Third, the school staffs are united; the key staffs are good leaders with prestige who can support the principals in making propagandas and persuading the staffs; Fourth, the unions and organizations in schools are active and completely grasp the coordination mechanisms with the principals.

2.2.2.2. *Focusing on the theory of implementing changes*

a) The objective of the measure

The results of the field survey show that the "fostering the awareness" stage in the change management process is rated "Fairly Good". Therefore, this stage should be focused for better performance. If the objective of the "Fostering the awareness" stage is to form the attitude of support and enthusiasm

for renovation for the school staffs, then that of the "Focusing on the Theory of implementing changes" is to provide the staffs with the knowledge and the skills to make renovation.

b) Contents of the measure

Principals need to foster the theory on the following contents:

– The contents of the advantages and disadvantages of ongoing work (i.e. advantages and disadvantages of knowledge and skills which are being used);

– The contents of the new knowledge and skills which will be updated to adjust, modify or replace the current knowledge and skills.

– Intensive contents on the new knowledge and how to implement new skills.

c) How to implement the measure

Fostering and training the knowledge and skills for the key staffs and the educational staffs to implement renovation in a certain field or innovate a problem can be carried out inside or outside the schools:

– Inside the schools: the fostering and training can be carried by means of special subject reports by invited speakers or by school officials; conferences, meetings, school-level and division-level professional activities; attendance and evaluation of teaching periods and issuance of directional and instructional documents, etc.

– Outside the schools: Create conditions for the key staffs and the educational staffs to attend courses organized by educational institutions, seminars, conferences of implementing renovation ... held by the Departments and the Ministry of Education and Training.

Fostering the theory can also be integrated with drawing the experience, implementing, evaluating and reviewing the implementation of renovation.

d) Conditions for implementing the measure

In order to efficiently carry out the theory fostering measure for the staffs to successfully implement renovation, the following conditions must be met:

1) Time requirement (schools should plan the time specifically and carefully so that management officers, teachers and staffs can participate fully and ef-

fectively without affecting the activities of students.
2) Conditions on policies and funding to support the fostering activities (the concern and facilitation of the superior authorities, the specific and clearly-stated guidance documents by the superior authorities and the school internal regulations to facilitate the learning and professional activities).

2.2.2.3. Mobilizing financial resources and facilities for changes

a) The objective of the measure

The results of the survey show that the mobilization of financial resources and facilities for implementing changes in schools is rated “Fairly Good”. Therefore, this task needs to be strengthened. The objective of the measures is to make favorable conditions for the effective implementation of changes and to motivate departments, staffs and individuals to actively participate in the implementation of changes

b) Contents of the measure

Financial resources and facilities (facilities, equipment, etc.) which can be mobilized include: State-allocated resources; funding from organizations and individuals and other legal sources of schools’ incomes.

c) How to implement the measure

- Timing: The mobilization of financial resources and facilities is outlined in the planning phase, carried out immediately after the implementation and supplemented during the implementation process

- Methods of implementation: It is necessary to thoroughly study the relevant legal documents in order to proactively propose to the superior authorities and strictly follow the formalities and procedures. Principals also need to effectively carry out the propaganda and mobilization in local areas, organizations, and agencies and actively seek funding sources.

d) Conditions for implementing the measure

The mobilization of financial resources and facilities to implement changes in schools should meet the following conditions: the system of legal documents is clearly-stated; the concern and support of

the superior authorities; the coordination of the local authorities and the local social organizations; the coordination of parents; the open, transparent, specific and reasonable schools’ internal spending regulations.

2.2.2.4. Investing in the piloting the implementation of changes and drawing experience step

a) The objective of the measure

The results of the field survey show that the piloting the implementation of changes and drawing experience step (before it is deployed on a large-scale) has been assessed by the surveyed subjects at the “Fairly Good” level. Therefore, this step should be better implemented. The objective of the measures is to “experiment” and draw the initial experience in order to minimize the risks on a large scale for the schools.

b) Contents of the measure

Piloting the implementation of new knowledge, new skills, new processes.

c) How to implement the measure

- Selecting the individuals and departments that have appropriate practical conditions, suitable qualities and skills and actively support renovation) to conduct the piloting;

- Training and educating them carefully on the knowledge, skills and procedures for implementing changes;

- Investing the equipment and necessary material conditions for the selected departments and individuals;

- Letting individuals and departments conduct “the samples” (e.g. the lessons, the processes, the profiles, etc.) for the observation;

- Organizing discussions and drawing experience;

- Generating general requirements, general standards for implementation in the entire schools.

d) Conditions for implementing the measure

The piloting and drawing experience step is only effective when this step is conducted after the staffs have been provided with certain knowledge of new

knowledge and skills (which can be obtained in the fostering and training the theory of implementing changes) so that when witnessing and observing “sample lessons”, “sample processes”, and “sample profiles”, etc., they can make analysis and draw experience. In addition, if the selected individuals and departments for the piloting have prestige towards the staffs, it will be a favorable condition for the implementation of the renovation after the piloting step.

2.2.2.5. Effectively implementing the step of the deployment in the entire schools

a) The objective of the measure

The results of the field survey show that the “deployment in a large scale” step after the piloting implementation has been assessed as “Fairly Good”. Therefore, this step should be strengthened. The purpose of the measures is to deploy and implement changes in the entire schools, making obvious changes in a content and field for the schools’ development.

b) Contents of the measure

Deploying in the entire schools the requirements, standards (which can be drawn after the piloting step) on the implementation of new knowledge, new skills, new procedures.

c) How to implement the measure

- Indirectly implementing by means of documents;
- Directly implementing by means of meetings with the school staffs and departments;
- Organizing and managing the implementation of the school members with the help of the assisting staffs (vice principals and subject division heads) and other functional departments;
- Reviewing the facilities and equipment to continue the investment to meet the requirements of implementing renovation in the entire schools.

d) Conditions for implementing the measure

The deploying the implementation of changes in the entire schools must be done with the following conditions: Firstly, after the piloting step, it is necessary to set the common “standard” which is suit-

able for the quality and capacity of the school staffs; Secondly, the “standard” should be disseminated, guided, implemented so that all staff members can understand, master and implement in the directions of the “standard”.

2.2.3. The group of measures related to the factors influencing the change management

2.2.3.1. Enhancing the principals’ personalities and the management abilities to raise the prestige towards the educational staffs

a) The objective of the measure

The results of the field survey show that the principals’ abilities, attitudes, and prestige are the actual factors which influence the change management in schools the most. Therefore, the objective of the measures is to create favorable factors for the principals to successfully manage the changes.

b) Contents of the measure

Principals – the subject to manage changes- are the ones who have the adaptive and receptive attitudes to embrace the new as well as the men of firm stuff who are not afraid of the changes and consider the changes as an inevitable, objective phenomenon that needs to be accepted and controlled and have the perspectives on the importance of the active management of changes in order to control the changes and make the best of them, get the benefits as well as reduce the negatives effects caused by such changes.

Principals also need to train and improve the management competence in general and the change management in particular: Reinforce the instructional documents issued by the superior authorities on the renovations in the fields in schools; have knowledge of the theory of change management; strengthen the capacity of planning, organizing, leading and inspecting.

c) How to implement the measure

- Self-studying, self-improving, self-training by means of practical activities, documents, texts, ...
- Taking part in training courses at domestic and foreign educational institutions;

- Participating in professional activities, seminars, conferences, meetings held by the higher authorities and other educational institutions.

d) Conditions for implementing the measure

Some of the favorable conditions for improving the personalities and abilities of the principals are: the principals' perceptions of the roles of the schools' management subjects and the roles of prestige in the management effectiveness; the system of policies, the working environment and the conditions of support by the States and the higher authorities for the principals to effectively manage the schools.

2.2.3.2. *Forming united staffs with high sense of responsibility and sense of common*

a) The objective of the measure

The results of the survey show that the "personalities and common sense of the educational staffs" has been actually evaluated as greatly affecting the management of changes. Therefore, the objective of the measures is to create favorable elements for the principals to successfully implement the change management.

b) Contents of the measure

The principals devote time, efforts and intelligence to form the educational staffs of high responsibility, willingness to learn and progress, devotion to the tasks and students, good discipline and good will for the development of the schools.

c) How to implement the measure

- Principals themselves being always exemplary in their work, having high sense of responsibility, willingness to learn and progress, diligence and high consciousness for the development of the schools;
- Selecting qualified and capable key staffs with high prestige towards the educational staffs;

- Being open, transparent and equal in the distribution of the rights and the obligations of the departments and individuals;

- Always attaching the importance of the ideological work when deploying tasks;

- Coordinating well with other organizations in school (the Trade Union, the Youth Association, ...) in order to successfully carry out the ideological work, create a nice emulation atmosphere, the solidarity, the cordial, concerning and sharing atmosphere among staff members.

d) Conditions for implementing the measure

Some conditions for effectively implementing the measures are: wholesome school culture, rules and codes of conduct which are supported by staff members, open and reasonable internal spending regulations and school organizations are active and well coordinated with school leaders.

3. Conclusions

Pre-school and school principals in Ho Chi Minh City should implement the measures to manage changes simultaneously. The first group of measures is related to the management content. The second group of measures relates to the management process, which means the means and methods of implementation. The third group of measures involves influential factors. Whether the management content is effective or not depends on whether the management process is scientific and rational. This effect is also influenced by the factors inside and outside the system, in which the elements belonging to the change management subjects and the executives have the most direct and important influence. Impacting these factors will facilitate the successful implementation of the management content and the management process.

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A SURVEY ON THE AFFECTING FACTORS ON THE MANAGEMENT OF CHANGES IN KINDERGARTENS AND SCHOOLS IN HO CHI MINH CITY, VIETNAM

Abstract: The article presents the results of survey on the affecting factors on the management of changes by principals in kindergartens and schools in Ho Chi Minh City. The survey has been conducted by means of in-depth interviews and questionnaires among 177 principals and 1829 vice-principals, subject division heads, teachers and staffs in kindergartens, primary and secondary schools in Ho Chi Minh City. The survey has determined 10 internal and 4 external factors affecting the change management in schools, the most affecting factor of which belongs to principals. The results show that the principals' awareness and attitude of change awareness, as well as their competencies and prestige are the most affecting factors.

Keywords: affecting factors, managing; changes; kindergartens; schools; Ho Chi Minh City.

1. Introduction

Ho Chi Minh City is a large city – the center of economy, culture, education and training, science and technology of Vietnam, the place where changes have been taken place very rapidly and continuously. Since the Eighth Plenum of the Central Committee of the Communist Party of Vietnam (XI) (2013) issued “*The resolution on the basic and comprehensive renovation of education and training*” and the Prime Minister of Vietnam (2012) issued “*Vietnam Education Development Strategy in the period of 2011–2020*”, together with the whole country, the education of Ho Chi Minh City has carried out the basic and comprehensive renovation. This makes schools and kindergartens in Ho Chi Minh City face urgent and continuous changes in all fields. These changes need to be scientifically managed by principals.

The article presents the results of the survey on the affecting factors on the management of changes by principals in kindergartens and schools in Ho Chi Minh City, which helps to explain reasons for the suc-

cess and failure in the management of changes in order to propose some solutions to assist principals in successfully managing changes and contribute to the success of education innovation in Ho Chi Minh City.

2. Literature review

Results of researches of some authors in the world and in Vietnam show that there are many factors affecting the management of changes of an organization, such as: the prestige of leaders (David M. Herold & Donald B. Fedor [2, P. 87]); the attitude of group's members (the authors of Harvard University [3, P. 90–91]); the organization culture (David M. Herold & Donald B. Fedor [2, P. 185]); factors of leaders – the subject of the management of changes (Nguyen Thi Bich Dao [4, P. 159–166]); personalities and skills of leaders (Nguyen Thi Thuy Dung [5, P. 5–7]); contexts of economy, politics, culture and society; the coordination of students' parents and the coordination of the local authorities (Vietnam Academy of Education Management' textbook for high school managers [7, P. 124]); ...

The results of the literature review allow to divide affecting factors on managing changes in kindergartens and schools into 2 groups:

- Internal factors, including: 1) Factors of principals; 2) Factors of education staffs; 3) Factors of the environment and working condition.
- External factors, including: 1) Context of economy, politics, culture and society; 2) Directions of the authorities; 3) The coordination of students' parents; 4) The coordination of the local authorities.

3. Overview of the survey

3.1. Goal and content of the survey

Based on the above theoretical statements, the goal of the survey is to clarify the facts of affecting

factors on the principal's change management in Ho Chi Minh City kindergartens and schools.

The content of the survey includes: 1/ The affecting level of internal factors; 2/ The affecting level of external factors.

3.2. Area of the survey, the surveyed objects and the methodology

* Area of the survey:

The survey is conducted in 7 districts in Ho Chi Minh City (District 3, 6, 8, Phu Nhuan, Binh Thanh, Tan Binh, Tan Phu).

* The surveyed objects:

The survey samples include 2006 persons of the overall target (Table 1):

Table 1. – The survey samples

Positions	Kinder-gartens	Primary schools	Secondary schools	Total
Principals	65	52	60	177
Vice-principals	54	35	40	129
Subject division-heads	96	101	102	299
Teachers	427	284	431	1142
Staffs	69	95	95	259
Total	711	567	728	2006

* The methodology:

The survey combines the methodology of the questionnaire and in-depth interviews.

- *The questionnaire* is for 2006 surveyed objects, which requires their evaluation on the affecting level of the factors by means of the grading scheme: 5 points – strongly affected, 4 points – quite affected, 3 points – affected, 2 points – slightly affected, 1 point – unaffected.

The average point is divided into the levels: 1 point – 1.80 points: unaffected; 1.81 points – 2.60 points: slightly affected; 2.61 points – 3.40 points: affected; 3.41 points – 4.20 points: quite affected; 4.21 points – 5 points: strongly affected.

- *The in-depth interviews* are conducted to clarify countable results collected from the methodology of questionnaire: 1) In-depth interviews with 21 principals (7 Kindergarten principals, 7 Primary school

principals, 7 Secondary school principals). Personal identity of participants is encoded as: Kindergarten principal no.1 (KGP1) to Kindergarten principal no.7 (KGP7); Primary school principal no.1 (PSP1) to Primary school principal no. 7 (PSP7); Secondary school principal no.1 (SSP1) to Secondary school principal no.7 (SSP7). 2) In-depth interviews with 21 teachers (7 Kindergarten teachers, 7 Primary school teachers, 7 Secondary school teachers). Personal identity of participants is encoded as: Kindergarten teacher no. 1 (KGT1) to Kindergarten teacher no. 7 (KGT7); Primary school teacher no.1 (PST1) to Primary school teacher no. 7 (PST7); Secondary school teacher no.1 (SST1) to Secondary school teacher no. 7 (SST7).

4. Results of the survey

4.1. The affecting levels of the internal factors

Table 2. – The affecting level of the internal factors according to the assessment of the principals, education staffs in kindergartens, primary and secondary schools

No.	Internal factors	Kinder-gar-tens		Primary schools		Secondary schools		Total	
		Point Aver-age	Rank	Point Aver-age	Rank	Point Aver-age	Rank	Point Aver-age	Rank
Factors of the school principals									
1.	The attitude of school principals towards changes	4.35	2	4.32	4	4.35	1	4.34	2
2.	The school principal awareness of the importance of managing changes	4.27	6	4.33	3	4.27	4	4.28	4
3.	The ability of school principals in managing changes	4.33	3	4.37	1	4.34	2	4.35	1
4.	The prestige of the principals in schools	4.38	1	4.33	2	4.31	3	4.34	2
	General	4.33		4.34		4.32		4.33	1
Factors of Education staffs									
5.	The attitude of education staffs towards changes	4.25	7	4.20	9	4.19	8	4.21	9
6.	The ability of education staffs to perform tasks	4.27	5	4.22	7	4.17	10	4.22	8
7.	The quality and common sense of education staffs	4.31	4	4.24	6	4.24	5	4.27	5
	General	4.28		4.22		4.20		4.23	2
Factors of environment and working conditions									
8.	The school culture	4.22	10	4.18	11	4.15	11	4.19	10
9.	The activities of Communist Party and other associations	4.18	12	4.19	10	4.17	9	4.18	11
10.	The financial conditions and facilities	4.23	9	4.21	8	4.24	5	4.23	6
	General	4.21		4.20		4.19		4.20	3
Overall assessment of the internal factors		4.27		4.25		4.24		4.25	

a) *The affecting level of the factors of principals*

Data from Table 2 show that all 4 factors of principals are evaluated by surveyed objects in all 3 education levels as “Strongly affected” (Lowest average point is 4.27 points and the highest is 4.38 points; general average point is 4.33). These 4 factors account for the 4 highest levels in grading level of school’s internal factors which affect the management of changes.

The interviewed principals all agree on the high affecting level of the factors of principals. Kindergarten Principal no.1 states that: “*School managers are easy to adapt and accept new things, so they manage well the changes*”; Primary school Principal no. 5 states that: “*Principals’ competency and reputation help them to easily persuade the group to conduct innovation and manage the execution well*”.

In-depth interviews with teachers also give the same results. Secondary school teacher no. 2 says that: *“Principals know clearly execution process, so they manage well the management of changes in schools”*. As the result, the factor of attitude, competency, and prestige of management officers is the objective factor, directly affecting their management of changes.

b) The influence of the factors of education staffs

All three surveyed groups assess the level of “Strongly affected” for the factor of “Quality and common sense of education staffs” (over 4.21 points).

The in-depth interviews show that the majority of principals and teachers agree on this factor. Kindergarten Principal no. 3 thinks: *“Implementing innovation in schools always has difficulties, obstacles in terms of financial conditions and facilities, and also requires a lot of new knowledge and skills, etc. Teachers of high sense of responsibility will not mind hard work”*. Secondary school teacher no.4 says that: *“Love, responsibility and common sense will help teachers overcome difficulties in approaching, learning and implementing the innovation”*.

c) The influence of the factors of the working environment and conditions

Statistics in (Table 2) show that the factor “The financial conditions and facilities” is assessed at the

level “Strongly affected” by kindergarten, primary and secondary school groups of the average points of 4.23, 4.21 and 4.24 respectively.

Through the in-depth interviews, 19/21 principals and 16/21 teachers affirm that “The financial conditions and facilities” has influence on the management of school changes. *“Although the financial sources for making innovation, the working conditions and facilities are the external factors, they have great effects on the management because they can make working motivation for education staffs”*, Primary school principal no. 2 says.

“The activities of Communist Party and other associations” factor is evaluated as “Quite affected” by the three groups of kindergarten, primary and secondary school with the average points 4.18, 4.19, 4.17 respectively.

The surveyed groups of primary and secondary schools consider “the school culture” at “Quite affected” level. This factor could cause both advantages and disadvantages to the management of changes in schools.

“Strongly affected” is the overall assessment of the internal factors of three surveyed groups with the general average point of 4.25.

4.2. The affecting levels of the external factors

Table 3. – The affecting level of the external factors according to the assessment of the principals, education staffs in kindergartens, primary and secondary schools

No.	External factors	Kindergartens		Primary schools		Secondary schools		Total	
		Point Average	Rank	Point Average	Rank	Point Average	Rank	Point Average	Rank
1.	The contexts of economy, politics, culture and society	4.09	14	4.12	13	4.05	14	4.08	4
2.	The directions of the authorities	4.24	8	4.25	5	4.20	7	4.23	1
3.	The coordination of students' parents	4.20	11	4.13	12	4.13	12	4.16	2
4.	The coordination of the local authorities	4.14	13	4.12	14	4.09	13	4.12	3
Overall assessment of external factors		4.17		4.16		4.12		4.15	

A strong agreement in evaluation of the three surveyed groups is showed in Table 1. The three factors which are evaluated at “Quite affected” level are “The contexts of economy, politics, culture and society”, “The coordination of students’ parents” and “The coordination of the local authorities”. Especially, “The direction of the authorities” factor is considered as “Strongly affected” by the three surveyed groups.

The surveyed results has the consistency of the interviewed results that 21/21 principals taking part in the interviews claim that the directions of the authorities has effect on their management activities of changes in schools.

4.3. Overall results of the survey on the factors affecting the management of changes in kindergartens and schools in Ho Chi Minh City

Consolidated survey results of the influential levels of the internal and external factors with 2006 principals, vice-principals, subject division-heads, education staffs in kindergartens, primary and secondary schools have classified the factors into 2 groups:

– The group of “strongly affected” factors includes 9 ones which are the ability of principals in managing changes (ranked 1st), the attitude of principals towards changes (ranked 2nd), the prestige of the principals in schools (equal ranked 2nd), the awareness of the importance of managing changes (ranked 4th), the quality and common sense of education staffs (ranked 5th), the financial conditions and school facilities (ranked 6th), the directions of the authorities (ranked 7th), the ability of education staffs to perform tasks (ranked 8th), and the attitude of education staffs towards changes (ranked 9th);

– The group of “quite affected” factors includes 5 ones which are the school culture (ranked 10th), the activities of the Communist Party and other associations (ranked 11th), the coordination of students’ parents (ranked 12th), the coordination of the local authorities (ranked 13th), and the contexts of economy, politics, culture and society (ranked 14th).

5. Conclusions

Firstly, the factors of principals are valued at the highest level of affecting the management of changes in kindergartens and schools. Principals are the subjects who control the changes of in kindergartens and schools. Besides, the factors of principals are the subjective ones affecting their management.

Secondly, among the factors of principals, the management abilities and the attitude towards changes and the prestige are more appreciated than their awareness of the importance of managing changes. Having good awareness is not enough to effectively manage changes. Therefore, principals need to learn the new knowledge and skills of managing changes, improve the qualities and capabilities to enhance their prestige in order to take advantage in leading kindergartens and schools to the innovation successfully.

Finally, there are many internal and external factors affecting the principals’ management. Although the direction of the authorities is the external factor, it is still considered as strongly affected. With the directions of the authorities, principals could be given chances to implement changes, however, the changes sometimes are required to be done in the legal frameworks which influence active and creative levels.

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Section 10. Physical Education

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ANAEROBIC PERFORMANCE OF ADULTS FEMALE NATIONAL BASKETBALL TEAM

Abstract: Basketball is considered as a sport with a permanent intensity that requires mostly anaerobic metabolism [1]. It is believed that the anaerobic contribution to basketball is important for tactical movements in defense and assault and for technical actions such as throwing, jumping, [1, 2]. The aim of this study was evaluating anaerobic performance of the female Albanian national basketball team (total $n = 15$) were divided into 4 groups: playmakers ($n = 3$), forwards ($n = 7$), and centers ($n = 5$). RAST (Running Anaerobic Sprint Test). Test contains 6 maximum sprints with 10s break between each other and variables have been analyzed using visual and mathematical models. The measurements have been performed; first measurement, November 2017 and second measurement, February 2018. During power and fatigue index values determination we have also analyzed the differences between the groups. Results showed that national female basketball players presented low anaerobic performance.

Finally, RAST test is an excellent measurement inductor for hyper-lactate and through this measurement we will try to understand the anaerobic performance level our national female basketball team.

Keywords: anaerobic performance, fatigue index, hyperlactation.

Introduction

Basketball is considered as a sport with a permanent intensity that requires mostly anaerobic metabolism [1]. It is believed that the anaerobic contribution to basketball is important for tactical movements in defense and assault and for technical actions such as throwing, dancing [1; 2].

The game of basketball is characterized by frequent starts, stops, and changes of direction, all

maintained over a period of time. In the past decade, the need to further understand the demands of basketball match-play led researchers to study the requirements of high-level players and team performances in several dimensions [3; 4; 5]. In professional sports, the use of performance analysis helps coaches to study team and players' match performances for the purpose of enhancing the training process [6; 7].

Basketball players have been found to cover about 4500–5000 m (2.8–3.1 mi) during a 48-minute game.⁴ Also, in a simulated practice game, players were found to spend only 34.1% of the time playing, 56.8% walking, and 9.0% standing [8]. There are many anaerobic basketball performance protocols that are very important for scientific researchers, coaches and players in order to build proper training programs and performances. The anaerobic sprint test (RAST) is a protocol used in basketball to evaluate the power and fatigue index [9]. Although RAST has been widely used by coaches and athletes but a few studies have investigated the applicability of this protocol in sport [9; 10; 11]. Running protocols on elite basketball players may be important to improve scientific knowledge in relation to anaerobic performance or to set reference values in basketball. RAST variables obtained are evaluated using simple equations but no literature studies using rigorous criteria to calculate these variables in players basketball.

Methodology

A total of 15 elite female basketball players of the Albanian national team have been evaluated during the pre-competition stage. Players were divided according to their specific roles: playmaker ($n = 3$, average age 26.3, average height 1.70m, average BMI 22.3 kg), forward $n = 7$, average age 21.1 years, average height 178.8m, average BMI 21.1kg) and centers ($n = 5$, average age 26.4 years, average height 182.2m, average BMI 22.7 kg). All players gave their approval to be part of this study.

RAST (Running Anaerobic Sprint Test)

RAST was used to determine the fatigue and power index: $\max(P_{\max})$, mean (PAV) and $\min(P_{\min})$. RAST was applied after a warm-up (10 min) and developed in the field. The test consists of performing 6 sprints from 35 m with a 10 s interval between sprints. Speed, acceleration, strength and power are defined by the following equations: 1) Speed (m/s) = Distance / Time; 2) Acceleration (m/s^2) = Speed / Time; 3) Strength ($\text{kg} \cdot \text{m} \cdot \text{s}^2$) = Weight * Acceleration; 4) Power (watts)* = Force speed.

Results

Table 1.

Id. Code	0–35	35–70	70–105	105–140	140–175	175–210	0–35	35–70	70–105	105–140	140–175	175–210
	First measurement						Second measurement					
ID. 1	522	300	332	323	297	258	318	322	256	221	262	260
ID. 2	495	459	431	409	283	255	311	352	297	266	250	266
ID. 3	546	404	377	323	261	295	288	299	242	359	209	165
ID. 4	369	373	305	275	333	332	300	258	223	209	215	247
ID. 5	497	527	412	397	350	337	237	218	244	193	176	179
ID. 6	418	304	436	378	303	473	335	516	235	244	204	280
ID. 7	343	420	332	350	292	292	293	241	233	199	183	199
ID. 8	409	432	441	349	339	265	189	209	240	193	210	227
ID. 9	393	500	233	367	274	242	298	288	278	213	201	189
ID. 10	399	298	299	280	243	245	267	291	229	253	197	171
ID. 11	391	442	340	314	314	324	475	380	330	313	263	344
ID. 12	413	650	409	420	280	258	353	296	292	283	271	229
ID. 13	400	375	298	303	263	292	337	438	302	309	231	236
ID. 14	374	364	238	232	268	195	381	236	233	267	192	155
ID. 15	390	369	279	261	217	186	300	277	243	196	190	188
Average	424	415	344	332	288	283	312	308	258.5	247.8	216.9	222.3

After performing both measurements, each player's power calculations are made after each sprint and the results are shown in (Table 1). The team's average

of the 6 sprints in both measurements is calculated and graphically shown in graph no.

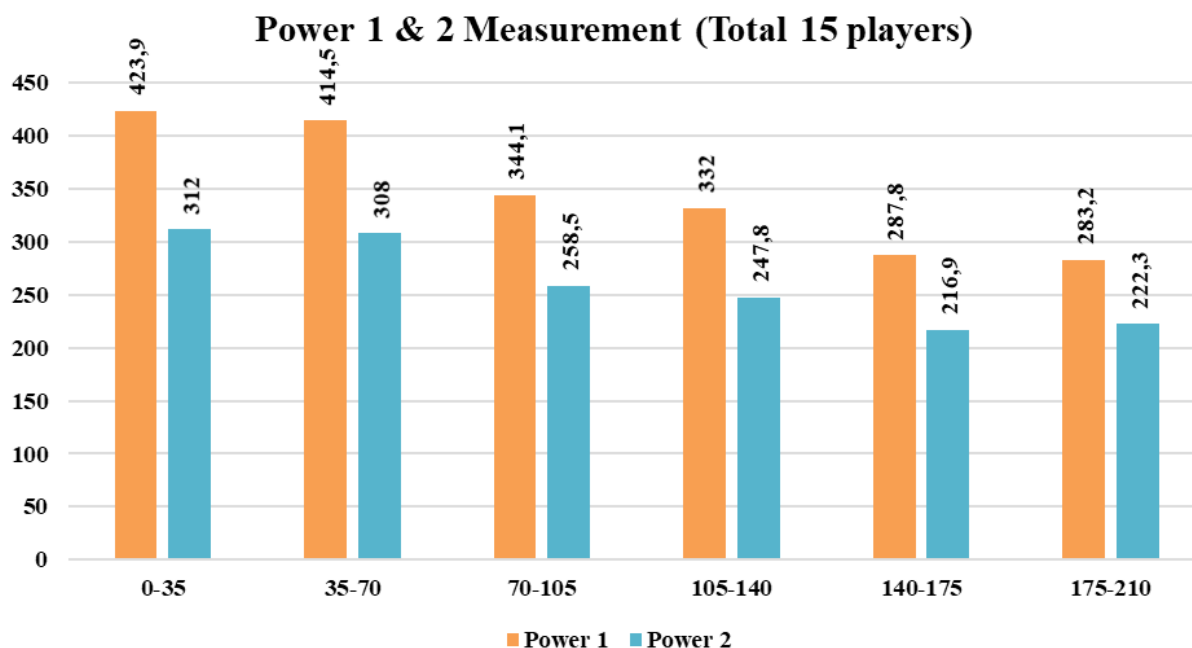


Figure 1. (All players)

Figure 1. shows the power results of all national team players for both measurements. Results are showing an obvious fall in power from the first sprint to the next sprint measurement, but it is even more clear that the power of these players has fallen from first to second measurement, this phenomenon is un-

explained given that the players came from a 40 days training period in their origin teams. To evaluate the anaerobic state by each player roles, we divided them into three groups: the first group, center position players ($n = 5$). The average of their power is calculated in the 6 sprints and is presented graphically in (Figure 2).

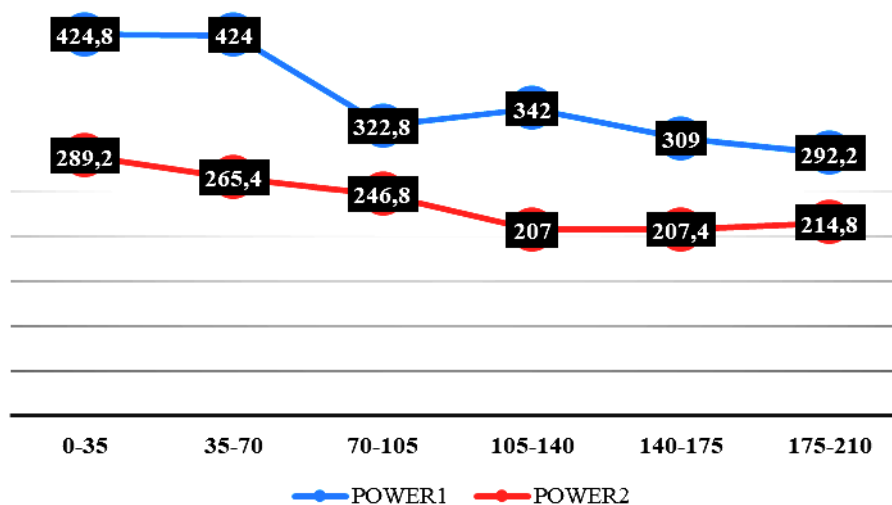


Figure 2. (Centers N = 5)

In (Figure 2) it is shown the power from one sprint to the other one, of center position players ($n = 5$). At the first measurement the decrease is apparent, especially from the first sprint to the second, followed by a slight increase again and then falling in the last two sprints. In the second measurement the power values appear to be significantly lower

than those of the first measurement, but it should be noted that center players in the second measurement have shown a better stability.

The second group were side position players ($n=7$). Power average in the 6 sprints was calculated and it is showed graphically in (Figure 3).

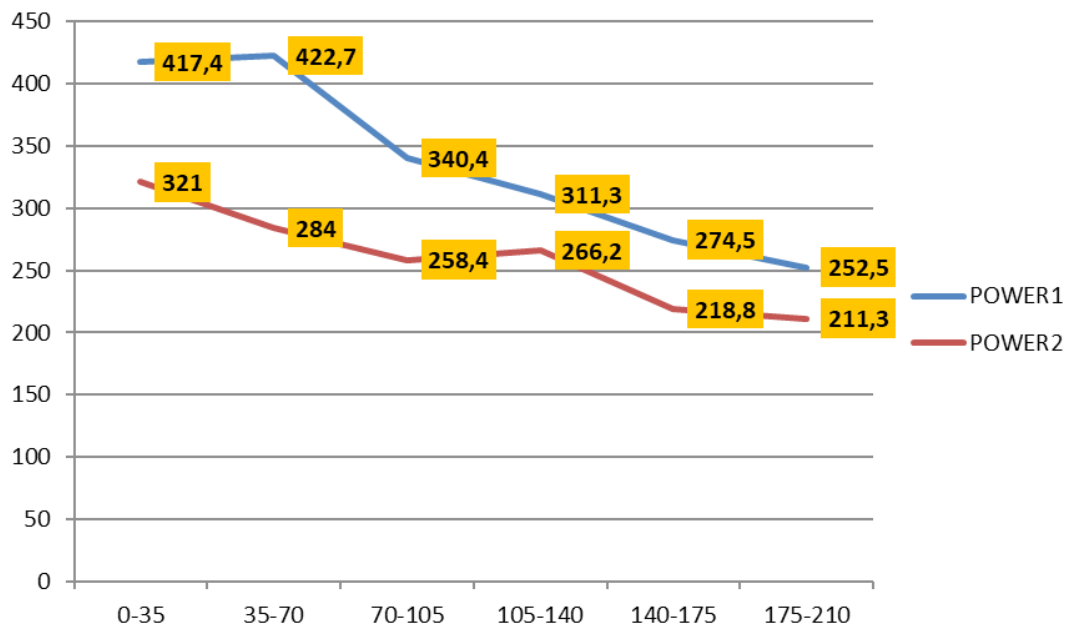


Figure 3. (Forwards $N = 7$)

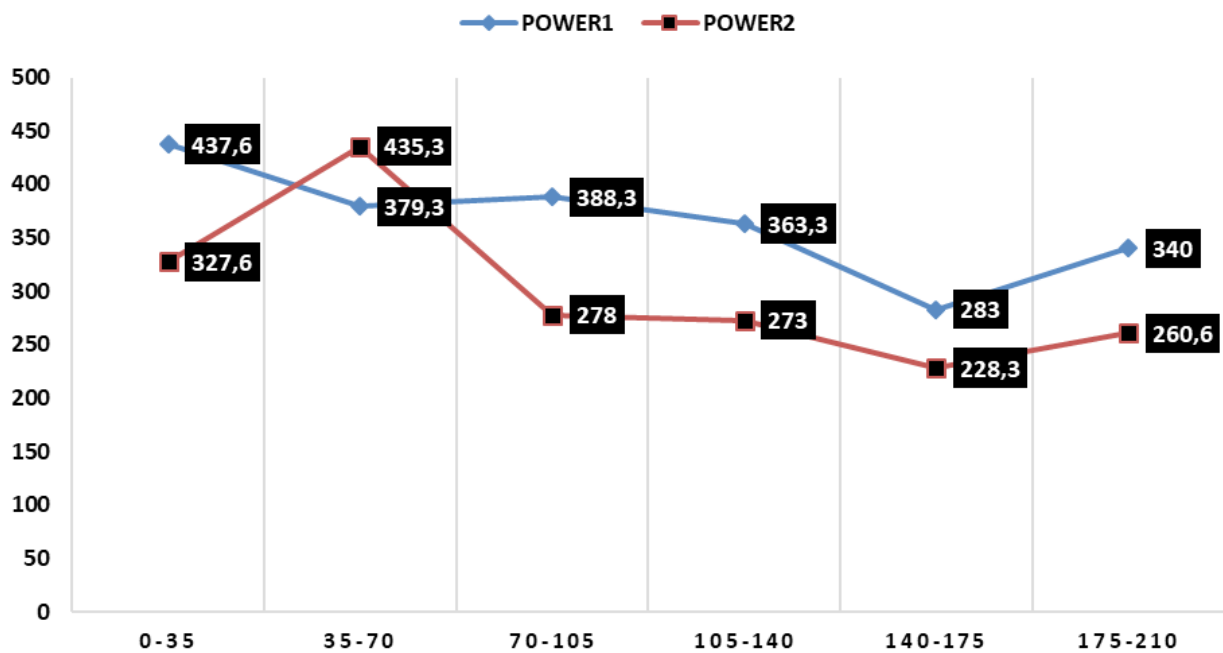


Figure 4. (Guards $n = 3$)

In (Figure 3) we can see the average power from one sprint to the other of forward players. In the first measurement we see a decrease after the second sprint and in last one, while in the second measurement the power values are higher and then again, they all decrease compared with the first measurement results. The third group was the playmaker group ($n = 3$). The calculated average power of their 6 sprints and are shown in (Figure 4).

In (Figure 4) we can see that playmakers results have gradual decline from the first sprint to the fifth one, and they have a marked increase in the sixth sprint, while in the second measurement we see that

there is a significant increase compared with the first sprint, a noticeable decrease in the third sprint and then a gradual decrease in the fifth on followed by a slight increase in the sixth sprint. Based on the RAST formulas calculations we extracted Pmax (Maximum Power), Pmin (Minimum Power), Paverage (Average Power) and FI (Fatigue Index) for each player in particular for the entire team and for the groups divided by roles. The maximum power of all players calculated by finding the maximum power average of each in both the performed measurements and the maximum power of the players divided by their roles is shown in (Figure 5).

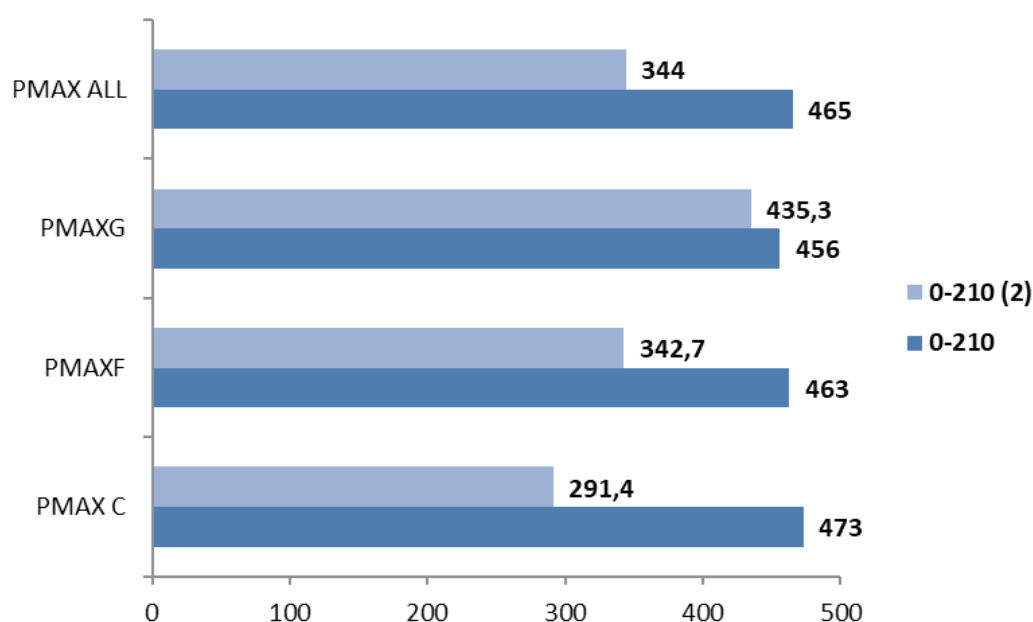


Figure 5.

In (Figure 5) we have presented the average of the maximum power of all players and in particular for each group divided by the roles in the centers, forward and playmakers in both measurements. We find out that the results in the first measurement were better than in the second measurement for the whole team as well as in special roles besides the role of the playmakers where the difference from the first measurement to the second is not very large. The minimum power of all players calculated by averaging the minimum power of each in both measurements and the min-

imum power of the players divided by their roles is shown in (Figure 6).

In (Figure 6) we have presented the calculated average of the minimum power of all players in total and divided by roles: center, forward and playmaker. Results show that there is a decrease in the minimum power from the first measurement to the second measurement, especially on the center position players. The average power of all players calculated by finding the average power of each of them in both measurements and the average power of the players divided by their roles is shown in (Figure 7).

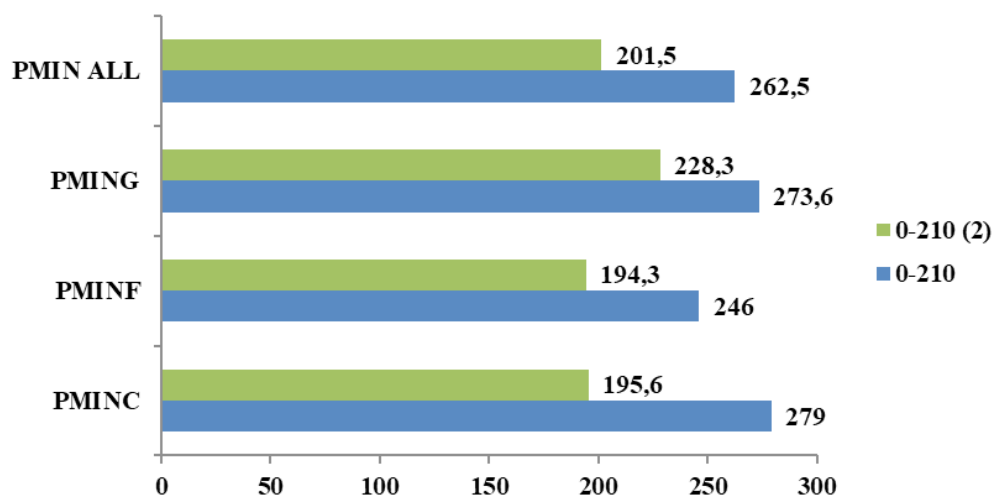


Figure 6.

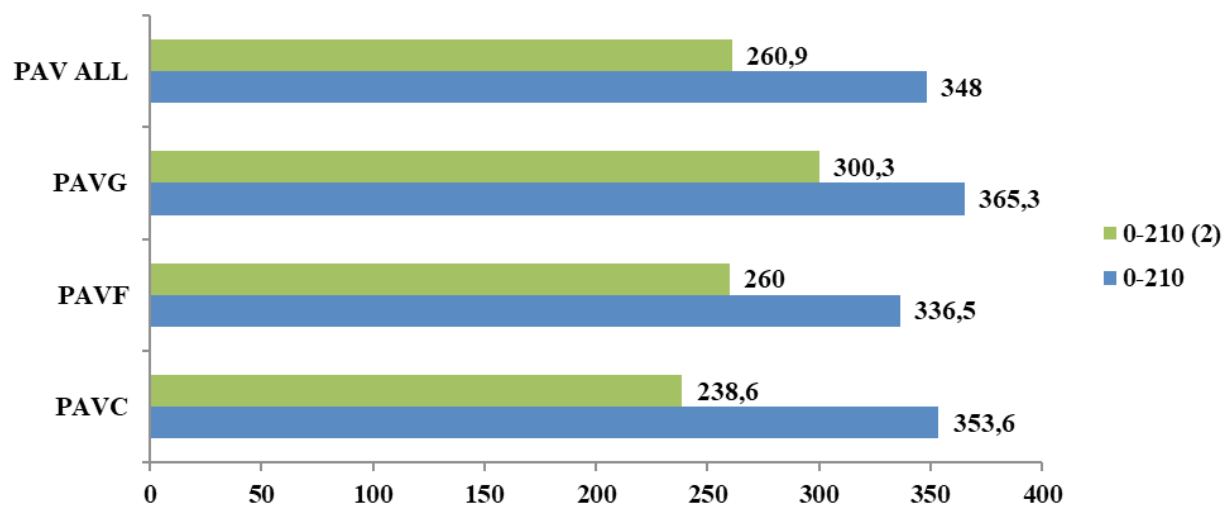


Figure 7.

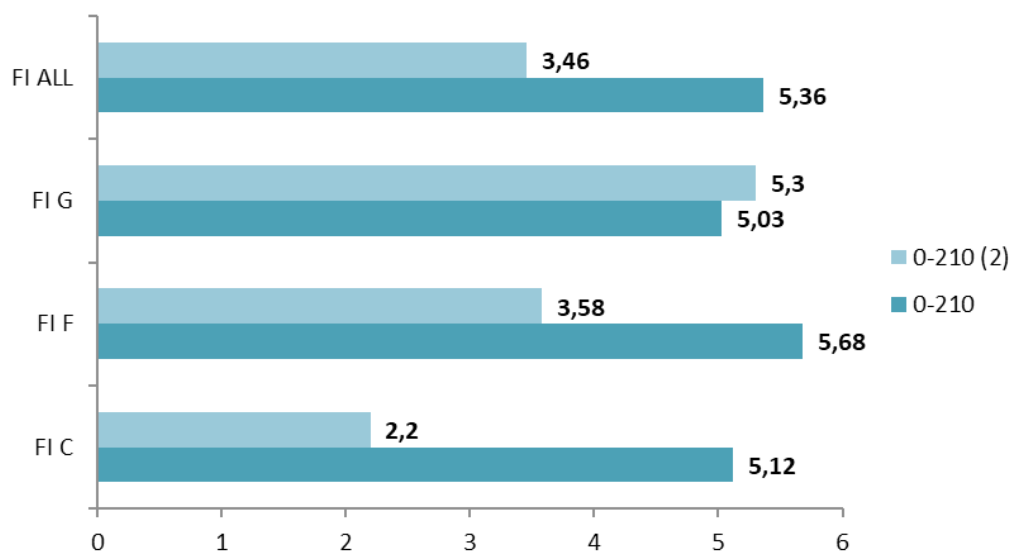


Figure 8.

In (Figure 7) we have presented the estimated average of the total power of the entire team and of the roles divided into centers, forwarders and play-makers. Again, in the same situation that the average power has fallen from the first measurement in the measurement second in all players and more evident in the center players. The fatigue index calculated by the RAST formulas for the entire team and for the roles divided by groups, in the measurements performed, is shown in (Figure 8).

In (Figure 8) is showed the fatigue index calculated according to the RAST formulas in the first and second measurement. In addition to the role of the organizers where the chart shows that the fatigue index is higher in the second measurement, in all other cases the fatigue index is lower in the second measurement than compared with the first measurement.

Discussion and Conclusions

In this study, based on the results, we see that the players of our national female basketball team presented low anaerobic performance. This fact directly affects the reduction minute after minute of the performance during a game because due to anaerobic performance decrease of each player there also a decrease in the technical execution level basic elements of basketball such as passing, dribbling and finalizing. There is a higher mistakes rate in the

passes, also the percentage of realization decreases and the number of lost balls lost during the game is increased. Based on the results we can say that in the second measurement the situation was more problematic than in the first one, because there was a fall on the anaerobic indicators since November when the first measurement took place, in February the second measurement took place. Looking at the fatigue index graph where we see that in the second measurement data are lower while sprint times are higher compared with the first measurement data's, we may have the right to think that our subjects did not give their maximum effort in the second measurement. Nevertheless, from this study it is clear that the anaerobic performance of this team is very low and measures should be taken as quickly as possible to increase the aerobic performance of all players during the annual period in the respective teams. To achieve this goal is needed maximum dedication and player-coach co-operation, unification of a program working and setting objectives before the beginning of its implementation in order to know where it will be at the end of this phase. The value will be the determination of different tests that show the physical and technical condition of the players. Passing successfully these tests will give the player the right to be part of the national team.

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