



**Contemporary innovative  
and information technologies  
of social development:  
educational and legal aspects**

**edited by Aleksander Ostenda  
and Iryna Ostopolets**

**Series of monographs Faculty  
of Architecture, Civil Engineering  
and Applied Arts**

**Katowice School of Technology**

**Monograph 24**

**Wydawnictwo Wyższej Szkoły Technicznej w Katowicach, 2019**



**Contemporary innovative  
and information technologies  
of social development:  
educational and legal aspects**

edited by Aleksander Ostenda  
and Iryna Ostopolets

**Series of monographs Faculty  
of Architecture, Civil Engineering  
and Applied Arts**

Katowice School of Technology

Monograph 24

### **Scientific editors**

dr Aleksander Ostenda and dr Iryna Ostopolets

### **Editorial board**

*Vladimír Gonda* – prof. Ing., PhD., the University of Economics in Bratislava (Slovakia)

*Nadiya Dubrovina* – PhD., the University of Economics in Bratislava (Slovakia)

*Paweł Mikos* – Head of the Department of Promotion and Development, Katowice School of Technology

*Oleksandr Nestorenko* – PhD., Institute for the Study of Spatial Development (Ukraine)

*Tetyana Nestorenko* – PhD., Berdyansk State Pedagogical University (Ukraine)

*Sylwia Pawlikowska-Musiewicz* – mgr inż. arch., Vice-Dean for Science and Development, Katowice School of Technology

*Magdalena Wierzbik-Strońska* – mgr, Vice-Rector, Katowice School of Technology

### **Reviewers**

dr Natalia Afanasieva

dr Tamara Makarenko

dr Sławomir Śliwa

Series of monographs Faculty of Architecture, Civil Engineering and  
Applied Arts Katowice School of Technology

Monograph · 24

The authors bear full responsible for the text, quotations and illustrations

Copyright by Wyższa Szkoła Techniczna w Katowicach, 2019

**ISBN: 978-83-952000-8-3**

### **Editorial compilation**

**Wydawnictwo Wyższej Szkoły Technicznej Katowice**

ul. Rolna 43 40-555 Katowice

tel. 32 202 50 34, fax: 32 252 28 75

[www.wst.pl](http://www.wst.pl) / [www.wydawnictwo.wst.pl](http://www.wydawnictwo.wst.pl)

## TABLE OF CONTENTS:

<b>Preface</b>	6
<b>Part 1. Innovative, informational and educational technologies in teaching and learning processes of preschool, primary, secondary and higher education</b>	8
1.1. Use of training technologies in the educational process of higher education in Ukraine	8
1.2. Theoretical basis of using innovative teaching methods in higher education	15
1.3. Theoretical basis for the formation of future teachers' skills in using cloud technologies in their professional activities	23
1.4. The actual questions of saving health of students	30
1.5. Modern educational information technologies in the educational process of high schools of Ukraine	39
1.6. Formation of students' specialty "Technological education" design skills in the process of design and technological activity	46
1.7. Decision making theory for doctors training at medical universities	55
1.8. Peculiarities of the relationship of psychic working capacity with the success of teaching students at the lyceum of the police	85
1.9. The role of personality oriented technologies in the professional and practical training of future social workers	90
1.10 Ecological aesthetics: educational potential in the conditions of higher pedagogical education	99
1.11. Formation of university students of the concept of professional future on the basis of trendspotting	105
1.12. Competency-oriented tasks in the study of algebra of future teachers of mathematics	113
1.13. Modern approaches to the learning of innovative vocabulary	120
1.14. Actuality of students' critical thinking development in the conditions of modern education reforming	127
1.15. Use of innovative technologies in high school	134
1.16. Quest-lessons in elementary school	141
1.17. Innovative technologies of development level of social responsibility in the process of the creation of youth public organizations	148
1.18. Traditional and innovative teaching in higher educational establishment in Ukraine: comparative analysis	157
1.19. Information and educational technologies in the educational process in institutions of higher education	163
1.20. Innovative technologies in the formation of professional competencies for students of apparel design	170
1.21. Modern approaches to the teaching lexicology and phraseology high school pupils in profile education	179
1.22. Motivation of formation of the responsible attitude of students of vocational-technical school and higher educational institutions to the values of recreational activities	185
1.23. Use of psychological training to increase the professional development of future practical psychologists through the development of their autonomy	191

1.24. Modern approaches to studying the linguodidactic terminology system in the course of methodology of teaching Ukrainian (referencing the experience)	200
1.25. Bases of formation of creativity in social educational practice	208
1.26. The current training state of future preschool and primary school educators for using the information technologies in professional activities	215
1.27. Group forms of communication in the system of distance learning of foreign languages in the institutions of higher education	222
1.28. Pedagogical planning of physical health-improving classes with students of the special medical group	229
1.29. New approaches to teaching clinical disciplines at medical universities	242
1.30. Independent work during the training of Ukrainian students	248
1.31. Features of indexes of the external breathing during physical loads of pupils	253
1.32. Analysis of the problem of formation and motivation for professional activity of the future primary teachers in the conditions of informatization of education	259
1.33. Higher education and science in the ideological policy of the Romanian occupation	272
1.34. Technology of psychological support of students of pedagogical higher education institution at the early stage of professionalization	280
1.35. Modern approaches to structuring of history study program in Ukraine and the United Kingdom of Great Britain and Northern Ireland	287
1.36. Modern information technologies in the study of aquaponics	299
1.37. Development of training course «Psychological conditions for prevention and resolution of organizational conflicts in vocational education»	307
1.38. Psycho-pedagogical conditions of professional self-concept development of future pedagogists	316
1.39. Introduction of innovative technologies as a necessary component in the preparation of a competitive graduate of higher educational institution	324
1.40. The using of traditional ornament in contemporary textile art of Republic of Moldova	333
1.41. Theoretical principles of forming of professional competency of future teachers of physical culture	353
1.42. The use of competency approach and innovative technologies in the process of formation of ecological competency of future teachers of natural sciences	362
1.43. Training future specialists in the social sphere for the social and legal settlement of conflicts in the territorial community	369
1.44. Pedagogical technology of life skills development as means of health education of the younger generation	376
1.45. Usage and influence of step aerobics health keeping technology at the physical training lessons with senior preschool children	386
1.46. Pedagogical model of technology of formation of healthcare saving knowledge in the process of physical education	393
1.47. Peculiarities of influence and health improving effect of physical training means on determining biological age of special medical group students	400
1.48. Implementation of educational innovations as a way to forming professionalism of teacher of modern education institution	406
1.49. Innovative technologies in the physical training of young children of school age	413
1.50. From text perception – to text creation (for example, the use of symmetric-sequential technology)	421
1.51. Sporting orientation in closed accommodation as a way of the event-marketing	429

<b>Part 2. Modernization of the lifelong learning system in the context of Euro-integration processes</b>	436
2.1. The landscape of higher education internationalisation	436
2.2. Peculiarities of continuing education of teacher of informatics in Ukraine and Poland	444
2.3. Modernization of the activity of the system of continuous education in Horlivka institute for foreign languages “Donbas State Pedagogical University	451
2.4. The impact of innovative technologies on the philosophical and educational paradigm of modernity	460
2.5. Lifelong Learning: Transatlantic experience	468
<b>Part 3. Legal aspects of information society development</b>	477
3.1. Implementation of international agreements on protection and conservation of flora in Ukraine	477
3.2. Legal issues society through the prism of a young family	483
3.3. Formation, development and protection of the information society in the context of globalization	489
<b>Annotation</b>	496
<b>About the authors</b>	511

## **1.42. The use of competency approach and innovative technologies in the process of formation of ecological competency of future teachers of natural sciences**

### **1.42. Застосування компетентнісного підходу та інноваційних технологій у процесі формування екологічної компетентності майбутніх учителів природничих дисциплін**

Застосування компетентнісного підходу в екологічній освіті у вищій педагогічній школі на сьогоднішній день є надзвичайно актуальним і затребуваним, оскільки дає змогу розкрити сучасні світові тенденції розвитку освіти з одного боку, а з іншого, модернізувати екологічну підготовку майбутніх учителів відповідно до нових соціально-екологічних процесів у світі та трансформації суспільних екологічних поглядів та ставлень. І якщо перше завдання передбачає побудову організаційно-змістової структури екологічної освіти, то інше – осмислення загального концептуального підґрунтя впровадження компетентнісного підходу у навчально-виховний процес. На нашу думку, зазначені детермінанти визначають основоположні проблеми і завдання розвитку екологічної освіти у закладах вищої педагогічної освіти й зумовлюють перспективи подальших досліджень у цій галузі.

Впровадження компетентнісного підходу в освіту має глибокі історичні передумови на фоні початку формування постіндустріального суспільства, що супроводжувалося наростанням соціально-цивілізаційної кризи. Уперше концепція постіндустріального розвитку суспільства була обґрунтована американським соціологом Д. Беллом, який і є автором цього терміну. У 1973 р. ним була опублікована праця «Наступ постіндустріального суспільства. Досвід соціального прогнозування», в якій Д. Белл висловив позицію відходу від традиційного індустріалізму, пояснюючи її розвитком «економіки послуг» зумовлену підвищенням ролі технологічного фактору, науки і освіти. Лакмусовим папірцем постіндустріального суспільства, на його думку, є якісна зміна місця теоретичного знання та інформації у суспільному виробництві.<sup>489</sup>

Таким чином, постіндустріальне суспільство потребує і нових підходів до організації освіти. Так, на думку С. О. Сисоєвої (2008), в умовах соціально-економічних трансформацій сучасного суспільства на розвиток освіти значною мірою впливають наступні взаємопов'язані фактори, які необхідно враховувати:

- швидкозмінність і швидкоплинність процесів суспільного розвитку;
- соціально-економічні трансформації в суспільстві, які призвели до появи принципово нового для вітчизняної економіки явища – ринку праці;
- процеси глобалізації, які відгукнулися інтеграційними тенденціями в світі;
- інформаційний «вибух» у суспільстві, зумовлений появою нових інформаційних технологій і мультимедіа.<sup>490</sup>

Подібної думки дотримується О. В. Піскунова (2014), яка серед головних детермінантів розвитку освіти у постіндустріальному суспільстві виділяє наступні: послідовне зростання значення інформації та знань, що потребують постійного оновлення і перетворюються на рушійну силу економічного процвітання суспільства; створення відкритого інформаційного простору, що відображає усі сфери людської діяльності та є основою побудови демократичного громадянського суспільства; формування нового культурного типу особистості, характерними рисами останнього є самостійність, активність і відповідальність.<sup>491</sup>

<sup>489</sup> Bell D. The Coming of Post-Industrial Society: A Venture in Social Forecasting.

<sup>490</sup> Sisoeva S. O. Education and personality in the post-industrial world: monograph, p. 8.

<sup>491</sup> Piskunova E. V. Comparative analysis of educational systems: an international aspect, p. 16-17.

З цього приводу О. М. Новиков (2008) зазначає, що визначними чинниками розвитку освіти в постіндустріальному суспільстві є пришвидшення обміну інформації та динаміки економічних, культурних, політичних явищ.<sup>492</sup>

Відтак, глобальне завдання освіти полягає у забезпеченні осмислення і засвоєння потоків інформації, які постійно оновлюються, та накопичення практичного досвіду їх застосування для прийняття швидких ефективних рішень у будь-якій життєвій чи професійній ситуації. Наразі темпи розвитку технологій спонукають до постійного оновлення знань і вмінь. Якщо раніше, спеціаліст, що отримав відповідну професійну освіту, надалі працював за обраним фахом до пенсійного віку, то тепер життя змушує перекваліфіковуватися, засвоювати нові знання і вміння, змінювати спеціальність, професію. Іншими словами, компетентна у певній професійній галузі людина – це та, яка навчилася не лише вчитися, але й переучуватися. Таким чином, компетентнісний підхід володіє величезним інноваційним потенціалом.

Означені тенденції розвитку постіндустріального суспільства накладають свій відбиток і на конструювання освітніх концепцій. З метою обґрунтування модернізації сучасної вищої освіти на основі компетентнісного підходу нами проведено аналіз змістового наповнення компонентів її освітньої парадигми (зміст, форми і методи, засоби і технології, ціннісні орієнтації освіти та її мотивація, результат освіти) у постіндустріальному суспільстві (Табл. 1).

Отже, відповідно до сучасних потреб, що супроводжують розвиток постіндустріального суспільства, від будь-якого фахівця вимагається вміння швидко й самостійно приймати рішення, реалізовувати їх у практичній діяльності і нести відповідальність за їх наслідки, що потребує навичок працювати в команді, комунікабельності, толерантності, самоорганізації, вміння структурувати інформацію та працювати з нею. Формування таких професійних характеристик у майбутнього фахівця вимагає підвищення рівня якості вищої освіти, що на думку, провідних світових і вітчизняних науковців у галузі педагогіки, реалізується за рахунок впровадження компетентнісного підходу. Останній ставить відповідні кваліфікаційні вимоги до підготовки майбутнього спеціаліста, що передбачає формування низки ключових (базових), загальних та фахових (спеціальних) компетентностей як показників результативності освіти.

У вітчизняному досвіді підготовки майбутнього учителя компетентнісний підхід визначає необхідність оновлення змісту вищої педагогічної освіти, що у свою чергу потребує посилення кваліфікаційних вимог до випускника закладу вищої освіти. З огляду на наростання низки екологічних проблем у нашій державі та й в усьому світі, фактично мова йде про переорієнтацію очікуваного кінцевого результату професійної підготовки майбутнього педагога з освітнього триплета «знання, вміння, навички» на формування загальних і спеціальних компетентностей, у тому числі екологічної компетентності. Відтак, зміст екологічної освіти, на думку М. П. Горшеніної, М. Д. Харламової (2014), переформатовується зі знанневої концепції на концепцію накопичення досвіду застосування здобутих екологічних знань, умінь і навичок у різноманітних професійних і життєвих ситуаціях.<sup>493</sup>

Зважаючи на значення і місце екологічної освіти в освітньому процесі, екологічну компетентність особистості слід розглядати на кількох рівнях. По-перше, екологічна компетентність на глобальному соціокультурному рівні виступає необхідним компонентом ключових компетентностей особистості, є основою для розвитку екологічної культури і свідомості. По-друге екологічна компетентність входить до складу загальних компетентностей, її формування передбачає здатність випускника будь-якого закладу освіти

<sup>492</sup> Novykov A. M. Postindustrial education, p. 39.

<sup>493</sup> Horshenyina M. P., Kharlamova M. D. On the issue of competence-based approach to ecological education, p. 132.



розуміти стратегію сталого розвитку суспільства й природи та втілювати її на практиці як у побуті, так і в професійній діяльності. І по-третє екологічна компетентність також є складовою спеціальних (фахових) компетентностей, що реалізується у змісті екологічних дисциплін та формується у результаті застосування здобутих у процесі навчання екологічних знань і вмінь у професійній діяльності в галузі екології і збалансованого природокористування.

*Таблиця 1. Компоненти освітньої парадигми вищої освіти у постіндустріальному суспільстві*

<i>Компоненти освітньої парадигми</i>	<i>Характерні ознаки вищої освіти у постіндустріальному суспільстві</i>
Зміст	В основі побудови змісту лежить системний, компетентнісний, діяльнісний, особистісно орієнтований підходи. Вектор розвитку спрямований на екологізацію освіти (базується на екологічному імперативі: людина – частина природи, відтак єдиний шлях сталого розвитку – коеволюція природи і суспільства), інтеграцію соціально-гуманітарних, природничо-наукових навчальних дисциплін циклу загальної підготовки та диференціацію навчальних предметів циклу професійної підготовки відповідно до нинішнього стану наук й сучасного стилю наукового пізнання.
Форми і методи	Гнучкість і різноманітність форм організації навчального процесу: поряд з денною, заочною і вечірньою формами з'являється дистанційна, перехресна, можливості подвійного дипломування та академічної мобільності. Динамічна структура освітніх програм (за рахунок вибіркового компонента) та навчальних планів, що передбачає впровадження переліку дисциплін за вибором. Акцентування на практичне засвоєння знань у процесі виконання лабораторних практикумів та проходження навчальних і виробничих практик. Актуалізація самостійної роботи студентів.
Засоби і технології	Традиційні засоби навчання розширюються шляхом впровадження інформаційно-комунікаційних технологій та залучення можливостей електронних бібліотек, різноманітних програмних продуктів, що застосовуються в ході виконання лабораторних і практичних робіт. Актуальними стають інтерактивні технології, технології проблемного навчання та проектні технології
Ціннісні орієнтації освіти та її мотивація	Освіта здійснюється заради особистісного росту та самореалізації особистості в суспільстві й професійній діяльності. Спрямованість освіти носить культурологічний характер, оскільки її кінцевою метою слугує формування різних аспектів культури людини як громадянина своєї держави і повноцінного члена соціуму.
Результат освіти	Якісним результатом освіти випускника закладу вищої освіти є сформованість системи загальних та спеціальних компетентностей, необхідних для реалізації майбутнього фахівця у відповідній галузі діяльності, а також оволодіння ключовими (надпредметними) компетентностями особистості, що виявляються у сформованості загальнолюдських цінностей та ідеалів. У своїй сукупності вони забезпечують становлення фахівця, здатного нести відповідальність за свою повсякденну і професійну діяльність перед своєю сім'єю, іншими членами суспільства, державою, світом.

У процесі формування екологічної компетентності особистості важливим моментом є предметна область майбутньої професійної діяльності, яка так чи інакше відкладає відбиток на практичний досвід актуалізації накопичених екологічних знань й ціннісно детермінованих переконань. Екологічну компетентність майбутнього учителя природничих дисциплін ми трактуємо як здатність застосовувати систему знань, умінь та досвід екологічної діяльності у

професійних і життєвих ситуаціях, розуміти й пояснювати стратегію сталого розвитку суспільства й природи; володіти практичним досвідом екологічно доцільної діяльності у довкіллі, бажанням брати особисту участь та виховувати в учнів прагнення до відновлення й збереження природного середовища; на основі пріоритетності екологічних цінностей та особистісних якостей (екологічна свідомість й самосвідомість, екологічна відповідальність й активність) формувати екологічну культуру й світогляд школярів, виявляти готовність до природоохоронної й еколого-натуралістичної роботи з дітьми.

Реалізація нової освітньої парадигми та завдань, що постали у вищій педагогічній школі, зумовлює необхідність оновлення освітніх технологій, створення принципово нового навчально-виховного середовища та оцінювального інструментарію результатів навчання, здатних здійснити затребувані інновації.

У підготовці майбутніх учителів природничих дисциплін та, зокрема, формування їх екологічної компетентності, актуальними на сьогоднішній день є застосування інноваційних технологій (інформаційно-комунікаційні, інтерактивні технології, технології проблемного навчання, проектні технології та технології контекстного навчання), які наведені у Таблиці 2.

*Таблиця 2. Форми і методи інноваційних технологій компетентнісно-орієнтованої підготовки майбутніх учителів природничих дисциплін*

<i>Інноваційні технології</i>	<i>Форми і методи інноваційних технологій</i>
Інформаційно-комунікаційні	Візуалізація навчальної інформації (лекція-візуалізація, віртуальний біологічний експеримент, презентація навчального матеріалу та ін.), навчальні програми (розгалужені, лінійні, адаптивні), комп'ютерне моделювання природних явищ і процесів, відеоконференція, мультимедійні технології.
Технології проблемного навчання	Проблемна лекція, лекція-диспут, тренінг (діагностуючий, тренінг розвитку креативності, семінар-тренінг), критичний аналіз навчально-професійного матеріалу, розв'язання проблемних ситуацій, навчально-пізнавальних та соціально-моральних проблемних завдань екологічного змісту.
Інтерактивні технології	Лекція-дискусія, семінари-дебати, застосування інтерактивних вправ на семінарах і практичних заняттях (методи мозкового штурму, мікрофон, ажурна пилка, акваріум й ін.), виконання лабораторних робіт в парах і малих групах, кейс-метод.
Проектні технології	Застосовуються як в лекційно-семінарській формі навчання, так і практичній, а також у науково-дослідній роботі студентів. Передбачають роботу в команді, самоорганізацію студентів, опираються на попередні досягнення студента та здобутий практичний досвід, забезпечують поєднання індивідуальної, групової та колективної діяльності.
Технології контекстного навчання	Інформаційна лекція, лекція із запланованими помилками, імітаційно-рольові та ділові ігри, лабораторний практикум, навчальна польова і виробнича практики, аналіз конкретних професійних ситуацій, науково-дослідна робота студентів (виконання курсових і дипломних проектів).

У процесі формування саме екологічної компетентності високу ефективність виявляють проектні технології. Зазначені технології використовуються як у предметній системі навчання, і в так званій комплексній, яка набула поширення у 20-30 роках минулого століття. На сьогодні методи проектних технологій застосовуються в межах навчальних дисциплін чи у доповненні до них, а також під час проходження навчально-польових і виробничих практик та у науково-дослідницькій діяльності студентів.

Проектні методи у першу чергу передбачають накопичення нового досвіду (знань, умінь і навичок) у процесі постановки, планування та виконання завдань практично-життєвої спрямованості, з поступовим їх ускладненням. Зокрема, С. В. Совгіра (2009) зазначає, що проектний метод забезпечує формування готовності майбутніх педагогів до діяльності в умовах екологічної кризи. На її погляд сутність проектного методу полягає в послідовному здійсненні студентами запланованих дій з метою успішного виявлення екологічних проблем (від локальних до глобальних), пошук оптимальних шляхів їх розв'язання та фіксує доступний рівень виконання ними необхідних дій.<sup>494</sup>

З досвіду застосування проектних технологій в екологічній освіті студентів природничого факультету можемо констатувати, що за своїм спрямуванням вони можуть нести різне функціональне призначення і відповідно поділяються на:

- проекти, спрямовані на забезпечення ефективності навчально-виховного процесу та набуття досвіду застосування й закріплення здобутих екологічних знань на практиці завдяки проходження студентами різнопланових навчально-польових (екологічних стежин, експедицій, походів, екскурсій) та виробничих педагогічних практик, виконання лабораторних і практичних робіт, курсових та дипломних проектів екологічного спрямування;

- проекти, кінцевим результатом яких є формування системи екологічних цінностей та певних особистісних якостей студентської молоді: екологічної культури, світогляду та свідомості екоцентричного спрямування;

- проекти, що розвивають здатність до саморефлексії, усвідомлення особистого рівня сформованості екологічної компетентності та здійснення саморегуляції екологічної діяльності;

- проекти природоохоронного волонтерського руху і залучення студентів до проведення екологічних заходів і акцій з метою формування екологічної відповідальності й активної громадської позиції та готовності до проведення еколого-натуралістичної роботи з учнівською молоддю.

Таким чином, проектні технології навчання дають змогу реалізовувати кілька функцій: навчальну, мотиваційну, діяльнісно-практичну, оцінювально-контролюючу, соціокультурну та рефлексивну. Виконання екологічного проекту незалежно від його кінцевої мети і місця застосування у навчально-виховному процесі здійснюється поетапно:

- етап цілепокладання проекту – аналіз вихідної проблемної задачі визначення мети, формулювання завдань та мотивація;

- етап пошуку шляхів досягнення мети проекту – визначення необхідних засобів, методів та ресурсів для реалізації поставлених завдань;

- етап визначення оптимального для довкілля варіанту вирішення задачі та планування послідовності його втілення;

- етап виконання проекту, його розроблення;

- етап контролю результативності проекту та визначення його можливих як позитивних, так і негативних ефектів;

- визначення критеріїв для оцінювання та самооцінки виконання проекту.

- Отже, зазначені етапи реалізації проектного методу навчання яскраво демонструють значний потенціал для розвитку структурних компонентів екологічної компетентності особистості: когнітивного, ціннісно-мотиваційного, діяльнісно-практичного та рефлексивного.

Разом з тим, найбільш широкі можливості до формування екологічної компетентності майбутнього фахівця на сучасному етапі розвитку постіндустріального суспільства мають

---

<sup>494</sup> Sovgira S. V. Theoretical and methodological foundations of the formation of the ecological worldview of future teachers in higher pedagogical educational institutions: author's abstract, p. 22-23.

інформаційно-комунікаційні технології (ІКТ). Для обґрунтування цієї думки ми не будемо доводити роль і значення ІКТ у формуванні системи компетентностей майбутніх учителів, оскільки це загальновідомий факт. Наведемо лише конкретний приклад демонстрації можливостей зазначеної технології у формуванні такого тонкого духовного утворення, як ціннісно-мотиваційний компонент екологічної компетентності.

У навчальному процесі підготовки майбутнього учителя природничих дисциплін, особливо учителя біології, часто використовуються спостереження й експерименти з живими об'єктами. Зокрема, під час вивчення дисциплін «Зоологія», «Анатомія людини», «Фізіологія людини і тварин», «Біохімія» одним із застосовуваних методів є виконання студентами під керівництвом викладача класичних експериментів на лабораторних заняттях, під час яких використовуються тварини (жаби, птахи, щурі, кролі, собаки, морські свинки), або окремі органи і фізіологічні рідини. Проте Закон України «Про захист тварин від жорстокого поводження» говорить про те, що використання тварин у наукових експериментах, біологічному тестуванні, навчальному процесі допускається лише в разі, якщо відсутня можливість заміни їх іншими альтернативними методами і об'єктами<sup>495</sup>.

В основі розвитку ціннісно-мотиваційного компонента екологічної компетентності студентів під час вивчення біологічних дисциплін, на нашу думку, має бути застосування альтернативних методів викладання, відмова від вівісекції і зведення до розумного мінімуму хронічних дослідів на тваринах. Враховуючи те, що зазначені предмети є обов'язковими для вивчення згідно освітньо-професійної програми підготовки учителя біології, кафедрою біології та медичної фізіології Рівненського державного гуманітарного університету (м. Рівне, Україна) було укладено угоду з міжнародними зоозахисними організаціями «InterNICHE» (England) та «Doctors Against Animal Experiments Germany» (Germany) про заміну лабораторних експериментів над тваринами віртуальними із застосуванням мультимедійних технологій та відповідних програмних продуктів. Під час застосування зазначених інформаційно-комунікаційних технологій студенти мають змогу самостійно змінювати умови експерименту, аналізувати його динаміку, робити узагальнення і висновки. Гуманні альтернативні підходи у викладанні передбачають використання комп'ютерних програм віртуальної й інтерактивної фізіології, проведення демонстраційних лабораторних робіт, перегляд навчальних відеофільмів, постановку дослідів *in vitro*, застосування неінвазивних методів дослідження на добровольцях. Важливість дотримання принципів біоетики у процесі викладання у педагогічних закладах вищої освіти зумовлена необхідністю підготовки фахівців з високими морально-гуманістичними якостями та сформованими ціннісними екологічними орієнтаціями.

Підводячи підсумки, можемо стверджувати, що в умовах сучасної соціально-екологічної ситуації та розвитку постіндустріального суспільства впровадження компетентнісного підходу та застосування інноваційних технологій є безальтернативною основою професійної підготовки екологічно компетентного педагога, здатного реалізувати адекватну екологічну освіту і виховання учнівської молоді відповідно до вимог сьогодення.

#### *Література:*

1. Bell D. (1973): *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books.
2. Сисоєва С. О. (2008): *Освіта і особистість в умовах постіндустріального світу: монографія*. Хмельницький: ХГПА. (Sisoeva S. O. (2008): *Education and personality in the post-industrial world: monograph*. Khmelnytsky: KhGPA).
3. Пискунова Е. В. (2014): *Сравнительный анализ образовательных систем: международный аспект*. Санкт-Петербург: Отдел оперативной полиграфии НИУ ВШЭ. (Piskunova E. V. (2014): *Comparative*

<sup>495</sup> The Law of Ukraine «On protection of animals from cruelty» № 3447-IV, p. 26.

analysis of educational systems: an international aspect. St. Petersburg: HSE Department of Operational Printing).

4. Новиков А. М. (2008): Постиндустриальное образование. Москва: Издательство «Эгвес». (Novykov A. M. (2008): Postindustrial education. Moscow: Egves Publishers).

5. Горшенина М. П., Харламова М. Д. (2014): К вопросу о компетентностном подходе экологическом образовании. Вестник Российского университета дружбы народов, серия: «Экология и безопасность жизнедеятельности», 1, 132-137. (Horshenyina M. P., Kharlamova M. D. (2014): On the issue of competence-based approach to ecological education. Bulletin of Peoples' Friendship University of Russia, series: «Ecology and life safety», 1, 132-137).

6. Совгіра С. В. (2009): Теоретико-методичні основи формування екологічного світогляду майбутніх учителів у вищих педагогічних навчальних закладах: автореф. дис... д-ра пед. наук. Луганськ: ЛНУ ім. Т. Шевченка. (Sovgira S. V. (2009): Theoretical and methodological foundations of the formation of the ecological worldview of future teachers in higher pedagogical educational institutions: author's abstract. Dis ... Dr. Ped. sciences Lugansk: LNU Taras Shevchenko).

7. Закон України «Про захист тварин від жорстокого поводження» від 21. 02. 2006 № 3447-IV (стаття 26) [Електронний ресурс]. Режим доступу: <http://zakon5.rada.gov.ua/laws/show/3447-15>. (The Law of Ukraine «On protection of animals from cruelty» № 3447-IV (law Article 26) [online]. [Cited 21. 02. 2006.] Available online: <http://zakon5.rada.gov.ua/laws/show/3447-15>).

## Annotation

### **Part 1. Innovative, informational and educational technologies in teaching and learning processes of preschool, primary, secondary and higher education**

#### **1.1. Oksana Abramova, Viktoriya Vdovenko, Tetiana Khrinenko. Use of training technologies in the educational process of higher education in Ukraine.**

The research reveals the main principles of the use of training technologies in the educational process in the preparation of future teachers. The authors review training as one of the innovative teaching methods that effectively provides modelling of the professional activities of future specialists. The methods, techniques used during training, as well as the peculiarities of its implementation through the use of interactive teaching methods are researched in this work. The stages, the structure of the training plan and the ways of forming the group activity of its participants are investigated. When studying the stages of the training, attention was paid to the educational goal of each stage and the expected results of the work of the participants of the training. The authors elaborated the training on the development of students' spatial thinking, evaluation of its effectiveness using the statistical method (the twin T-Wilcoxon criterion).

#### **1.2. Ruslan Chubuk. Theoretical basis of using innovative teaching methods in higher education.**

The article deals with the theoretical principles of using innovative teaching methods and introduction of innovative teaching technologies in higher education. Theoretical substantiation and rethinking of teaching methods contribute to the formation of subjective experience of interaction between students and teachers in the process of learning. The problems of using innovative teaching methods and introduction of innovative teaching technologies are analyzed, since their perfect mastery requires some mobilization of efforts, internal readiness for significant transformations and changes of both teachers and students. The modern content of higher education should be oriented towards using information technology, the comprehensive dissemination of interactive, e-learning with access to digital and intelligence resources.

#### **1.3. Natalia Hnedko, Liudmyla Matviichuk. Theoretical basis for the formation of future teachers' skills in using cloud technologies in their professional activities.**

The use of cloud technologies in the educational process is considered to be one of the most promising ways to improve the quality of education. The article contains basic information about Google services intended for the organization of educational process at higher education institutions and considers the didactic potential of cloud technologies. It contains possible ways of integrating cloud technologies into the educational process of higher education institutions. The article deals with the competencies in using cloud technologies in professional activities as one of the most important component of a modern teacher's competence. The main features of the level of formation of these competencies are set out.

**1.4. Tetiana Khrystova. The actual questions of saving health of students.**

The general concept of the information space of the problem of health, the modern approach to the definition of a healthy person is described. Proved that exposure to adverse social and hygiene factors during the study leads to negative tendencies in health of students from different countries Ukraine, Russia, Belarus'. The main factors of students' morbidity with noninfectious diseases are over-nutrition, low physical activity, neuro-emotional overload, bad habits. The nation's health improvement requires a modern approach based on the modern paradigm of health. It presupposes the development, adoption and implementation of comprehensive state rehabilitation programs that provide conditions for leading the healthy lifestyle: doing fitness, good nutrition, hardening, avoiding of bad habits, nature protection from pollution.

**1.5. Olena Kryvda, Natalka Boichuk. Modern educational information technologies in the educational process of high schools of Ukraine.**

In the modern technological world, the status of information and communication technologies in the educational environment is significantly enhanced. Now, the main task of the education system is the formation of the student's information and communication competence, since competence integrates knowledge, skills and assimilated ways of activity in relation to specific conditions in a new situation. The role of information and social technologies in education that provide general computerization is considered in the article. Educational process and allow IT technologies to optimize the effective provision of educational services in the higher education system. It has been shown that the integration of information skills into curricula requires the cooperation of university administrations and teachers for the computerization of higher education. The article discusses the goals and objectives of informatization of universities at the present stage, advanced trends in the development of information technology at the university. The concept of the university's electronic campus is considered.

**1.6. Natalia Myronenko, Oleksandr Shchyrbul, Valerya Myronenko. Formation of students` specialty "Technological education" design skills in the process of design and technological activity.**

The article is about problems of forming future teachers of handicraft and technologies of design skills in the process of design and technological activities. A theoretical analysis of scientific sources on various issues of artistic creation and design was conducted. The essence of design and technological activity and its influence on formation of students` creative abilities in aspect of the development of design skills are revealed. The content of the disciplines and the mastery which contributes to the development of creative potential of future teachers and handicraft education and technologies, formation of design thinking, positive interest and motivation for educational activity are been analyzed.

**1.7. Yevgenia Radzishavska, Olena Vysotska, Andriy Solodovnikov. Decision making theory for doctors training at medical universities.**

Having subject to own professional peculiarities every specialist in a varying degree meets the difficulties of decision making. However there are few fields for human activity where it is possible to apply decision making process as ordinary and basic professional skill. Medical activity being sequence of diagnosing and treatment is the typical representative of such field. Methods of decision making are multipurpose and universal though their successful application substantially depends on professional qualification of the specialist who must have exact understanding of peculiarities of the

system he studies and must know how to lay down the task. Uninterrupted development of informational technologies and improvement of technological and industrial base put the problem of decision making theory in medical field to advanced level. This fact become apparent in all the fields of medical science relating to the activity of medical establishments, for instance, in form of creation and implementation of specialized medical programs, telemedicine technologies and projects of integrated automatization for hospitals or clinics. Taking into account the professional point of application – a human, his health and ill health – in our opinion, a triad from system analysis, cybernetics and decision-making should be the basic to training program for medical university students.

**1.8. Nataliia Svitlychna, Svitlana Rudenko, Alona Promska. Peculiarities of the relationship of psychic working capacity with the success of teaching students at the lyceum of the police.**

The article is devoted to the analysis of the peculiarities of psychic working capacity of adolescents who study at the lyceum of the police. The purpose of our study was to study the dynamics of psychic working capacity and its relationship with the success of training students at the lyceum of the police. During an empirical study among police students at the lyceum were found the problems that hinder learning. The key aspect of the article is the identification of the level of psychic working capacity of in all years of study, as well as the discovery of three types of working capacity by including the subject of certain cognitive abilities during the performance of productive intellectual activity.

**1.9. Svitlana Surgova, Olena Faichuk. The role of personality oriented technologies in the professional and practical training of future social workers.**

The article reveals the role of personality oriented learning technologies in the process of professional training of future social workers. The main purpose of the article is to analyze the entity and disclose the possibilities of using the personality oriented learning technologies in the process of professional training for future social workers. The article offers the analysis of the four groups of personality oriented technologies for professional training (a technology of the context learning, a game technology of learning, a technology of problem learning and training technologies) that promote an increase of the level of professional maturity of future specialists. The article describes the experience of implementation of personality oriented technologies while studying such disciplines as, 'Social Pedagogy', 'Pedagogical Proficiency', 'Technologies of Social Work', 'Social Work Practice', 'Social Prevention', etc.

**1.10. Halyna Tarasenko, Tetiana Kryvosheya, Bogdan Nesterovych. Ecological aesthetics: educational potential in the conditions of higher pedagogical education.**

This article highlights an educational potential of ecological aesthetics as a new direction of ecological education in general. It deals with the necessity and possibility of humanitarization of environmental knowledge in the system of higher pedagogical education. Ecological aesthetics, created on the basis of the environmental philosophy and psychology, must fully enter the system of training future specialists in the field of education and make them ready for effective ecological and educational work. That is why, a modern educator needs ecological aesthetics as an updated view upon the philosophy of nature, which, firstly, will help to build a personal attitude to it on the basis of subjection of perceptions and evaluations; secondly, it will ensure personal positioning in nature; thirdly, it will enable the educator to become aware of the genesis of his own ecological consciousness and behavior at the level of powerful



reflection. However, a pilot study of the creative and interpretive thinking of students at Pedagogical University has shown a deficient level of readiness of the overwhelming majority of the responded future educators towards the understanding of aesthetics of nature. Only a third of the students who participated in the survey achieved some skills in drawing up interpretive ecological and aesthetic characteristics for certain objects of nature or ecosystems. In order to correct the ideological values of Ukrainian students, an interdisciplinary course "Ecological-pedagogical aesthetics" was developed and introduced into the system of professional training, which was created on the basis of problem integration of knowledge (philosophy, psychology, art, ecology). The article deals with the ideological meaning and target installations of the given course in the system of ecological education of future teachers.

**1.11. Oksana Aleksieieva, Inna Kurlishchuk. Formation of university students of the concept of professional future on the basis of trendspotting.**

One of the efficient means of formation of students' ideas about their professional future is trendspotting as a direction for identifying and studying different trends in any area of human life. Educational trends, in particular higher education trends, are the tendency to view its changes, improve the educational process and determine the core elements of modernization. In that regard, the research of the process of formation of students' ideas about the professional future by the means of trendspotting is the most current problem of higher education pedagogy. The article summarizes the theoretical material on the issue and characteristics of the process of students' professional future self-determination through orientation to the trends that are prevalent today both in various areas of social life and in a specific professional field; proves the efficiency of formation of students' ideas about the professional future on the basis of trendspotting.

**1.12. Tetiana Armash. Competency-oriented tasks in the study of algebra of future teachers of mathematics.**

The purpose of the article is to study the role and place of competence-oriented problems in algebra in the process of preparing future teachers of mathematics. The author's classification of competently oriented problems in algebra is proposed: algorithmic, research, mathematical, instrumental, and modeling. The structure of educational activity is devoted to the solving of competence-oriented problems in algebra, the components of which are: target, design-technical, technological-operational, organizational-research and result-oriented.

**1.13. Iryna Babiy. Modern approaches to the learning of innovative vocabulary.**

The article deals with modern approaches to the analysis of innovative vocabulary. It is noted that in recent decades the scientific interest in researching new developments has increased significantly. The main aspects of the study of innovative vocabulary are defined: lexical-semantic, structural-grammatical, word-building, functional-stylistic. It is revealed the essence of the main terms of the neologism: neologism, occasional word, potential word. It is determined that a productive way of creating neo-lexemes is composition. There are considered the division of neologisms into general and individual author's. It is traced the transition of author's neologisms to the explanatory dictionaries of language. It is pointed out that the significant component of the modern lexicon of language is neo-borrowings, which belong to various thematic groups: socio-political, economic, legal, etc. It is emphasized the importance of neologism research and the necessity of applying an integrated approach to the study of innovative vocabulary.

**1.14. Dmytro Bylbas, Tetiana Chuchyna. Actuality of students' critical thinking development in the conditions of modern education reforming.**

The education system reforming is occurring in Ukraine. Innovations which mean putting new qualitative elements into the study process are the main instruments of forming new school education. Modern system of education is characterized with giving much attention to personality. The upbringing of people who can think independently and creatively is a vital importance in the modern conditions of national formation and democratic society in Ukraine. Those who would be able to think and appreciate surrounding facts and events critically, also could generate new ideas in all the spheres of society, be quickly oriented in the information sources, take responsible decisions, defining their own point of view.

**1.15. Olena Bilous, Yuliia Fedoruk. Use of innovative technologies in high school.**

The issue of introduction and use of innovative technologies in higher education is revealed in the article. The issue of «innovation», «innovative technologies» got a detailed analysis. The classification of the latest pedagogical technologies is presented. Innovative electronic educational products are characterized. Special attention is focused on the use of electronic manuals. The characteristic of person-oriented learning as one of the signs of innovative education is given.

**1.16. Nadezhda Belousova, Tatyana Gordienko. Quest-lessons in elementary school.**

The article is devoted to the important problems of the diversification of the educational process of the elementary school, the activation of cognitive activity of junior pupils and the expansion of their sphere of interests through the use of modern innovative effective learning forms – quest-lessons. The quest will help students find information, analyze and organize it, solve learning tasks and develop cognitive activity. The analysis of different approaches to the definition of the term "quest" is carried out. The main types of quests are defined: escape, quest in reality, quest-performance, morpheus. The stages of preparation for the quest-lesson are described: the definition of the subject and purpose of the quest, the preparation of the plot, the definition of the roles of participants, the formulation of tasks, the creation of tips for students, the system of evaluation, rules, summing up. A step-by-step instruction for a quest-lesson is given. The description of the web-quest, its structure, types of tasks and the system of evaluation of web quests are offered. It was clarified that the introduction of such innovative forms into the educational process of the New Ukrainian will promote the improvement of the quality of education, the interest of students and teachers.

**1.17. Tatiana Borozenceva, Inna Sokolenko, Anastasiia Suzdalceva. Innovative technologies of development level of social responsibility in the process of the creation of youth public organizations.**

The article provides a detailed system analysis of the process of creating public organizations as forms of youth social activity. The present role of youth associations in the development of civil society is described. According to the results of the theoretical and methodological research, mechanisms of creation of a public organization have been proved, the processes of self-organization of a public association have been described, and factors that promote the sustainable existence and development of civic organizations, in particular among young people, have been identified. Innovative intellectual technologies that influence the socio-psychological characteristics of the personality by strengthening social responsibility and youth civic activity are offered. The brief description of the content-semantic and activity component of the socio-psychological program of intellectual training of potential leaders and participants of public youth associations is given.

**1.18. Maryna Volikova. Traditional and innovative teaching in higher educational establishment in Ukraine: comparative analysis.**

The article presents a comparative analysis of traditional and innovative training in higher educational institutions of Ukraine. The substantive characteristics of the concept «innovation»; and the regularity of its passing are ascertained. The advantages and disadvantages of traditional and innovative teaching methods are highlighted. It has been established that the quality of the realization innovation process is determined by its goals, methods and means, knowledge and abilities, the interest of teachers and students in achieving the highest results. The emphasis is on the introduction of innovation education in Ukraine to intensify public and state efforts to bring higher education institutions to the level of international standards and educational achievements.

**1.19. Ihor Hevko, Olha Potapchuk. Information and educational technologies in the educational process in institutions of higher education.**

The article deals with the introduction of information and educational technologies in the educational process in institutions of higher education. The analysis of theoretical researches of this problem is carried out. The given sequence for the introduction of information and educational technologies into the educational process. The article deals with the actual issues of improving the educational process in high school on the basis of the introduction of information and communication technology teaching. Indicated proper training of teachers and students to use information technology training should be considered a prerequisite for improvements in information education. It is determined that each period of education informatization has two parallel branches of development, namely, the technological basis and innovative processes in the system of education itself. Determined that to improve the quality of education informatization is to build a unified information educational space.

**1.20. Yevheniia Holovchanska, Galina Tokar, Anastasia Antonyuzhenko, Kalina Pashkevich, Maryna Kolosnichenko. Innovative technologies in the formation of professional competencies for students of apparel design.**

The article considers the components of the modern innovation process in the system of higher education of Ukraine, in particular, when preparing students of the educational program "Modeling, designing and decorative decoration of light industry products". The questions of person-oriented teaching technology are considered. The basic requirements of employers for future designers – designers are determined.

**1.21. Mariia Hreb. Modern approaches to the teaching lexicology and phraseology high school pupils in profile education.**

The article deals with modern approaches to the teaching of Lexicology and Phraseology of high school pupils in the profile school (competent, personally-oriented, communicative-action, functional-stylistic), the vectors of the implementation the productive methodology of high-school pupils at the profile school are outlined. The Ukrainian language is a reflection and an integral part of the culture of the Ukrainian people, therefore, education must be inextricably linked with the absorption of the culture of Ukrainian people, and consequently, with the consistent inclusion of the national-cultural component of the school education.

**1.22. Maryna Dyshkant, Maryna Shastalo. Motivation of formation of the responsible attitude of students of vocational-technical school and higher educational institutions to the values of recreational activities.**

The author studies the motivation of formation of the responsible attitude of students

of vocational-technical school and higher educational institutions to the regenerative activities and health maintenance. The author reveals the health culture's scaled constructs that should be formed. Moreover the article demonstrates the results of the students' questionnaire at different universities. The author proves a need for the preservation of health during the whole life as the most value.

**1.23. Irina Endeberya. Use of psychological training to increase the professional development of future practical psychologists through the development of their autonomy.**

In the article the author presents a program of psychological training to improve the professional development of future practical psychologists through the development of their independence. The main stages, contents, directions of the training and recommendations for its implementation are revealed.

**1.24. Inna Zavalniuk, Valentina Bogatko, Nina Kukhar. Modern approaches to studying the linguodidactic terminology system in the course of methodology of teaching Ukrainian (referencing the experience).**

The article presents an analysis of the study of the course of methodology of teaching Ukrainian, conducted by undergraduate students of the speciality 014 Secondary Education (Ukrainian Language and Literature) at the faculty of philology and journalism named after Mykhailo Stelmakh in Mykhailo Kotsiubynsky Vinnytsia State Pedagogical University within the development of their linguodidactic competence. A special focus is made on the formation of communicative competence. Also, there is an analysis of the learning and teaching support materials developed for the course of methodology of teaching Ukrainian. There have been defined four stages of assimilation of the concept range of the linguodidactic terminology system. Innovational approaches to the formation of the professional glossary of the future philologist have been suggested. Regarding its integrated nature and academic capacity, the linguoterminological system is viewed as completely open.

**1.25. Olena Karanfilova. Bases of formation of creativity in social educational practice.**

The article examines the basis of the formation of creativity in the education system. The phenomenon of creativity is revealed as the ability of a person to generate fundamentally new ideas, deviate from traditional thinking patterns and creatively approach specific professional tasks. Creativity is considered as an integration feature of personality, which is manifested in the fact that it invests creativity in all activities. The prerequisite and the ground for the introduction of this principle in the education system is creative activity, the basis of which should be explicated in the educational process.

**1.26 Lyudmila Kozak, Denis Kozlitin. The current training state of future preschool and primary school educators for using the information technologies in professional activities.**

The article substantiates the role of the information technologies of educators' training in the pre-school and primary school education; meaningful the concept of "information technologies", "educators' informational culture"; generalizes of experience of using information technologies in the pedagogical practice; analyzes the results of the conducted research in the current state of training the future educators in pre-school and elementary education to using the information technologies in professional activities; reveals the content of information orientation; substantiates the forms and methods of preparation future educators to using information technologies in professional activities.

**1.27. Iryna Mazaikina, Viktoriia Mikaielian, Alla Maksymchuk. Group forms of communication in the system of distance learning of foreign languages in the institutions of higher education.**

The article summarizes the effectiveness of using distant learning of foreign languages, describes the peculiarities and advantages of group forms of distant communication for students and teachers of higher educational institutions. Qualitative study and mastering of a foreign language is impossible without IT technologies. Therefore, distant learning plays an important role in learning a foreign language.

**1.28. Ihor Moskalenko. Pedagogical planning of physical health-improving classes with students of the special medical group.**

The article deals with the developed technology of pedagogical planning of physical health-improving classes with students of the special medical group. The technology is aimed at obtaining motivational, emotional and valuable, conditional, practical and activity and cognitive results. It includes complex use of fitness elements, dosed walking and running, active games and elements of sports games, means of therapeutic physical training, respiratory gymnastics and autogenic training that were selected taking into account interests, requirements and preferences of students, features of nosology and levels of their physical state. This technology is presented in the form of the technological map containing the description of the purposes, tasks and methods as well as the expected results of each of five stages of pedagogical planning: diagnostic, before planning, actual planning, realization and control and correction. The high efficiency of the developed technology in increasing the level of physical activity, health-improving, normalization of physical development indicators, physical readiness, functional and psycho emotional state of students of the special medical group is proved. It is also proved that experimental technology promotes the growth of students' satisfaction with the achieved results, the increase of the level of motivation for physical training classes, forming students' readiness for further systematic physical exercises, and keeping a healthy lifestyle.

**1.29. Volodymyr Moskaliuk, Inna Moskaliuk, Oksana Polianska, Igor Polianskyi, Olha Hulaha. New approaches to teaching clinical disciplines at medical universities.**

The article outlines the latest approaches to the educational process in medical universities using interactive technologies in the teaching of clinical disciplines. The main task of the modernization of higher education is to improve the scientific and methodological provision of teaching disciplines, to develop and use new means of controlling the quality of knowledge and skills that helps students to discover new qualities, reveal their personality, improve the quality of learning, and allow them to conduct a control process in a favorable atmosphere learning outcomes of students. The teacher can identify the shortcomings in knowledge and identify ways to eliminate them, identify the degree of responsibility of students, identify the reasons that hinder the learning, identify the level of mastering practical skills and outline the ways of their development, stimulate the interest of students to study the discipline.

**1.30. Jevgenija Nevedomsjka. Independent work during the training of Ukrainian students.**

The current stage of development of national higher education is characterized by upgrading the educational process in line with requirements of the Bologna Declaration, which provides a significant increase in student independent work. The article analyzes the theory and practice of independent work of students in traditional lecture-seminar training system, levels of the formation and structure of teaching aids for independent work of students and tested their performance in terms of credit-modular training.

**1.31. Elena Nyevorova, Ludmila Nyevorova, Valentyna Chernij. Features of indexes of the external breathing during physical loads of pupils.**

Features of change of a respiration rate at boys of 6 years are considered at an physical activity. The attention to this direction of researches speaks search of possibility of realization of the differentiated approach in physical training by its individualization on the basis of indicators of properties of the nervous processes.

**1.32. Iryna Onishchenko. Analysis of the problem of formation and motivation for professional activity of the future primary teachers in the conditions of informatization of education.**

The opinions of the scientists on the problem of formation and motivation for professional activity of the future primary teachers in the condition of informatization of education have been analyzed. The essence of the notion «motivation for professional activity», its features, structure, conditions and ways of formation at higher educational establishments have been revealed. It has been determined, that the motivation for professional activity includes the combination of motives, requirements, interests, incentives, adjustments and moral orientations, which motivate a specialist to fulfil his/her professional duties and functions diligently and effectively. The peculiarities of the influence of informatization of education on the process of forming the motivation for professional activity of future primary teachers have been characterized. It has been revealed, that forming the motivation for professional activity contributes to successful professional training of future primary teachers.

**1.33. Vira Ostashchuk. Higher education and science in the ideological policy of the Romanian occupation.**

The publication is devoted to the study of the politic of the Romanian professional administration in the field of education.

The author comes to the conclusion that the Romanian authorities paid much attention to education. The latter is due, firstly, to the fact that the Romanian occupation administration hoped to support the local population, including the Odessites; and secondly, the Romanians proceeded from the fact that the whole territory of Transnistria was originally Romanian, this was the main concept that was developed because there was not enough support from the authorities.

**1.34. Iryna Ostopolets, Alexander Shayda, Natalia Shayda. Technology of psychological support of students of pedagogical higher education institution at the early stage of professionalization.**

The article substantiates the expediency of applying psychological and pedagogical support to ensure the quality of professional development of students of higher educational institutions. The main theoretical aspects of the concepts of "psychological support", "professionalization", "ecofacilitation" are revealed and the views of scientists on the interpretation of the essence of these categories are highlighted. The need to develop an integrated comprehensive program of psychological and pedagogical support for university students was noted. The advantages of ecofacilitation as a modern efficient technology of psychological support for students in the early stages of professionalization at the university are presented.

**1.35. Alla Popryzhna, Iryna Borysenko. Modern approaches to structuring of history study program in Ukraine and the United Kingdom of Great Britain and Northern Ireland.**

The article presents the comparative analysis of History Study Program in the system of secondary education in Ukraine and in the United Kingdom in terms of main aims, key

competences (skills), subject content and learning outcomes. The areas of similarities and differences in the structure of the program have been outlined. The authors emphasize the importance of coherent knowledge, skills and understanding in history; reveal the problems, which arise during history program modernization in school education. The national standards of education in both countries, their functions are also clarified in the article.

**1.36. Olha Puliak, Anastasiya Puliak, Kateryna Havrylenko. Modern information technologies in the study of aquaponics.**

The article discusses the possibility aquanote multitron as an integrated system of growing fish and vegetable products, mimicking the natural environment. The advantages and problems of aquaponics as a modern innovative technology and a new scientific topic, which is developing and requires careful research and study, are analyzed. The importance of the study of this technology for teachers is noted. It is determined that aquaponics can be easily integrated into all STEM objects. Development aquanote provided by the introduction of modern information technologies and computerized systems diagnostics, control and improve production technology.

**1.37. Olha Radchenko. Development of training course «Psychological conditions for prevention and resolution of organizational conflicts in vocational education».**

The article highlights the content and structure of training course «Psychological conditions for prevention and resolution of organizational conflicts in vocational education». The author discusses the technological approach to educational organization employees' psychological training. The content of the basic interactive techniques used in each unit of the training course are revealed.

**1.38. Olena Razumova, Olena Beliaeva, Marina Bezbah. Psycho-pedagogical conditions of professional self-concept development of future pedagogists.**

The article considers the question of how professional self-concept is developed. It describes relevant psychological conditions and development factors. It analyses the peculiarities of self-concept formation. It specifies the technology of integrative training as a modern method of forming professional self-concept. The use of integrative training has been empirically proven to contribute to the development of a coherent professional self-concept that is formed in a higher education institution.

**1.39. Yuliia Sahachko, Viktoriia Kralia, Kateryna Bogomolova. Introduction of innovative technologies as a necessary component in the preparation of a competitive graduate of higher educational institution.**

The article substantiates the need to use innovative technologies, teaching and control methods in the educational process of the university in order to improve the quality of professional training of future specialists. The types of innovative learning technologies, as well as the forms and methods of interactive and project learning technologies are highlighted. The conclusion is made that these technologies will contribute to the activation of students' activity, the formation of skills of acquiring and applying knowledge in practice.

**1.40. Ana Semak, Yuliana Babyna. The using of traditional ornament in contemporary textile art of Republic of Moldova.**

At this stage of the development of modern society the influence of age-old cultural interactions in the Republic of Moldova became very relevant. Some oblivion of folk traditions in different spheres of life and art, in the past decades, has put a few tasks before artists and teachers. In this work we will consider the problem of revival of

traditions of Moldavian people among established artists and youth, ethno-art preparation of students in art institutions (universities), and characteristic features of modern Ornament and methods of application of the traditional ornament in the modern art of textiles in the Republic of Moldova.

**1.41. Oleksii Stasenکو, Liudmyla Vynohradova. Theoretical principles of forming of professional competency of future teachers of physical culture.**

In the article an aim and task of pedagogical practice and her ponderability are exposed for the future teachers of physical culture. Forms and structure of pedagogical practice, that includes for itself the collective and individual forms of work, are certain, in detail each over is brought of them. Reasonably professional to the competence, that must be formed in the process of passing of pedagogical practice. It is in-process marked that pedagogical practice must be maximally close to professional activity of teacher of physical culture, implementation to them of the functions. The functions of future teachers of physical culture are analysed, each is exposed of them.

**1.42. Inna Siaska. The use of competency approach and innovative technologies in the process of formation of ecological competency of future teachers of natural sciences.**

The article substantiates the application of the competence approach in ecological education at the higher pedagogical school and examines the historical background of its implementation. The components of the educational paradigm of higher education in postindustrial society are analyzed. The own definition of the concept «ecological competency of the teacher of natural sciences» is offered. The role and significance of innovative technologies in formation of the ecological competency of the future teacher is established.

**1.43. Inna Trubnik. Training future specialists in the social sphere for the social and legal settlement of conflicts in the territorial community.**

The author presents a teaching-methodical complex of the discipline "Socio-legal settlement of social conflicts in a territorial community": purpose, tasks, organizational and pedagogical conditions; content, forms and methods of interaction with students; task for independent work. The sub-task of the discipline the author considers the formation of practical skills of social and legal conflicts resolution at social sector specialists.

**1.44. Valentyna Uspenska. Pedagogical technology of life skills development as means of health education of the younger generation.**

The article substantiates the implementation of the educational technology – Health education based on life-skills (HEBLS) for teaching Health education to children of general secondary education establishments. The educational subjects, projects and courses of Health education content of Sumy region (Ukraine), where it is expedient to use the HEBLS technology have been analyzed. Health education based on life-skills uses interactive teaching methods that involve engaging students in decision making. Through step-by-step educational activities, organized by a teacher, a student receives developed attitudes, formed intentions, based on knowledge and skills and, as a result, psychosocial competences – life-skills are developed.

**1.45. Nataliia Khlus, Serhii Redko, Petro Pustovoyt. Usage and influence of step aerobics health keeping technology at the physical training lessons with senior preschool children.**

The article analyzes the health keeping technology – step-aerobics – of senior preschool children's physical education. It was found that the introduction of step aerobics in the educational process of senior preschool children means: increasing the



level of physical readiness of senior preschool children to training at school, develop coordination skills and physical qualities – muscle strength, agility, endurance, flexibility; strengthening the musculoskeletal system, increasing functional activity of organs and body systems. Senior preschool children have a proud posture, emancipation movements and their ease. Each preschool senior child after step-aerobics classes feels physical and moral satisfaction, receives a boost of energy, vitality and positive emotions, new enthusiastically mastering basic aerobics steps. The result of this technology, carrying out correctional work in the basic system of recreation activities in kindergarten was the positive dynamics of strengthening the health of children, the technique quality and expressiveness of movements in motility were appeared.

**1.46. Alexandr Kholodniy, Yuliia Muskharina, Iliia Muronenko. Pedagogical model of technology of formation of healthcare saving knowledge in the process of physical education.**

The article analyzes the theoretical study of the essence and structure of healthcare-saving knowledge of primary school students, which are formed in the process of physical education. It is proved that the model of realization of the scientific-methodical system of formation of health-saving knowledge in the process of physical culture training ensures the formation of the internal picture of the students in the students, includes a number of representations regarding the personal psychosomatic, spiritual, social health, the level of healthy lifestyle, psychophysical possibilities, self-assessments of health, personal and social value of health.

**1.47. Dmytro Tsys, Nataliia Tsys, Andrey Samus. Peculiarities of influence and health improving effect of physical training means on determining biological age of special medical group students.**

In the article the problem of biological age students, the isolation of factors that affect the health of students during physical education classes specifically medical university groups. Attention is focused on the effectiveness and feasibility of determining the biological age as the key to a harmonious and healthy student in high school. The peculiarities of the use of physical education students specifically medical groups. The age dynamics of somatic health of the I-III courses students is analyzed in this article. Found out that the level of somatic health of most individual indexes does not go beyond critical. This affirms the lack of statistically significant differences between students of different courses. It proved the need for the formation of the students sustained interest in the physical self-improvement in order to strengthen their own health in the process of physical education classes.

**1.48. Leonid Tsubov, Oksana Kalinska. Implementation of educational innovations as away to forming professionalism of teacher of modern education institution.**

In the article on the basis of theoretical data the issue of introduction of innovative educational technologies as a way to formation of professionalism of the lecturer of the higher educational institution is highlighted. The problem of the development of the pedagogical professional of the lecturer in the context of the use of modern innovative educational and pedagogical technologies is considered. The importance of the use and influence of educational innovations in the pedagogical process by the lecturer of a modern educational institution is described.

**1.49. Tetiana Chyzyk. Innovative technologies in the physical training of young children of school age.**

The article investigates modern innovative technologies in the physical education of

primary school-aged children who can realize the acquisition of key competencies by pupils of the junior school in general and support a healthy lifestyle in particular. The prospects for the development of physical training of younger schoolchildren based on the possibility of reviving the innovative sports complex "Ready for Labour and Defense", are determined, methods and resources for its implementation, as well as possible results are studied. On the basis of a retrospective analysis, the history of the development of sports and fitness complex "Ready for work and defense" and its degree is considered.

**1.50. Larysa Shevchuk. From text perception – to text creation (for example, the use of symmetric-sequential technology).**

The article focuses on the importance of skills for effective text work for contemporary students. The vector of its perspective is drawn: from the perception of the text – to the text creation. The possibility and relevance of carrying out the aforementioned activities starting from elementary school is substantiated. The essence of the author's sequential-symmetric technology is described in detail, which involves a gradual transition from the independent perception of unfamiliar text to the recognition of already familiar information, reproduction and restoration of the text, its addition and design. The specifics of its implementation and application on the material texts of different styles and genres are described. Application of sequential symmetric technology in the educational process of modern school is based on the principles of personality oriented, activity and text-centric approaches. The use of the relevant manuals is possible (and expedient) and during the extra-curricular time.

**1.51. Nataliia Shcherbatiuk, Roman Postnyi. Sporting orientation in closed accommodation as a west of the event-marketing.**

The article deals with the problems of entrants in the choice of institutions of higher education. The marketing measures and tools of Internet marketing in vocational guidance work are described. Attention is drawn to the need for the use of event marketing in a higher education institution. Depending on the format and content of the event, the positioning of both an educational institution and its one or another kind of educational service is taking place. Moreover, this is more effective than using traditional marketing communications.

## **Part 2. Modernization of the lifelong learning system in the context of Euro-integration processes**

**2.1. Alona Natorina. The landscape of higher education internationalisation.**

Based on international research, the differences between globalization and internationalization are justified. The benefits of internationalization for higher education institutions are revealed. Goals, principles and rationales driving higher education internationalization are considered. In order of importance, the top reasons for internationalising the higher education institutions are identified. The role of student mobility in the context of internationalization is determined. Trends that may affect the pace of internationalization are identified.

**2.2. Olha Yuzyk, Mariia Yuzyk. Peculiarities of continuing education of teacher of informatics in Ukraine and Poland.**

Studied the legal documents, according to which the training in higher educational institutions is provided for the qualification of "bachelor" in Ukraine. The educational plans of Adam Mickiewicz University in Poznan (Poland) (bachelor), the University of Lodz (Poland) (bachelor and comparing them with the curricula of Kamenets Podolsk National University named after Ivan Ogienko (Ukraine) and Kharkiv National University of the name of B. Karazin (Ukraine), which trains specialists in the field of informatics were analyzed. It was applied the comparative study of postgraduate education in Poland in the specialty "Informatics and Information Technologies for Teachers" with the acquisition of the second higher education of the Teachers of Informatics, or the Teacher of Informatics in Ukraine. Proposals on improving the professional training of specialists in computer science in Ukraine are presented.

**2.3. Olena Horlova. Modernization of the activity of the system of continuous education in Horlivka institute for foreign languages "Donbas State Pedagogical University.**

The article deals with the modernization of the system of continuous education in the Gorlivka Institute of Foreign Languages, which is connected with strategic directions, real paths and measures of modernization shifts in the national system of higher education of Ukraine. The theoretical and methodological basis of modernization of continuous education in Ukraine, its methodical aspects and the main principles of the functioning of the system of continuous foreign language education, approaches to the study of foreign languages and components are considered.

**2.4. Hanna Yemelianenko. The impact of innovative technologies on the philosophical and educational paradigm of modernity.**

The article discusses a significant change in all spheres of vital activity of modern civilization associated with globalization, scientific, technological and technological progress, information and computer revolution, in which the value perception of reality, value priorities, world outlook relations and understanding of the world are transformed. The dynamics of change is determined, which is evidenced by the fact that humanity is again on the verge of a significant transformation of the state of its existence, which it has won over many millennia. The processes are analyzed on the verge of a possible transition to a qualitatively new type of functioning of all their own life-support and development systems, to a qualitatively new type of social relations, world perception and world outlook.

**2.5. Olha Svrydiuk, Liudmyla Veremiuk. Lifelong Learning: Transatlantic experience.**

The article deals with the peculiarities of the organization and functioning of adult education in the education systems of Canada, Germany, Switzerland, and Austria. In particular, the provisions of the educational programs covering the leading spheres of the professional labor market are revealed and are in line with the needs of the adult population wishing to improve their professional level, improve their qualifications or officially confirm the acquired knowledge and skills. The classification of lifelong learning system institutes in different countries has been described, according to their sphere of activity.

## **Part 3. Legal aspects of information society development**

### **3.1. Iryna Vakulyk. Implementation of international agreements on protection and conservation of flora in Ukraine.**

At the present stage, environmental problems are far beyond national boundaries and have transboundary, regional or even global character. Ukraine, which has long been at the crossroads from «Varangians» to «Greeks», can not be isolated nowadays in solving urgent environmental problems related to the protection and preservation of flora. There are a number of legislative documents explaining in which way, at the country level, the control over the implementation of the prescribed provisions should be made. The aim of the study is to identify existing international treaties of Ukraine on environmental protection and conservation of flora, the analysis of implementation properties and the creation of a mechanism for its application nationwide.

### **3.2. Galina Myhailishyn, Myroslava Dovha. Legal issues society through the prism of a young family.**

The modern condition of a young family, as one of the family as a whole, as training young people for family life is carried out in difficult conditions with a large number of social issues need to be researched. The essence of the legal nature of civil society and defines the concept of "the legal problem of society" are isolated and characterized the main issues faced by young families and the impact of social changes on young people. Also suggested ways of solving problems of young families from the government side, because government support can improve family relationship, to improve the unit the implementation of social and legal protection to overcome modern family difficulties faced by the Ukrainian society.

### **3.3. Ihor Fedorov. Formation, development and protection of the information society in the context of globalization.**

Rapid acceleration of global processes and their impact on world development, and on the international information interaction in the process of formation of a single information space in the context of globalization, are forcing us to change our perspective on the development of modern trends and problems of this process. All processes that occur in the human life cannot exist without the use of information, for example, production of goods and services, their distribution, marketing, creation and use of the latest information technologies. The result is the total dependence of man and state on the information space in which they are located. Therefore, the study of information society is a necessary condition for the progress of mankind.

## About the authors:

### Part 1. Innovative, informational and educational technologies in teaching and learning processes of preschool, primary, secondary and higher education

- 1.1. **Oksana Abramova** – PhD of Pedagogical Sciences, Associate Professor,  
**Viktoriya Vdovenko** – PhD of Pedagogical Sciences, Associate Professor,  
**Tetiana Khrinenko** – Head of the workroom,  
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University,  
Kropyvnytskyi, Ukraine
- 1.2. **Ruslan Chubuk** – PhD of Pedagogical Sciences, Associate Professor,  
Petro Mohyla Black Sea National University, Mykolaiv, Ukraine
- 1.3. **Natalia Hnedko** – PhD of Pedagogical Sciences, Associate Professor  
Rivne State University of Humanities, Rivne, Ukraine  
**Liudmyla Matviichuk** – PhD of Pedagogical Sciences, Associate Professor,  
Taras Shevchenko National University "Chernihiv Collegium", Chernihiv, Ukraine
- 1.4. **Tetiana Khrystova** – Doctor of Biological Sciences, Professor,  
Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Ukraine
- 1.5. **Olena Kryvda** – PhD in Economics, Associate Professor,  
**Natalka Boichuk** – Senior Lecturer,  
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv,  
Ukraine
- 1.6. **Natalia Myronenko** – PhD of Pedagogical Sciences, Senior Lecturer,  
**Oleksandr Shchyrbul** – PhD of Pedagogical Sciences, Senior Lecturer,  
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University,  
Kropyvnytskyi, Ukraine  
**Valerya Myronenko** – Student,  
National Aviation University, Kyiv, Ukraine
- 1.7. **Yevgenia Radzishavska** – PhD in Physics and Mathematics, Associate Professor,  
Kharkiv National Medical University, Kharkiv, Ukraine  
**Olena Vysotska** – Doctor of Technical Sciences, Professor,  
Kharkiv National University of Radioelectronics, Kharkiv, Ukraine  
**Andriy Solodovnikov** – PhD of Technical Sciences, Senior Lecturer,  
Kharkiv National Medical University, Kharkiv, Ukraine
- 1.8. **Nataliia Svitlychna** – PhD of Psychological Sciences, Associate Professor,  
**Svitlana Rudenko** – PhD of Technical Sciences,  
**Alona Promska** – PhD in Philology, Associate Professor,  
National University of Civil Defence of Ukraine, Kharkiv, Ukraine
- 1.9. **Svitlana Surgova** – PhD of Pedagogical Sciences, Associate Professor,  
**Olena Faichuk** – PhD of Pedagogical Sciences, Associate Professor,  
Petro Mohyla Black Sea National University, Mykolaiv, Ukraine

- 1.10. Halyna Tarasenko** – Doctor of Pedagogical Sciences, Professor,  
Communal Higher Educational Institution ‘Vinnytsia Academy of Continuing Education’,  
Vinnytsia, Ukraine  
**Tetiana Kryvosheya** – PhD of Pedagogical Sciences, Associate Professor,  
**Bogdan Nesterovych** – PhD of Pedagogical Sciences, Associate Professor,  
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine
- 1.11. Oksana Aleksieieva** – PhD of Pedagogical Sciences, Associate Professor,  
**Inna Kurlishchuk** – PhD of Pedagogical Sciences, Associate Professor,  
Luhansk Taras Shevchenko National University, Starobilsk, Ukraine
- 1.12. Tetiana Armash** – PhD of Pedagogical Sciences, Senior Lecturer,  
Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine
- 1.13. Iryna Babiy** – PhD in Philology, Associate Professor,  
Volodymyr Hnatiuk Ternopil National Pedagogical University, Ternopil, Ukraine
- 1.14. Dmytro Bylbas** – Student  
**Tetiana Chuchyna** – Teacher,  
Slovyansk Secondary School № 18, Slovyansk, Ukraine
- 1.15. Olena Bilous** – PhD of Pedagogical Sciences, Associate Professor,  
**Yuliia Fedoruk** – Master Student,  
Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine
- 1.16. Nadezhda Belousova** – PhD of Pedagogical Sciences, Associate Professor,  
**Tatyana Gordienko** – PhD of Pedagogical Sciences, Associate Professor,  
Nizhyn State University named after Nikolai Gogol, Nizhyn, Ukraine
- 1.17. Tatiana Borozenceva** – PhD of Psychological Sciences, Associate Professor,  
**Inna Sokolenko** – Student,  
**Anastasiia Suzdalceva** – Student,  
Gorlivka Institute for Foreign Languages Donbas State Pedagogical University, Bahmut,  
Ukraine
- 1.18. Maryna Volikova** – PhD of Pedagogical Sciences, Associate Professor,  
Kryvy Rih Metallurgical Institute National Metallurgical Academy of Ukraine, Kryvy Rih,  
Ukraine
- 1.19. Ihor Hevko** – Doctor of Pedagogical Sciences, Professor,  
**Olha Potapchuk** – PhD of Pedagogical Sciences, Associate Professor,  
Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine
- 1.20. Yevheniia Holovchanska** – Asistant,  
**Anastasia Antonyuzhenko** – Asistant,  
**Galina Tokar** – Asistant,  
**Kalina Pashkevich** – Doctor of Technical Sciences, Professor,  
**Maryna Kolosnichenko** – Doctor of Technical Sciences, Professor,  
Kyiv National University of Technologies and Design, Kyiv, Ukraine
- 1.21. Mariia Hreb** – Doctor of Pedagogical Sciences, Professor,  
Berdyansk State Pedagogical University, Berdyansk, Ukraine
- 1.22. Maryna Dyshkant** – Applicant,  
National Pedagogical Dragomanov University, Kyiv, Ukraine  
**Maryna Shastalo** – Teacher,  
Berdyansk Machine Building Professional Lyceum, Berdyansk, Ukraine

- 1.23. Irina Endeberya** – PhD of Psychological Sciences, Associate Professor, Donbas State Pedagogical University, Slovyansk, Ukraine
- 1.24. Inna Zavalniuk** – Doctor in Philology, Professor,  
**Valentina Bogatko** – PhD in Philology, Associate Professor,  
**Nina Kukhar** – PhD in Philology, Associate Professor,  
 Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine
- 1.25. Olena Karanfilova** – PhD in Philosophy, Associate Professor, Odesa State Academy of Construction and Architecture, Odesa, Ukraine
- 1.26. Lyudmila Kozak** – Doctor of Pedagogical Sciences, Professor,  
**Denis Kozlitin** – Lecturer,  
 Borys Grinchenko Kyiv University, Kyiv, Ukraine
- 1.27. Iryna Mazaikina** – PhD of Pedagogical Sciences, Associate Professor,  
**Viktoriiia Mikaielian** – Lecturer,  
**Alla Maksymchuk** – PhD of Pedagogical Sciences, Associate Professor,  
 Vinnytsia National Pyrohov Medical University, Vinnytsia, Ukraine
- 1.28. Ihor Moskalenko** – Teacher,  
 Professional Pedagogical College of Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine
- 1.29. Volodymyr Moskaliuk** – PhD of Medical Sciences, Assistant,  
**Inna Moskaliuk** – PhD of Medical Sciences, Assistant,  
**Oksana Polianska** – Doctor of Medical Sciences, Professor,  
**Igor Polianskyi** – Doctor of Medical Sciences, Professor,  
**Olha Hulaha** – PhD of Medical Sciences, Assistant,  
 Bukovinian State Medical University, Chernivtsi, Ukraine
- 1.30. Jevgenija Nevedomsjka** – PhD of Pedagogical Sciences, Associate Professor, Borys Grinchenko Kyiv University, Kyiv, Ukraine
- 1.31. Elena Nyevorova** – PhD in Physical Education and Sports, Associate Professor,  
**Ludmila Nyevorova** – PhD of Biological Sciences, Associate Professor,  
**Valentyna Chernij** – PhD of Pedagogical Sciences, Associate Professor,  
 Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine
- 1.32. Iryna Onishchenko** – PhD in Philology, Associate Professor, Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine
- 1.33. Vira Ostashchuk** – PhD of Historical Sciences, Associate Professor, Odesa National Polytechnic University, Odesa, Ukraine
- 1.34. Iryna Ostopolets** – PhD of Psychological Sciences, Associate Professor,  
**Alexander Shayda** – PhD of Psychological Sciences, Associate Professor,  
**Natalia Shayda** – PhD of Psychological Sciences, Associate Professor,  
 Donbas State Pedagogical University, Slovyansk, Ukraine
- 1.35. Alla Popryzhna** – PhD in History, Associate Professor,  
**Iryna Borysenko** – PhD of Pedagogical Sciences, Associate Professor,  
 Academy of the State Penitentiary Service, Chernihiv, Ukraine
- 1.36. Olha Puliak** – PhD of Pedagogical Sciences, Associate Professor,  
 Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine

- Anastasiya Puliak** – Master Student,  
National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine
- Kateryna Havrylenko** – Master,  
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University,  
Kropyvnytskyi, Ukraine
- 1.37. Olha Radchenko** – PhD of Psychological Sciences, Senior Lecturer,  
Bila Tserkva Institute of Continuous Education of State Higher Educational Institution  
“University of Educational Management”, Bila Tserkva, Ukraine
- 1.38. Olena Razumova** – Lecturer,  
**Olena Beliaeva** – Student,  
**Marina Bezbah** – Student,  
Gorlivka Institute for Foreign Languages Donbas State Pedagogical University, Bahmut,  
Ukraine
- 1.39. Yuliia Sahachko** – PhD of Pedagogical Sciences, Associate Professor,  
**Viktoriia Kralia** – PhD in Economics, Senior Lecturer,  
**Kateryna Bogomolova** – PhD of Pedagogical Sciences, Associate Professor,  
Kharkiv Petro Vasylenko National Technical University of Agriculture, Kharkiv, Ukraine
- 1.40. Ana Semak** – PhD of Art Sciences, Associate Professor,  
Ion Creanga State Pedagogical University, Chisinau, Republic of Moldova  
**Yuliana Babyna** – Postgraduate,  
Ion Creanga State Pedagogical University, JSC Floare-Carpet, Chisinau, Republic of  
Moldova
- 1.41. Oleksii Stasenکو** – PhD of Pedagogical Sciences, Associate Professor,  
**Liudmyla Vynohradova** – PhD of Pedagogical Sciences, Associate Professor,  
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University,  
Kropyvnytskyi, Ukraine
- 1.42. Inna Siaska** – PhD of Pedagogical Sciences, Associate Professor,  
Rivne State Humanitarian University, Rivne, Ukraine
- 1.43. Inna Trubnik** – PhD of Pedagogical Sciences, Associate Professor,  
Donbas State Pedagogical University, Slovyansk, Ukraine
- 1.44. Valentyna Uspenska** – PhD of Pedagogical Sciences, Associate Professor,  
Municipal Institution Sumy Regional Institute of Postgraduate Pedagogical Education,  
Sumy, Ukraine
- 1.45. Nataliia Khlus** – PhD in Physical Education and Sports, Senior Lecturer,  
**Serhii Redko** – Asistant,  
**Petro Pustovoyt** – Asistant,  
Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine
- 1.46. Alexandr Kholodniy** – PhD of Pedagogical Sciences, Associate Professor,  
**Yuliia Muskharina** – PhD of Pedagogical Sciences, Associate Professor,  
**Iliia Muronenko** – Student,  
Donbas State Pedagogical University, Slovyansk, Ukraine
- 1.47. Dmytro Tsys** – PhD of Pedagogical Sciences, Senior Lecturer,  
**Nataliia Tsys** – Senior Lecturer,  
**Andrey Samus** – Senior Lecturer,  
Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine



- 1.48. Leonid Tsubov** – PhD in History, Associate Professor,  
**Oksana Kalinska** – PhD of Pedagogical Sciences, Senior Lecturer,  
 Educational-Scientific Institute of Entrepreneurship and Advanced Technologies of the  
 Lviv Polytechnic National University, Lviv, Ukraine
- 1.49. Tetiana Chyzyk** – PhD of Pedagogical Sciences, Associate Professor,  
 Pylyp Orlyk International Classical University, Mykolaiv, Ukraine
- 1.50. Larysa Shevchuk** – PhD of Pedagogical Sciences, Senior Research Fellow,  
 Institute of Pedagogy National Academy of Pedagogical Sciences of Ukraine, Kyiv,  
 Ukraine
- 1.51. Nataliia Shcherbatiuk** – Senior Lecturer,  
**Roman Postnyi** – Student,  
 Volodymyr Vynnychenko Central Ukrainian State Pedagogical University,  
 Kropyvnytskyi, Ukraine

## **Part 2. Modernization of the lifelong learning system in the context of Euro-integration processes**

- 2.1. Alona Natorina** – PhD in Economics,  
 SSI “Institute of Educational Analytics”, Kyiv, Ukraine
- 2.2. Olha Yuzyk** – PhD of Pedagogical Sciences, Associate Professor,  
 Rivne Regional Institute of Postgraduate Pedagogical Education, Rivne, Ukraine  
**Mariia Yuzyk** – PhD Student,  
 Kyiv National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine
- 2.3. Olena Horlova** – Doctor in Philosophy, Associate Professor,  
 Horlovka Institute of Foreign Languages State Higher Educational Institution “Donbas  
 State Pedagogical University”, Bakhmut, Ukraine
- 2.4. Hanna Yemelianenko** – Doctor in Philosophy, Associate Professor,  
 Donbas State Pedagogical University, Slovyansk, Ukraine
- 2.5. Liudmyla Veremiuk** – PhD of Pedagogical Sciences, Associate Professor,  
**Olha Svyrydiuk** – PhD of Pedagogical Sciences, Associate Professor,  
 PavloTychna Uman State Pedagogical University, Uman, Ukraine

## **Part 3. Legal aspects of information society development**

- 3.1. Iryna Vakulyk** – PhD in Philology, Associate Professor,  
 National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine
- 3.2. Galina Myhailyshyn** – Doctor in Philosophy, Professor,  
**Myroslava Dovha** – PhD Student,  
 Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine
- 3.3. Ihor Fedorov** – Senior Lecturer,  
 Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine

