THE WORLD SPACE OF HIGHER EDUCATION: TRENDS IN INTERNATIONALIZATION AND DEVELOPMENT

Edited by N. Demyanenko

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The collective monograph "The World Space of Higher Education: Trends in Internationalization and Development" presents five sections developed based on the results of the author's research. Scientific and theoretical principles of internationalization of national higher education systems are revealed; modern models of university education are characterized; the Ukrainian historical practices of university autonomy in the context of modern interpretation of the principle of autonomy in university management are analyzed; the unity of education and science as an important condition for the organization of professional and pedagogical training of future specialists is substantiated; Innovative didactic technologies adapted to the educational environment of the university are offered.
For scientific and pedagogical workers of higher education institutions, practical workers of the educational branch, scientists, students.

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INTRODUCTION

The structure and content of the collective monograph «The World Space of Higher Education: Trends in Internationalization and Development» is presented in five sections and developed by the following authors:

- Section I «*Scientific and theoretical foundations of internationalization of national systems of higher education*» (authors: Natalia Demyanenko, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv; Valentyna Benera, Doctor of Pedagogical Sciences, Professor, Vice-Rector for Research at Taras Shevchenko Kremenets Regional Humanitarian and Pedagogical Academy, Kremenets);

- Section II «*Modern models of university education*» (author − Svitlana Kolyadenko, Candidate of Pedagogical Sciences, Associate Professor, Head of the Department of Social Technologies of Zhytomyr State University named after Ivan Franko, Zhytomyr; Svitlana Sytniakivska, Doctor of Pedagogical Sciences, Associate Professor of Social Sciences Technologies, Ivan Franko Zhytomyr State University, Zhytomyr);

- Section III «*University Autonomy and Academic Freedoms*» (author − Natalia Demyanenko, Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv);

- Section IV «*The Unity of education and science in the activities of higher education*» (authors: Irina Kravchenko, Candidate of Pedagogical Sciences, Associate Professor of Pedagogy and Psychology of Higher School NPU named after M.P. Drahomanov, Kyiv; Valentyna Lomakovych, Candidate Pedagogical Sciences, Associate Professor of TNPU named after Volodymyr Hnatiuk, Ternopil, Mykola Syrotyuk, Candidate of Pedagogical Sciences, Associate Professor at Taras Shevchenko Kremenets Regional Humanitarian and Pedagogical Academy, Kremenets.

- Section V «*Innovative didactic technologies in the educational environment of university*» (authors: Victoriia Smikal, Candidate of Pedagogical Sciences, Associate Professor of Pedagogy and Psychology of the Higher School of NPU named after M. P. Drahomanov, Kyiv; Valentyna Borova, Candidate of Pedagogical Sciences. Sciences, Associate Professor of the International University of Economics and Humanities named after Academician Stepan Demyanchuk, Rivne; Nataliia Malinovska, Candidate of Pedagogical Sciences, Associate Professor of Rivne State University for the Humanities, Rivne).

Section I «*Scientific and theoretical principles of internationalization of national higher education systems*» includes two sections. Subsection 1.1. «*Internationalization of educational and scientific space of pedagogical university*» (author - N. Demyanenko, doctor of pedagogical sciences, professor)

contains analysis of basic directions of updating of activity of pedagogical university in the context of processes of internationalization of education. It is assumed that its socio-educational mission should be a generating role in the development of pedagogical consciousness of society, theoretical, scientific-methodical, personnel, innovation-consulting and monitoring support of quality of pedagogical education. Innovative functions include: development of theoretical and methodological foundations of quality education on the basis of basic and applied research in the field of educational sciences; ensuring the unity of universal, national and regional components of educational technologies; training of pedagogical staff on the basis of interaction with customers and focus on the required professional competencies of teachers for different profiles and levels of pedagogical activity; creation and continuous improvement of educational quality management models; development and translation through resource centers of samples and technologies of effective pedagogical activity; ensuring the continuity of the process of professional socialization and improvement of pedagogical, managerial, scientific-methodical and research personnel.

On the example of implementation of master's educational and professional programs 011 Educational, pedagogical sciences, in particular, «Higher school pedagogy. Tutoring» at the National Pedagogical University named after M. P. Drahomanov (Kyiv) proved that the design of an open innovative educational environment of the Pedagogical University involves a predominant focus on competency, activity and relative approaches; context of the educational process, its practical orientation; organization of quasi-professional activities; interdisciplinary integration; providing opportunities for self-development and self-realization of the student's personality. Hence the advantages of blended, asynchronous learning, giving weight to one of the leading educational technologies − tutoring, which involves student-centered educational process, subject-subject teacher-student relationship, academic support of individual educational trajectory of the student by the teacher. There is a reorientation to the openness of the educational process of the pedagogical university through increasing international cooperation and focusing on the development of joint degree programs, integrated participation in projects of world organizations and associations, educational and scientific exchanges, joint research on the single world space of pedagogical education.

In subsection 1.2. «*Conceptual foundations of the students' independent work theory and practice in the history of higher education in Ukraine*». Conceptual principles of theory and practice of independent work of students in the history of higher education in Ukraine» (author – V. Benera, Doctor of Pedagogical Sciences, Professor) presents an integrated author's concept of end-to-end organization of independent work of students, based on the unity of conceptual, design, diagnostic, value-motivational, organizational, semantic, technological, monitoring, system-forming structural components. It is a reflection

of the logic of a holistic educational process of training a specialist on the basis of independence in the professional orientation and student-centered nature of the educational process of a modern higher education institution. Based on this, the conceptual basis for the study of the theory and practice of independent work of high school students in the study period is the relationship of the principles of compensatory, praxeological, multilevel, dialogic, predictive, personal goal setting, self-organizing creativity of future professionals and more.

Based on the actualization of the revealed historical experience of the organization of independent work of students in the educational process of higher education institutions of the second half of the XIX − beginning of the XXI century, designed integrated (in the unity of traditional and innovative approaches) technology of end-to-end independent work of students in a modern institution of higher education, which provides for the implementation of tutoring, modular, personalized, team-individual, modern information technology training.

The basic theoretical provisions of the integrated author's concept of independent work of students in the unity of pedagogical innovation and historically tested experience with emphasis on subject-subject relations teacher-student (cooperation, co-creation), student-centered independent work and organizational-consultative role of the teacher.

The basic theoretical provisions of the author's integrated concept of independent work of students are relevant in the modern educational dimension of higher education. Among them: 1) personified retroids of theoretical substantiation of independent work (development of independent work of students within author's scientific schools, self-development of personality, freedom of choice of educational activity, ability to think and act independently, independent research, unity of educational and scientific process of higher school, self-realization and self-actualization personality, intrinsic motivation for self-development and self-improvement, anthropological approach and anthropocentrism, etc.); 2) basic theories of development of independent work of students in the educational process of modern higher education institution (theory of developmental learning; theory of gradual formation of mental actions; theory of problem, heuristic learning; theory of sign-context learning; concept of learning as a joint productive activity; concept of concentrated learning; position about cognitive-intellectual competence and personal cognitive style of activity, etc.); 3) didactic-technological approaches (problem-based learning technology, personality-oriented, credit-modular, module-rating, individual-cooperative learning technologies; dialogue technologies, technology of psychological-pedagogical interaction, etc.); 4) retro experience (forms, methods) of its implementation (comparative method, freedom of choice of forms of independent work, complex method, cooperation in seminars of advanced type, co-creation of students, method of mutual learning, etc.). The possibility of creative application of the integrated author's concept of independent work of students in the practice of professional training of future teachers is proved.

The authors of Section II «*Modern models of university education*» (S. Kolyadenko, Candidate of Pedagogical Sciences, Associate Professor; S. Sytniakivska, Doctor of Pedagogical Sciences, Associate Professor) noted that modern dynamic changes in socio-political, socio-economic, information-technological, socio-pedagogical and other areas increase the importance of training social workers to perform professional duties in the new environment, which, in turn, intensifies the search for new forms and methods, educational models and technologies for their training, actualizes their knowledge of a professional foreign language.

Accordingly, the structural and functional features of the model of professional training of students majoring in 231 «Social Work» of the second (master's) level of higher education, created and tested in the context of the general structural and logical scheme of training social workers by the Department of Social Technologies of Zhytomyr Ivan Franko State University. Its introduction into the educational process made it possible to increase the compliance of the results of social interaction to the needs of all target groups for which the social sphere works, because with its help students formed both linguistic communicative and professional competencies, increased personal motivation to learn, increased cognitive performance, the connection between the content of vocational training in a higher education institution and the needs of the modern labor market in bilingual specialists has been strengthened.

Section III «*University Autonomy and Academic Freedoms*» (author − N. Demyanenko, Doctor of Pedagogical Sciences, Professor) reveals Ukrainian historical practices of university autonomy as a condition for internationalization of higher education, as well as today's challenges in implementing the principle of autonomy in management university education.

The development of autonomy in the management of the university from the period of its formation in Central and Eastern Ukraine (1804) to the present is analyzed. The legislative assertion and transformation of university autonomy in general university statutes of 1804, 1835, 1863 and 1884 are revealed. The processes of revival of university autonomy of higher education during the national liberation struggle of the Ukrainian people (1917-1920) and its leveling during the Soviet transformational changes in Ukraine (1920-1990) are described.

It is noted that history and the present prove the dependence of the role of the university in socio-political life, primarily on the level of its autonomy and academic climate. Autonomy is necessary for the university to realize the interests of the social environment and its own internal goals. Modern Ukraine is in a situation of overcoming the consequences of centralized management of higher education and the development of areas of academic life that can ensure the liberalization of higher education. The Law of Ukraine «On Higher Education» (2014) enshrines the autonomy of the university − academic, organizational, financial. The university must acquire self-worth, the status of an institution that

provides services to many social institutions. Accordingly, it is necessary to coordinate the priorities of state policy in the field of education, the interests of society, the goals and objectives of the university. Under these conditions, he will be able to act as an equal partner in relations with the state, civil society, the labor market and the individual. Hence, it is important to define paradigmatic directions that define differentiation and generate a variety of university modeling. Autonomy remains the basis of university life, but needs to be redefined in the light of the university's integration with the economy, the labor market, the internationalization of educational processes and, in general, the nation's development program in a globalized world.

Section IV «*The unity of education and science in the activities of higher education*» combines two sections. Subsection 4.1. «*Higher school pedagogy − science, discipline, practice*» (author − I. Kravchenko, Candidate of Pedagogical Sciences, Associate Professor) is aimed at substantiating the unity of education and science in higher education as an important condition for improving the training of future professionals, where an important role belongs to the pedagogy of higher education.

The process of formation and development of higher school pedagogy as a science, academic discipline, practice is studied. It was found that the XIX − first half of the XIX century − this is the period when the preconditions are laid for the separation of higher school pedagogy as a science and academic discipline. The first works appear, devoted mainly to the problems of high school didactics. The principles of scientificity, unity of educational and scientific process of higher school are substantiated, the foundations of preparation of the future teacher are laid, requirements to his personality are put forward and the idea of university teacher as the lecturer-scientist is formed.

Particular attention is paid to the 60s of the twentieth century, because it was during this period that the term "higher school pedagogy" appeared, the scholars of that time recognized the fact of separation and formation of a new scientific field, began to teach the educational course " in this direction.

Since the 90s of the twentieth century. «Higher school pedagogy» is introduced as a compulsory subject in master's programs. Since 2004, training of future teachers in the specialty 8.000005 «Higher School Pedagogy» has been introduced in Ukraine. Since 2008, educational and methodological complexes of master's educational and professional programs of this specialty have been published.

In subsection 4.2. «*Integration approach in the implementation of European standards for educational and scientific training of masters*» (authors: V. Lomakovych, Candidate of Pedagogical Sciences, Associate Professor; M. Syrotyuk, Candidate of Pedagogical Sciences, Associate Professor) it is comprehensively considered in the structure activities of a modern institution of higher education as a system (educational, research activities of students, practical training, retraining and advanced training).

The experience of domestic higher education institutions confirms the opinion that the integration process consists in the implementation of European norms and standards in education. The master's degree acquires special value in realization of the most important directions of integration of scientific and educational work in professional and pedagogical preparation of future experts. The introduction of modern information technologies in the educational process of higher education, which integrate the scientific and educational achievements of the master of education, contribute to the professional self-development of the future specialist.

The use of computer technology in foreign language learning has significant advantages. The work of undergraduates with Internet resources is to use electronic dictionaries, new types of texts − E-mails, intensifies electronic discussions, electronic presentations in Power Point, causes access to podcasting and more.

Active use of synchronous (on-line conferences, Internet conferences and conversations) and asynchronous types of electronic communication (e-mail, forums, written discussions) contributes to the formation of readiness for successful self-realization in future professional activities.

A special place is given to the creation (based on scientific research) of methodological recommendations and technologies for the formation of the educational environment, adequate to the new tasks of international activities in the field of lifelong learning, aimed at strengthening scientific and pedagogical ties, ensuring mobility of students and teachers.

An integrative approach to the implementation of educational-scientific / educational-professional training of masters by means of modern information technologies is presented, taking into account the integrated nature of the competence of the future specialist, which will promote personal growth, professional competence, innovative behavior, maximum professional self-disclosure.

The content of the V-th section «Innovative didactic technologies in the educational environment of the university» is revealed in two paragraphs. In paragraph 5.1. «*Innovative educational technologies in the system of professional and pedagogical training of a higher school teacher*» (author − V. Smikal, Candidate of Pedagogical Sciences, Associate Professor) analyzes the problems of innovative educational technologies in the system of professional and pedagogical training of a higher school teacher. Categorical and practical aspects of individualization of education on the basis of introduction of technology of tutoring as one of progressive in the conditions of integration of higher school of Ukraine into the general European educational space are defined. The essence of the specified technology is described taking into account possible types of tutor support (distance education, individual educational trajectory).

The concept of blended learning and some aspects of its implementation in higher education, in particular in the study of undergraduates. Blended learning is defined as an educational technology that combines teacher-led learning with online learning and allows elements of student self-control of the path, time, place

and pace of learning, as well as the integration of learning experience with the teacher and online.

The expediency of introducing a contextual approach into the process of professional and pedagogical training of a future high school teacher is revealed. It is noted that the theoretical foundations of contextual learning are a form of implementation of a dynamic model of movement of students from the actual educational activities through quasi-professional and educational-professional to direct professional.

In paragraph 5.2. «*Introduction of interactive learning technologies in the educational process of higher education*» (authors: V. Borova, Candidate of Pedagogical Sciences, Associate Professor; N. Malinovska, Candidate of Pedagogical Sciences, Associate Professor) states that the inclusion of future professionals in the European educational interaction necessitates the use of modern interactive technologies for their preparation.

The need to move from subject-oriented to personality-oriented educational process based on the principles of student-centered approach and academic freedom and mobility of participants in the educational process becomes obvious, which requires a radical revision of approaches to the use of modern technologies in training for the New Ukrainian School.

This determines the prospects for higher pedagogical school of a number of active / interactive educational technologies, including a set of forms, methods, techniques, tools aimed at achieving the planned result. Interactive technologies in the educational process of higher education are organically connected, interdependent, form a holistic system, involve the introduction of innovative teaching methods − seminar-discussion, project method, modeling, student portfolio, brainstorming, multimedia presentation and more. Active, dialogical, research teaching methods are ways of independent development of the experience of reflective, organizational-communicative, project activities, and, consequently, the basis for the development of socio-professional competence of graduates.

The content of the activity of a modern institution of higher education should be the creation of an innovative educational environment for the formation of a culture of independent educational and scientific work of participants in the educational process in the context of internationalization of higher pedagogical education.

From the Editorial Board
N. Demyanenko, Dr. of Pedagogical Sciences, Professor
V. Benera, Dr. of Pedagogical Sciences, Professor

Section I. SCIENTIFIC AND THEORETICAL FOUNDATIONS OF INTERNATIONALIZATION OF NATIONAL SYSTEMS OF HIGHER EDUCATION

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1.1. INTERNATIONALIZATION OF THE EDUCATIONAL AND SCIENTIFIC SPACE AT PEDAGOGICAL UNIVERSITY

Teacher training in the modern rapidly changing society requires serious changes in the system of pedagogical education. First of all, this includes a new status of pedagogical university. Its social and educational mission should be a generating role in the development of pedagogical awareness of society [2, p. 362-367], theoretical, scientific, staffing, innovative, consulting and monitoring providing the system of quality education. Pedagogical university should act as a generator of ideas and educational activities, an initiator and agent fot innovative processes in the educational space. This goal can be achieved only through the change of structure of educational activities and expansion of functions of higher education institutions as an educational and scientific complex in the innovative social and economic space. Innovative functions should primarily include: developing theoretical foundations of quality education based on basic research in educational sciences; ensuring the unity of universal, national and regional components of educational technologies; training pedagogical staff on the basis of interaction with customers and focus on the required professional competencies of teachers for different profiles and levels of pedagogical activity; creation and improving the models of education quality management with the system-forming function of pedagogical university; developing and translating samples and technologies of effective pedagogical activity with orientation on multilevel education through resource centers; ensuring the continuity of the process of professional socialization and improvement of pedagogical, managerial, scientific and research staff. The most effective result here could be provided by basic teacher training centers. The idea is not limited to renaming the most prestigious and highly rated pedagogical universities. The difference should be in the radical increase of the research component in their activity. The emphasis in the individual planning of teacher's work should be shifted to current scientific and pedagogical research. These centers should receive the status of research universities. In addition to the mass involvement of teaching staff in research activities, basic centers-complexes are to expand the range of educational, consulting, andragogy,

herogogy services, to implement the idea of "lifelong learning". Among such basic centers is National Pedagogical Drahomanov University (Kyiv, Ukraine) which includes numerous research laboratories, experimental, consulting departments, institutes of postgraduate and distance education.

Thus, pedagogical university should influence the quality of education through multi-channel mechanism for the development of innovative educational ideas, theories and technologies and training specialists who would act as carriers of these technologies and would have competence to implement them in educational practice. Fundamental teacher training should go hand-in-hand with restructuring of the educational and scientific process at pedagogical university. The interaction of faculty staff and students will contribute to the creation of a single space to form the necessary knowledge, to develop professional and pedagogical competencies in future teacher.

Competence approach in teacher training involves the subjectivity of teacher-student relationships, credit based modular learning, block-modular structure of teaching materials, their tooling with diagnostic materials, introduction of research technologies, priority of master's programme in multilevel training with asynchrony of educational process and development of academic mobility of students. The signs of pedagogical competence include: acceptance of pedagogical activity as a sphere of future self-fulfilment and an area where future specialist is confident in his own abilities and skills; knowledge of indicative fundamentals of teaching including the image of its result and process of its achievement; a set of first-hand proven and tested methods of solving tasks that are part of the structure of pedagogical competence (analytical, design, organizational, communicative, informational, self-organizing, etc.); experience in performing this activity in problematic conditions (incomplete knowledge, lack of time and methodological tools, lack of causal links and characteristics of the pedagogical situation, inadequacy of well-known solutions); reflection and self-control of personal actions based on the use of their own unique patterns and criteria of effectiveness [8, p. 322-332].

The formation of pedagogical competence requires a special educational process which includes not only the solution of tasks, but also the setting of new ones; focusing on the way of thinking (gaining knowledge); understanding knowledge as a variable model with limited application; self-preparation for unpredictable situations, for changing roles, self-development. In other words, competence is an experience gained with the support of master. If theoretical knowledge is the same for all students, then the competence is unique because every specialist has his style [20, p. 35]. Accordingly, the competency approach in education should be based on modern information technologies, designing new educational content, developing innovative technologies for improving professional competencies, measuring the quality of education in the innovative conditions and changing teacher's traditional role to tutoring. Thus, pedagogical

process will require a special organization which will strengthen practical, interdisciplinary and applied aspects. This is achieved not by introducing new subjects or increasing in number of theoretical courses, but by content reorienting: from "declarative" knowledge (to know "what") to procedural (to know "what for and why"). Teaching also includes problem situations, tasks, methods and technologies that match the field of future pedagogical activity of students. The requirements for learning technologies should be in line with targets and educational content. In particular, strengthening search or problem-research orientation in teaching, intensification of independent work of students, their involvement in socially significant activities are based on the self-government principle. Education is re-oriented to self-learning, self-determination, self-actualization and development of individuality. Students' self-learning aims at putting students to the situations that simulate professional problems. They are purposefully involved in socially significant activities to gain organizational, managerial, communicative experience. While the qualification approach is aimed at forming in graduate a system of knowledge, skills and abilities that provide typical professional activities in the stable conditions, the competence approach develops the readiness to more effectively solve professional, social, personal problems and manage flexible, interdisciplinary projects in the rapidly changing circumstances and in the crisis situation. Accordingly, the main areas of the competency approach include: focus on the humanization of teaching that provides a personal and developmental character of training, effective self-realization and self-development of student (graduate); interdisciplinarity and integrativeness that provides for the meaningful integration of courses in social, humanitarian, natural sciences, general and special blocks of professional training, their connection with future social professional activities; content and technological continuity of teaching and education of students that ensure the unity and consistency of pedagogical requirements and tools aimed at developing a productive style of thinking and activity, personal qualities that determine the nature of competencies; diagnostics that includes a gradual evaluation of the level of competencies by means of certain diagnostic and criteria apparatus. The above mentioned allows to motivate the following functions of the competency approach in higher pedagogical education: operational aimed at identifing the system of knowledge and skills, type of student's (graduate's) preparedeness to solve tasks effectively; activity-technological aimed at constructing the content of activity-type teaching close to the sphere of the future pedagogical profession; development and implementation of problem-searching tasks which meet professional technologies in teaching [8, p. 330-332]; educational aimed at strengthening the educational component in teaching, formation of organizational and managerial experience and culture of personal and professional communication in students.

Thus, today there is a need for a contextual-professional model of competence development in graduate of higher pedagogical school that includes a

set of appropriate conditions, tools, methods and learning technologies. The model focuses on the organization of quasi-professional activities, interdisciplinary interaction, providing opportunities for self-development and self-realization of students, creating additional organizational and pedagogical conditions aimed at strengthening students' motivation to study (credit-rating system, elective courses, project method, etc.).

It should be noted that contextual learning includes a dynamic movement of graduate student from educational activity (emphasis in lectures and seminars-discussions on the social context of professional activity) through quasi-professional (various simulations of professional activity) to real professional activity [19, p. 17]. Quasi-professional activity is based on the method of contextual modeling that includes three main contexts: subject, social and psychological, where subject one is aimed at developing skills and experience of the future profession in accordance with the purpose of training and qualifications of specialist; social one is aimed at the interaction of participants in the educational process in accordance with the recognized standards of social, ethical and professional relationhips; psychological one is aimed at involving students in the profession as part of culture through restructuring, development and mastery of values of the future profession. Quasi-professional activity takes place in real conditions and ensures the unity of the above mentioned contexts [3, p. 114].

Reproduction of subject and social contexts of professional activity provides system and interdisciplinary knowledge; allows to present training in dynamics; makes the scenario action plan of experts according to the production technology; introduces into job functions and responsibilities; provides role "tooling" of actions; takes into account the job and personal interests of future teachers; sets the spatio-temporal context "past - present - future" [5, p. 35-36].

The above context forms can be reflected in the following options:

1) spatio-temporal − in gradual mastering skills − from basic ability to manage attention and perception to holistic technology, as well as active use of spatial organization of students when different spatial localization (individual, pair, microgroup, group work) provides the maximum efficiency of educational activity;

2) systematic and interdisciplinary knowledge − in involving related disciplines to solve educational tasks, problem situations, etc.;

3) professional actions and roles − in simulating of student activities in the form of business games and other forms of contextual learning that provide a link between educational and future professional activities by reproducing situations as close as possible to the future profession;

4) personal and professional interests − in putting student in the position of professional that actualizes his own activities to master future professional functions, as well as the need to correlate the tasks with their own needs, values and interests, ideas about his future profession [15, p. 95].

Quasi-professional activity should be implemented through a set of methods and techniques of context-oriented education. Preference is usually given to blended learning that combines relevant to modern society didactic tools with forms and methods. In foreign educational practices, this term is used to define an educational program that includes several methods of presenting material, as well as description of teaching where various methods such as e-learning programs, elements of private tuition, individual educational programs with independent establishing and regulating the optimal speed and intensity of learning are used. The main purpose of blended learning is to provide educational tools, to replay situations where students can gain a diverse experience that taken together allows to find the best learning style good for all participants. The variety of learning elements guarantees significant motivation among participants. Blended learning has following models:

1) knowledge-oriented that combines interaction with consultant via e-mail, discussions in forums, direct consultative meetings with self-study, for example, web courses;

2) collaborative that combines traditional classroom learning with online learning activities that require from undergraduates to apply new behaviors in the environment (through forums, webinars, group projects, online discussions using chat modules);

3) competence-oriented that combines online tools with "live" tutoring because gaining competencies is moving faster in the conditions of observation and cooperation with experts in the process of direct work [3, p. 113].

The integration of these models allows to develop educational programs combining the benefits of full-time and distance learning and to transform educational activities into professional ones. As a result, the activity component of learning reflects the model of professional activity. In these conditions, student's position seems to be dual: on the one hand, it is a typical educational activity, on the other, the purpose, content, forms, process and requirements for the results are close to specialists's position. The contextual educational environment should also develop students' mental activity. The close model of this can be reflexive learning paradigm where education is seen as a research [16, p. 17].

Generally, quasi-professional activity focuses future teachers on goal-setting, analysis and assessment of problem situations, self-assessment in professional activities, building models of interaction, understanding the diversity of pedagogical options, problematizing the educational process and finding optimal solutions to succeed in professional activities.

The practical implementation of the above theoretical provisions should provide a meaningful transformation of the existing learning at pedagogical university in fundamentally different − contextual learning [6, p. 18], characterized by the integration of learning, cognition, communication and practice, creating conditions for the development of creative individuality in all participants of the educational process.

Accordingly, we can talk about generalized image of graduate of pedagogical university where purpose, content and learning outcomes are perceived as a whole, taking into account changes in professional activities and focusing on the development of a broad social professional competence. The latter includes not only the qualifications determined by the system of knowledge and skills acquired but also basic personal qualities as well as universal skills and abilities that have a wider application.

The basis for the development of professionalism in graduate of pedagogical university is his professional and pedagogical training that help form his psychological and pedagogical competence. Acquired social and personal competencies ensure the effectiveness of professional tasks and are based on the following relevant areas for higher pedagogical education:

1) updating the content of psychological and pedagogical courses, reorganization of pedagogical practice with regards to modern requirements for future professional activities of students (contextual learning) and structure of their competencies;

2) active development of the content of pedagogical education through active (interactive) forms and methods of teaching, problem-based, project-research methods, credit based modular learning on the basis of complex methodical and information support of the educational process;

3) expanding the scope of managed independent work of students, provided with appropriate methodological and informational support [9, p. 81-86];

4) monitoring the process of pedagogical training of students.

In these conditions, the main requirement for organization of professional and pedagogical training is its implementation through the content and technological integration of humanitarian, general, subject components and extracurricular socially significant activities of students. In this case, analysis and reflection of phenomena, processes, values in the process of learning are considered as means of their self-determination and self-improvement. Active, dialogical, research methods are the ways to learn the experience of reflective, organizational and communicative, project activities, and therefore they are the basis for development of professional competence of graduates at pedagogical universities.

The master's degree is of great importance in realization of professional and pedagogical preparation of future teacher. Master's program makes European higher education more attractive, transparent and competitive in the world, allows Europe as a whole and each country to develop and implement its own import and export strategies in the struggle for intelligence, image and resources. Master's degree as a level is quite open to all who are able to master it gently, it naturally regulates the access and enrollment of students (the function of rational selectivity). It is becoming increasingly important as it precedes postgraduate education − doctoral studies, especially relating to the task to develop European doctoral program (the function of providing pre-doctoral level). At the master's

stage, the unity of academic and market characteristics of higher education, its commitment to classical values and openness to dynamic change (the function of the unity of continuity and development) is achieved to the maximum extent. Master's level allows to reproduct highly intelligent research staff and the elite of professionals with a high interdisciplinary culture (restorative function).

This determines the development of diversification in master's degree training, its growth into a mega-trend because master's degree reveales all the essential characteristics of higher education in the unity of education, research and employment. According to employers, the most popular qualities of specialists are those that are fixed at the master's level of training: professional mobility and independence; willingness and ability to make quick and unusual decisions; ability to react quickly to unexpected situations; ability to quickly adapt to new social and economic conditions; high level of concentration, distribution and stability of attention; readiness to change plans, ways of solving problems under the influence of external factors; communicativeness and professional responsibility; ability to accept and implement new in practice. Therefore, there is a need to find new approaches to training competitive staff at the master's level. Undoubtedly, an important factor that positively affects the motivation of professional activity and formation of the necessary competencies is an active involvement of future professionals in scientific and practical activities [12, p. 377-383]. This requires designing of practice-oriented didactic process that focuses on humanitarian technologies.

Humanitarian technologies include universal models (ways) of implementing positive interpersonal relationships that ensure the preservation and strengthening of personal integrity. The leading way of interaction is an attitude to another person as a value. Therefore, the subject of interaction in educational space of pedagogical university are agents of learning process: their relations, personal capabilities and development capacities. Joint activities help create new knowledge through more active contribution of subjective professional experience to the educational process. Education content, in accordance with the activity type of professional community (pedagogical group, creative microgroup, co-counseling, mutual learning), allows to stimulate self-educational work in this direction and accelerate the process of becoming a specialist. Such type of relations is defined in pedagogical science and practice as "subject-subject" [4, p. 50-77] and it provides the replacement of the "teacher-student" model with the "colleague-colleague" model. In these conditions, the concepts of personality-oriented, personal-social education and upbringing become of paramount importance that motivate new forms of educational process, increase interest in pedagogical technology. It is to be noted that pedagogical technology does not contradict but meets humanistic and anthropological approaches as methodological guidelines in modern education. This is the learning type that allows through the integration of epistemological knowledge and empirical experience to solve the problems of humanization in education. Thus, pedagogical technology is characterized by a set of theoretical

and empirical principles. Theoretical foundations of technology are a general scheme that cannot be implemented in its pure form. It should be adapted to the specific educational process. As a result, teacher creates his own interpretation of the theoretical construct. Based on the ideal model, teachers develop different options. Accordingly, here are two layers of technology: designing (invariant, ideal, well-structured, extrapersonal component) and implementing (variable, situational, personal component). Thus, pedagogical technology in designing can be mass and universal and in implementing it is author's. Designing and implementing are interdependent and complementary. Among the general requirements for pedagogical technology are conceptuality (the presence of scientific and pedagogical justification that includes general scheme and its preliminary interpretation by teacher, taking into account the conditions of the real educational process represented by diverse pedagogical situations); anthropocentrism (ensuring the continuous development and self-development of student's personality); situationality (preservation of author's space, creativity of each teacher and student that allows to transform an ideal scheme into a living pedagogical situation); contextuality (integration into real didactic process, focus on future professional activity) [21, p. 19-21, 25-26,]; implementation of relational approach (subject-subjective interaction "teacher-student").

This determines the value of tutoring which is the most widely used in the world practice of teacher training. Tutoring involves the academic support of individual educational trajectory of student by teacher who has more knowledge and experience in classroom-based, distance, pair, individual or group work.

The systematic scientific analysis showed:

1) modern processes of higher school development in Ukraine (small number of entrants and student academic groups; difficulties, given the professional employment, in regular attendance of academic classes by students; and, at the same time, the objective need for renewal professional knowledge, additional training, retraining, etc.);

2) available scientific and theoretical generalizations and publications on problems of tutoring pedagogy provide an opportunity to conclude about the need to introduce the profession of "tutor" in education, in particular, in higher education, and thus its professional and pedagogical training.

Today, this profession is relevant in many Western European countries (except the United Kingdom, Italy, Germany, Poland, France). It is also officially introduced into National Occupational Classifications in the post-Soviet space. In Ukraine, the social and personal order for tutoring is growing. Firstly, this need is explained by development of civil society and fundamentally new position of personality in it. The society supports a modernization of the education system within the framework of European agreements because there is a desire for educational and professional mobility. The idea of lifelong learning that includes continuing human education strengthens its positions. Consequently, the value of

thoughtful development of personal education, including general and professional, is recognized. Secondly, there is a standing order for implementation of educational requests from those who study. The need for self-actualization, self-education and self-realization is significantly increasing in modern man. The search for a new path in profession, the acquisition of own activity style, the need to develop and implement a personal educational, professional, life program, and thus to advance an individual educational trajectory accompanied by professional teacher are relevant as well. In higher education, there is universal tutoring which provides a pedagogical interaction of tutor with students, remote online and offline tutoring through information technologies and others. Traditional structure of tutoring has three different functions. Director of studies is responsible for the education of students as a whole, moral tutor − for their morality, tutor oversees the education of individual student during a term or academic year.

Tutoring came from the Oxbridge and Cambridge education models with the difference that in Oxford all these functions are performed by the same person, and in Cambridge tutor conducts practical classes and is called a supervisor. His responsibilities include monitoring the success of students, their attitude to learning, the formation of skills of independent work. The feasibility of implementing tutoring in the domestic system of pedagogical training is explained by significant predominance in the curricula and programs time for independent work that transform the process of education into self-education [10, p. 15-18]. In this case, tutor is not just a teacher, it is student's personal supervisor, lecturer, mentor, partner, coach, colleague, educator in one person which promotes the development of logical thinking, learning material, takes over educational functions. In remote learning, tutor performs pedagogical, social, managerial, technical functions and acts as a coach, leader, moderator. The main forms of implementation of remote tutoring activities include audiovisual and contact tutorials. Promising for pedagogical education is an introduction of tutoring (in full-time, distance and blended learning). This could be, for example, a remote learning website. It will allow to implement didactic innovations, to create conditions for practical work in continuous pedagogical education of new educational technologies and to provide an organization of asynchronous and even autonomous training of students.

National Pedagogical Drahomanov University trains future teacher-tutor on the basis of the so-called inconsistent pedagogical master's degree. The condition for admission to the master's program is a bachelor's degree in any, including non-pedagogical, qualifications. Undergraduates acquire a new professional and pedagogical role, they develop and implement tutoring technologies in practice of educational institutions. In accordance with the educational-professional master's program, the following courses: "Tutoring and tutoring technology", "Organization of independent work of students and advisory activities of tutor", "Grant policy, international projects and higher education development programs", "Scientific

school and personalized experience in the global educational dimension" [17, p. 160-215] and others are taught. The educational-professional program is methodologically based on the personality-social, personality-oriented, system-activity, synergetic and competence approaches in education. It is assumed (according to the qualification characteristics) that future master tutor should be based on the pedagogy of individualization, didactics, age pedagogy and psychology, developmental psychology, pedagogy of professional and additional education (according to tutor's profile). Tutor should have skills in organizing educational space on the basis of openness and variability, competencies in designing and creating subject-developmental educational space, processing and systematization of information, forms and methods of communication, including inter-organizational and network. Expanding of person's knowledge and understanding should be based on his motives, interests, goals, educational needs, types of learning difficulties, features of cognitive (educational) activity and motivation of tutors of different categories (age, gender, etc.). Future tutor should be able to organize, to implement and develop pedagogically appropriate moral and aesthetic partnership (subject-subjective) relationships "teacher-student" introducing on this basis active and interactive forms of educational activities, open technology education, resource schemes of general tutoring, software products for group and individual planning and activities, laying educational routes in the process of formation and implementation of individual educational trajectory and program. Methods of reflection, examination, monitoring of educational results and achievements, self-organization and self-growth of personality are very important in this process.

Based on tutor's activities and professional and pedagogical training, the Department of pedagogy and psychology of the higher school at National Pedagogical Drahomanov University conducts trainings, job (research, scientific and pedagogical) trainings. Master's training needs the use of innovative technology of quasi-professional (situational) modeling, individual context-oriented programs. Future tutor develops the ability to plan joint activities with tutor, taking into account his position; to jointly develop an individual educational trajectory of tutor and individual tutoring program; to build and maintain a trusting relationship with tutor and his environment; to create conditions for joint cognitive activity, communication and reflection; to use various techniques and methods to meet an educational request; to correlate tutor's actions with the contexts of cultural, scientific, educational, professional space, etc.; to methodically competently organize individual and group tutorials; to search and analyze socio-pedagogical, socio-economic, cultural and other information; to analyze educational and professional standards, to record tutor's requirements for educational competencies; to produce maps of needs, goals, requests, interests, aspirations of personality; to use technologies of communication and group work in accordance with the value-target guidelines, age and individual characteristics of

tutors, content and situational conditions of routing and implementation of individual educational program.

In the modern context, tutor is able to ensure the effectiveness of all educational levels in terms of their continuity. He can provide pedagogical support for personal development in formal (pre-school, complete general secondary (primary, basic, profile), out-of-school, professional (vocational), professional higher and higher education), as well as in non-formal and informal lifelong learning. Tutor provides individualization of educational activities aimed at personal and professional self-determination and self-growth. Tutor also provides designing, organizing an educational space inside and outside an institution, making an individual educational request, forming an individual educational trajectory, development, methodological support and implementation of individual educational program in the form of institutional (full-time, part-time, network, blended); individual (external, family (home), pedagogical patronage, on-the-job and dual education, analysis and reflection on the results of individual educational programs. Tutor can also work as a tutor-consultant (individual, group), tutor-moderator, tutor-coach (coach), tutor-facilitator, tutor-mediator, etc. Therefore, tutor should receive a full higher pedagogical education (master's degree) or a full higher education in the relevant professional field with in-depth psychological and pedagogical training. It is possible to receive an education as main or the second specialty or additional specialization within master's educational-professional program 011 Educational, pedagogical sciences (Pedagogy of the higher school). The necessary competencies are expected to be developed in non-formal education and improved in practical pedagogical activities.

Thus, the problems of global mobility, the needs of society and labor market in training professionals with innovative thinking, proactive, responsible position and aimed at continuous personal and professional self-development and self-growth, require implementing personality-oriented educational technologies, individual educational programs and, consequently, providing professional support for their implementation. Today, more and more educational institutions in Ukraine declare the need and readiness to enroll tutors, professionally trained for individual support in education, in their staff. This need is projected to grow from year to year. All this requires introducing of the position of "teacher-tutor" in the National Occupational Classification of Ukraine and potential of special professional and pedagogical training of tutor who can provide pedagogical support to person in his professional and personal self-determination and self-growth [14, p. 59-66].

In general, the key structural components of the contextual-professional model of teacher training include: purpose (formation of competencies, practical orientation of the educational process), values (pragmatism, communication with employers), principles (independence in learning; formation of learning content through problems of cognitive, professional, communicative, organizational, ethical, holistic inclusion of students in educational and cognitive activities, development of

openness and freedom of choice in students, formation of reflective position towards themselves as a subject of activity), content selection (interdisciplinarity, context), organization of the educational process (credit-modular), workability, assessment system (rating), teacher's role (as tutor, consultant, moderator, facilitator), teacher-student relationships (subject-subjective), training specifics, practice-oriented, quasi-professional), key terms (knowledge, skills, experience, competence, competencies, expert knowledge). Thus, all this helps form a new educational space based on the principles of open learning: reliance on information technology; rethinking of the modern content of education; development of innovative educational technologies to form and develop professional competencies; measuring the quality of education; changes in the traditional role of teacher in translating knowledge and his mastering a new role of tutor.

We noted that the development of educational space at pedagogical university should be carried out through research. Since the result of education is determined by the formation of competencies, future teacher to "be in demand" should become competent in developing new knowledge. Such point of view allows to consider education through research not as a necessity but as an active preparation of students for life in the modern society. Thus, in the near future, the higher pedagogical school should approve the study as an effective means of solving problems in organization and content of the educational process. The pedagogical aspect of the issue is that the starting point for education through research should be the use of the latter as teaching methods. This raises the question of effective pedagogical operationalisation of scientific research.

Thus, competitive specialist to some extent needs research training in order to further reproduce new knowledge, to spread scientific achievements to test them and to implement in educational practice, to apply a scientific approach to the support of innovation processes. In this situation, gaining new scientific or technical ready knowledge becomes ineffective for students because an emphasis is shifted to mastering the methods of obtaining information. That is, the formation of research culture is a necessary characteristic of modern specialist in education. At the same time, research culture is understood as a system of standards of research activities aimed at value rethinking of space, pedagogical theory and practice; of humane ways to solve problematic educational situations; of personal achievements that contribute to joining the community of research teachers. Programming, designing and management of scientific research allow teaching staff to constantly update the content of educational courses.

Educational-scientific, social-pedagogical associations in certain areas (for example, spiritual and moral education of children and youth, profiling of education, juvenile pedagogy and youth policy, etc.) are also promising for ensuring the integrity of the educational and scientific process in pedagogical university. Their activities would help to solve research, educational, methodological and organizational tasks at integrative level, to work effectively

within the framework of cooperation agreements with other relevant educational institutions and research institutions. The basis of such problem-thematic associations are scientific schools of pedagogical universities [7, p. 176-178] that focus on basic and applied research.

Scientific school has always been considered a sign of quality and an important component of educational and scientific space, a guarantee of advanced development of scientific research, a center of involvement of talented youth in scientific research, a guarantor of high results of innovative research, ensuring their competitiveness.

The specifics of the formation and development of scientific schools led to their perception as a special phenomenon, motivated repeated attempts to identify this phenomenon by famous scientists. Bringing together scientific approaches (J. Aggasi, S. Vavilov, V. Gasilov, F. Gernek, G. Dobrov, D. Zerbino, P. Kapitsa, B. Kedrov, T. Kuhn, K. Lange L. Landau, P. Lebedev) allow to interpret the definition of "scientific school" as an informal creative team of researchers of different generations, united by a common program and research style and led by a recognized leader. In general, scientific school is a historically determined social system, which is a factor of continuity and at the same time stability in the development of theoretically and practically significant scientific issues, it has a single goal, a set of principles, traditions in scientific activities and is based on the objective interaction between leader and school members, as well as school participants with each other. The viability of scientific school and the possibilities of its development are provided by a combination of traditions and innovation, when, on the one hand, traditions record and share experience and patterns of scientific activity, and, on the other hand, they become the basis for new, innovative and serve as a developer of science. We share the view that scientific school in any field of knowledge is always a pedagogical phenomenon [1, p. 26-36], because it is based on scientific and educational interaction and includes perception and learning, emergence and testing of new knowledge, ideas, theories, as well as their implementation in practice. It is no coincidence that historians of science raise the issue of the pedagogical purpose in scientific schools that is considered at three hierarchical levels: subsystems of science; pedagogical system; school members or participants in educational and scientific process.

The scientific school is characterized by such features as long-term scientific productivity; wide problem-thematic, geographical, chronological ranges of functioning; preservation of traditions and values at all stages of formation and development, ensuring continuity in the areas of scientific research and style of scientific work; encouragement of creativity, innovation and openness to scientific discussions; bringing together recognized scientists with their gifted disciples − followers of leader that are capable of independent search; communication links teacher − student, student − student; an active role in teaching; official recognition by scientific community of the importance of scientific research of the school, etc.

Thus, scientific school is a form of self-sufficient creative union. This is a community of scientists that is evidenced not only by formal features of scientific leadership of the topic, but rather the opposite, production of new ideas and topics for development. Usually, scientific school focuses on new ideas, initiative, independent search that become a unifying motive for scientific community. Scientific school in higher education institution, as a rule, has the following closely related functions: management of dissertation research project; training of scientific and pedagogical staff; development and implementation of collective and individual scientific topics, projects, programs; introduction of personality-oriented educational technologies with an emphasis on the research component, etc.

Among the specific characteristics of scientific school there are: scientific and educational nature; multilevel nature of members; subject-subjective relations of co-creation; temporal infinity of scientific and educational process; constant (variable) experimental base; providing training for higher school teachers; development of pedagogical science and practice; scientific and organizational unity of school members.

Forms of communication organization and interaction include various seminars and colloquia, most of which are informal. According to their orientation they can focus on generalization and discussion of research activities of school as a whole; theoretical reflection of a part of the trip; discussion of the problem in order to involve young people in scientific work, etc. At the same time, various seminars can be combined depending on their purpose. They usually perform a dual function. On the one hand, they allow to ensure the interconnection and coherence of research, to monitor and generalize the results, i.e. to manage research within school, and, on the other hand, to teach seminar participants [11, p. 12-13].

The results of scientific schools should be reflected in the development of innovative pedagogical technologies, educational programs, projects, methodological systems. It is no coincidence that scientific and pedagogical school systematically combines: the development of educational and methodological complexes recognized at the regional and state levels; the use of original teaching methods with the use of modern means of communication; active involvement of students in research activities; conducting scientific and methodological activities that scale up educational innovations around the world.

The National Strategy for the Development of Education in Ukraine includes deepening of international cooperation in the sphere of education aimed at intensifying the integration of the national education system into the international educational space [18, p. 28]. This includes expanding the participation of Ukrainian higher pedagogical institutions in projects and programs of international organizations and communities (Tempus, Erasmus Mundus, Jean Monnet, Pestalozzi, etc.). Fundamentalization of scientific research, application of innovative educational technologies, development of the database of domestic pedagogical universities will become a guarantor of their participation in

realization of these programs. Moreover, internationalization of the higher pedagogical education aims at developing and implementing joint degree models after the completion of educational programs that will meet the same characteristics [13, p. 23-27]. In this regard, it is important to establish fundraising centers at pedagogical universities responsible for finding the resources necessary for effective international educational and research activities.

Thus, the design of innovative educational space at pedagogical university provides a predominant focus on competency, activity and relational approaches; context of the educational process, its practical orientation (taking into account the trends of diversification); organization of quasi-professional activities; interdisciplinary integration; providing opportunities for student's self-growth and self-realization through organization of independent work and its highest manifestation − research. Hence, preference should be given to blended and asynchronous (nonlinear) learning. Tutoring which involves student-centered educational process, subject-subjective relationships between teacher and student, academic support of the individual educational trajectory of student by teacher should become one of the leading educational technologies. An openness of the educational process at pedagogical university should be implemented in increasing international cooperation through fundraising, coordination structures and aimed at developing joint degree programs, integrated participation in world organizations' and associations' projects, educational and scientific exchanges, joint researches on the development of single space of pedagogical education.

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1.2. CONCEPTUAL FOUNDATIONS OF THE STUDENTS' INDEPENDENT WORK THEORY AND PRACTICE IN THE HISTORY OF HIGHER EDUCATION IN UKRAINE

The development of students' independent work theory and practice in the educational process of Ukrainian higher institutions in the second half of the 19th century − the beginning of the 21st century is represented as a combination of factors involved in research and data based on the interrelation between scholarly approaches to the analysis of the problem within the stated chronological scope.

Sharing scholarly approaches of researchers, we shall consider the development of students' independent work theory and practice from the following paradigmatic directions in the evolution of Ukrainian higher education in the second half of the 19th century − the beginning of the 21st century: academic, professionally-oriented, professional and technological, and humanitarian. Each of the mentioned paradigms has a different aim, content, key guidelines, theoretical views on the personality, and specific types and features of performing independent work in the educational environment of higher institutions.

The chronological order of scholarly research has been applied in the following directions:

- students' independent work during theoretical preparation;
- students' independent work during practice;
- students' independent work in the scholarly sphere (competitions of scholarly and scientific works, faculties' tasks the successful completion of which allows earning a medal, master's, course, and diploma works);
- students' independent work in preparation and self-preparation of scholarly human resources;
- students' independent work in the activity of scientific circles, societies, congresses, and exhibitions;
- students' independent work in universities' scholarly institutions (science rooms, science labs, clinics, archives, museums, meteorological observatories, etc.) [5, p. 32-33].

The chosen ways to upgrade higher education in the country are in line with European approaches, the main principles of which are as follows:

1) training of a highly qualified specialist is carried out as a thorough, consistent holistic system: student -› student -› specialist (bachelor) -› professional (master);

2) the implementation of modern education standards in their semantic and organizational expression is carried out on a basic principle − independence and creative activity of learners and those who teach [16, p. 22].

The opening principle in the present research is the utilization of a paradigmatic approach, which is related to defining the theoretical and methodological basis of pedagogy is various periods of its development. The core principles employed in the study are those made by T. Kun (The structure of scholarly revolutions, 1962), who views the paradigmatic approach as a sequence of fundamental achievements in a concrete branch of the study that settle generally acknowledged patterns, examples of scholarly knowledge, problems, and methods of their research, recognized by the scholarly community as the core of its further activity within a certain time. In historical-pedagogical research, the paradigmatic approach has been substantiated by M. Boguslavskyi and G. Kornetov (The history of native pedagogy (the first third of the 20th century, 2005). When analyzing the suggested argumentation, O. Sukhomlynska notes that a paradigm is one of the major notions of modern philosophy, and it means a combination of beliefs, values, and technical means accepted by the scholarly community (a certain scholarly tradition), whereas the paradigmatic approach in the history of pedagogy is the genesis of theoretical principles, which enables scholars and practitioners to establish, formulate, and describe integral models of education [17, p. 22]. N. Demyanenko views "the pedagogical paradigm as a combination of theoretical and methodological approaches, which define the system of education embodied in scholarship and practice at a specific stage in history" [9, p. 27].

According to researchers, the pedagogical paradigm of the tradition is genetically the oldest one. It accounts for the model of education, which is organically interwoven in people's traditional lifestyle and is based on examples of upbringing and teaching which, in their turn, constitute the tradition as the most stable and stabilizing element of the social research mechanism. In view of the aforementioned, we take into consideration theses of scholars (M. Boguslavskyi, N. Demyanenko, G. Kornetov, A. Kopyl, S. Sukhomlynska) who argue that «a deeper understanding of current educational processes, contemporary search for a pedagogical idea, and prediction of the historical-pedagogical process' evolution requires the dialectic view on both epochs since their simultaneous development promotes the preservation of continuity in ideals and values of education and the overcoming of negative tendencies in the educational politics» [10, p. 101].

Theoretical and methodological principles of theory and practice of independent work of students include three interrelated concepts: methodological, theoretical and technological (see Fig. 1.).

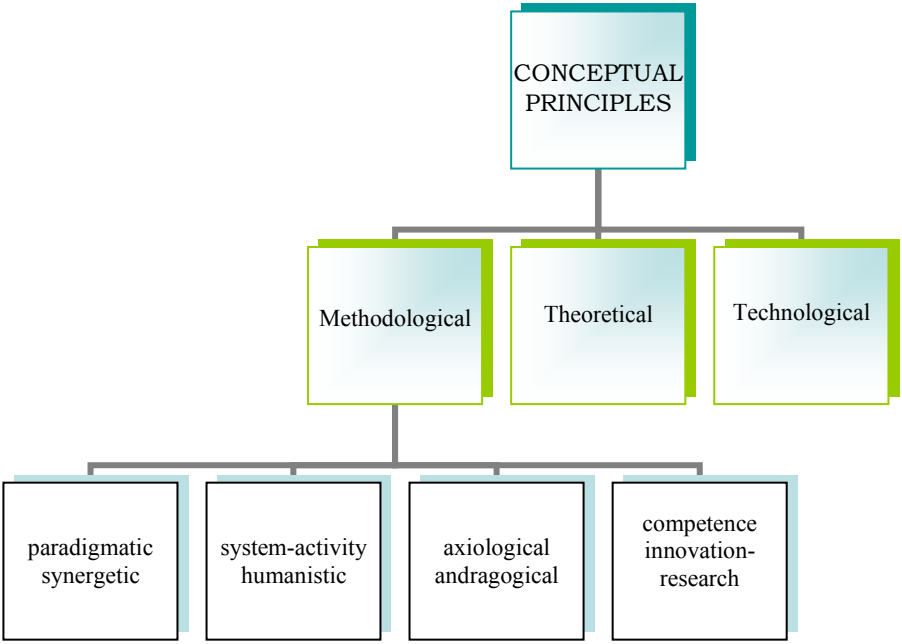

Fig. 1. Theoretical and methodological principles of theory and practice of independent work of students

Methodological − combines fundamental philosophical, psychological and pedagogical ideas, especially epistemology, theory of activity, motivation, and reflects the relationship of a number of approaches to general and specific scientific methodology:

• *paradigmatic*, which allows to identify, formulate and describe a holistic model of independent work of students in the educational process of higher education in line with the humanitarian pedagogical paradigm;

• *synergetic*, the main task of which is to know the general principles of the system of self-organization, the inner focus of the individual on self-education and self-education;

• *system-activity aimed at developing* the structure and content of independent student work, its disclosure as a complex dynamic system that is in constant interaction with other phenomena of the holistic pedagogical process, allows you to design a thorough independent work and deploy the technology of its implementation;

• *personal-activity*, which provides for the need for pedagogical support of the student's individuality, creating conditions for his independent activity with a projection for future professional realization;

• *humanistic*, which provides a student-centered nature of independent work on the reorientation to the purposeful formation of mechanisms of self-learning, self-development, self-education, self-actualization and self-realization of the individual; enables the construction of strategies for independent work on the basis of individualization and differentiation, effective subjective teacher-student interaction at the levels of cooperation and co-creation;

• *axiological*, which forms a hierarchy of values of the student's personality on the priorities of cognitive independence, breadth and professional orientation of acquired knowledge, self-demand, personal responsibility for the results of activities, internal motivation to perform independent work;

• *andragogical*, which focuses on the processes of self-education and self-education, determines the optimal intervals in independent work depending on the nature of production activities;

• *competence*, which provides the content orientation of the independent work of the future specialist on the formation of his professional competence;

• *innovation-research*, aimed at the formation of innovative behavior and research competence of the future specialist, awareness of the need to introduce the latest technologies of independent work.

Theoretical − defines a system of ascending parameters, without which it is impossible to understand the feasibility of organizing and developing the content of independent student work in the educational process of higher education. This is, in particular, competence-contextual (practice-oriented) learning, where the student's independent work is aimed at deepening professional training; quasi-professional activity, which involves modeling problem-professional situations in the course of independent work; interdisciplinary integration as a systematic use in independent work of educational and cognitive tasks from different fields of scientific knowledge; blended learning, which involves in the course of independent work direct and indirect interaction with the teacher-consultant, the formation of subject-subject relations teacher-student in the organization of independent work and academic support by the teacher of the individual educational trajectory of the student.

Technological − provides a step-by-step modeling of independent work of students in the historical progress of higher education in Ukraine in the second half of the XIX − early XXI century and development of the author's concept of independent work of students in modern higher educational institutions in the unity of projective, diagnostic, value-motivational, semantic, organizational, monitoring and other components. From the aforementioned, the conceptual basis for researching the development of students' independent work theory and practice within the selected period is formed by the combination of the following principles.

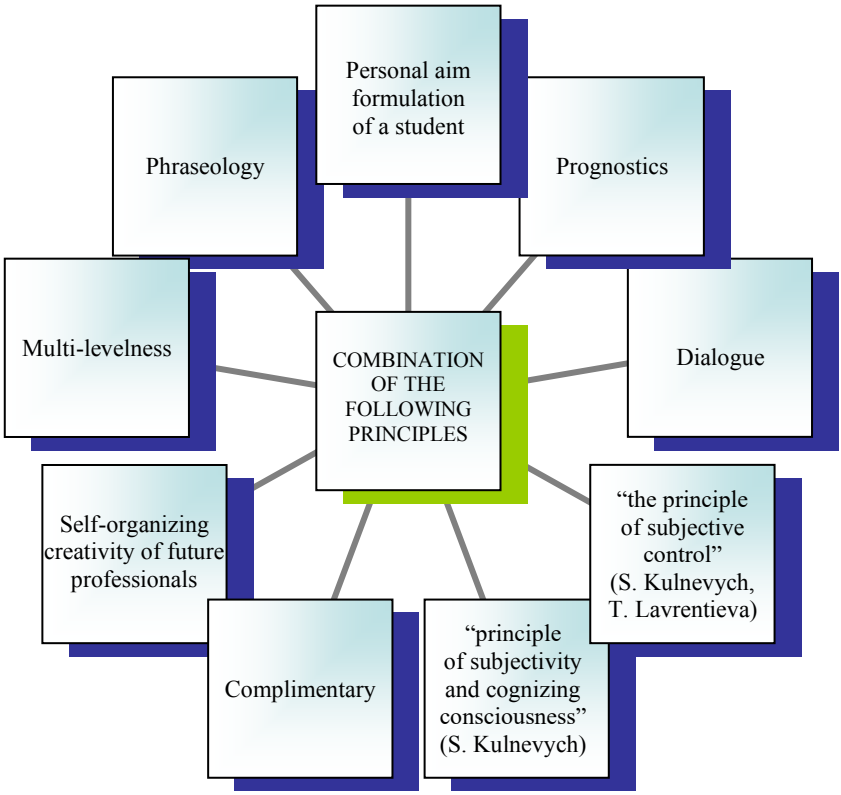

Fig. 2. The integration of the principles of developing the theory and practice of students' independent work [5, p. 24-25]

Based on the above conceptual principles for the study of the development of theory and practice of independent work of high school students in the period under study, the unity of the following principles (see Fig. 2):

- *compensatio*n, which implies a considerable broadening of students' "background" knowledge due to these being directed toward individual search and systematization of additional information. This requirement presupposes growing the "nucleus" of acquired professionally significant knowledge with the aim of providing their full actualization;
- *phraseology*, which involves the maximum actualization of students' individual inquiry actions in the direction of acquiring subjectively new knowledge. The activization of the research's process aspect is directed at the improvement of future specialists' independent work and mastering its technique;

- *multi-levelness*, which presupposes the securement of "step-by-step" complication of the individual research activity's content by eliminating or increasing the research's tasks and narrowing or broadening the "informational field" of independent work tasks.
- *dialogue*, which is realized by active utilization of the interactive communicative collaboration potential in «teacher – student» and «student – teacher» subsystems. Dialogue enables educators to create a mobile connection with students, evaluate their mood, the degree of their interest in and awareness of the subject, as well as their emotional and physical state. Besides, dialogue enables the creation of the "collaborative thinking" atmosphere (N. Kichuk, O. Tsokur) and «mutual pedagogical activity» with the help of including students in collective-group and individual-group kinds of independent work;
- *prognostics*, which promotes singling out the closest, medium, and farthest perspectives of individual development and directs one at predicting the pedagogic influence of individual research work's means on the nature of knowledge actualization, program compilation from the perspective of self-realization, and self-education and self-upbringing throughout life;
- *personal aim formulation of a student* (A. Khutorskyi), which implies the acquisition of education by every student and every future specialist with the consideration of their personal goals and tasks; students' right to select their individual educational trajectory; hence, this is the student's choice of the type and topic of creative independent work, ways of attaining the goal set, and the establishment of individual educational trajectory in the acquisition of future profession;
- *self-organizing* creativity *of future professionals* (S. Kulnevych), meaning that education is built on the synergetic approach, which implies the formulation of self-organizing professional activity of students, the aim and content of which are supposed to turn it into self-governance for the future professional by means of synergetic markers and conditions of work;
- *complimentary*, which implies that due to the laws of dialectics, opposites disappear not by means of their eradication but with the help of mutual complement and compromise. In higher education, this means the replacement of monologue lecture as a method of teaching by dialogue and dialogue partnership between the teacher and students in the process of knowledge acquisition, making educational information open for students;
- «*principle of subjectivity and cognizing consciousness*», by which both the teacher and students are active subjects of education, observers of their inner personal structures and their manifestation in the "research field" (S. Kulnevych) of professional and pedagogical activity. When this approach is applied, the teacher's role as the bearer of knowledge is eliminated since both the teacher and students gain knowledge;
- «*the principle of subjective control*» (S. Kulnevych, T. Lavrentieva) as the ability of an individual to percept and adequately explain one's role in the processes

happening in one's life, the essence of one's life and activity, the chosen profession, conscious demarcation of outer and inner impacts on one's personality, and the result of activity. The task of higher education is to form an adequate internal level of subjective control in students, the ability to differentiate between the first and second levels of subjective control, and a timely change of one's position. Only the teacher who has the student's trust can help the latter acquire the necessary skills.

A logical-systemic analysis of historical-pedagogical literature, the experience of higher educational institutions' work, and archival documents allows stating that students' independent work should be viewed as follows in three aspects. (Fig. 3).

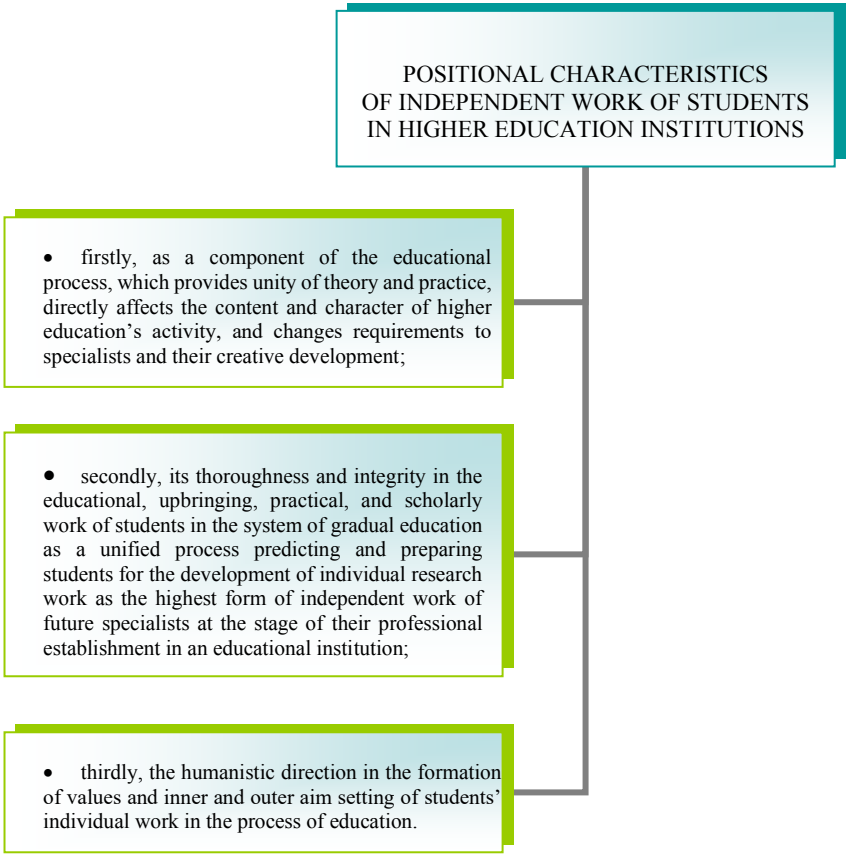

Fig. 3. Students' independent work should be viewed as follows

According to the humanistic approach, we consider principles as such that cannot function as a strict regulatory mechanism of the educational process construction in any establishment. They can only predict its possible variants and are used as subtle regulators of conditions, means, methods, and forms of self-organization's individual potential and initiate the activity of our consciousness for the search of personal behavior and activity.

When acknowledging the need for modernizing the educational-upbringing process in higher institutions, we agree with the opinion of the academician A. Bogush, who remarks that probably the most important thing is "to prevent or limit the penetration of anti-humanistic means into the educational process with the help of humanistic principles, to show their inability to gain positive results in future professional activity, to persuade future professionals to accept themselves as the highest value, which will help them to reorient themselves and their "Ego" from the point of the passive reproducer to the point of self-organizing creative personality that will be able to give sense both to his or her professional activity and life" [6, p. 234].

In our research, we single out such core concepts as «*individual work*», «*individual cognitive activity*», and «*cognitive independence*» in interconnection and dynamic development.

It is viable to note that the modern notion of "self" in psychological-pedagogical research is characterized as the ability to act relatively independently, separately from others, without outer help (L. Vyhotskyi), in a unique manner, not like others (L. Bozhovych, L. Blagonadiezhdina), maintaining one's position irrespective of changed circumstances (A. Latyntseva), with the initiative (Yu. Yanotovska), etc.

The lexical analysis of the term allows noticing that an independent person is the one having strong beliefs and not likely to fluctuate them. Individuality is the feature of a person [15, p. 135]. It appears that the definition provided by V. Dal in 1882 is true even today. In S. Ozhogov's dictionary, the following definitions can be found: «1. It is a person that is not dependent on anyone or any circumstances; an independent one. 2. This person can make independent choices, make opinions, and act without anyone's guidance or leadership. 3. The person doing everything by his or her own power or on one's own initiative, without anyone's help or leadership» [13, p. 29]. Thus, for the subject field of our study, independent work is such that is the source or object of actions for a person without others' help.

We view *independence* as the necessary prerequisite for performing any activity, be it educational, professional, social, intellectual, or cognitive. Along with that, we define cognitive independence as an integrative ability of an individual related to self-realization, inner stimulation, without outer coercion, but relatively independent. The productive creative nature of students' independent work (non-stereotyped way of making decisions and actions of an individual) pertains to the higher level of cognitive independence development. An independent personality

makes decisions, controls the process of their realization, is self-critical, corrects the aims and gains them, and bears responsibility for the outcomes. A higher level of independence development involves the need to set goals and tasks aimed at exceeding expectations, the search for new regularities and solutions.

One should take into account that *cognitive independence* is not an inborn state and does not always become a constant feature of one's activity and behavior, and its degree depends on the environment in which the person develops and one's relationships with others. On the basis of self-critical analysis and reflection, one makes more adequate decisions leading to problem solving.

We share the opinion of scholars (N. Didus, Z. Kurland), who view cognitive independence as the integrative feature implying the ability and need to make and realize decisions on one's initiative and bear responsibility for them [14, p. 156; 3, p. 24]. Research findings provided by N. Didus (1988), H. Havrylova (1986), T. Stepura (1988), and V. Benera (2003) assert the opinion that creativity attains development on the basis of one's independence and that it constitutes the highest degree of one's development. In current conditions, independence is professionally crucial for any specialist. Therefore, the preparation of a specialist should be focused on the formation of independence in students rather than merely on reproductive activity aimed at mastering some amount of knowledge.

The historical-pedagogical analysis of scholarly studies dedicated to the problem of independent work allows stating that independence serves as a crucial basis for performing students' independent work in the educational process of a higher institution and is characterized by the broadening of cognitive tasks, engaging additional theoretical and practical material depending on one's scholarly and professional interests, previous preparation, and the ability to work independently. Thus, it is possible to differentiate between the notions "independent work," "independent activity," and "cognitive independence" and define them respectively as the form of manifesting activity and the form of activity, and the integrated ability of a personality.

To single out specific characteristic features of independent work, the interconnection between *independent cognitive activity* as a personal trait of the subject of education and independent work as a process and means of acquiring new knowledge has been studied. The research allowed establishing that students' independent work is the activity of cognition with all the typical features; it has a double-aspect subject of activity, when the student performs the function of the one doing it and the one on whom this activity and its result are directed, which means both the one who teaches and the one who learns.

Practice indicates the correlation between the categories «independent work» and «independence» since the degree of independence in performing independent work is defined by the level of the teacher's participation in its guidance and control (direct or indirect). The logical-systemic analysis of existing approaches has identified a divergence in scholars' definition of the term

«*independent work*». Let us consider the explication of the notion of students' independent work at higher educational establishments.

We agree on the opinion of scholars who consider that notions «independent cognitive activity, «independent educational work», and «independent work» cannot be equaled (M. Soldatenko, O. Malykhin). It is necessary to mention that O. Malykhin adheres to the opinion of those scholars (V. Buriak, S. Vitvytska, V. Graf, O. Moroz, O. Savchenko and others) who emphasize the non-equality of the notions «independent work» and «independent educational activity» and acknowledge independent work as the main form of organizing independent educational activity [11, p. 38; 12, p. 15-17]. M. Soldatenko, along with other scholars (A. Aleksiuk, V. Logvynenko, V. Lutsenko, P. Pidkasystyi and others), views independent work much more broadly, defining it both as a means of studying and as a form of scholarly cognition [1, p. 45; 18, p. 82].

In order to single out peculiar features of students' independent work, the interrelation between independent cognitive activity as a personal feature of the subject of education and independent cognitive activity as the process and means of acquiring knowledge has been researched. The definitions of scholars' understanding of the notion «independent work», reflected in the table, constitute the given category much broader than merely educational independent work. By defining independent work in the process of learning as the type of educational activity (V. Kozakov), a type of learning activity (L. Viatkin), a type of studying (K. Karpova), and a form of educational activity (T. Loboda), researchers view independent work in unity with the development of independence as an integral feature of an individual.

It is viable to consider logical such research findings which indicate that in the process of educational-cognitive activity, independent students' work serves as a kind of cognitive activity and as a specific form of educational and scholarly cognition (V. Baydenko). Therefore, independent work is not only a pedagogical notion but also an epistemological one. Scholars view independent work in a higher educational institution both as a form of studying and as a means of educational-scholarly cognition.

Scholars' opinions on the didactic function of independent work also differ. Famous scholars N. Kuzmina and A. Kovaliov consider independent work as a method of studying; H. Herasymova and A. Usova view it as an approach to studying; B. Yesypov calls it a form of organizing creative activity; P. Pidkasystyi points that «independent work» is not a form of organizing educational lessons and not a method of studying but a means of organizing and performing some activity according to a determined aim. We agree with scholars' opinion that the core of students' independent work is the level of cognitive independence formation along with the personally motivated aim setting (I wish, I can). We believe that the content and character of students' independent work should be based on the inner motivation

and should be interpreted as the individual-personal process of determined and systematic improvement and development of oneself and one's activity. At the same time, it is crucial to note that the very personal character of independent work allows for the development of self-cognition, self-education, and self-upbringing.

The second aspect significant for understanding the notion of independent work in higher education is the need of interaction at the levels «teacher-student» and «student-teacher» aimed at decreasing the direct help and provision of democratic bases of organizing, governing, and controlling students' independent work. Results of the logical-systemic analysis of scholarly sources allow concluding that such researchers as V. Vertegel, L. Viatkin, S. Honcharenko, N. Kalashnyk, A. Kuzminskyi, V. Kremen, O. Mukoviz, O. Savchenko, R. Oliinyk, V. Ortynskyi, and M. Fitsula adhere to the principles of the mentioned approach [4, p. 13-17].

Independent work as a didactic form of education is a system of organizing pedagogical conditions that provide governance of educational activity for those who study and which occurs without a teacher's presence and without his or her direct participation and help. During independent work, the teacher's support is manifested indirectly through the organization of the educational system in conditions of self-preparation. The content of higher education, which becomes the subject of organized collaboration by the type of professional community's activity (creative workshop, mutual consulting, mutually directed learning, etc.) allows for stimulating independent work in this direction and speeding up the process of the professional's establishment.

The didactic essence of independent work and its difference from forms of auditory work, which involve direct participation and support from the teacher, lies in the mentioned approach. Along with that, it is necessary to mention that independent work should be viewed as a structure of a special form of education and should not be equaled with the structure of a student's activity, which sometimes takes place in higher education didactics. Independent work is not the independent activity of those who study in relation to educational material, but rather a special system of educational conditions that are arranged by teachers and constitute an aspect of his or her activity. Therefore, independent work is only a component of independent educational activity and its principal form of realization.

We view students' independent work in the «subject-subject» (A. Boiko) [7, p. 125-127] collaboration, which implies the replacement of the «teacher-student» model by «colleague-colleague» model in the direction of cooperation and mutual creativity, which is especially crucial in current circumstances of higher education modernization.

We consider the structure of students' independent work in a higher establishment as a pedagogical system including the aims of work; means, methods, forms; the content of work and its process, result, control, self-control, and goals for the next level of activity. We believe that the notion «independent

work», complemented by the characteristic of activity (scholarly, scholarly-investigative, cognitive, learning, practical, educational, upbringing, etc.), «concretizes the kind of students» activity, gives it specific content and character of performance, and requires demarcation of definitions.

Results of scholarly research allow noticing that the definition «independent work» does not provide a full characteristic of the content and kind of activity performed by students. We view the content of students' independent work in higher educational institutions in direct dependence on the goal set and tasks forecasted in a specific kind of professional preparation activity (educational, cognitive, scholarly, practical, upbringing, etc.). Based on the aforementioned, we consider it necessary to differentiate between the following notions and terms: independent scholarly work, independent scholarly-investigative work, independent upbringing work, independent learning work, independent practical work, independent laboratory work, independent written work, etc.

According to normative documents issued by the Ministry of Education and Science of Ukraine, independent student work is regarded as the principal form of organizing educational sessions, which accompanies all kinds of educational work as auditory independent work and serves as the basic means of mastering educational material in the time free of compulsory lessons, that is, extracurricular work (Ya. Boliubash) [8]. We believe that potential possibilities of independent work are instilled in its multifunctionality, which accumulates independent research activity of students and passes through all levels of professional preparation of the future specialist. On the one hand, independent work is a form of education during which students receive necessary knowledge, master skills, learn to work systematically and to think, and formulate their style of brain activity. On the other hand, independent work is viewed as one of the most effective means of increasing cognitive activity, as one of directions in individualization of students' independent cognitive activity.

It is substantiated as the unity of structural components: conceptual; design; diagnostic; value-motivational; organizational; semantic; technological; monitoring; formative system; as a reflection of the integral components and logic of the holistic educational process of specialist training on the basis of the principle of independence in the professional orientation and student-centered nature of the educational process of modern free economic education (see Fig. 4.).

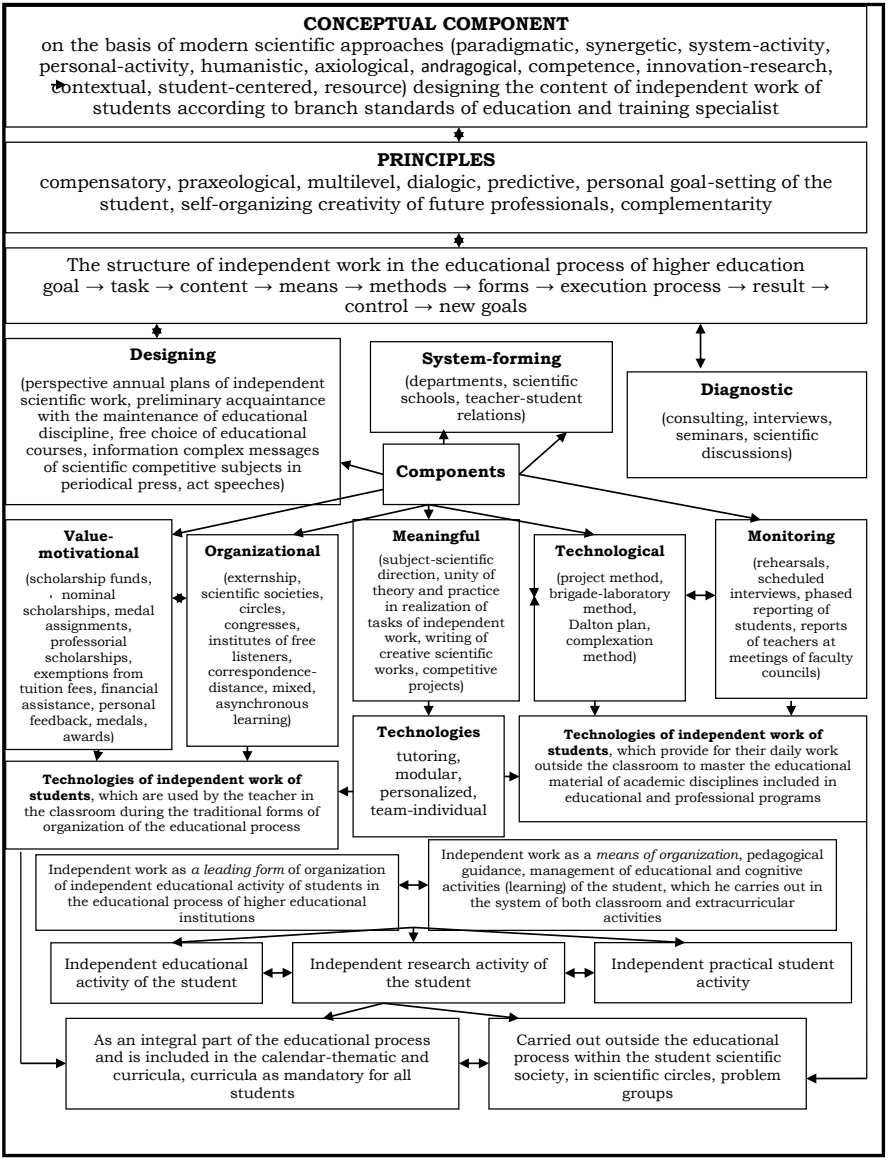

Fig. 4. Integrated author's concept of end-to-end independent work of students

The development of domestic experience in the organization of independent work of students in the modern practice of higher education in Ukraine, taking into account historical achievements is realized in the integrated author's concept of end-to-end organization of independent work of students (V. Benera, 2012).

The new paradigm of higher education involves a change of priorities − from the traditional acquisition of ready-made knowledge during lectures and seminars to independent active cognitive activity of each student, with an understanding of the purposes for which the acquired knowledge can be used in future professional activities. The integrated author's concept of end-to-end independent work of students is projected on real design and analytical work of the student in the future. The main function of the author's integrated concept of organization of independent work is prognostic, and one of the main types of activity is projective. Within the framework of professionally oriented learning technology, the process of mastering theoretical knowledge, formation of professional skills and personality traits of a specialist is possible in the conditions of creation and realization by students of a project of academic discipline, which becomes a means to master professional competence. The student masters the technology of transforming knowledge and methods of all sections of the educational and professional program into a means of solving professional problems. The technological approach is a necessary condition for improving the quality of education, improving its content, and, as a consequence − increasing the professional competence of future professionals.

The main task of higher education in the implementation of these approaches is to provide students with freedom of choice of educational trajectory, academic mobility, the formation of motivational motives for learning, setting goals and objectives of educational and scientific activities, their organization and control over results. Strategies of the formed independent activity should become that mechanism which allows to carry out process of advanced development of higher education and to provide a possibility of free development of subjects of educational and scientific process, the right of a choice of the future expert of the own concept of professional activity. As a result of the study, the basic theoretical provisions of the integrated author's concept of independent work of students in the unity of pedagogical innovation and historically tested experience (design, diagnostic, value-motivational, content, organizational, technological, monitoring, system-forming components) with emphasis on the subject teacher-student relations (cooperation, co-creation), student-centered independent work and organizational-consultative role of the teacher.

The problem of organizing independent work of students is to obtain a maximized score in the expected learning outcomes, maximum self-realization and success, which means that this problem is not limited to organizing the process of learning, skills, including creative experience. Along with them, it is necessary to form the norms of emotional and value attitude of students to their future profession,

their personal growth as an intellectual and intellectual. Thus, it is a question of unity of educational, developing and educational influence on the student in the course of management and performance of independent work. The statement of scientists about the need for fundamental restructuring and improvement of the world process in the free economic zone in favor of those forms of learning that form knowledge, skills and abilities and those that create conditions for students to form independent decision-making, non-standard and atypical problems, high professional mobility, which is characterized primarily by the ability to independently acquire the necessary knowledge, to learn independently.

Based on the analysis of theoretical and methodological principles of the studied phenomenon, own scientific and pedagogical experience, we believe that only a purposeful integrative approach to the organization of independent work of teachers and students, in accordance with the enduring educational and professional training program for future professionals in teaching, research, production , will promote his professional and personal growth.

Logical and systematic analysis of scientific sources, the results of the study suggest that the definition of independent student work should be considered holistically in the implementation of educational and professional training program in higher education, which includes fundamental scientific, professional and practical training at appropriate educational levels.

The credit transfer system actualizes the ability to study independently in higher education, which is a necessary component of the overall competence of the student. The problem of forming competencies for independent work in the conditions of personality-oriented learning is relevant and key in the strategic directions of a quality training system. The methodology of the learning process and assessment of student knowledge in the credit-transfer system of education is its reorientation from lecture-informative to individually-differentiated, personality-oriented form and the organization of student self-education.

The basic theoretical provisions of the author's integrated concept of independent work of students, taking into account historical heritage, are shown in Fig. 5. Thus, taking into account the models of independent work of applicants for higher education, developed by us at the four stages of its development, which are presented in the monograph of the results of scientific research (2012) [5, p. 132, p. 171, p. 223, p. 344, p. 400, p. 422], for the first time the basic provisions of the integrated author's concept of independent work of students in the unity of pedagogical innovation and historically tested experience are substantiated and developed.

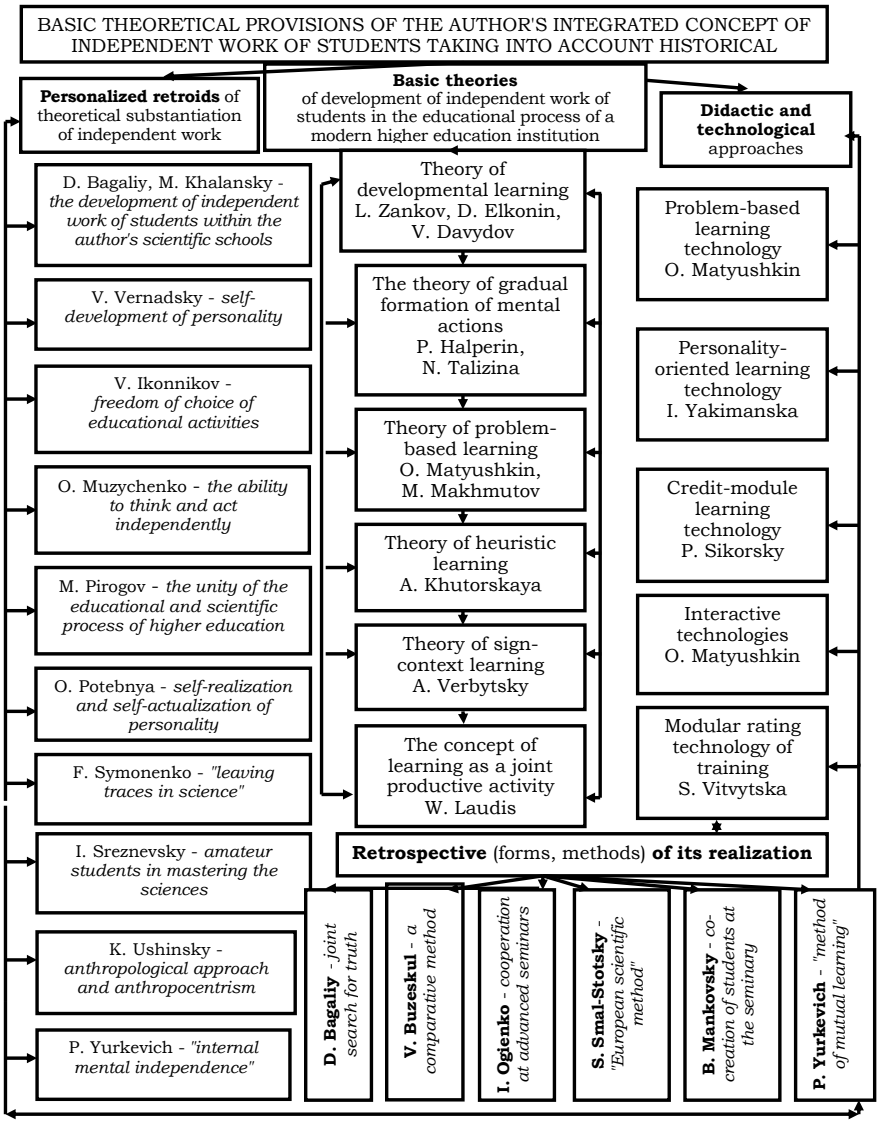

Fig. 5. Basic theoretical provisions of the author's integrated concept of independent work of higher education students

We consider the content of independent work of a student of a higher education institution in direct dependence on the defined goal and projected tasks in a certain type of vocational training (educational, cognitive, scientific, practical, educational, etc.). The development of potential opportunities for independent work of the student permeates his professional training, accumulates independent research activities of the student with educational and acts as its highest manifestation as an independent research work.

Relevant in the modern educational dimension of higher education are personified ideas of theoretical substantiation of independent work of students (D. Bagaliy, M. Khalansky − development of independent work of students within author's scientific schools, V. Vernadsky − self-development of personality, V. Ikonnikov − freedom of choice of educational activity, O. Muzychenko − the ability to think and act independently, V. Peretz − independent research, M. Pirogov − the unity of the educational and scientific process of higher education, O. Potebnya − self-realization and self-actualization of the individual, P. Redkin − internal motivation for self-development and self-improvement, F. Symonenko – «leaving traces in science», I. Sreznevsky − amateur students in mastering the sciences, K. Ushinsky − anthropological approach and anthropocentrism, P. Yurkevich – «internal mental independence») and others. The retro experience (forms, methods) of realization of independent work of students is actualized (T. Akbashev – «development cooperatives», D. Bagaliy – «joint search of truth», V. Buzeskul − comparative method, M. Hrushevsky − freedom of choice of forms of independent work, V. Kan-Kalyk − a complex method, L. Casso − solving practical cases, I. Ogienko − cooperation in seminars «advanced type», S. Smal-Stotsky − «European scientific method» E. Cherkavsky, B. Mankovsky − co-creation of students, P. Yurkevich − «method of mutual learning»); means of stimulating independent scientific work of students (increased scholarships and exemptions from tuition fees (since 1863), nominal centralized scholarships (since 1881), financial assistance from scholarship funds, etc.).

Under the activation of independent work of students we consider purposeful joint activities of teacher and student, which help to improve the content, forms, methods, techniques of independent activity in order to form positive learning motivation, increase professional competence of future professionals based on their personal growth. We understand independent work as a complex integrative pedagogical phenomenon that has a dynamic hierarchical structure and is a leading form of organization of independent bulk activities of students of higher educational institutions.

The initial provisions of the *theory of developmental learning of L. Zankov* are modernized, which are based on the study of the nature of the relationship between the construction of the learning process and the development of personality. In the theory of developmental learning, the basic principles are: learning at a high level of complexity, the leading role of theoretical knowledge in

learning, fast pace of learning, in the performance of independent work awareness of their own learning process, the development of individuality.

The *theory of developmental learning (D. Elkonin, V. Davydov)* includes a position in relation to which the student is considered not as an object of pedagogical influences of the teacher, but as a subject of learning that changes itself. To be such a subject means to need self-change and to be able to satisfy it through learning, namely, to want and be able to learn.

The central link in the *theory of the gradual formation of mental actions (P. Halperin, N. Talizina)* is effort as a part of the action of learning, as a unit of any human activity. Learning is seen as a system of certain activities, the implementation of which leads to new knowledge and skills.

Theory of problem-based learning (S. Rubinstein, V. Okon, T. Kudryavtsev, O. Matyushkin, M. Mahmutov, etc.). The main idea of problem-based learning is the development of student creativity by means of independent problem-solving. Each type of problem-based learning must meet one of the most important conditions of problem-based learning - the presence of a certain level of cognitive independence (I. Lerner). Effective management of independent work of students in the process of organizing problem-based learning depends on knowledge of the main types of problem situations and ways to create them.

The *theory of heuristic learning (A. Khutorsky)* defines the goal: to reveal the individual capabilities of students by creating their personal experience of the present, as well as specific, new for educational products focused on designing the future. Since the student in heuristic learning sets personal goals, discovers knowledge, produces methodological and educational products, the content of education for him becomes variable and develops (changes) in the process of the student's activity. The aim is to reveal the individual capabilities of creators − students and teachers, not by transferring the ready experience of the past, but by independent work to create their personal experience of the present, as well as specific, new for students educational products focused on designing the future.

The *concept of sign-context learning in higher education (A. Verbytsky)*. In order to form the personality of a specialist in higher education in the process of sign-context learning provides a transition, transformation of one type of activity (cognitive) to another (professional) with a corresponding change in needs and methods, goals, actions, tools, subjects and results.

The *concept of concentrated learning (M. Minsky)* is a specially organized learning process that involves students mastering a large amount of educational information without increasing study time due to changes in the mechanisms of its assimilation, information structure, forms of its presentation or other (different from traditional) time.

The *frame approach (M. Minsky)* to the assimilation of knowledge by the subjects of the educational process is to fold and compact the presentation of educational information in the form of a frame (frame structuring of knowledge).

The frame approach to the study of pedagogical disciplines as a way of presenting knowledge performs a number of important functions (educational, developmental, logical, educational, psychological, didactic, etc.).

The *concept of learning as a joint productive activity (SPD). V. Lyaudis* defines SPD as a special type of specially organized interaction and relationship between teacher and student, which provides the restructuring of all components of the structure of individual cognitive activity through variable forms of cooperation between participants in the learning process. Joint educational activity is also considered as a motivating basis for the transition from a pragmatic to a cognitive attitude to the world, to the formation of conscious self-regulation as a subject of cognitive activity.

Credit-module technology of education opens new opportunities for self-realization of the student's personality in mastering professional competencies. The use of individual lessons, individual research tasks on credit-module technology of education expand the range of independent work of the student's choice, contribute to the variability and diversity of content and forms of trajectory of personal and professional growth of the future specialist.

Personality-oriented learning technologies (I. Yakimanska). The main idea of this approach is to focus the teacher's attention on the holistic development of man, care for the development not only of his intellect, civic sense of responsibility, but also spiritual personality with emotional, aesthetic, creative talents and developmental opportunities. The technology of personality-oriented learning is a combination of independent work of the student, which is understood as a normative-unique activity, and independent work as an individually significant activity of an individual.

Technology of psychological and pedagogical interaction − a system of elements and methods of interaction during the study of a particular subject, aimed at teaching and methodological support of the subjects of the educational process; organization of their joint active activity, identification of joint and individual results of educational activity and establishment of certain personal relations between objects of educational process according to the normative documents accepted in ZVO.

The relationship of knowledge and ways of mastering it in psychology is defined as *«cognitive-intellectual competence» (M. Kholodna)*. Its essence is that the effectiveness of the student's independent work does not depend on the amount of knowledge of students, because their lack can be an impetus for the search for new knowledge, not on the strength of knowledge, not on their depth. Effectiveness depends on how the process of learning is organized and to what extent the acquired knowledge provides the process of solving problems and making productive decisions. We consider this provision as a condition for the productive development of ensuring the effectiveness of the student's independent work with the independent determination of new goals for solving the set tasks.

Personal cognitive style (M. Kholodna). The stylistic approach demonstrates the need for students of such a form of independent work as internal differentiation, which takes into account the individual cognitive abilities of each within the general educational space − using modern pedagogical and information technologies.

For the effectiveness of the student's independent work at the stage of implementation and setting new goals it is necessary to take into account the levels of the *«creative field». D. Bogoyavlenska* using the method of «creative field» proposes to identify levels of intellectual activity.

When planning independent work on this or that course it is necessary to allocate first of all the so-called *«fundamental tree» (V. Moroz, V. Roginsky*), which includes that basic system of methodological, theoretical knowledge which needs to be taken out on obligatory lecture elaboration, and then the formation of the content of the material, which will be studied by students independently.

Individual-cooperative learning technology (according to V. Kozakov) is a systematic combination of different types of independent work of students and active methods - methods of learning, communication and experience of subjects, which is necessary and sufficient conditions for the formation of abilities to learn independently, work in a team and achieve well-defined goals of each lesson on the subject of the discipline.

Based on the actualization of the revealed historical experience of the organization of independent work of students in the educational process of higher educational institutions of the second half of the XIX − beginning of the XXI century designed integrated (in the unity of traditional and innovative approaches) technology of end-to-end independent work of students in a modern institution of higher education, which provides for the implementation of tutoring, modular, personalized, team-individual, modern information technology training.

A prerequisite for the implementation of the author's integrated concept of independent work of students, taking into account historical achievements, is the humanization of teacher-student interaction on the basis of physiologic communication and supervising assistance in overcoming cognitive difficulties. With such an organization of the educational process, the teacher is assigned the role of a competence consultant, manager of independent active work of students.

The introduction of substantiated basic provisions of the integrated author's concept of independent work of students in the unity of pedagogical innovation and historically tested experience gives space for their creative application in the practice of professional training of future teachers. The logical-systemic analysis of scholarly studies and results of research that has been carried out allow noticing that the definition of students' independent work should be viewed as a unity in the process of realizing the educational-professional program of preparing specialists in higher education, which includes fundamental scholarly, professional, and practical preparation according to specified educational and qualification levels.

The defining strategy of independent work of the student in the future professional activity, to convince future professionals to perceive themselves as the highest value that will help them to reorient themselves, their «I» from the position of passive reproducer, to the position of self-organizing, creative personality and their creativity. In the organization of students' independent work as a kind of cognitive activity the important role belongs to the mechanism of mediation which forms at the student necessary installations and at the same time gives to independent work procedural character. Such a system should be based on the «I am motivation», that is the «core» of the individual, and the associated personal values as stable self-valuable moral and spiritual principles. Only the personal «I» gives educational and scientific activities internal meaning, significance, value. It is personality-oriented education that should prepare a student for life (I. Bekh). Thus, the main vector of higher education modernization is pointed with a focus on the development of individual psychological resources of the student.

Independent educational and scientific work has a great potential for students to realize their professional image of "I", that is for personal reflection, without which the self-awareness development is simply impossible. O. Kucheryavy emphasizes that the core of pedagogical tactics is the student actualization as self-acquisition of knowledge of already formed personal values − certain professional knowledge, skills, qualities. It is expedient for the teacher to constantly emphasize their presence, as well as the facts of past victories of the student over himself and, as a result, to promote the emergence of a joyful and constructive «I» − the mood for independent work, further professional development [4, p. 33].

Students' *independent work* in the educational process of higher establishments is defined as personally motivated activity under direct or indirect guidance of a teacher aimed at independent mastery of specific subjects for further solving of educational, practical, and scholarly tasks pertaining to future professional activity. Consideration of the culture of independent work of the future specialist from this point of view allows us to call it a prerequisite for national cultural creation.

The main task of higher education in the implementation of these approaches is to give students the freedom to choose the educational learning trajectory, academic mobility, the formation of motivational motives for learning, setting goals and objectives of educational and scientific activities, their organization and control over results. After all, the strategies of the formed independent activity should become the mechanism that allows to carry out the process of advanced development of higher education and to ensure the possibility of free development of subjects of educational and scientific process, the right of future specialists to choose their own concept of professional activity. The measures taken should enhance the role of the student as a subject of educational activity through his participation in the individual plans formation, increase his

responsibility for learning outcomes, self-organization of their own education, participation in scientific, creative work and educational process management, a certain autonomy in learning throughout life.

Note that the technology of independent work of the student, based on an integrated approach, defines and predicts the educational and scientific activities of the student as a holistic, unified process and lays the foundation for the formation of active creative position of the student, provides opportunities for professional self-realization. The principal scientific approaches to the studied phenomenon are the positions of scientists who consider the highest phase of development of independent work of future specialists, their independent research activities at the stage of their professional development in higher education.

Therefore, students' independent work in higher educational establishments of the selected period is considered as: firstly, the activity planned in collaboration with the teacher under his or her direct or indirect guidance (in classrooms, scientific laboratories, scientific institutions, circles, communities, etc.) with the aim of guiding students' independent personality toward independent mastery of concrete subjects for solving scholarly and practical tasks related to future professional activity; secondly, the activity of an individual that has been carried out by his or her own forces without help or support of anyone else.

The efficiency and effectiveness of independent work of students in higher education institutions is higher, the higher the level of planning and management of independent work of students by faculty, reducing the share of direct and indirect management of independent work of students in a broad interactive subject-subject interaction, ensuring the self-development of the individual, his free self-determination and full self-realization.

The generalization of the results of the study gives grounds to offer recommendations [V. Benera, 2012]:

- The Ministry of Education and Science of Ukraine − on the definition of uniform regulations in the management of classroom and extracurricular independent (educational and scientific) work of students; official approval of the teacher's time for consulting activities, tutoring with students;

- institutions of higher education − regarding the development of scientific and methodological support for masters in the areas of training and fields of knowledge, taking into account their diversification; expanding the range of scientific and consulting activities (andragogical, heroic directions, etc.);

- stimulation and encouragement of gifted student youth to participate in scientific competitions; establishment of scholarship funds, fundraising centers; development of teachers and students mobility through foreign internships and research trips.

Hence, based on the mentioned conceptual approaches, we view students' independent work as the principal form of organizing educational sessions and the basic means of mastering educational material in extracurricular time with the aim

of obtaining higher education in the process of fundamental scholarly, professional, and practical preparation in higher educational establishments.

Application of experience of development of theory and practice of independent work of students in educational process of higher educational institutions of Ukraine of the second half of XIX − the beginning of XXI century, its deep historical and pedagogical substantiation will promote modernization of independent work of students in modern higher school of Ukraine. European and world labor market.

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MODEL OF SOCIAL SPHERE SPECIALISTS TRAINING AT THE UNIVERSITY

It is a well-known fact that the more developed a country is, the more social workers it needs. Today, Ukraine has chosen the way of development and reform of the social sphere, based on the compliance of social technologies to modern challenges, which are realized through the activities of social workers. The dynamical changes taking place in the socio-political, socio-economic, information-technological, socio-pedagogical and other spheres increase the importance of social workers training in accordance to its organization, scientific and methodological support.

The social workers training is still in its infancy, needs to be updated and adjusted to strategic and tactical tasks taking into account the current needs and requirements of the society. Professional training of social workers must find its specific solution under the following conditions: legislative reflection of social problems of different categories of the population and life spheres of the society; readiness of social sphere specialists to find alternative solutions; development and implementation of social work innovations; involvement of means to solve specific problems.

Therefore, there is a problem of creating conditions for full professional self-determination of future social sphere specialists to solve social problems, which depends on the system of training, updating the content and mechanisms of the learning process in accordance with modern requirements and leading global trends.

Since the key characteristics of modern Ukrainian society are its globalization, multiculturalization, and the main characteristic of the modern domestic social sphere – the dynamics of changes, all these factors created a need of training a social sphere specialist capable of performing professional duties in new conditions, which, in turn, intensified the search for new forms and methods, models, technologies of organization the professional training of future social sphere specialists.

At the same time, in the conditions of globalization and multiculturalism the role of foreign language in general and knowledge of professional foreign language for social sphere specialists in particular has increased, which was caused by a number of factors: strengthening Ukraine's international relations with EU countries, expanding the professional exchange, intensification of Ukrainian specialists participation in international projects, increasing of migration processes.

Responding to this challenge of time, the Department of Social Technologies of Zhytomyr Ivan Franko State University over the past decade began to develop, experimentally test and implement in the educational process adapted to above mentioned factors model of future social workers training on a bilingual basis (teaching some of professional subjects in a foreign language), which has successfully proven itself in the modern educational process [1].

Analysis of psychological and pedagogical research on the problem of future specialists professional training showed that currently studied the following aspects of this issue: theoretical and methodological principles of future social workers and pedagogues professional training (O. Bezpalko [2], I. Zvereva [3], A. Kapska [4], O. Karpenko [5], L. Mishchyk [6], V. Polishchuk [7], S. Kharchenko [8] and others); theoretical and methodological aspects of general and special future social workers and pedagogues professional preparation for certain types of activity [S. Arkhipova [9], O. Lisovets [10], M. Lukashevich [11], M. Malkova [12], I. Firsova [13], Z. Falinska [14], R. Chubuk [15] and others); issues of future social workers and pedagogues professional training to work with different groups of clients (S. Arkhipova [9], I. Kozubovska [16], R. Novgorodsky [17], V. Polishchuk [7], etc.) and some other issues.

Regarding the social sphere specialists training, the following trends in research are presented:

- priority vectors for the development of professional education, due to the requirements of the society and the professional community to the professional formation of future specialist personality (I. Larionova [18]);
- key areas of professional education that will ensure the successful implementation of tasks for the formation of a specialist with a high level of readiness for continuing education (S. Arkhipova [9]);
- the main trends in the development of the university education system, which determine the quality work of higher education institutions (HEI) in the direction of providing new knowledge and implementation of innovative technologies, preservation and reproduction of cultural traditions, training, adapted to rapid changes in the society (O. Dubaseniuk [19]);
- positive tendencies of future social sphere workers preparation which will provide the methodical system of practical training updating based on a search and introduction of the most effective innovations in the process of formation the future specialist (L. Romanovska [20]).

We are forced to state that modern scientists, highlighting the priority areas of professional education in the field of social work, do not distinguish the bilingual training of future social workers as necessary one, despite its relevance and demand in the modern labor market.

It is also worth noting that many domestic scientific schools and HEI are still working on the problem of developing and implementing in the practice of higher education models and technologies for training different specialists in a foreign language, or bilingually. To date, some experience has been gained in

teaching students professional (special) subjects in a foreign language in domestic higher education institutions, which is summarized in a number of research papers.

Thus, N. Mykytenko presented the technology of formation the foreign language professional competence of future professionals in natural specialties [21], O. Kanyuk substantiated the formation of foreign language business communication skills of future social workers [22], Z. Korneeva presented methods of future economists business English teaching on the basis of immersion technology [23], R. Devletov developed theoretical and methodological principles of future primary school teachers training of the Crimean Tatar language in a trilingual speech environment [24], A. Gusak co-authored with A. Kovalchuk developed a method of bilingual teaching of physics, which found its reflection in bilingual textbooks, manuals, scientific articles [25].

However, it should be noted that Ukrainian scholars in their research have paid more attention to multicultural education and upbringing and only briefly presented ways to organize training of non-language specialists on a bilingual basis.

The aim of the study is to present the structural and functional features of the model of students' professional training majoring in 231 «Social Work» of the second (master's) level of higher education, created and tested in the context of the general structural and logical scheme of social workers training by the Department of Social Technologies of Zhytomyr Ivan Franko State University.

It is known that the process of forming a system of future social workers professional training in a higher education institution, like any other specialist is determined by a number of regulations, which reflect the purpose, objectives of professional training, the subject of activity of the future social sphere specialist, the functions of such a specialist and the requirements for him/her. In addition, the place of social sphere specialists in the state system of social protection is also noted. All these provisions are most fully reflected in the main document governing the educational process in the specialty – the academical curriculum (AC).

In general, the academical curriculum in any specialty is a document developed on the basis of the standard of higher education in the specialty.

The standard of higher education in the specialty 231 «Social work» field of knowledge 23 «Social work» for the second (master's) level of higher education in Ukraine was approved on April 24, 2019 by the order of the Ministry of Education and Science of Ukraine № 556. After that all higher education institutions were able to develop AC for social sphere specialists training by themselves.

However, it should be noted that today there is an urgent need to modernize both the content and the structure of AC, taking into account current trends of globalization in education and multicultural educational environment, which, in turn, requires the introduction of innovative learning technologies, which will enable the implementation of the academical curriculum.

In accordance with these trends and social challenges, in the practice of domestic higher education currently formed various approaches to technologies

and models of future social sphere specialists training: systemic, personal-activity, individual-creative and others [26].

These approaches are reflected in modern scientific research of R. Vainola, S. Sysoeva [27], A. Kapska [4], V. Polishchuk [7], S. Kharchenko [8], in which the theoretical principles of future social sphere specialists training were developed in the conditions of continuous education, and also the basic semantic, procedural features of their preparation for social and pedagogical activity are defined.

Thus, Professor V. Polishchuk considers the social workers training as a process and a result of mastering the professional knowledge, skills, habits and values of socio-pedagogical activities as well, professionally important personal qualities that are the basis for the formation of readiness for professional social and socio-pedagogical activities. The professor also emphasizes the need to develop the personal qualities of the future specialist, which in this case are the professional necessity [7, p. 139-142].

Scientists R. Vainola and S. Sysoyeva emphasize the importance of personal development of a social sphere specialist in the process of professional training. Based on the theoretical generalization, they proposed a special approach to solving the problem of future social workers personal development in the process of professional training in higher education institution. They developed and substantiated the pedagogical principles of personal development of the future social sphere specialist within the professional training at the university [27].

Professor A. Kapska believes that the process of social sphere specialists' professional training should not be a passive reflection of the social development of the state, but on the contrary should be aimed at seeking solutions to pressing social problems.

In her opinion, the content of professional training should include the following components:

- the analysis of social development and the development of skills for timely assessment of social policy trends in the state;
- clear understanding of the content and classification of modern forms, methods, practices of social work;
- pedagogical process of training specialists in the social sphere, development of theories, concepts, models and technologies aimed at the effective functioning of the educational process;
- development and implementation of programs aimed at improving the professional competence of social workers [4, p. 19-29].

Taking into account approaches of the above-mentioned scientists on the content of social sphere specialists training, the specific peculiarities of the profession and the diversity of clients (with whom social sphere specialists will work in the future), current changes in socio-economic and socio-cultural spheres of society, globalization trends, modern qualification requirements for professional training of future social sphere specialists, encouraged us to expand the list of these

components in terms of content and forms of their training with the possibility of providing the professional training on a bilingual basis (that is the use of native language and one of European foreign languages, such as English, German or French, in the learning process). This made it possible to update and improve the content and the model of social workers professional training (reflected in the AC of the specialty) that meets the modern requirements of society.

It should be noted that modern requirements for the characteristics of any profession, including social workers, due to various factors, change over time. However, the main task of a social sphere specialist remains unchanged – to return the client the ability to act independently under certain social conditions, which is an indicator of professional success. It can be argued that the purpose and objectives of professional activity do not change, but change clients who need social assistance and support and the environment in which social assistance is provided (socialization, rehabilitation, readaptation) [28, p. 67-74; 29]. Therefore, in the conditions of regulation the process of social sphere specialists' professional training, AC should be adapted to the specified evolutionary-static changes.

At present, the modern training of social sphere specialists in higher education institutions of Ukraine is regulated by academical curriculum of the relevant specialty; the subjects that form the basis of AC are selected and formed by the HEI with the student's ability to choose a certain number of them from selective units. Graphic representation of the model of social sphere specialists' professional training is shown in Fig.1.

Thanks to this, universities were given the opportunity to implement in the educational process the most effective components for the future professionals training and the most relevant principles, effective forms, methods and technologies of their training, and students – the opportunity to participate in their professional development. The student was given the opportunity to become a participant in the organization and implementation of the learning process, due to the right to choose certain professional (special) subjects. Within this trend students can also choose non-traditional forms of obtaining professional knowledge. One of such a form may be the bilingual study of professional (special) subjects specified in the academical curriculum.

Based on the specified features and factors, the staff of the Department of Social Technologies has developed and implemented in the educational process AC «Social Work. Social Pedagogy», which provides both: opportunities for variable formation the blocks of subjects, and the introduction of a modern bilingual system of future social sphere specialists' professional training. This AC became the regulatory basis for building a model of future social workers' professional training and provided an opportunity to reflect its basic conceptual provisions and educational technology of such training on a bilingual basis.

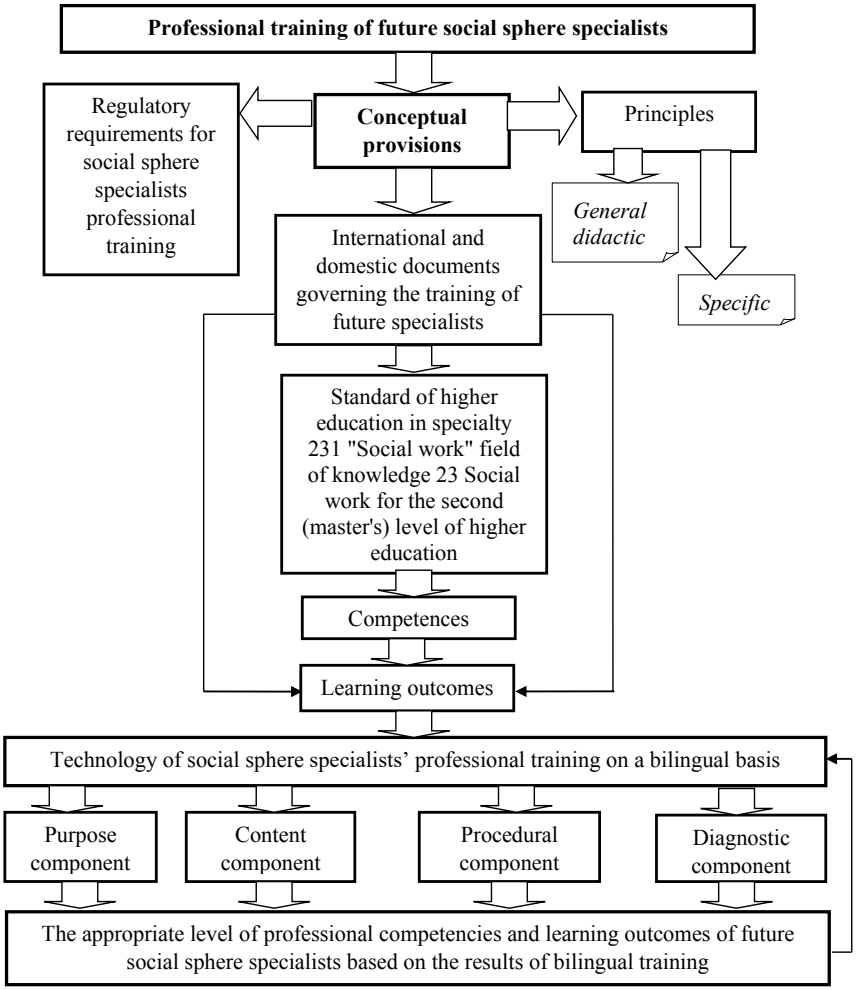

Fig.1. Model of future social sphere specialists' professional training at the university

The structure of such a model was based on the aim and objectives of the AC and conceptual provisions that provided an opportunity to form: regulatory requirements for the training of social workers, a list of their competencies as well as learning outcomes for future social sphere specialists.

The model of professional training of social sphere specialists is based on the regulatory conceptual provisions specified in a number of international and domestic documents, namely:

Law of Ukraine «On Higher Education» (01.07.2014) [30]; The standard of higher education in the specialty 231 «Social Work» for the second (master's) level of higher education (04.24.2019) (hereinafter – «Standard») [31]; National Qualifications Framework [32]; National Ukrainian Classifier: «Classifier of Professions» DK 003: 2010 [33]; Order of the Ministry of Education and Science of Ukraine dated 01.06.13 № 665 «On approval of qualification characteristics of professions (positions) of pedagogical and scientific-pedagogical employees of educational institutions» [34]; Resolution of the Cabinet of Ministers of Ukraine (April 29, 2015) № 266 «On approval the List of knowledge branches and specialties in which higher education students are trained» [35]; TUNING (Education). Reference Points for the Designand Delivery of Degree Programs in Education [36].

Learning outcomes of graduates training (of the second (master's)) level of higher education in the specialty 231 «Social work», AC «Social work. Social Pedagogy») defined by the Standard of Higher Education [31] are the ability to:

- solving complex tasks and issues that require updating and integration of knowledge in the context of incomplete / insufficient information and conflicting requirements;
- critical evaluation of research results and various sources of knowledge about social work practices, formulate conclusions and recommendations for their implementation;
- the use of foreign sources performing research tasks and applied activities, the ability to express themselves in a foreign language, both orally and in writing;
- demonstration of deep knowledge and systematic understanding of theoretical concepts, both in the field of social work and in other fields of socio-humanitarian sciences;
- collection and implementation of quantitative and qualitative analysis of empirical data;
- independent and autonomous finding of information necessary for professional growth, mastering it, assimilation and production of new knowledge, development of professional skills and qualities;
- use of general and specialized software for solving professional problems and conducting scientific research;
- autonomous decision-making in complex and unpredictable situations;
- implementation of reflective practices in the context of the values of social work, responsibility, including to prevent professional burnout;
- analysis of the social and individual context of the problems of the individual, family, social group, community, formulation the goals and objectives of social work, planning interventions in complex and unpredictable circumstances in accordance with the values of social work;
- organization of joint activities of specialists in various fields and non-professionals, preparation of them for the implementation of social work tasks, initiation of team building and coordination of team work;

- assessment of the social consequences of policies in the field of human rights, social inclusion and sustainable development of society, development of recommendations for improving the legal framework for social work;
- demonstration of initiative, independence, originality, generation of new ideas for solving professional problems;
- determination of the methodology of applied scientific research and application the methods of quantitative and qualitative analysis of results, including methods of mathematical statistics;
- ability to develop criteria and indicators of professional efficiency, apply them in the evaluation of work performed, offer recommendations for ensuring the quality of social services and management decisions;
- development of social projects at a highly professional level;
- independent construction and maintenance of purposeful, professional relations with a wide range of people, representatives of various communities and organizations, argumentation, persuasion, constructive negotiations, effective conversations, discussions, tolerant attitude to alternative opinions;
- demonstration of a positive attitude to one's profession and compliance with ethical principles and standards of social work.

This model is aimed at the development of certain competencies (Table 1) and learning outcomes.

Professional training of future social sphere specialists is based on the principles of education, among which the general didactic (scientificity, systematization, consistency, accessibility, connection the process of learning with life, consciousness and activity, clarity, individual approach) and specific, which have the corresponding professional direction (professional orientation, interdisciplinarity, continuity, unity of scientific and educational activity, innovation, stimulation of social activity, empathy) are of paramount importance.

The second element of the model structure of social sphere specialists' professional training is defined as the technological component. It, in its turn, includes such subcomponents: purpose, content, procedural and diagnostic.

The purpose subcomponent is based on the formulation of the purpose and objectives of the professional training.

In particular, the purpose of the professional training was determined the need to form students' ability to solve research, management and applied tasks of social work.

Among the special (professional) competencies there are also a number of competencies that cannot be fully developed without bilingual professional training: they include «the ability to plan and conduct comprehensive research to identify and analyze socially significant problems», as comprehensive research and modern innovations in the field of social work at present are mainly available on the Internet and carried out by leading European and world scientific schools, that is they are available mainly in English; «ability to develop and manage social

projects» also involves bilingual training, because most social projects, grants are international, so they need a professional knowledge of a foreign language for their implementation [31].

Table 1. The list of competencies of the future social sphere specialist

Integral competence	Ability to solve complex problems in the field of social work or in the learning process, which involves conducting research and/or implementation of innovations and is characterized by uncertainty of conditions and requirements
General competencies	1. Ability to abstract thinking, analysis and synthesis. 2. Ability to develop and manage projects. 3. Ability to evaluate and ensure the quality of work performed. 4. Ability to communicate in a foreign language. 5. Ability to conduct research at the appropriate level. 6. Ability to show initiative and entrepreneurship. 7. Ability to adapt and act in a new situation. 8. Ability to generate new ideas (creativity). 9. Interpersonal skills. 10. Ability to work in a team.
Special (professional) competencies	1. Ability to understand and use modern theories, methodologies and methods of social and other sciences, including methods of mathematical statistics and quantitative sociological methods, in relation to the tasks of basic and applied research in the field of social work. 2. The ability to identify socially significant problems and factors in achieving the social well-being of different population groups. 3. Ability to professionally diagnose, predict, design and model social situations. 4. Ability to implement methods and technologies of innovative practice and management in the system of social work. 5. Ability to communicate with representatives of other professional groups of different levels (experts from other industries / types of economic activity), to establish cooperation between state, public and commercial organizations on the basis of social partnership. 6. Ability to assess the process and outcome of professional activities and the quality of social services. 7. Ability to professional reflection. 8. Ability to joint activities and group motivation, facilitation of group decision-making processes. 9. Ability to prove knowledge and own conclusions to specialists and non-specialists. 10. Ability to show initiative and entrepreneurship to solve social problems through the introduction of social innovations. 11. Ability to express professional identity and act in accordance with the values of social work. 12. Ability to critically assess the social consequences of policies in the field of human rights, social inclusion and sustainable development of society. 13. Ability to form a positive image of the profession, its status in society. 14. Ability to effectively manage the organization in the field of social work. 15. Ability to develop, test and implement social projects and technologies. 16. Ability to implement the results of scientific research in practice.

The defined purpose of future social sphere specialists' professional training is realized on the basis of a number of tasks:

- reflection of the purposes of education and professional training of the graduate student, definition of a place of the specialist in the structure of economical branches of the state and requirements to his/her competence, other socially important qualities, system of production functions and typical tasks of activity and abilities for their realization in the master's educational program;
- determination of the normative term and normative and selective parts of the content of master's education, establishment of requirements to the content, volume and level of education and professional and practical training of specialists in social work in the educational program;
- development of initial documents of planning and organization of educational process in HEI: basic and working curricula, educational and working programs of the subjects included in the curricula;
- taking into account the requirements of the state and society to the competitiveness of professionals in the labor market, which causes the need for continuous improvement of academical curriculum, updating the content of education with subsequent reflection in study curricula;
- multilevel training of specialists, guarantees of continuity in education both for the individual and for all students.

The content subcomponent was determined by the list of subjects from the normative part of the AC, developed on the basis of the Standard. However, this Standard does not provide for the implementation of bilingual education into the educational process, without which it is difficult to achieve the competencies listed in this concept paper, which are based on mandatory knowledge of professional foreign language and skills of using it for professional purposes.

Thus, paragraph 4 of the section «General competencies» of the Standard of Higher Education of Ukraine, field of knowledge 23 – Social work (Specialty 231 «Social work») states that a Master-graduate must have, among other competencies, the ability to «oral and written professional communication in a foreign language»; in paragraph 5 – the ability to conduct scientific and applied research at the professional level, which today is impossible without prior bilingual training, because modern research is not only multidisciplinary but also international; point 6 – the ability to initiate, plan and manage changes to improve existing and develop new social systems, which also requires appropriate bilingual training of future specialists, because new social systems are not isolated by the borders of our country, they are much broader and a specialist must be guided in the European professional space; item 7 – the ability to analyze information professionally (the information currently comes to the specialist from different sources and in different languages, mostly in Ukrainian and English), so a specialist must assess the completeness and possibilities of its use; item 10 – the ability to work in a team that is to manage multifaceted communication [31].

The normative content of professional training, formulated in terms of learning outcomes of the same Standard, also includes items that would be performed more effectively within bilingual professional training: «use foreign sources in research and applied activities, speak in a foreign language, both orally and in writing», «independently and autonomously find the information necessary for professional growth, master it, acquire and produce new knowledge, develop professional skills and qualities», because to join the international community of social workers to get acquainted and to use new achievements in the professional activity become only possible in case of knowing professional terminology, specific phenomena in a foreign language (mostly in English), "build and maintain purposeful, professional relations with a wide range of people, representatives of various communities and organizations, argue, persuade, conduct constructive negotiations, effective conversations, discussions", because today's Ukrainian society is not monolingual, migration processes, economic and socio-cultural factors have influenced multiculturalism, and hence the multilingualism of our society, because to have a professional dialogue with representatives of different communities, to conduct constructive negotiations, effective discussions on professional topics, future specialists need to speak at least one language different from Ukrainian, but common in European countries (today such a language is English) [31].

It should be noted that this contradiction cannot be effectively resolved within the subject "Foreign language for professional purposes", which is given little teaching time and which is taught by linguists teachers who are not specialists in the social sphere. Therefore, the content and procedural components of the model of social sphere specialists' professional training are based on the model of their professional training on a bilingual basis [1].

This model is based on the principles of artificial bilingualism of the subordinate type and involves the use of a foreign language to enhance the content of education, rather than learning a foreign language itself. In such learning, the content of education is only partially determined by bilingualism, but in general, it meets the accepted standards of monolingual education. Therefore, the semantic component of the model of social sphere specialists' professional training on a bilingual basis is carried out in accordance with the semantic part specified in the AC, with the teaching of some professional subjects bilingually.

It should be noted that at the stage of designing the content of the model of future social sphere specialists' professional training on a bilingual basis, it is advisable to use the learning outcomes specified in the Standard. As already mentioned, the content of bilingual education in the conditions of artificial bilingualism is not determined by bilingualism and must meet the general standards of education defined in the AC for masters of social work. Bilingual education is only an element of strengthening the content of education through the development of bilingual professional communicative competence as an additional special (professional) competence, which provides expansion and deepening of

professional opportunities for future social workers, increasing its competitiveness in employment. That is why, any professional (special) subjects can be taught bilingually, depending on the decision of the department, developing AC, depending on the availability of specialists capable of bilingual training, logistics and methodological support of a particular subject and the desire and ability of students to master certain subject bilingually.

Regarding the procedural side of creating and implementing the model of future social sphere specialists' professional training on a bilingual basis, the number of professional subjects that need to be studied in this way was determined.

Since the problem of the number of professional subjects that need to be studied bilingually has not been solved by domestic scientists, the Department of Social Technologies of Zhytomyr Ivan Franko State University has developed a method of calculating the optimal number of professional subjects, which should be taught bilingually [37, p. 85-88].

It is worth noting that the structure of the education system in general and master's in particular, is filled with a number of internal opposites, including the system of bilingual education. Therefore, to solve the problem with the number of subjects and the amount of time budget to teach bilingually, in our opinion, it is advisable to take as a basis the statistical theory of learning based on the Great Principle of Duality, the law of unity and struggle of opposites and the principle of "golden section" [37, p. 85-88].

It was proved by the Statistical theory that a harmonious comprehensive humanistic education, including bilingual, requires a balance in all educational categories and processes. For this purpose it is necessary to use one of the simplest mathematical models by means of which it is possible to define zones of harmony, dangerous sites and a risk zone between two poles of opposites by the principle of golden section [38, p. 114-126].

If we consider bilingual learning as the opposite of two languages (native and foreign), then using the proposed model, it is possible to determine the zone of harmony, the zone of dangerous areas and the risk zone between the two poles of bilingual learning, and thus determine the number of professional subjects which should be taught in a foreign language (bilingually).

In particular, the optimal number of subjects for AC 231 «Social work. Social pedagogy», which should be taught bilingually was calculated on the basis of a mathematical model of duality and is from three to four professional subjects (or 230 hours / 4 ECTS credits).

Taking into account that according to AC 231 «Social work. Social pedagogy» in the master's degree there are only seven professional subjects: «Social work in the community», «Social assistance and services», «Social rehabilitation», «Social therapy», «Case technologies in social work», «Management of a social worker career», «Supervision in social work», then according to the mathematical model of duality, only three subjects can be thought

bilingually. In the context of the introduction of bilingual education at Zhytomyr Ivan Franko State University, specialty «Social Work» the following professional subjects to teach bilingually were chosen: «Social work in the community», «Social assistance and services», «Case technologies in social work».

The diagnostic subcomponent of the model of social sphere specialists' professional training is based on standard criteria and indicators adopted for measuring learning outcomes in the relevant AC with elements of testing the acquisition of professional communicative competencies in a foreign language.

The results of the educational process according to this model enable the process of adjusting all components of the model of social sphere specialists' professional training.

This model of social sphere specialists' professional training has been successfully implemented in the educational process and has received positive approval as from students as well as stakeholders of the specialty.

Thus, a unique feature of the model of students' professional training majoring in 231 «Social Work» of the second (master's) level of higher education created and tested in the context of the general structural and logical scheme of social workers training by the Department of Social Technologies of Zhytomyr Ivan Franko State University is the technology of bilingual professional training.

Its introduction into the educational process made it possible to increase the compliance of the results of social interaction to the needs of all target groups for which the social sphere works, because with its help students formed both linguistic and communicative competencies, increased personal motivation to learn, cognitive activity, and the connection between the content of professional training in a higher education institution and the needs of the labor market in bilingual specialists has also been strengthened.

Among the prospects for further research on the training of future social sphere specialists we see the issue of expanding the types of practices and the use of innovative teaching methods.

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Section III. UNIVERSITY AUTONOMY AND ACADEMIC FREEDOMS

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UNIVERSITY AUTONOMY AS A CONDITION FOR THE INTERNATIONALIZATION OF HIGHER EDUCATION: UKRAINIAN HISTORICAL PRACTICES AND CURRENT CHALLENGES

Since the 13-th century European University that arose in Italy and southern France began its expansion as the way of providing higher education. By the middle of the 15-th century "university development" covered the whole Central Europe [11, pp. 43-48]. The Reformation and Counter-Reformation contributed to the appearance of a number of religion-oriented universities such as Catholic, Lutheran, Calvinist in the second half of the 16-th − early 17-th centuries in Central and Eastern Europe. It is noteworthy that most of them were opened in the territory of Rzeczpospolita and the Kingdom of Hungary by Jesuits who developed a teaching approach aimed at combining subjects of philosophical and theological faculties in one program [35, p. 12]. These processes attracted Orthodox confessions of Rzeczpospolita that resulted in an establishment of the first Greek-Slavic schools in Galicia, Podolia and Volhynia that were supported by Orthodox fraternities and great magnates (such as Kostiantyn of Ostroh and his Ostroh academy, 1576) [26; 32]. Their organization, curricula and teaching methods were based on the Orthodox East but had common features with Jesuit colleges. These educational institutions can be considered a prototype of Orthodox universities. Their constituent documents were approved by the Eastern patriarchs (of Constantinople and Antioch) that were at that time in the territory of Rzeczpospolita [2; 8, p. 9]. Kyiv Metropolitan Petro Mohyla combined "Greek-Slavic" and "Latin" teaching in the early 1630s. The Orthodox Collegium founded by him in Kyiv (future Kyiv-Mohyla Academy) could claim the same rights which Catholic universities in Rzeczpospolita had [16, p. 255-265; 31; 35, p. 12]. As I. Losev notes ("University Autonomy and the Spirit of Europe, 1999), Ukrainian national identity by its nature is European one that has been shaped in contact with European culture over the centuries. In today's Ukraine fighting for the preservation of Ukrainian identity means, first of all, preserving its European humanistic and democratic nature. However, it also includes the protection of those cultural mechanisms of sharing with Ukrainian society's experience that allows to maintain traditions of democratic development of the nation and human personality against anti-European authoritarian tendencies. And for centuries such a mechanism was university autonomy as a special institution inherent in European civilization [13, p. 421-433].

After the accession of Kyiv, the idea of opening Orthodox university came to Moscow Principality which began the process of "university development." At the turn of the 1670s and 1680s, the idea of establishing Moscow academy that was based on the Orthodox university project approved by Simeon Polotsky and Sylvester Medvedev's "Privilege" was put forward. [28, p. 17-21]. And although this idea was not realized as intended, the beginning of Peter I's reign was marked with opening of the Moscow academy similar to that in Kyiv. "The Privilege" became a unique monument of public opinion that demonstrated a close link with its European predecessors [28, p. 18].

The development of Russian science (academy, university) was based on the decision of Peter I who signed the Regulations to establish the Imperial Russian Academy of Sciences in St Petersburg (1724). The decision was a compromise, as it combined two main models of the Royal Society of London and the Paris Academy of Sciences. The "protectorate" of the higher power was mentioned in the very name of the new institution, and the Paris institute project demonstrated how to employ scientists to work under contract. In other words, academicians had to serve to tsar and receive a fairly high "academic reward" for their job. In fact, the Russian Empire had no own scientists that's why it had to employ foreign scientists. Peter I's scenario for the academy development included three main areas of activity: knowledge development, educating youth and various types of expertise. The combination of research and teaching work was necessary for for growing domestic scientists. Peter I's project also included the need to establish an academic university and gymnasium [12, p. 40-58]. The 1747 Regulations defined the academic location of the university. According to N. Kuznetsova, the academic university did not meet European standards because its main task was academic career development. Students were recruited and, at any time, they could be recalled and sent to a different duty station. "Academic freedoms", guarantees of rights, "university corporation" were impossible [21, p. 7-19].

Subsequently, in an effort to provide a theoretical basis to the idea of university autonomy, M. Lomonosov ("The Draft Privilege of the Academy of Sciences", 1764) stressed on the next mandatory conditions: freedom of self-government (election of rectors and deans), granting legislative powers to "professorial conferences", the right to award scholars degree, high status of holders of academic titles (that meant an inclusion of the relevant provision in the Table of Ranks). The next "Plan for establishment of Universities in Russia" (1787) was developed by well-known Catherine's nobleman O. Kozodavlev. The plan included opening of new universities, one of which was to be opened in Chernihiv (decree of January 29, 1786). However, the beginning of the Russian-Turkish war prevented Catherine's university reform from implementing, so the Plan remained unrealized. The abovementioned decree emphasized that Russian university was part of the state and its management was coordinated by state institutions. Such an approach to universities (as opposed to their former autonomous status) was characteristic of the

university reform in that time Austrian monarchy. Therefore, the so-called Wiener Studienplan or curriculum of the University of Vienna became a basis for the Plan. [30, p. 657]. These two points of view will be reflected in the main documents that regulated the development of university education − the statutes of Russian imperial universities (1804, 1835, 1863, 1884) [34, 269 pp.]. It was not disputed that universities created an atmosphere aimed at educating personality. At the same time, in the history of Russian imperial universities, as N. Ladyzhets, O. Gluzman noted, only the first period of development of universities of Moscow, Derpt and St. Petersburg (1705-1802) should be considered in the context of the global process of university education. From 1803–1804, their leading function was educational [10, p. 8-13] (academic research is accumulated in academic structures) that leveled in part the classical idea of university. This fact is evidenced by the experience of imperial universities of Kharkiv (1804), Kyiv (St. Vladimir's University, 1834) and Novorossiysk (1865) [12, p. 26-36; 25]. From A. Andreev and S. Posokhov's point of view, an initial adaptation of the European "university idea" here meant that university took root and this process was irreversible.

Later, the main result of Alexander I's university reform was a final design of the university system of the Russian Empire that divided the whole country into six educational districts. Each district was to be headed by one of the universities − already existing or new − which were still planned to open. The bureaucratic functions in university management came from Polish and French educational reforms. Internal structure of universities was the result of a compromise between tendency to "modernization" with development of educational infrastructure, research societies, libraries, laboratories, etc. around university, and full consolidation of corporate autonomy in its "preclassical" sense. As for modernization, in the second half of the 18-th century it affected most European countries, but it was particularly significant in the German states, which presented such successful examples of "modernized" universities as Vienna (1365) and Göttingen (1734). At the same time, "modernization" included reforming when state, interfering in the life of scientific corporation, took over the functions of organizing an educational process, selecting of teachers, controlling over the level of teaching and providing the necessary means for this, etc. [35, p. 14-15].

History of higher education saw various models of organization of university life − from the broadest autonomy to direct management by state or other patronage bodies. The classical model of university included broad autonomy and self-government. The main principles of university self-government were: electing rector, deans, department heads, professors, teachers; collegial nature of the highest governing bodies and collegial decision-making; representation of all categories of teachers, students, university sections in governing bodies; establishing relation of university with society and state through boards of trustees and similar to them; recognizing its Statute as the highest regulatory instrument in organization of university life [13, p. 26-34].

Each country interpreted autonomy in its own way, so it can be characterized as a generalized concept that includes receiving by educational institutions certain freedoms. In general, university autonomy means "university self-government". At the same time, it is clear that there is no university self-government completely isolated from state and society. There is a mutual agreement between universities, state and society that provide universities with certain freedom in solving some problems in society and state, that is they have a certain autonomy. Each of these parties has the right to impose restrictions on this freedom, depending on history and traditions of each country, its power nature, its society structure and peculiarities in university development. The level of restrictions of the state and society depends on the extent to which universities meet the requirements of scientific education and culture. At the same time, university can actively protect and expand its autonomy, freeing itself from certain restrictions. However, only a few universities have equal rights with state and society [11, p. 42-49].

It should be noted that classical universities of Eastern, Central and Southern Ukraine (in the 19-th century) were established on the initiative of the state (these regions were part of the Russian Empire), functioned at public expense, called imperial (emperor gave a permission and signed decrees on their opening) and served the practical purpose of training specialists for public service. They developed a content, provided an appropriate level of education, educational process and appropriate quality control. Unlike Western university, church did not take part in the educational process. There was no faculty of theology faculty from the very beginning. At the same time, their development coincided with deep crisis of university as such. One of the reasons for this was strengthening of utilitarianism under influence of the Enlightenment [10, p. 8-13]. The high status of Kharkiv (1804) [4], Kyiv (1834) [6], Novorossiysk (1865) [24] and other universities motivated the emergence of a separate branch of public administration in university education. Also it's worth mentioning that pre-classical (in other words − medieval) university was a privileged self-governing corporation of professors and students with judicial, financial and other autonomy which rights were guaranteed by the highest church and state power. These seemingly contradictory ideas helped establish a European university in the native land.

By his manifesto of September 8, 1802, Alexander I established new government, and Peter's Collegium was replaced by the Cabinet of Ministers. Eight ministries were established, including the Ministry of National Education (1802), which began its work on January, 1803. Autonomy was approved by two fundamental imperial documents for the university system: the Preliminary Rules of National Education of January 24, 1803, and later in the general Statute of imperial universities of November 5, 1804 [35, p. 15]. Thus, the first program document was the "Preliminary Rules of National Education" (1803). It was a detailed action plan or so-called state educational doctrine. The work of universities was based on democratic principles of education development set out

in this document. This was reflected, first of all, in election of professors and university administration that did not violate the principle of state care and university management. The greatest challenge was an interpretation and implementation of the university autonomy principle prevalent in the West that went against the principles of state centralism. Conceptually, imperial universities repeated the way of French universities which started their way in the system of statehood. However, the oldest university tradition in Europe was disrupted for a century (during the French Revolution, by decree of September 15, 1793, these status educational institutions were closed as centers of reaction and restoration of the Bourbon monarchy. They were revived only in 1896). Later, domestic university education developed in its own way [13, p. 26-34].

The adoption of the first General Statute of Russian imperial universities (1804) became one of the most important issues of educational policy in the first half of the 19-th century. His project was proposed by Secretary of the Main Board of Schools V. Karazin and academician M. Fuss [3, p. 21]. The Statute officially defined educational and administrative structure of universities of the Russian Empire. Its most important achievement was the proclamation of university autonomy. Initially, autonomy was interpreted as the freedom of university from state management and control. This provided for election of rector, vice-rectors, professors by secret ballot, independence in the approval of academic degrees, opening of departments, etc. Professors were given the right to teach their own courses based on their own scientific works (or works by other famous scientists). They were obliged to report this to the Academic Council and take into account the comments of their colleagues. The Statute did not provide for any other forms of control over content and education quality. Unlike Western model of university autonomy, the domestic one provided university staff not only with the status of public official but significant privileges, including fairly high pensions and ranks according to the existing Table of Ranks [38, p. 8-24; 39].

The second General Statute of imperial universities (1835) was introduced during the 1828-1835 educational reform. The new Statute introduced significant restrictions in teaching, educational and organizational activities of university. Thus, freedom of teaching was abolished, school committees were closed and the principle of university autonomy was significantly restricted. University manager appointed district trustee. He also monitored student inspector who had to be a military or civil servant. University was deprived of judicial functions. Rights and responsibilities of the council, compared to the 1804 Statute, covered only teaching part. Rector was elected by Council consisting of ordinary professors for a term of four years. The economic and police parts were given to the Board which was subordinated to trustee [1, p. 76-86]. Department of theology was compulsory for all faculties. As for teaching staff, despite the preservation of university Council's right to elect professors and other lecturers, Minister was given the opportunity by his discretion to nominate among talented in science and teaching candidates with

necessary academic degrees for the position of professor and adjunct of vacant departments. Thus, the 1835 Statute included a provision on election of rector with subsequent approval by the imperial decree and election of professors with minister's approval. These situation led to the issue of "university autonomy" in public opinion which later became the main contradiction in university development [5; 7; 23; 27; 33; 37].

The third Statute of imperial universities (1863) was stereotyped in the literature as a breakthrough to democracy, academic freedoms and university autonomy. The immediate occasion for drafting the Statute was significant restrictions in activities of universities caused by bourgeois revolutions in the West. In autumn of 1849, the final ban on election of governing bodies in universities was imposed. In order to eliminate any free-thinking, changes to the curricula were introduced. Teaching of public law of foreign countries was suspended, and in 1850 an imperial decree was issued to stop the teaching of philosophy. Abolition of departments of philosophy caused reorganization of the philosophical faculties. On January, 26, 1850 they were divided into two independent subdivisions – faculties of history and philology and of physics and mathematics [20]. At the same time, realizing that social progress could not be stopped by administrative measures and convinced of the futility of attempts by force, authorities began to gradually weaken the state of emergency in education policy. From 1856 the life of universities was gradually returning to normal. In 1857 teaching of public law of European countries was resumed, and departments of philosophy were revived. Finally, the Imperial Decree of May 13, 1861 restored an election of rectors and vice-rectors [10, p. 8-13].

It took a long time to develop the third Statute where democratic achievements were most reflected (began in 1858) and were actively discussed by representatives of two areas: liberal (E. Kovalevsky, M. Pirogov, M. Kostomarov) and reactionary (V. Dolgorukov, S. Stroganov). For example, M. Kostomarov's article "Remarks on Our Universities" (1861) [23, p. 349-361] raised the question of the status of student corporation. Opponents of student corporation (M. Kostomarov, O. Voronov, O. Beketov, O. Nikitenko) considered it obsolete, arguing that corporation as a "privilege of the elect" made universities "closed", isolated students from public life and had an artificial nature. They put forward an idea of "open" university which would provide knowledge for all who wished [14, p. 266].

Since 1861 Minister of National Education O. Golovnin headed discussion of content and direction of the new Statute of imperial universities. He was also credited with returning to the service of previously released M. Pirogov and involving of well-known authoratative and recognized by the Ministry specialists in science and education in official educational activities. Thus, professor K. Foigt was appointed as rector of Kharkiv University (Kharkiv Educational District), professor F. Vitte was appointed as assistant inspector of School of Law (Kyiv Educational District), O. Artsymovych became trustee of the Odessa educational

district (since 1862). O. Golovnin was known in education history as consistent supporter of university autonomy and inspirer of the University Statute (1863). This document significantly weakened the bureaucratic care of universities, becoming an important step towards their self-government. The results of its discussion were widely covered in the press and published in a two-volume "Comments on the draft General Statute of imperial Russian universities." The opinion of famous historian and publicist K. Kavelin ("Freedom of Teaching and Learning in Germany," 1863) was very interesting in terms of university autonomy. After visiting two Swiss (in Basel and Zurich) and seven German universities (in Munich, Leipzig, Berlin, Göttingen, Bonn, Heidelberg, Tübingen) between 1862-1863, K. Kavelin unequivocally insisted on the advantages of German universities and advocated the so-called German-Protestant way of their development (where, in his opinion, science was based on individual freedom) [18, p. 121-134]. Paying attention to the historical roots of university autonomy, K. Kavelin supported M. Kostomarov's view on general trend of restricting corporation rights. This view prevailed then among liberal professors.

M. Pirogov's article "University Question" (first published as a pamphlet "Supplement to the Comments on the Draft General Statute of universities", 1863) remained as a basis for discussion for many years [27]. In this regard, M. Pirogov wrote to O. Golovnin: "I know that my article will not have an impact on new statute but my goal was to create a correct understanding of the importance of university and therefore I consider necessary to make my views public" [36, p. 342-344]. In his work M. Pirogov focused on the issue of university management, noting that autonomous university in centralized state depends little from bureaucracy. He introduced the concept of "decentralized university", expressing the idea that each of them can have its own statute [27].

In early 1860s, developing the university reform, O. Golovnin went from analyzing the views of domestic scientists to taking into account foreign educational and updating trends, the views of leading European educational communities. He ordered to send the project to famous educators in Germany, France, Belgium and England. Their feedback was collected in the separate volume "Comments of foreign teachers on the project of educational institutions of the Ministry of National Education." The Statute of Russian imperial universities approved in 1863 did become the most progressive of the two previous ones (1804 and 1835). It removed restrictions on autonomy of university and university court, expanded scientific activities of university (through the establishment of scientific societies, writing scientific papers by students, awarding and handing in medals to the best of them, etc.). The Statute paid a lot of attention to the organization of educational activities in university. Thus, the faculty meeting received the right to develop and approve curricula and programs. A novelty was an abolition of entrance exams. Everyone who had a certificate of completion of a full gymnasium course was enrolled in university. This met European trends because in the second

half of the 19-th century science was seen as the basis of social progress, and intelligentsia (and hence universities) was responsible for this progress [39, p. VII, VIII]. University was interpreted as a reflection of society itself, and the university reform was an example of reforming other spheres of life. Interestingly, even during the discussion of the late 1870s and early 1880s, both supporters of the 1863 Statute and its opponents were united in the idea of exclusive role of the university reform among other social changes.

Such lawmakers as O. Lokhvytsky, M. Korkunov, B. Chicherin, O. Gradovsky actively developed the concepts of "centralization", "decentralization", "self-government", "autonomy" in the second half of the 19-th century. A particular attention was paid to self-government as a manifestation of decentralization. For example, O. Gradovsky believed that self-government should be interpreted not only as a way to better problem of governance solving, but also as a transformation of the whole state in accordance with new needs [9, p. 13]. V. Guerrier, developing the ideas of the university reform, noted that the question was "where to draw the line between centralization and decentralization" [7, p. 823]. In the late 1870s and early 1880s, search for this "line" led to the political nature of the university reform. Soon the Statute was adjusted in order to strengthen the centralized principle and state control over the course and content of teaching and to instil discipline and good behaviour among students.

Numerous publications discussing the issues of university autonomy and criticizing "Western-style university autonomy" appeared in the early 1870s. In 1874 the temporary commission chaired by Minister of State Property P. Valuev called for reforming an internal organization of universities and in 1875 the main commission was formed to develop another draft of the Statute of universities under the leadership of State Secretary I. Delyanov. On March 16, 1882, he was appointed Education Minister. On May, 30, 1882, Alexander III appointed Count D. Tolstoy Minister of Internal Affairs. Two experienced officials were aware of issues of higher education and had a detailed plan for its reforming that included an introduction of new university Statute.

The draft General Statute of imperial universities was submitted to the State Council on November 30, 1882. According to the Senate's decree, the Statute had to be introduced in 1884/1885 academic year. All university faculties (of history and philology, of physics and mathematics, of law, of medicine) were considered as a coherent whole. A special place in the first section was given to defining the status of educational district trustee, his rights and responsibilities. The range of trustee's power, compared with the 1863 Statute, was significantly expanded. He was to monitor university teaching, to convene, if necessary, university council and board, to appoint faculty meeting. He was given the right of senior management in keeping order and discipline. Trustee was obliged to report on measures taken to the Education Minister. In addition, he could even require rector to report on organization of student supervision [11, p. 42-49]. The main functions of rector

were defined in the second section of the Statute. Among them there were supervising over educational process and completeness of teaching in university, supporting auxiliary institutions, control over holding entrance exams, applying measures to regulate order and discipline in university. Rector's duties included chairing meetings of university board and council, directing their work. The council consisted of university professors. The meetings were dedicated to the most important problems of higher education institution. In particular, professors' reports on scientific and educational work, relations with foreign countries, participation in conferences, etc. were presented and analyzed there. The Ministry of National Education monitored an addressing of critical issues. If necessary, rector had the right to hold a faculty meeting to discuss results of PhD theses, to make decisions on providing master's certificates, to consider works for printing at the expense of university, to discuss the conditions for awarding medals and "honorary feedback" for their works, to hear teachers' reports on practical classes with students, etc. The right to elect faculty dean was given to the trustee of educational district, but final approval for the position (for a term of four years) was permitted by Minister of National Education [10, p. 8-13]. The Statute strictly regulated an educational process. Thus, considerable attention was paid to monitoring students' level of knowledge. The document also focused on the issues of discipline. Discipline was regulated by the section "On student inspector and his assistants". Inspectors were empowered to monitor keeping discipline and order by students. The duties of inspection staff were determined by a special instruction of the Ministry of National Education. The structure of university provided for specific correction and education institutions - disciplinary cells where students-offenders were to serve their sentences. Thus, the 1884 Statute entered the history as one that significantly limited their autonomy within the framework of statehood, giving the right to the Ministry of National Education and trustee to regulate the activities of higher education institutions [37]. In connection with the above information, it should be noted that opposition of university statutes was typical for Ukrainian and Russian historiography. Pre-revolutionary liberal journalism noted that the Statutes of 1804 and 1863 provided universities an autonomy and the Statutes of 1835 and 1884 deprived them of it (D. Kachenovsky, V. Vorobyov, P. Milyukov, V. Vernadsky). Sometimes this opposition was deliberately intensified. Even contemporaries of those events noticed such features of journalism and historiography. One of the first to notice this feature in journalistic approaches was V. Modestov [24]. V. Vernadsky wrote that hatred of the 1884 Statute led to the fact that its predecessor the 1863 Statute appeared in the "unusual radiance and ideal" [5; 35, p. 384-400].

During the 1905-1907 developments, universities became pockets of opposition: rallies and meetings were held here, students and professors took an active part in various political actions, and in some cases in armed demonstrations. On August 27, 1905, amid growing protests, Emperor Nicholas II approved the

"Provisional Rules for the Management of Higher Education Institutions of the Ministry of National Education" which made universities and other higher education institutions of the Ministry of National Education autonomous (although the document did not mention the word "autonomy"). In 1906, the so-called subject system that provided for free choice of individual curriculum (choice of the sequence of studying academic disciplines and schedule of examinations) was introduced. However, such changes at the revolutionary time only aggravated disorganization. As a result of introduction of the "subject system", many students stopped attending lectures at all. Accordingly, the innovations sparked a new wave of criticism, but now from conservatives and politically moderate publicists who saw it as a relief for lazy students.

Post-revolution period was marked by a decline in the student movement and a rise in ideological fluctuations among professors. That period articles stated that after the Manifesto of October 17, 1905, students and universities should have begun "peaceful work" [17, p. 468-480]. However, even after the revolution universities remained opposition centers. Authorities' attempts to restore influence over universities were perceived not only by students but also by many professors as an attack on university autonomy. Many members of university corporation saw an autonomy of universities as independence from government. They reacted rather painfully to the slightest oppression of their rights. Such views led to the governance crisis when state power represented by ministry and trustee essentially opposed university power represented by council. This situation was reflected in the discussion on "university issue". Many liberal-minded authors, such as M. Speransky began to write about the collapse [33], and such conservatives as V. Puryshkevych wrote about decay of universities [29]. However, the task of resolving the university issue (as one of the key ones) was included only in the programs of centrist parties. The cadet program focused on it. It is noteworthy that in the program of the Ukrainian Democratic Party a paragraph entitled "autonomy of higher education institutions" was presented in the section "State and social system".

The issue of university autonomy continued to hold centre stage in the discussion of university issue. As famous "theorist of university autonomy" S. Trubetskoy wrote ("University Question", 1904) that university can not be autonomous, because autonomy "is required by the very crux of matter." Not surprisingly that from his point of view contemporary university system was affected by aged insanity that was reflected in its deep decay, disorganization and lack of ability to coordinate all components of university body to a single proper goal. At the same time, he considered university self-government to be the central issue of "corporate system": "Autonomy is a cherished dream of nine tenths of professors because without this it is impossible to raise pedagogical authority of the professorial board" [22]. K. Timiryazev ("Academic Freedom: (thoughts aloud from old professor)", 1905) called self-government the "life nerve" of university. And yet, although this opinion prevailed, it no longer looked unequivocal. For

example, V. Purishkevych wrote the word "autonomy" in quotation marks with the epithet "notorious" [29], and academic counsil called it the main headquarters of anti-state political propaganda. Left radicals were also quite critical of university self-government. V. Lenin named the first rector of university elected in 1905 S. Trubetskoy "slave" of the autocracy. Thus, in pre-October journalism, the discussion on university autonomy became openly political [35, p. 380-382].

In 1908, the Government Senate published an official interpretation of the limits of university autonomy, stating that it should be understood as a choice of managerial and pedagogical functions but with unconditional accountability to the government. That is, the Senate without official abolishing of autonomy noted that it was not exclusive autonomy and independence of university from the Ministry of National Education. M. Speransky's article "State and Science" (1911) which later became part of his book “The Crisis of Russian School: The Triumph of Political Reaction. The collapse of universities” (1914) [33] became a response to this statement. The author expresses his opinion about the crisis of universities, believing that in Russia there is neither freedom of science nor freedom of teaching. He sees the main reason for this situation in destructive invasion of the state in science and education. In accordance with the Humboldtian principle, he considers it necessary for the "state to assume a number of self-restraints", and he is convinced that state power "cannot oppress university life". Western experience promotes a "spiritual autonomy of universities". No statute, according to M. Speransky, can not immediately correct all the shortcomings of universities.

Thus, governmental approaches were opposite, and the next Statute of imperial universities was planned in 1917. It should be assumed that those social and political events and, consequently, the democratization of educational processes could expand university autonomy. One way or another, the Statute remained as project level and had never been put into practice of university, although quintessence of the educational policy of the Ukrainian national liberation struggle was an attempt to combine the ideas of Ukrainization [19], professionalization and university education with the principle of autonomy in higher education. Soviet ideology, on the contrary, led to the final leveling of academic freedoms and university autonomy [10, p. 8-13]. Since the beginning of the Soviet era, universities have been subjected to devastating criticism. They were seen negatively as institutions of "pure science." They were opposed by polytechnic schools based on the synthesis of science and production. Characteristic for that time was the conclusion that university was a special world of archaic traditions. The very form of universities was presented as inappropriate because it united various organizations under one roof. It was noted that this form came into conflict with life and was "clumsy and not flexible enough." The academic pedagogical paradigm of university training system was criticized as not providing specific professional knowledge and skills. In Ukraine, this led to the decision to close classical universities. The Resolution "On the reform of higher

education" by the People's Commissariat of Education of Ukraine in 1920 abolished universities in Kyiv, Kharkiv, Odessa, Katerynoslav. The system of university education was restored only in 1933 [12, p. 31-32]. In the future, the state order for specialists led to the averaging and leveling of personality in education that formed personality-alienated approach in higher education. For more than half a century, the authoritarian model rejected any autonomist and democratic tendencies. Society was completely removed from control over higher education. The discussion on the university issue did not resume. For a long time, universities existed without reliance on even elementary conceptual foundations, without a clearly defined place in the education system. And yet the fact of their revival can be considered significant that laid some fundamental similar features of pre-revolutionary, Soviet and post-Soviet universities [35, p. 382-383].

Problems of democratization and humanization of higher education became relevant in the late 20-th century. The transition to the market economy of competition and freedom of choice also affected higher education. In modern conditions, the development of its new model is economically determined and socially demanded. However, history and the present prove that a a high role of university in the education system, in the social and political life depends primarily on the level of its autonomy and academic climate. Autonomy is necessary for university to realize the interests of its social environment and its own internal goals. Ukraine faces a situation of overcoming the consequences of centralized management in higher education and developing of those features in academic life that are able to ensure the liberalization of higher education. The Law of Ukraine "On Higher Education" (2014) enshrines academic, organizational, financial autonomy of university and includes decentralization (a number of powers goes to the departments and faculties). University has to improve its status to provide services to many social institutions. Accordingly, it is necessary to coordinate priorities of the state policy in education, society interests, goals and objectives of university. Only then university can become an equal partner in relations with the state, civil society, labor market and individual. In this regard, it is important to determine the paradigmatic areas that set the differentiation and generate a variety in modeling of university:

1) education - research;
2) training - education;
3) patronage (public administration) - autonomy (self-government).

The principle of autonomy is carefully protected by modern university, as it has been protected throughout the period of its development. This is required by the need to maintain academic status which allows to cultivate science, to educate intellectual elite, to develop spiritual potential of society. Autonomy remains the basis of university life, but today it should be redefined with a view to the internationalization of educational processes, the integration of university into economy, labor market and program of national development in the globalized world.

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Section IV. THE UNITY OF EDUCATION AND SCIENCE IN THE ACTIVITIES OF HIGHER EDUCATION

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4.1. HIGHER SCHOOL PEDAGOGY − SCIENCE, DISCIPLINE, PRACTICE

The unity of education and science in a higher education institute is an important condition for the process of improving the training of a future professional. A crucial role in the process of educating a future teacher belongs to the pedagogy of higher education.

As a theory and practice, the pedagogy of higher education has gone a long way. The prerequisites for its formation were laid in the XIX century. During this period the first classical universities were founded on the territory of Central, Eastern and Southern Ukraine: Kharkiv University (1804), St. Volodymyr University (1834), Novorosiiskyi University (1865), where the subjects of philosophical and pedagogical orientation were taught from the very first day of opening [3, p. 71].

The formation of higher education pedagogy is highly connected with the activity of these universities. They were the place where pedagogical institutes were opened (since 1804), and later pedagogical courses (since 1860) started to function, the main purpose of which was teacher training. In addition to courses in pedagogy and didactics, the students of these educational institutions also did some teaching practice. Those who were enrolled in a pedagogical institute received the candidate's degree. Gradually, some of them obtained a second degree (master's degree) and became university teachers [11, p. 19].

It is worth mentioning that in 1850 the Department of Pedagogy was opened at the historical and philological faculties of universities, which contributed to the separation of pedagogy from philosophy as a separate branch of science and academic discipline. In some faculties, pedagogy has become a compulsory training course [3, p. 71].

Thus, the first half of the nineteenth century marked the period when Ukrainian universities began to open separate departments of pedagogy. At that time, they provided the training of future teachers, and courses of pedagogy, didactics and teaching practice played a significant role in this process.

The second half of the XIX century was characterized by the desire to improve higher education and training of future teachers. During this period M. Pyrohov made a significant contribution to the development of higher education

pedagogy. It is believed that no one in domestic pedagogy approached so close to the disclosure of pedagogical opportunities in the educational process of higher education [9, p. 6]. In a series of articles that includes "What do we want?" (1859), "A Look at the General Statute of Our Universities" (1861), "Remarks on the Draft of the General Statute of the Imperial Russian Universities" (1862), "The University Question" (1863), "Letters from Heidelberg "(1863 − 1864) M. Pyrohov justified the need to reform higher education.

M. Pyrohov was one of the first to formulate and explain the principle of scientificity in higher education. He believed that education at universities should first of all activate the mental strength of students, involve them in an independent scientific activity, foster the development of their talent and true love for science. This is possible only when a teacher arouses students' interest in science during classes and at the same time equips them with a number of research methods. Mykola Ivanovych identifies scientific education not only as a means of acquiring knowledge, but also a necessary condition for human development. He argued that getting closer to science has a positive effect on the human spirit and public education [26, p. 776]. M. Pyrohov advocated the unity of education and research. In particular, he argued that it is impossible to separate an educational component from the scientific one at universities [24, p. 333].

In order to improve the educational process in universities M. Pyrohov studied foreign experience, the activities of Oxford and Cambridge universities in particular. He was especially interested in tutoring. However, he thought that it would be too expensive for our students to work with tutors. Therefore, Mykola Ivanovych advised to create separate groups for students, grouped by different subjects, and seminaries for professors, with the obligation to study according to a certain program. He thought it could solve the problem of passive students at lectures and increase the efficiency of teaching. According to M. Pyrohov, participants will take an active part in the lectures and will be the students, not just listeners. This obligation is not forced; it is combined with a constant and independent activity of a student; it brings him/her closer to the teacher and often corresponds to the essence of the academic discipline, personality of the mentor, and personal abilities of a student [24, p. 382].

According to B. Pazynich, M. Pyrohov developed a method of heuristic conversation, which contributed to the emergence and spread of seminars in universities. As M. Pyrohov stated, a heuristic conversation is a "constant test of memory, imagination, attention and thought" [23, p. 17].

M. Pyrohov paid much attention to the issues of the teacher's personality and training. Developing the idea of the need to combine two elements − scientific and educational − he justified an important opinion that a university teacher is primarily a scientist who arouses interest in scientific activities in his/her students and is constantly advancing in science [23, p. 19]. Self-improvement should become the main task of university teachers [24, p. 330], so

M. Pyrohov suggested opening an institute of associate professors at universities to train future lecturers [24, p. 358].

In general, M. Pyrohov revealed the essence of educational, developmental and upbringing functions of higher education and the ways of their implementation. He also explained the principle of scientificity, the unity of education and science, the unification principles of education and upbringing, and visuals. He made a significant contribution to the development of lecture as a method and form of teaching. He gave much importance to the development of independence and activity of students [14, p. 117].

In the seventies and eighties of the XIX century, the works of other scholars on the didactics of higher education appeared in periodicals. In particular, in the Artillery Journal of the year 1870 a very interesting article by a K.O. entitled "A few words about lectures as a means of teaching science, applied to the Artillery Academy" was published. In the article, the author raises a number of important and relevant issues related to the lecture as a teaching method in higher education. K. O. addresses the problem of maintaining students' attention during lectures. The author argues that students' inattention is caused by a lack of understanding of what is being taught. K.O. believes that lectures are not necessary, because the exam answers of students who have listened to the lecture course do not differ from those who have not [6, p. 208]. In his opinion, the purpose of the lecture is "to provide appropriate information about the issues of a particular science and to provide a procedure for their studying" [6, p. 209]. K.O. questions the effectiveness of the verbal method of teaching. The author derives an axiom which says that the depth of understanding is proportional to the time used for thinking [6, p. 209]. In his opinion, the lecturer pays attention only to the logic of presentation, sequence of the material and conclusions, but does not pay attention to whether all students had enough time to reflect and analyze the information.

Therefore, the author raises issues related to the difficulties of applying the basic principles of learning at lectures: strength of knowledge, consciousness and activity, systematicity and consistency, accessibility, although the author does not call them the principles of learning [12, p. 324].

The author of the article notes that sometimes a lecture becomes a useless conversation of the professor with him/herself [6, p. 211]. The lecturer often repeats, cites textbooks which students can read on their own. He is of the opinion that students are passive in the lectures. Lectures do not promote the activity of students, do not force them to consciously acquire knowledge, because it is presented in a ready-made form.

Eleven years later in 1881, as a mature university teacher, the author of the article (Gerasimov) opposed to lectures for the second time and even more strongly. He published a book "Elimination of lectures in the academic or university system of teaching sciences", the title of which immediately reveals the author's attitude to the lecture as a method of teaching [29, p. 15].

Approximately the same views on the lecture were expressed in 1870, and then in 1876 by N. Varadinov, a professor of the University of Dorpat. In the article of 1876 "University Lectures", the author talks about the uselessness of lectures and says that it is better for students to learn by textbooks. At the same time, N. Varadinov supports introductory lectures. He sees the purpose of lecturers and lectures in counseling and mentoring, which should create the link between theory and practice. N. Varadinov argues that "if you allow lecturing at the university, it should be considered necessary only in those areas of science that the student did not study in a gymnasium… [28, p. 2]; "We find it useful to read lectures, which direct students to the independent studying of science" [28, p. 7].

Thus, in the second half of the nineteenth century a number of accurate and debatable issues were raised, such as: the content of lectures, their scientific nature, emotional presentation, retelling textbooks by lecturers, the connection of lectures with an independent work of students, activity and conscious knowledge acquisition, the connection of theory with practice, the role of the lecturer as a consultant and mentor. The disadvantages of the lectures were pointed out: the difficulty of organizing feedback and implementing an individual approach, passive students, nurturing a habit to learn from ready-made materials. It was in the second half of the nineteenth century when scholars expressed thoughts about the elimination of lectures in higher education, their uselessness and even a negative effect. For the first time, they started thinking how to improve the lecture system of teaching, there were ideas in tune with the modern issues like the role of the teacher as a consultant and moderator of the educational process, the use of lectures along with other forms of learning: seminars, practical classes, independent work of students and their interdependence [12, p. 325 - 326].

In the early twentieth century, the works by B. Weinberg, A. Herzen, V. Hessen, P. Kazansky, N. Kareev, A. Klossovsky, V. Klyuchevsky, L. Petrazhitsky, V. Ostrogorsky were published, which address the organization of the educational process in higher education, methods of teaching certain disciplines, lecturing skills, and the lecture system in universities [29, p. 156-157].

One of the most important works of the early twentieth century, which contains attempts to explain a pedagogical approach to the educational process in higher education institutions, is considered to be a monograph "University and Science", written by L. Petrazhytsky and published in 2 volumes in 1907. The author gave a number of important pieces of advice concerning educational process. He wrote about the combination of scientific content of the subject with the pedagogical skill. His idea was that the teacher should capture the listener "not by the beauty of his/her speech», but clarity of mind and certainty of scientific problems [9, p. 5].

The scholar writes a number of recommendations concerning the methods of lecturing in order to eliminate existing drawbacks in the lecture teaching system. L. Petrazhytsky argues that the lecture should develop students' scientific thinking and, therefore, the professor's duty is to involve students in science, force them to

be interested in it and do it not only for a while, not just to pass the exam or in the form of "memorizing the textbook for the test" but to evoke respect for lectures, interest and love for science and the "scientific spirit and scientific inspiration" in students' souls [29, p. 23]. As can be seen, L. Petrazhytsky's points of view completely coincide with M. Pyrohov's.

"Organization and methods in higher education institutions and secondary school" was published in 1934. In this work, I. Autukhova, I. Ogorodnikov, A. Khanta made an attempt to systematically present the main organizational and methodological problems of education in higher education institutions in the former Soviet Union [10, p. 16].

It is worth saying that in 1940, under the editorship of S. Chavdarov, the textbook "Pedagogy" was first published in the Ukrainian language for higher education institutions and particularly for pedagogical institutes [27, p. 338].

Therefore, the nineteenth and the first half of the twentieth century was the period when the pedagogy of higher education was considered as a separate science or academic discipline, but the conditions for their separation were laid. Higher education pedagogy was developing within the framework of pedagogy, however, the first works were mainly devoted to the problems of the didactics of higher education. These are the articles by M. Pyrohov "Questions of Life" (1856), "University Question" (1863), V. Gerasimov "A few words about lecture as a method of teaching science that is used in the Artillery Academy" (1870), "Elimination of lecturing in the academic or university system of teaching science" (1881) and N. Varadinov's "University lectures" (1876) and others. At the beginning of the twentieth century, the works of B. Weinberg, A. Herzen, V. Hessen, P. Kazansky, N. Kareev, A. Klossovsky, V. Klyuchevsky, L. Petrazhytsky and V. Ostrogorsky were published. These works consider the organization of the educational process in higher education institutions, methods of teaching certain disciplines, lecturing skills, lecture system in higher education institutions.

The raised issues find their continuation in the next explorations of the first half of the twentieth century by such scientists as N. Bauman, S. Bogoslovsky, A. Vagin, M. Eskin, G. Zhurakovsky, P. Zaichenko, S. Zinoviev, A. Kireev, E. Medinsky, N. Rubinstein and many others. Under the editorship of S. Chavdarov, the textbook "Pedagogy" was published in Ukrainian for the first time for higher education institutions in 1940, particularly for pedagogical institutes. It should be emphasized that the principles of scientificity were being formed during this period. Moreover, the unity of educational and scientific process in higher education institutions is also substantiated, and the foundations of training future teachers are laid. The requirements for the personality of a teacher are put forward and the idea of a university teacher is formed not only as a lecturer but also as a scientist. Pedagogy of higher education institutions develops mainly as empirically constructed approaches of individual teachers who are involved in the process of organization of the educational process in higher education institutions.

The second half of the twentieth century, especially the 50s and 60s, is characterized by a huge number of government decrees concerning the development of higher education ("Measures of improvement the research process in higher education institutions" (1956), "Measures of improvement the training and certification of scientific and pedagogical staff" (1956), "Measures of the further development of higher and secondary education, improving the training and usage of specialists" (1963), "Measures of improvement the training process of specialists and improvement of leadership during higher and secondary education in the country" (1966) and many other [5, pp. 13-14]. They stimulated and intensified research process in the field of pedagogy of higher education institutions. So, according to B. Korotyaev, E. Grishin, O. Ustenko, 8492 works were published about the problems of higher education in the period from 1950 to 1960. The number of works focused on the problems of higher education has been growing every year since 1960 [10, p. 16-17].

The term "the pedagogy of higher education" appeared in the sixties of the twentieth century. By the way, the use of the term "didactics of higher education" was formulated earlier, in the fifties of the twentieth century in the work of P. Zaichenko "Some issues of didactics of higher education institutions" (1953) [4, p. 154]. Scientists of that time admit the fact of separation and formation of a new science. Its emergence is associated with setting new goals for higher education. It was about improving the quality of training the future professionals. The way of achieving this goal was seen in improving the teaching process of all sciences by upgrading traditional forms of education and the introduction of new scientific methods. In this regard, departments of pedagogy and psychology of higher education institutions were beginning to appear in some universities of the former Soviet Union [4, p. 8].

There is an opinion among the scientists that thanks to B. Ananiev a new direction of scientific research has started. He was a representative of the Leningrad School of Psychology. The research of the peculiarities of the mental development of an adult and the learning abilities at different stages of life was conducted in the sixties of the twentieth century. The Department of Pedagogy and Pedagogical Psychology was established at Leningrad State University in 1966. It was one of the first to develop the problems of learning in adulthood. The Department laid the foundations for the creation of a new doctrine in the structure of psychological and pedagogical science of that period − psychology and pedagogy of higher education institutions [20, p. 18]

Also, the Ministry of Higher and Secondary Education of the USSR established the Scientific and Methodological Council for Pedagogy of Higher Educational Institutions in 1966. The main task of this Council was to coordinate all researches concerning the problems in this field [4, p. 9].

The works of S. Arkhangelsky, V. Zagvyazinsky, S. Zinoviev, N. Kuzmina, and N. Nikandrov became significant achievements of Russian scientists in this

period. The work of S. Zinoviev "Educational process in the Soviet higher education institutions" (Moscow, 1968) is one of the first and most fundamental monographs. It is focused on the main issues of organization and methods of training future professionals in higher education process, didactics (teaching theory) of higher education institutions [30, p. 5].

In the overall, special attention is paid to the training of future teachers during this period because the leading role in achieving the goals set for higher education was played by the teaching staff of the universities. Replenishment of scientific and pedagogical staff of higher education institutions took place through the alumni and graduate students, whose studying programmes did not provide for a thorough study of pedagogy and psychology. That is why, in the sixties of the twentieth century, teachers and graduate students started to study a new course "Pedagogy of higher education institutions" in the leading institutions of higher education of the former Soviet Union, including the University of Kyiv [4, p. 8].

This fact necessitated the development of appropriate textbooks and manuals. So, the first textbooks were "Pedagogy of higher education institutions" edited by P. Gaponov (Voronezh, 1969), "Pedagogy of higher education institutions" edited by Y. Babansky (Rostov n / D, 1972), "The basis of pedagogy at universities" edited by N. Kuzmina (Leningrad, 1972); "Pedagogy of higher education institutions" edited by N. Nikandrov (Leningrad, 1974).

The pedagogy of higher education was defined as the science of teaching and communist education of students. It was about the formation of the personality of a specialist of higher qualification. Its subject was the study of a special type of pedagogical activity, aimed at revealing the patterns and rational ways of learning and the formation of the Soviet specialist of higher qualification [4, p. 12].

A significant contribution to the formation and development of the pedagogy of higher education was made by such Ukrainian scientists as A. Aleksyuk, A. Bondar, M. Grishchenko, D. Elkin, I. Kobylyatsky, O. Moroz, I. Reinhard, V. Tkachuk, etc.

I. Kobylyatskyi was one of the first Ukrainian scholars who seriously studied the problems of higher education pedagogy, the moments of its history in particular. "Methods of educational work in higher education institutions" (monograph) (Lviv, 1970), "Didactic basis of the educational process in higher education institutions (lecture texts)" (Odessa, 1972), "Scientific and pedagogical bases of educational work in higher education institutions (texts of lectures)" (Odessa, 1974), "Pedagogical recommendations for university teachers" (Odessa, 1975), "Methods of training and formation of the specialist in higher education institutions" and many other important works of the scientist, who revealed the fundamental issues of this science. [17].

According to the scholar, the pedagogy of higher education began to develop intensively in the seventies of the twentieth century. The nature of scientific works changed significantly at that time. The publications with general

and common information became less prevalent, but specific aspects of the educational process began to be studied more deeply [9, p. 10].

The scientist drew attention to the fact that the educational process in higher education and the formation of a highly qualified specialist had their own laws and required scientific and pedagogical justification. At the same time, there was no clearly defined science of training and formation of such a specialist in higher education institution [7, p. 3]. I. Kobylyatskyi comes to the conclusion that important research, a lot of experimental and theoretical material necessary for the formation of pedagogy of higher education institutions as a science has already been accumulated [9, p. 13]. He substantiated a new scientific field as a science of training and education of a highly qualified specialist, emphasizing that it is a subsidiary science that derived from general pedagogy and has a common methodological basis and, having its own specifics and subject at the same time. I. Kobylyatskyi also stood for the necessity to introduce the discipline "Pedagogy of higher education institutions" into the university course. The scholar defined four sections of pedagogy of higher education institutions (general issues; didactics; theory and methods of education; management of educational and scientific activities) and ways of further development of pedagogy of higher education institutions as a science. The latter are the generalization of rich scientific and pedagogical experience of universities, departments, certain scientist, teachers and student groups; widespread introduction of pedagogical experiments in universities of all major specialties [17].

Despite the fact that the didactics of higher education is included in the pedagogy of higher education, it is defined as a science of the essence and regularities of learning, the content of education, the organization of the educational process, methods of teaching and learning in higher education institution. It is also described as a theory of education and training of a specialist [8, p. 17].

I. Kobylyatsky made a significant contribution to the substantiation of teaching methods in higher education institutions. In particular, the scholar emphasized the significant difference between teaching methods in secondary school and higher education institution. The teacher argued that university teaching methods are not a simple means of transferring and understanding knowledge, but methods of entrying into the development of science, the disclosure of its methodological basis. Therefore, according to the scholar, teaching methods in universities can be viewed as scientific methods [9, p. 78]. I. Kobylyatsky was convinced that teaching methods in higher education institutions are not only a means of transferring and assimilating knowledge, but also forms of organizing classes. That is why he identified teaching methods with forms of the provision of education. He also developed his own classification of teaching methods that identified three groups of methods:

1) methods that ensure the transferring, perception and assimilation of knowledge and the formation of judgments (lectures, self-study work, observation, counseling, instruction, perception of TV and radio programs, programme material);

2) methods of application and consolidation of knowledge, development of skills, enhancing of judgments (seminars and practical classes, lab works, tests, IT classes, manufacturing job, teaching practice at school and other places of educating and industrial practices);

3) methods of treatment of knowledge, formation of judgments and professional training of students (current study of students' learning activities, colloquia, interviews, term papers and their evaluation, methods of final evaluation, term exams and tests, term projects and graduating) [9, p. 8 - 83].

I. Kobylyatsky believed that such division of teaching methods corresponds to the logic of the educational process in higher education institutions.

From our point of view, the greatest achievement of the scholar in the matter of teaching methods in higher education institutions was determining the effectiveness of methods. I. Kobylyatsky believed that the improvement of teaching methods was not related to the time of their emergence and that the elimination of "old" methods and their replacement with the "new" ones could not solve the problem. The idea was that it was necessary to develop criteria for the effectiveness of teaching methods. I. Kobylyatsky believed that the pedagogical effectiveness of any teaching method was determined not by the amount of knowledge transferred to students, but by the degree and nature of the impact on the consciousness and feelings of the student. It was about the level of their intellectual and creative activity, rather than simple perception and memorization of facts and theoretical facts of the lecture [9, p. 76 - 77].

Generally, the scholar significantly developed the pedagogical theory, highlighted the features of the learning process in higher education institutions, indicated its patterns, formulated the principles of higher school didactics and substantiated the system of teaching methods in higher education institutions. Another achievement of I. Kobylyatsky was the publication of the tutorial "Basis of Higher School Pedagogy" (Kyiv − Odessa, 1978), that became the first Ukrainian (of course in Russian) and the main manual for students, alumni and teachers for a very long period of time. This tutorial was very important for all who were interested in teaching in higher education institutions. It is worth noting that this manual was republished in China and the name of the scientist is included in the encyclopedia of this country [17, p. 39].

A. Bondar was one of the first who studied the problems of higher education pedagogy in 1960s-1970s. He focused on substantiating the forms of organization of the educational process in higher education institutions. He studied the preparation and organization of seminars, practical tasks, lab classes, self-study work and practical training. His professional scientific interest in the problems of higher education didactics was caused by a change of employment. Among other things, A. Bondar began his career at the Taras Shevchenko National University of Kyiv in 1963 and it was during this period when his main works were published: "Organization of pedagogical practice of students" (Kyiv, 1969), "Pedagogical

practice of students" (co-author) (Kyiv, 1972), "Seminars in higher education institutions" (Kyiv, 1974), "Lab and practical work in higher education institutions" (co-author with L. Ranska) (Kyiv, 1977), etc.

We consider the greatest merit of A. Bondar to be the generalization of professional practical experience of certain teachers, groups of establishments of higher education institutions that was involved in the organization of seminars, lab works, practical classes, consultations. He summarized the types of seminars, developed their structure and methods on the basis of the study of advanced pedagogical experience. After studying the experience of higher education institutions, the scholar came to the conclusion that there were several basic methods of lab and practical work − the frontal method, the workshop method and the method of doing work in cycles (thematic workshop).

A. Bondar paid great attention to the practical training of students. His poins of view were set out in the following works: "Organization of pedagogical practice of students" (Kiev, 1969) and "Pedagogical practice of students" (Kiev, 1972). They concerned the place of pedagogical practice in the system of preparing students for working at school, features of different types of practice, preparation of students for teaching practice, planning by supervisors; preparation of students for practice in the process of studying pedagogy, etc. According to A. Bondar, the leading role in the preparation for the professional activity of a future teacher belongs to pedagogy. During the study of this science, students must master not only theoretical knowledge, but also acquire practical skills. This can be achieved by applying practical tasks, solving pedagogical problems, specific situations of production during the pedagogy classes [18].

M. Hryshchenko also studied the didactic problems of higher education pedagogy in 1960 s. He wrote about the organization of independent educational work of students, raises the question of ensuring the effectiveness of pedagogical practice, explores the peculiarities of educational work with freshmen, their adaptation to the conditions of education, develops methodological pieces of advice for young teachers, etc. (books "Learn how to work independently", 1969; "Educational work with freshmen", 1974). His book "Didactic advice to a young teacher" was published in 1973. M. Gryshchenko shared his thoughts and rich pedagogical experience concerning lecturing in this manual. He also wrote about the rules of conducting seminars and lab classes, organizing counseling for students, guiding their individual educational work, involving them in scientific work, etc. [27, p. 471].

It is important to note that M. Hryshchenko focused on the organization of independent work of students and the training of future teachers. The scholar determined the main levels of psychological and pedagogical training of teachers and the organization of the pedagogical process in higher education institutions; he proved the efficiency of educational influence of such methods as lecture, explanations, examples; the basic principles of higher education didactics were

substantiated; the place and directions of research work of students in higher education institutions were determined; he proposed new forms of requalification of teachers [19, p. 62].

I. Reinagrd also made a significant contribution to the development of higher education pedagogy. In particular, he was the Head of the Department of Pedagogy and Psychology of Dnipropetrovsk State University from 1968 to 1978. Under the direction of I. Reinagrd, the department became not only an important educational unit of the university, but also a well-known center in Ukraine in the sphere of the pedagogy of higher education. I. Reinhard managed to gather a team of like-minded people. His scientific school of information and psychological approach to the organization of educational information in higher education institutions was formed during that period of his life. Together with colleagues he published a number of articles concerning the problems of higher education pedagogy: "Exam model and assessment criteria" (I. Reinhard, A. Kuprin, 1972), "How to improve the lab workshop in universities" (I. Reinhard, L. Sukhinskaya, 1972), "Ordering the system of information perception" (I. Reingard, L. Sukhinskaya, E. Pochernina, 1975), "Complexity, difficulty and number of descriptive information in the educational process" (I. Reingard, E. Pochernina, I. Safro, 1979). Under his leadership, the Department of Pedagogy and Psychology of Dnipropetrovsk State University published a collection of scientific works entitled "Didactics and Theory of Education in Higher Education Institutions". The results of different researches of the teaching staff of this Department were published there.

The result of the productive work of like-minded colleagues (I. Reinhard, V. Tkachuk, E. Korobov, N. Menshikova, L. Pavska, O. Pochernina, I. Raspopov, L. Sukhinskaya, G. Ugoleva and members of his scientific school) was an educational tutorial "Basics of higher education pedagogy" (I. Reinhard, V. Tkachuk, Dnepropetrovsk, 1980). The authors of the educational publication strongly recommended to introduce an information and psychological approach in the learning process of students, which in their opinion would contribute to the optimization of the relationship and interaction between a teacher, a student and teaching methods in the educational process [15, p. 21 - 22].

According to I. Reinhard, the most important requirement for the organization of the educational process should be its high manageability. He said that only a well-ordered process can be successfully managed. Accordingly, the learning process in higher education institutions, according to the scholar, should be well-ordered [25, p. 7]. Thus, the leading principle of higher education should be the principle of streamlining the educational process in higher education institutions, and he was the first to identify and justify it. The components of this principle were defined as a rationally organized structure, appropriate standardization and optimal rhythm of the educational process [25, p. 7 - 9].

It is worth noting that in the 1970s there was a hot discussion about the justification of the leading principles of higher education didactics. Each scholar

tried to define his principles, because the pedagogy of higher education was not fully formed as a science and contained many issues that had not yet been proved, had not received a general definition and remained controversial. At the same time, everyone understood that the didactics of higher education institutions could not use the principles of school didactics, they could not be adapted to the conditions of education in universities. Identifying the principles of didactics in higher education institutions, scholars came from the specific features, patterns of education, the unity of education and upbringing, the main trends in the educational process and the challenges that it was facing. However, some scholars noted that some of their names would coincide with the names of the principles of school didactics, although they would be radically different in content. Other scholars, for example F. Naumenko, did not even allow coincidence in the names. They believed that it would contribute to disorientation and would not correspond to the specifics of education in higher education institutions. Meanwhile, not all scholars have contrasted the principles of didactics in higher education institutions with general didactics. In general, the leading principles of education in higher education institutions included the following: unity of education and science, unity of theoretical and practical training, taking into account the individual characteristics of students, involving students in scientific work [16, p. 38].

In general, the period of 1960s-1970s can be characterized by a serious increase in publications, works in which specific aspects of the educational process of higher education institutions were beginning to be studied more deeply. Ukrainian scholars were beginning to pay considerable attention to the justification of the studying process in higher education institutions. They were trying to study its differences from the educational process in secondary school to identify its specific features, laws, patterns and principles. It became clear that the educational process in a higher education institution was not identical to the educational process of a high school. Automatical transferring of the provisions of school didactics in the didactics of higher education was not correct. In other words, adapting the school principles of didactics to the conditions of studying in a higher education institution was not effective.

A new stage in the development of pedagogy of higher education institutions as a science and academic discipline begins in the 1990s. In particular, research institutes of pedagogy and psychology of professional education and higher education were established in Ukraine. Some new periodicals were launched that published materials about the organization of the educational process in higher education institutions. "Pedagogy of higher education institutions" was introduced as a compulsory subject in the graduate degree program. The Departments of Pedagogy of Kharkiv State University (V. Mikhailovsky), Kyiv National Linguistic University (V. Galuzynsky, M. Yevtukh), Taras Shevchenko National University of Kyiv (A. Aleksyuk) made a thorough research. The works of A. Aleksyuk, V. Galuzynsky, G. Hryshchenko, M. Yevtukh, B. Kobzar,

B. Korotyaev, O. Moroz, Z. Slepkan became significant scientific achievements of Ukrainian scholars in the development of important problems of pedagogy in higher education institutions.

B. Korotyaev, E.O. Grishin, O.A. Ustenko published the first pedagogical textbook in Ukrainian entitled "Pedagogy of Higher Education Institutions" in 1990. They defined it as a branch of pedagogical science, which describes and explains the processes of education, training and specialist training in higher education institutions. On this basis, it develops scientific recommendations and prescriptions regarding the professional and pedagogical organization of these processes or their transformation in accordance with the goals, as well as predicts further development. The object of pedagogy of higher education institutions is defined as the real pedagogical reality, which functions in the structure of these institutions and the structure of management. This science is studied by means of its language. The subject of pedagogy of higher education institutions is the connections and relationships that lie in the structures of the pedagogical reality. The science studies the logical nature, explains and justifies facts that are based on the application of its research methods [10, p. 5].

V. Mikhailovsky published a textbook "Pedagogy of higher education institutions" in 1991. There he revealed the patterns of teaching and education in higher education institutions basing on the ideas of the pedagogy of cooperation. The main task of pedagogy of higher education institutions, in his opinion, is to develop scientifically proved ways to train modern teachers who can work with students in the direction of cooperation, solidarity, full understanding. All of this can develop natural talents, abilities and skils, independence and creativity of students [21, p. 17].

In 1988, A. Aleksyuk began an experiment on the introduction of modular tutoring technology in the educational process of higher education institutions on the basis of the Department of Pedagogy of Secondary and Higher Education of Taras Shevchenko National University of Kyiv. The purpose of experimental research was to make the independent work of students a real basis for the educational process in the student audience [2, p. 4-5]. As a result, he published a tutorial "Pedagogy of higher education institutions. Course of lectures: modular training" (Kyiv, 1993) and the first textbook written in Ukrainian "Pedagogy of higher education institutions in Ukraine. History. Theory" (Kyiv, 1998).

It should be noted that A. Aleksyuk defined the subject of pedagogy of higher education institutions for the first time and took into account the national peculiarities of the educational process: the process of creating and functioning of real relations between students in higher educational institutions, which provide the opportunity to form a spiritually rich, virtuous and conscious citizen, a professional in various sectors of the economy (science, technology, culture, education, etc.), a patriot of Ukraine [1, p. 87].

At this time, O. Moroz also researched some issues of the pedagogy of higher education institutions. He substantiated the system of continuous

pedagogical education, forms of adaptation of the first-year students to the study process in higher education institutions, the content and organization of individual work of the first-year students, stages of professional adaptation of a young teacher, psychological and pedagogical training of a teacher. He also established a scientific school in the field of pedagogy of higher education institutions. Its representatives, who were led by O. Moroz, developed the ways of improving the management of professional training of future teachers, the problems of adaptation of young teachers, as well as the problems of psychological and pedagogical training of future teachers of higher education. His ideas, developed by the representatives of his scientific school, were embodied in the main provisions of the state educational documents: State Program "Teacher" (2002), National Strategy for Education Development in Ukraine (2012 - 2021), Sectoral concept of continuous pedagogical education and development (2013). M. Korets, A. Kuzminsky, V. Luhovy, L. Savenkova, S. Yashanov and others became the students of O. Moroz and his scientific school. [22].

In general, the necessity of the emergence of a new scientific branch – the pedagogy of higher education was proved by Ukrainian scholars in the second half of the twentieth century. Its object, subject and structure were substantiated. Features of educational process in higher education institutions, specific principles, methods, forms of training, the maintenance of pedagogical education were also defined. The processes of adaptation of freshmen to conditions of training in institutions of higher education and professional adaptation of young teachers were also described. Scholars did quite serious work concerning the study, generalization and theoretical justification of advanced pedagogical experience in the organization of the educational process in higher education institutions. Ukrainian scholars (I. Reinhard, O. Moroz) also founded scientific schools in the field of pedagogy of higher education institutions.

Active research in the sphere of pedagogy of higher education institutions was carried out at the beginning of the XXI century. The evidence of this was the opening of departments of pedagogy of higher education institutions and a new specialty. Moreover, the Department of Pedagogy and Psychology of Higher Education Institutions was opened in the National Pedagogical University in 2000. It was headed by O. Moroz – Doctor of Pedagogical Sciences, Professor and Academician of the Academy of Pedagogical Sciences of Ukraine. In the 2005-2006 academic years, the Department of History of Educational Systems and Technologies (Professor N. Demyanenko – Head of the Department, Doctor of Pedagogical Sciences) licensed and accredited the specialty in the graduation program "Pedagogy of higher education institutions". The departments were merged in 2009. N. Demyanenko was elected the Head of the joint department of pedagogy and psychology of the higher education institutions. Master students have been successfully trained in the specialty "Pedagogy of Higher Education Institutions" under the leadership of N. Demyanenko for almost 15 years. The

specialty also had educational and methodological support (in particular, "Educational and methodical complex: 8.000005 − Pedagogy of higher education institutions", K., 2008, 2011; "Program and methodical recommendations on the organization, maintenance and assessment of effective and continuous practice", K., 2010; Means of diagnosing the quality of training (sets of test tasks, complex tests), K., 2011, etc.); and introduced scientific and pedagogical practice in the unity of three components: research institutions practice, archive and museum.

Together with the Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine, teachers of the department developed and published a tutorial "Pedagogy of Higher Education Institutions" with the mark of the Ministry of Education and Science of Ukraine (K., 2009). Training of the future teachers is carried out on the tutoring technology. Department of Pedagogy and Psychology of the Higher Education of National Pedagogical University was also the initiator and organizer of the All-Ukrainian Morozov pedagogical readings, which address current issues of pedagogy of higher educational institutions. The first readings took place on February 12-13, 2010.

Despite the fact that research in the field of pedagogy of higher educational institutions has been going on for more than half a century, a single definition of this concept is not found. Nevertheless, the discipline «Pedagogy of higher educational institutions» has been introduced and many Ukrainian textbooks and manuals on have been published. The analysis of the Ukrainian educational literature for the period of 1990-2013 testifies to the presence of a large number of formulations of the object and subject of the pedagogy of higher educational institutions. Its object often includes:

1) true pedagogical reality, which is functioning in the structure of higher education institutions and management structure,

2) the system of higher education and the pedagogical process in it,

3) the student in the process of higher education. Its subject includes:

a) the process of professional training of future specialists of the highest qualification;

b) the process of teaching and educating students in higher educational institutions;

v) specially and purposefully organized process of interaction between teachers and students.

However, there is also literature (textbooks, manuals, reference books), which does not consider these concepts at all or covers the categorical and conceptual apparatus of general pedagogy. Vagueness, inconsistency in the definition of the object and subject of pedagogy of higher education institutions indicates the lack of development of its methodology, which terminates the development of this science to some extent [13].

It should be noted that in 2015 the Cabinet of Ministers of Ukraine issued a resolution "On approval the list of specialties and fields of knowledge which are

used in higher education process". According to this list, the specialty “Pedagogy of higher education institutions” under this proper name stopped its existing and became part of specialty № 011 "Science about Education" (since 2017 "Educational, pedagogical sciences") as an educational and professional program, particularly at the National Pedagogical Drahomanov University. It is also necessary to underline that the educational course "Pedagogy of higher education institutions" in recent years has stopped being mandatory for graduate students and we might see a tendency of reducing the number of hours devoted to the study of the subject or its complete elimination among master degree students.

Nowadays it is possible to enumerate such controversial points in developing of the pedagogy of higher education as:

1) while the state and society constantly upgrades their requirements for the quality of training future teachers, one can trace the elimination of this specialization, or its functioning only as a studying programme, adding the non-compulsory studying course “higher education pedagogy” and reduction of its scope;

2) increase in research on higher education, training of future professionals, and at the same time the lack of fundamental research on the pedagogy of higher education and research that would summarize the best pedagogical experience.

Thus, the study of the process of formation and development of pedagogy of higher education institutions as a science, discipline and practice allows us to distinguish four stages.

The nineteenth − the first half of the twentieth century is a period when the preconditions are laid for the separation of pedagogy of higher education as a science and academic discipline. The pedagogy of higher education develops within the framework of pedagogy. However, the first works appear and a lot of them are devoted to the problems of didactics of higher education institutions. The principles of scientificity, the unity of educational and scientific processes of higher education are substantiated during this period. The foundations of training the future teachers are laid. The requirements are set for the personality of a future specialist and the idea of a university teacher is formed not only as a lecturer but also as a scientist. The pedagogy of higher education develops mainly as empirically composed approaches of certain teachers who are involved in the organization of the educational process in higher education institutions;

1960s − 1980s is a period of an active development of the pedagogy of higher education institutions as a science and academic discipline. The term "pedagogy of higher education institutions" appeared during this period of time. The scholars of that time admitted the fact of separation and formation of a new scientific field. Departments of pedagogy began to open in the universities. For the first time, the discipline "Pedagogy of higher education institutions" began to be taught at universities and graduate students began to study it. The first textbooks were published: "Pedagogy of higher education institutions" edited by P. Gaponov (Voronezh, 1969). The first Ukrainian textbook was published by I. Kobylyatsky

"The basis of pedagogy of higher education institutions" (Kyiv − Odessa, 1978) (in Russian). A significant contribution to the formation and development of the pedagogy of higher education institutions was made by Ukrainian scientists such as A. Aleksyuk, A. Bondar, M. Gryshchenko, D. Elkin, I. Kobylyatsky, O. Moroz, I. Reinhard, V. Tkachuk and many others. The first scientific schools in the field of pedagogy of higher education institutions were founded by Ukrainian scientists I. Reinhard and O. Moroz during this period of time;

1990s − 2014 is a period of the independence of Ukraine and development of the pedagogy of higher education. At this time, there is a deep research in this area. An introduction of "Pedagogy of higher education institutions" is a compulsory subject in the university curriculum. We can admit the publication of the first manuals in Ukrainian "Pedagogy of higher education institutions" (Kyiv, 1990) by B. Korotyaev, E. Grishin, O. Ustenko and the textbook "Pedagogy of Higher Education Institutions of Ukraine. History. Theory" (Kyiv, 1998) by A. Aleksyuk. Future teachers who are doing their Master's degree have been studying "Pedagogy of higher education institutions" since 2005;

2015 – till now is a period of uncertainty. The further development of higher education pedagogy is not defined.

Nowadays, the methodology of the pedagogy of higher education institutions remains undeveloped. The level of defining the object and the subject are not totally clear. The theory of education needs further development. There are no comprehensive studies of the process of formation and development of the pedagogy of higher education institutions as a science. These and many other issues in the development of pedagogy of higher education institutions need an urgent study, generalization and justification. In addition, we see the loss of leadership positions in the pedagogy of higher education in the training of future teachers in favor of andragogy. However, the quality of training of future specialists and teachers of the higher education system has always been the focus of the society, scientists and the whole country.

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4.2. INTEGRATION APPROACH IN THE IMPLEMENTATION OF EUROPEAN STANDARDS FOR EDUCATIONAL AND SCIENTIFIC TRAINING OF MASTERS

In modern socio-cultural conditions, there is an active transition to a fundamental information society, value-oriented science, intelligence, culture, creativity, personality − as a subject of social, educational practice and personal development.

Ukraine's integration into the world and European community, the accession of the domestic higher education system to the Bologna Declaration make special demands on future professionals' training, which requires a scientific rethinking of values for the professional competence formation of modern higher education teachers.

Considering science in the context of the cultural situation of the XXI century on the basis of the research approach in higher education the transition to a new content of education is carried out. In this case, there is a reorientation of education based on a holistic culture, not just science, which provides the humanization of higher education.

Today, the purpose of higher education, according to the scientists, has changed significantly and is not just specialized training of future professionals, but to ensure their personal and individual development, which contributes to the maximum manifestation of potential human abilities [1; 2; 12; 17]. Equally important is the fact that in a market economy, universities are producers of intellectual products: from scientific works to the specialists' release.

Conceptual provisions on priority areas of development and the essence of scientific activity in the system of higher education, directions of its reform are contained in the laws of Ukraine «On higher education», «On scientific and scientific-technical activity» and other legislative documents [7; 9; 10; 14]. In particular, the Law of Ukraine «On Higher Education» emphasizes that scientific activity is an integral part of educational activity.

By reproducing and using the relation with science, modern models of higher education take various forms. Thus, the educational process nature distinguish between the research model of the university, which is determined by the integration of research activities with student training, and the humanitarian

model, the essence of which is to provide educational activities related to generalization, preservation and transmission of cultural experience.

Development of scientific and technical creativity of students, current and future planning of scientific and scientific-technical activities in coordination with the Ministry, department of subordination, registration of research works, expert evaluation of work results are the main tasks and directions of research activities in higher education [2, p. 34].

The education system in the information society is becoming the main generator of social development, the very institutional and structural and functional changes in Ukraine can only be the result of the formation of a new culture, new morals, new meaning and orientation and development of new cultural abilities, which is the task of education. Hence the importance of reforms in the education system and their implementation on the basis of well-developed and integrated within a single paradigm worldview, conceptual and methodological foundations is understood.

Note that the innovative model is typical for universities aimed at their development and self-development as self-learning and creative organizations. The basis of their functioning is the generation and knowledge dissemination as intellectual capital. However, at the heart of the innovative model of the university is not only knowledge, but the organizational structure through which it is created (new products, services or methods). It is generally recognized that scientific and technical ideas and developments, high technology and knowledge-intensive products, intellectual and educational potential of society are the main drivers of sustainable economic growth.

According to the experience of many countries around the world, the leading role in ensuring the transition to an efficient knowledge-based economy largely belongs to universities; the role of their innovation activity is growing - one of the main complex components of innovation potential [3, p. 14; 8, p. 81].

Under these conditions, the priority areas of reforming scientific activity in the education system include:

- integration of academic, university and branch science;
- the direction of pedagogical science to develop a strategy for the development of education, prospects for education, prospects for the revival and development of the national school, new pedagogical technologies;
- radical change in the system of organization, financing, management and stimulation of scientific activity, creation of a new legislative and regulatory framework to ensure the effective functioning and development of science in educational institutions;
- creating real conditions for the most effective use of the scientific potential of the educational field, the freedom of creativity of scientists;
- launching a new system of competitive selection of scientific programs and projects, strengthening the requirements and objectivity in the evaluation of research results and certification of scientists.

M. Mykytyuk emphasizes that today there is an intensive search for a new pedagogy of higher education that can ensure its fundamentality, integrity, focus on meeting the interests of the individual [13]. In this regard, the widespread development of basic research in higher education institutions is becoming increasingly important, and the role of science as an organic part of education, the basic element and driving force of its development is growing.

On the basis of the outlined priorities the modern domestic pedagogical science continues search of ways of effective increase of quality and efficiency of psychological and pedagogical preparation of the future expert.

We consider the integration approach in the implementation of European norms and standards in education in the process of masters' professional training of as a whole in the structure of modern higher education institution as a threefold system: educational activity, research activity of students, practical training, retraining and advanced training: unity, continuity, complementarity, additivity, efficiency [15, p. 20].

In line with the trend of training specialists for «new education in Europe» in the draft National Strategy for Education in Ukraine for 2012 – 2021 among the main tasks focused on modernization of higher education institutions through the integration of traditional and new information and communication technologies. The need for reasonable and consistent introduction of new scientific and pedagogical technologies, rational and effective approaches to the organization of scientific and innovative activities in education is determined.

And in this regard – the development of new («Science at Universities», etc.) and support for existing government programs in education, in particular, the resumption of the program «Teacher». Among the expected results of the National Strategy for Education Development – personnel's training and education capable for working on the basis of innovative approaches to the organization of the educational process, child-centeredness, own creative continuous professional growth [14].

Today, the revision of the system of views on the research activities of pedagogical universities teachers, which is a university corporation as an educational-scientific-educational complex, becomes especially relevant.

Science feeds the education system with new knowledge – both educational technologies and directly subject knowledge that is part of the content of education. It is known that the best teachers in the field of higher education are mostly those teachers who, in addition to teaching, are productively engaged in research and therefore have new knowledge and creative guidelines.

According to T. Koycheva, new factors in the development of theory and practice of research activities of higher education teachers are information processes, information environments, information interaction of different scientific schools and scientific communities at the global and regional levels, developing the theory of international pedagogical science in a multicultural space [8, p. 86].

At the Pedagogical University, the functions of scientific activity extend not only to the development of scientific knowledge in certain fields, but also to the

creation by teachers of the most productive and effective educational technologies for all levels of education that meet today's requirements and future prospects.

Along with educational activities, the scientific activity of teachers of the Pedagogical University is an objective background for combining their efforts to achieve a common goal that corresponds to the mission of the Pedagogical University, development and improvement of its common ways of collective cooperation and interaction.

The experience of domestic higher education institutions confirms the opinion that the integration process consists of the implementation of European norms and standards in education. All world and recently national standards are based on independent, creative learner's work of. Well-organized individual, independent educational and scientific work is the basis of modern vocational education.

The master's degree acquires special value in realization of the most important directions of integration of scientific and educational work in professional and pedagogical preparation of future experts. It is the master's degree that makes European higher education more attractive, transparent and competitive in the world, allows Europe as a whole and each country to develop and implement its own import and export strategies in the struggle for intelligence, image and resources. It is becoming increasingly important as it precedes higher education - doctoral studies, especially in connection with the task of forming a European doctoral program (the function of providing pre-doctoral level).

The dynamics of global trends in higher education, innovative in content and nature, focused on the creative personality, requires from Ukraine to choose a forward model of further development of higher education and the transition to new models of training future professionals. In particular:

1) those that cover the bachelor's degree (IREX – Representation of the Council for International Research and Exchanges (effective since 1995), UGRAD – Exchange program for students 1 – 3 courses of Ukrainian universities (since 2006), TEMPUS – one of European Community programs designed to support socio-economic transformation in partner countries (since 2007), Erasmus Mundus – a program for cooperation and mobility in higher education (since 2004), Scholarships of the Free University of Berlin (FUBiS) – a program where students of Central and Eastern Europe are offered to study in Germany, Studying in Viadrina (European University of Viadrina, Frankfurt, Oder) announces a competition for scholarships for Ukrainian students of various specialties who are fluent at German language);

2) master's degree (Fulbright Scholarships (since 1992), Edmund S. Muskie Scholarship Program (since 2006), DAAD – German Academic Exchange Service (since 2005);

3) leadership skills programs American Councils for International Education: ASTR / ACCELS – FLEX – Future Leaders Exchange Program (since 1992), British Council Ukraine Educational Programs: Global Gateway:

International Education – Creative Cooperation, Internet Portal (since 2004), youth program «People to people International» (since 2004), etc.

Scientific research expansion, introduction of innovative technologies of teaching and education of students, creation of information base on activity of educational institutions which carry out preparation of pedagogical shots will become a guarantor of participation of domestic pedagogical educational institutions in realization of these programs. To solve the problem of readiness of higher education institutions for international cooperation, its impact on the development of the educational environment of the domestic pedagogical university requires scientifically sound research, created on this basis recommendations and technologies for forming an educational environment adequate to the new tasks of international lifelong learning, scientific and pedagogical relations, ensuring the mobility of students and teachers.

Intensification of work with funds will help from the standpoint of a systematic approach to solve the problem of preparation and support of applications for international competitions. In this regard, the creation of special Centers (Fundraising Centers) at pedagogical universities is promising, which will be responsible for finding the resources necessary for effective, international level of educational, research activities of students, undergraduates, doctoral students, including grant organizations, etc.

The formation of a global world educational network, the Bologna process as a system-wide (European, national and institutional) reform of higher education motivate common to the world community problems of training. Educational and modernization processes related to the European and world integration of Ukraine requires concepts' clarification of the subject of activity and competence of the specialist, because in the information society it ceases to be a unique source of cognitive information. And it's not even that it has serious competitors – powerful information channels, mobile, capacious media, the Internet, but that the very nature and purpose of education is changing, where personal development functions come first.

Ukraine's pro-European orientation in reforming higher education and training was demonstrated by the Forum of European Education Ministers «School of the XXI Century: Kyiv Initiatives» (Kyiv, 2011). The Kyiv Communiqué, adopted by the Forum (approved by the Council of Europe Committee and officially sent to the Ministries of Education of 47 countries), reflected the idea of creating a single European educational space «from children garden to university». In today's conditions, the projected trend of internationalization of higher education may develop in the development of a «working model» and the introduction of technology for the award of joint degrees after the completion of curricula that meet a number of characteristics (see Fig. 1.).

Therefore, the subject of interaction in the educational environment of the pedagogical university are directly the participants of the learning process: their relationships, personal capabilities and development potentials.

One of the main directions of the Communiqué is teacher training «New education in Europe - a new European teacher», and among the main competencies to be mastered by a teacher of the XXI century: the competence of a researcher, information, language, adaptive, communicative, lifelong learning. The problems of preserving Man and humanity, humanistic values and culture, the revival of the spiritual essence of education, were the subject of discussion at the first European Forum of Rectors of European Pedagogical Universities (Kyiv, 2011). The fact that Ukraine has declared itself as a generator of educational initiatives of European scale was noted at the III All-Ukrainian Congress of Educators (Kyiv, 2011).

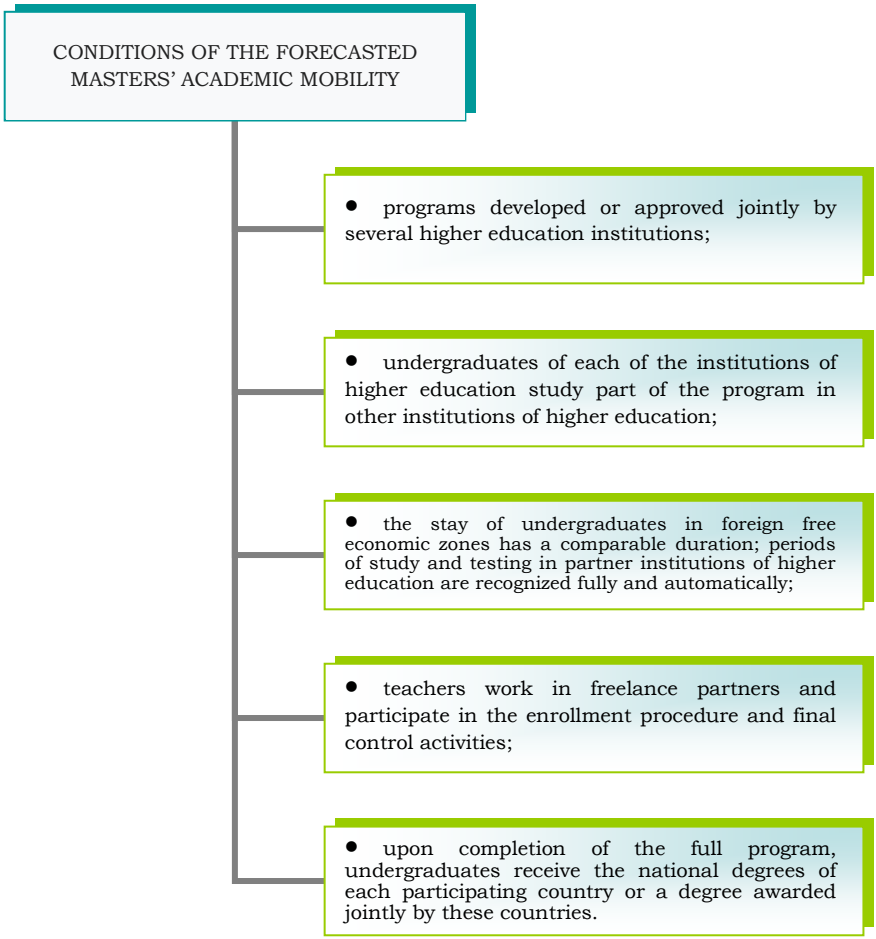

Fig. 1. Conditions of the forecasted masters' academic mobility

In joint activities there is a generation of new knowledge, possible in the conditions of maximum activity of all participants, who bring subjective professional experience into the educational process. A prerequisite should be the coordinated introduction of mutually acceptable pedagogical technologies that will reflect the anthropocentrism of modern world culture. Each of them should combine theoretical (objective) and personal (subjective) knowledge, providing a new type of relationship between pedagogical science and practice, teacher and student, individual and creative trajectory of development of each participant in the educational process.

This determines the development of diversification of master's degree, its growth into a megatrend, because it is in the master's degree to the greatest extent revealed all the essential characteristics of higher education in the unity of education, research and employment. According to employers, the most popular qualities of specialists are those that are fixed at the master's level of training: professional mobility and independence; willingness and ability to make quick and unusual decisions; ability to react quickly to unexpected situations; ability to adapt quickly to new socio-economic conditions; high level of concentration, attention distribution and stability; readiness to change plans, ways of solving problems under the influence of external factors; communicative qualities and socio-professional responsibility; ability to accept and implement new in practice. Therefore, there is a need to find new approaches to training competitive staff at the master's level.

Based on the principled positions of the new paradigm of education, which aims to train a competent specialist who is able to adapt to change and learn independently, who knows how to work in a team, and not just obediently follow orders. Therefore, the reform of higher education, according to many authors, is inherently related to the transition from the paradigm of learning to the paradigm of education. Its leading essential features are continuity and competence as a guarantee of self-development of the individual, competitiveness throughout life.

Requirements for professional training of graduates of higher education institutions are growing, contextual and professional education is being updated, the processes of systematization and interdisciplinary knowledge are deepening, without which it is impossible to fully ensure the equality of higher education and preserve its fundamentality. At the same time, its main characteristic remains going beyond the interpretation of education in the categories of «cognition» and «practical mastery». Not only knowledge, professional skills, competencies are formed, but a person as a subject of self-knowledge and personal experience. The specialist is personally connected with his profession.

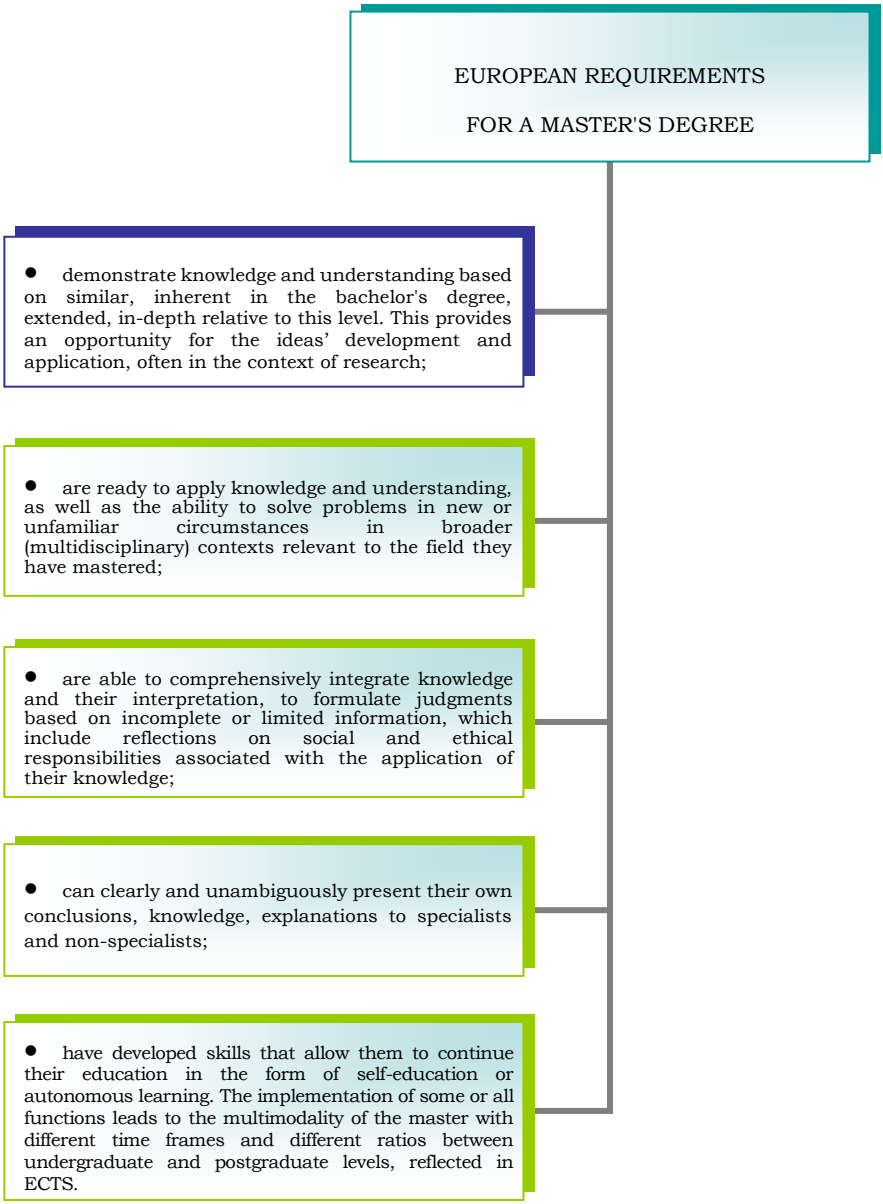

Fig. 2. European requirements for a master's degree

An important factor that positively influences the motivation of professional activity and the formation of the necessary competencies for its creative development is the active involvement of future professionals in independent scientific and practical activities. This requires the design of a practice-oriented educational and scientific process, the leading feature of which are humanitarian technologies.

The master's degree allows the reproduction of highly intelligent research staff and the elite of professionals with a high interdisciplinary culture (restorative function). According to European requirements, a master's degree is awarded to students who can clearly and unambiguously present their own conclusions, knowledge, explanations to specialists and non-specialists (see Fig. 2.).

Humanitarian technologies include universal models (ways) of implementing positive interpersonal relationships that ensure the preservation and strengthening of personal integrity. The leading way of interaction is determined by the attitude to another person as a value.

The content of education, in accordance with the type of activity of the professional community (pedagogical workshop, studio, creative microgroup, co-counseling, mutual learning, etc.), allows to stimulate self-educational work in this direction and accelerate the process of becoming a specialist. This type of relationship is defined in pedagogical science and practice as «subject-subject» (A. Boyko) and involves the replacement of the model «teacher-student» to the model «colleague-colleague» in the direction of cooperation and co-creation, which is especially important in conditions when higher education acquires a factor of socio-economic, intellectual and spiritual renewal of society, the main resource of its innovative development».

In the process of professional training of future masters of education, information technology tools can complement the teacher, when the teacher acts as a source of educational information (which partially or completely replaces information from the teacher or textbook), visual aid (qualitatively new level with video effects and telecommunications), individual information space, simulator, means of diagnostics, control and self-control, means for independent work and continuous self-development [4; p. 53-54].

A necessary component of the characteristics of a modern scientific and pedagogical worker is a high level of information culture, developed intelligence, the ability to work competently with the means of information technology.

Information educational technologies are defined by us as a set of various technological tools and resources used to ensure the process of communication, creation, dissemination, storage and management of information. The use of new information technologies does not deny traditional technologies, but the problem of information adaptation of the future teacher in the new information environment forces to reconsider the content of traditional technologies in order to choose more effective methods and means of training.

M. Fitsula emphasizes that the use of computers in the learning process also increases the interest and overall motivation of learning through new forms of work and involvement in the priority area of scientific and technological progress; intensification of training through the use of attractive and fast-changing forms of information presentation,… individualization of training - everyone works in a mode that satisfies him; expansion of information and test «repertoires», students' access to «information banks» [16].

We share the opinion of M. Zhaldak, who believes that the use of modern information technology can significantly increase the efficiency of assimilation of messages and data circulating in the educational process. Due to their timeliness, usefulness, appropriate dosage, accessibility (comprehensibility), noise minimization, operational relationship of the source of educational information and the master, adaptation of the pace of presentation of educational material to the speed of its assimilation, taking into account individual features of masters, effective combination of individual and collective activities. and teaching aids, organizational forms of the educational process, which greatly contributes to solving the problems of its humanization [6, p. 9].

Thanks to the intensive development of information and communication technologies, there is another real opportunity to fill the lack of a natural foreign language environment by creating a foreign language e-learning environment, which includes e-learning resources hosted on the Internet and e-learning resources on digital media.

As an optimal means of creating a foreign language communication environment, we can recommend the use of podcast terminals, which are Internet platforms with podcasts − audio or video files that are distributed free of charge via the Internet for mass listening, viewing and available for download or only for online listening, viewing without downloading to the local computer.

It is possible to achieve the profile of a foreign language course using educational methods and technologies, namely: situational analysis, business and role-playing games, trainings, projective and information and communication technologies (ICT). In the context of modernization of the Ukrainian education system, the problem of effective use of ICT accompanied by foreign language teaching in higher education institutions is quite relevant and is identified as one of the priorities.

The inclusion of Internet resources in the learning process, in particular a foreign language, contributes to the social adaptation of future teachers of philology in the modern world. Online support provides masters with many opportunities, including obtaining information from foreign language sites, where masters learn new things, learn about the world, communicate with peers, improve and develop foreign language skills.

According to the research results of I. Lebedyk, 2007 [11], own experience in higher education, information learning tools allowed to form a positive motivation to learn, to provide deep knowledge, skills and abilities by adapting tasks to the

educational opportunities of the master to teach him to make decisions independently, to determine the required level of tasks, the speed of assimilation of a topic.

The use of information technology took place both during classroom classes and outside them. Typical forms of work were group (microgroup, macrogroup) and individual. These forms of work were of great importance for the formation of the creative personality of the future teacher and professional self-improvement of the teacher.

We have identified several types of didactic tasks that can be solved on the basis of Internet resources: to form reading skills in the language being studied, directly using network material, to improve listening skills based on its authentic audio and video resources, to develop dialogic and monologue skills based on problem discussion information resources, to form the skills of written speech, participating in correspondence, written discussion of the problem, network project; to replenish the vocabulary with lexical units that occur in authentic texts of the Internet, to get acquainted with the socio-cultural aspect of language, the peculiarities of speech behavior of native speakers, including speech etiquette, which functions in the channels of computer interaction. The Internet provided unlimited opportunities for future teachers to prepare reports, abstracts and presentations, as well as for project work.

According to the results of research and experience in higher education, we can say that future teachers were interested in working with Internet resources, because all Web-materials are real, authentic, latest and relevant, which was the reason for increasing motivation when performing various tasks.

Introduction of modern information technologies into the educational process of higher education, which integrate scientific and educational achievements of the master of education, promote professional self-development of the future specialist (computer technologies, Internet technologies, E-mail technologies and multimedia learning technologies). The use of computer technology in working on the language being studied had significant advantages, as it helped to adhere to a number of psychological and methodological factors in the formation of professional competence and self-development competence.

Conducting classes in specialized language classrooms, which today include a computer class, is interactivity and clarity, which, turning learning into an exciting and interesting game, optimize the process of forming professional communicative competence in future teachers of philology. The effectiveness of video equipment in the learning process depends on the availability of methodological support, ie audiovisual means, which are phonograms (all kinds of background exercises, sound tests, sound recordings of texts, stories, audio lessons and audio lectures), video products (video clips, video lessons, videos, video lectures and thematic).

The electronic media use, such as computers and VCRs, is very effective in shaping students 'communication culture, as videos not only illustrate students' live speech, but also immerse them in a situation in which they become familiar with

facial expressions and gestures when the style of relationships and the realities of the country whose language is being studied.

The video allows, in addition to comprehension tasks, to give students tasks for the interpretation of facial expressions and gestures («body language»), for recognizing the style of relationships, etc. so that in a real situation masters do not make gross mistakes when communicating with representatives of the country whose language is being studied.

The use of the Internet gradually led to the emergence of a completely new type of text − E-mails. The use of electronic discussions is a method of communication using information technology. The work of masters in Internet resources contributed to the effective use of electronic dictionaries, provided new opportunities to work with a new type of text − E-mails, intensified electronic discussions, electronic presentations in PowerPoint, facilitated access to podcasting and others. and opened wide opportunities for those who want to learn a foreign language.

We came to the conclusion that the authenticity, profile, interactivity and technological mobility of innovative podcast technology significantly increases the effectiveness of the formation of foreign language communicative competence in future teachers of philology.

The use of electronic dictionaries has opened wide opportunities for those who want to learn a foreign language. Performing written tasks, as well as lexical ones, such as searching for information about the meaning of a word, stylistic characteristics, frequency of use, compatibility, etymology, synonyms, words of one thematic group, etc. significantly helped students in mastering a particular topic. Dictionaries were also used as additional listening material.

Electronic presentations in PowerPoint provided an opportunity to prepare visuals for a practical, laboratory or lecture session with minimal time and effort. Classes and lectures supplemented by PowerPoint were spectacular and effective. And the preparation of educational projects as homework, to submit new material or to control the level of its mastering − is an opportunity for masters to show their creative abilities.

We communicated by e-mail with the help of E-mail projects in the process of studying business correspondence. Their advantage was that communication took place with real partners. It is important for masters that business e-mails are not created for the teacher in order to demonstrate their knowledge and get an assessment, but for real partners to convey information or discuss a topical issue. This helped to expand the pedagogical readiness for self-realization of masters and increase the motivation to learn the language.

The effectiveness of professional self-development depends on the use of information technology, which we interpret as a set of methods, tools and techniques used to collect, systematize, store, present important data; system of modern information methodical means and general pedagogical, psychological, didactic, methodical procedures of interaction of teachers and future specialists.

The results of the study allow us to note that the active and systematic use of synchronous (online conferences, Internet conferences and conversations) and asynchronous types of electronic communication (e-mail, forums, written discussions), the introduction of which to the means and methods of teaching masters in organizational and consultative role of the teacher helps to increase the level of achievements of masters in research work and promotes the expansion of pedagogical readiness for successful self-realization in future professional activities.

Constantly meeting with new conditions in which educational cognition is carried out, the student, as evidenced by experimental research and training, firstly, shows great interest in the learning process, and secondly, the knowledge gained by students during independent research, cognitive the experience he masters acquires an effective, plastic character, as a result of which cognitive activity and independence are constantly growing. The student enjoys the process of cognition. This awakens his cognitive interests and cognitive motives as the mastery of knowledge and methods of systematically show an active attitude to the acquired knowledge and to the process of cognition.

Teaching a student to work independently is a complex and multifaceted process. It requires creative search, various forms of pedagogical influence, development of various methodical materials for each discipline, use of modern technical means of training, development of activating independent work algorithms. Based on the analysis of theoretical and methodological principles of the studied phenomenon, our own pedagogical experience, we believe that only a purposeful integrative approach to the organization of independent work of teachers and students, in accordance with the enduring educational and professional training program for future professionals in teaching, research, production will lead to professional and personal growth.

The interaction of faculty and students creates a single space of scientific research, where the future specialist is formed not only the necessary knowledge, but also professional and pedagogical competencies are being developed. Competence approach in training provides subjectivity of teacher-student relations, credit-modular system of organization of educational process, block-modular construction of educational-methodical complexes, their equipment with diagnostic materials, introduction of scientific research technologies, priority of master's degree in multilevel preparation with asynchrony of educational process and the development of academic mobility of students.

Among the signs of professional competence:

- acceptance of future activities as a sphere of self-realization, an area in which the future specialist is aware of their capabilities and confident in their own abilities;
- possession of an indicative basis for future activities, including the image of its result and the process of achieving it;

- a set of tried and tested methods of solving tasks that are part of the professional competence structure (analytical, design, organizational, communicative, informational, self-organizing, etc.);
- experience of performing this activity in problematic conditions (for example, incomplete knowledge, lack of time and methodological resources, lack of causal links and characteristics of the situation, unsuitability of known solutions, etc.);
- reflection and self-control of personal actions based on the use of their own, during unique samples and criteria of effectiveness.

According to Professor N. Demyanenko, in focusing on the competency approach, the educational environment of the Pedagogical University should be distinguished: reliance on modern information technology; designing new educational content; development of innovative technologies for the development of professional competencies; solving problems of measuring the quality of education in innovative conditions; changing the traditional role of the teacher as a translator of knowledge and mastering the role of tutor [5].

Practical, interdisciplinary, applied aspects of education are intensifying. This is achieved not by introducing new subjects or increasing the volume of disciplines, but by their semantic reorientation: from «declarative» knowledge (to know «what») to procedural (to know «why and why»). It is envisaged to include in the learning process problem situations, tasks, methods and technologies for solving which correspond to the profile of future pedagogical activity of students. In accordance with the target settings and activity type of educational content, the requirements for technologies (methods) of teaching and education are determined: strengthening the search or problem-research orientation of the educational process, intensification of students' independent work, their involvement in socially significant work based on self-management. There is a reorientation to the purpose of education: the ability to learn, self-determination, self-actualization, individuality development.

Thus, today there is a need for a contextual-professional model of competence development of a graduate of a higher education institution − a set of conditions, tools, methods, learning technologies that contribute to this. It synthesizes the following basic conditions (Fig. 3.).

Accordingly, we can talk about creating an integrative image of a graduate of a higher education institution, where the purpose, content and learning outcomes are perceived comprehensively, taking into account changes in professional activities and aimed at forming a broad socio-professional competence. The latter includes not only the qualifications determined by the system of acquired knowledge and skills, but also basic personal qualities, as well as universal skills and abilities, which are characterized by a wider scope.

The integrated nature of the graduate's competence requires the development of a holistic system of measuring instruments. In the practice of pedagogical universities, qualification tests are widely used, which divide the tested into groups of

trained and unprepared. These are called mastery tests. The results in this case are interpreted from the standpoint of a criterion-oriented approach.

The use of mastery tests is not intended to compare student achievement, as is done in tests with normative-oriented interpretation of results, but to assess the level of readiness in accordance with a predetermined criterion, which may be the minimum required level of professional competencies. At the same time, since competence presupposes a higher level of preparation, including not only knowledge and skills, but also experience, achievements, personal qualities of the student, it is important, among other things, to assess cognitive activity, creative potential of the individual.

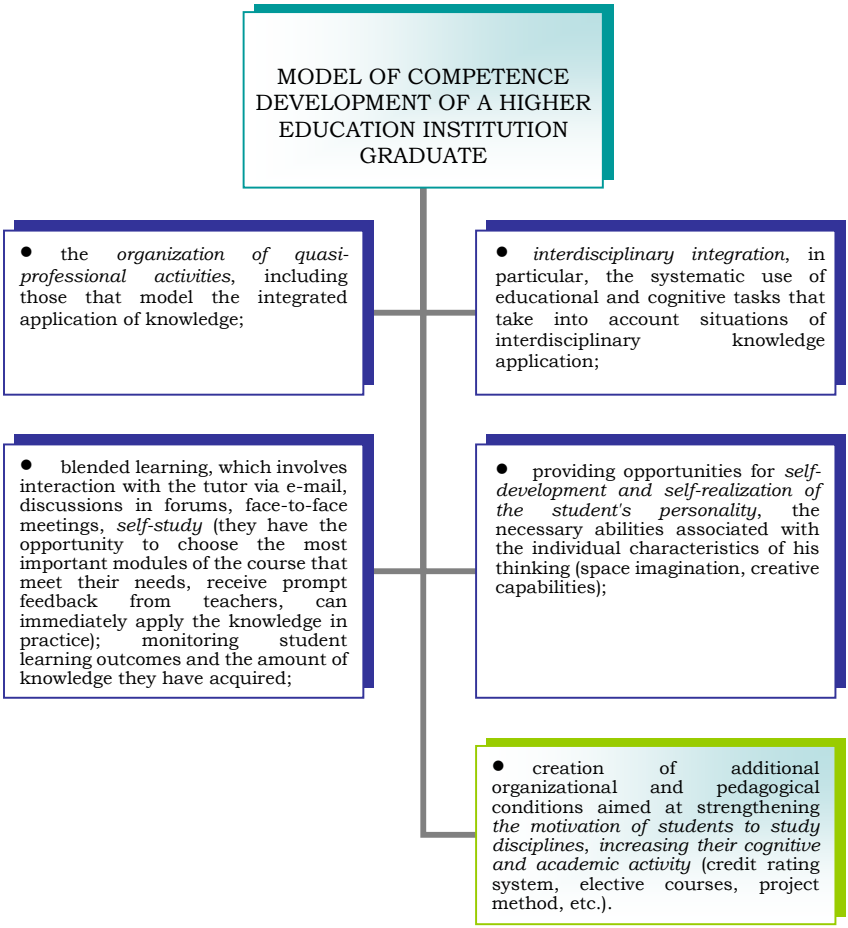

Fig. 3. Model of competence development of a higher education institution graduate

These qualities are necessary for the professional skills and creativity development. The support is carried out on a case-meter in the form of special problem tasks, where the student is asked to comprehend a specific professional situation. In solving the problem, he must use concepts and methods from different disciplines, transfer technology from the developed field to a new field, build models and assess their adequacy.

In this case, work on the «case» can be carried out both independently and in collaboration with other students, with justification of their own choice of the optimal solution. When developing a case, it is important to carefully choose the situational tasks of professional and pedagogical orientation and ensure the reliability and comparability of measurement results.

Innovative for summarizing indicators within the credit-module organization of the educational process is not a separate rating control or test system, but a structural and comprehensive assessment of knowledge in normative and variable disciplines, types of professional and scientific activities, including practice, research work of students and etc., which contributes to the formation of student competence. In each discipline the basic themes (blocks-modules) are allocated. Measuring instruments used for the current and final certification of the student are noted. Structural and comprehensive assessment makes it possible to correlate the content of professionally oriented, general pedagogical disciplines with the content of subject competence, as well as to overcome the isolation of knowledge and skills generated by the study of individual courses. Accordingly, the question of criteria for measuring the level of competences is relevant.

The development of the educational environment of a modern higher education institution should be carried out through scientific research. Since the result of education is determined by the formation of competencies, the future specialist for the constant demand in the knowledge society, it is necessary to become competent in creating new knowledge. From this point of view, education through research should be seen as a necessity and active participation in research as the preparation of students for life in modern society. The scientific status of the student is realized in the performance of a certain role - the role of the researcher.

The evaluation of oral answers of undergraduates is carried out, as a rule, on the basis of the following indicators (see Fig. 4.).

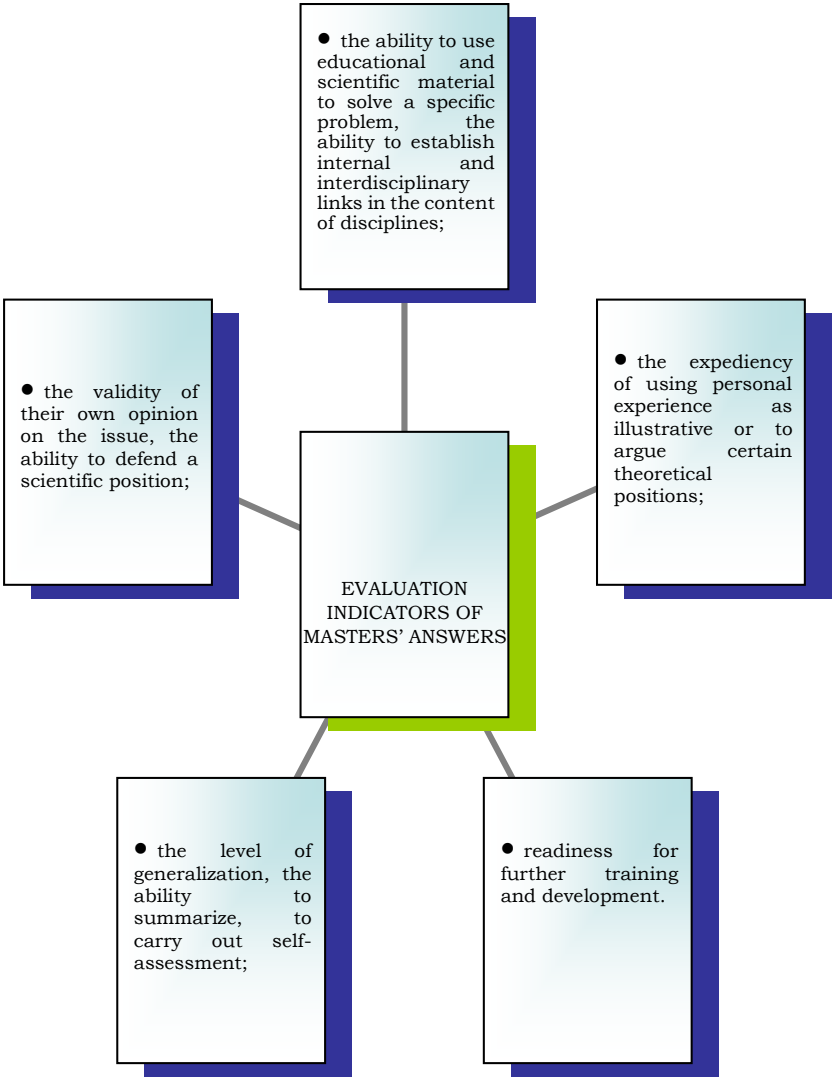

Fig. 4. Evaluation indicators of masters' answers

The formation of a research culture is a necessary characteristic of a modern specialist in the field of education. Research culture is understood as a system of norms of research activities aimed at value awareness of the environment, pedagogical theory and practice, as a set of humane ways to solve problematic

educational situations, as personal achievements that allow joining the community of research teachers. Programming, design and management of scientific research allows the teaching staff to constantly update the content of academic disciplines, ensuring the relevance of professional training of future expert.

Development of educational environment of a modern higher education institution should be carried out through research based on a student-centered approach, academic freedom of choice and academic mobility (in country and international). From this point of view, education through research should be seen as a necessity, and active participation in research as the preparation of students for life in modern society. Scientific status of a student is realized in the performance of a certain role – the role of the researcher. Formation of research culture is a necessary characteristic of modern specialist in the sphere of education.

Research culture is understood as a system of norms of research activities aimed at value awareness of environment, pedagogical theory and practice, as a set of humane ways to solve problematic educational situations, as personal achievements that allow entry into the community of research teachers. Programming, design and management of scientific research allows teaching staff to constantly update the content of academic disciplines, ensuring the relevance of professional training of future professionals.

The requirement of today is to create in the institution of higher education educational and scientific environment of such a level and quality, in the process of which would create favorable conditions for the formation of professional competence and innovative behavior, maximum self-disclosure of future professionals.

Based on the above, the following should be a priority today:

- problems of the general culture of the person, formation in it of scientific forms of system thinking;
- change in the content and methodology of the educational process, in which the emphasis is on the study of the fundamental laws of nature and society;
- the creation of fundamentally new educational cycles of disciplines focused on the formation of holistic ideas about the scientific picture of the world and the ability to reach the system level of its knowledge;
- ensuring the priority of information components in the promising education system of people who will live and work in the information society, where the most important role will be played by fundamental knowledge about information processes in nature and society;
- introduction of new information technologies that will contribute to the establishment of a competency-based approach in the educational process of higher education and promote the integration of domestic higher education in the European educational space and the international scientific environment.

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Section V. INNOVATIVE DIDACTIC TECHNOLOGIES IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

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5.1. INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE SYSTEM OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF A HIGHER SCHOOL TEACHER

The report considers the problems of innovative educational technologies application in the system of professional and pedagogical training of a university professor. It defines categorical and practical aspects of educational individualization employing tutoring technology as one of progressive technologies in the conditions of integration of higher school of Ukraine into the pan-European educational space. The technology is presented considering the possible types of tutor support (tutoring practice of remote education, individual educational trajectory support).

The paper highlights the concept of blended learning and specific aspects of its implementation in higher education, in the study of master's students in particular. Blended learning is defined as an educational technology that combines teacher-to-face learning with online learning, involving elements of student self-control of the path, time, place and pace of learning, and the integration of learning experience with the teacher and online.

The report argues the relevance of introducing a contextual approach into the process of professional and pedagogical training of a future university professor. The theoretical foundations of contextual learning are defined to be a form of implementation of a dynamic model of students` improvement from their own learning activities through quasi-professional and educational-professional to the actual professional activities.

The development of the higher education system requires pedagogical science and practice to study and implement modern technologies and new teaching methods. Innovations in education are a natural phenomenon, dynamic in nature and developmental in results, their introduction allows to resolve the contradictions between the traditional system and the needs for qualitatively new education. The essential feature of innovation is its ability to influence the overall level of the teacher's professional activity, to expand the innovative field of the educational environment.

As I. Dychkivska points out, innovation is a novelty, change, renewal; a new approach, the creation of a qualitatively new, the use of the known for other

purposes. Sometimes innovation is considered to be the use of the known with a slight modification. It is also the subject of special human activity, which is not satisfied with traditional conditions, methods, methods and seeks not only the novelty of the content of their efforts but above all qualitatively new results [8]. In pedagogy, the concept of "innovation" is used in the following meanings: the form of organization of innovation; a set of new professional actions of the teacher, aimed at solving current problems of education and training from the standpoint of personality-oriented education; changes in educational practice; a complex process of creation, distribution and use of a new practical tool in the field of engineering, technology, pedagogy, research; the result of the innovation process [8].

Innovations in education are the process of creation, introduction and dissemination in educational practice of new ideas, tools, pedagogical and managerial technologies. As a result of which indicators (levels) of achievements of structural components of education increase, the system moves to a qualitatively different state. The word "innovation" has a multidimensional meaning, as it consists of two forms: the actual idea and the process of its practical implementation [19].

Theoretical teachers are actively studying modern educational technologies. The essence of modern educational technologies is substantiated in the works of A. Belyaeva, V. Bespalko, Y. Vaskov, G. Vasyanovych, I. Dychkivska, I. Nikishina, O. Pekhota, G. Selevka, S. Smirnov and others. Problems educational innovations implementation are studied by I. Bekh, N. Bibik, S. Goncharenko, I. Ermakov, V. Ilchenko, N. Pasternak, V. Palamarchuk, L. Podymova, V. Slastyonin, Y. Shvalb, M. Yarmachenko; their classifications are presented in the works of K. Angelovsky, I. Dychkivska, K. Rogers, I. Pidlasy, G. Selevka, etc.

There is no single clear definition of "educational technology". In practice, this concept is used on three levels. The first is general pedagogical: general didactic, general educational technology characterises the integral educational process in the region, in an educational institution at a certain level of education. The second − subject-methodical: educational technology is usually applied in the sense of "separate methodology». It is a set of methods and tools for the implementation of a particular content of education and upbringing in one subject, class. The third - local (modular level), when the technology of certain parts of the educational process dominates (certain activities − the formation of concepts, education of personal and professional qualities, learning new knowledge, control and correction, independent work, etc.) [7].

We stick to the definition of educational technology as a model of joint work of teachers and students in planning, organizing and conducting a real learning process, as long as it is comfortable for all subjects of educational activities. The choice of educational technology is always a choice of strategy, priorities, system of interaction, teaching tactics and style of work of the teacher with students [14].

Innovative educational technologies of teaching and learning in higher education provide an answer to one of the most important questions of the educational process: how to present, transfer new knowledge and create conditions for mastering, acquiring the skills and following the curriculum (by students) [14].

Individualization is one of the directions of reforming modern Ukrainian education, while tutoring is considered as an opportunity to implement this principle. The importance and relevance of this issue in Ukraine is evidenced by the Order of the Ministry of Education and Science of Ukraine on the Tutor Association of Ukraine experiment "Tutoring technology as a means of implementing the principle of individualization in education" (intended for 2015 − 2020).

Issues of individualization of education have been considered in the works of many scientists, in particular, V. Volodko, S. Goncharenko, T. Litvinenko, A. Lozenko, V. Monakhov, M. Pisotska, I. Unt, A. Urusky and others. A. Aleksyuk, G. Bezarova, O. Galus, B. Dyachenko, M. Yevtukh, V. Zhigir, N. Zavizena, V. Kuzmenko, L. Makarenko, I. Negovsky, N. Nychkalo, O. Potocka, G. Fesenko, S. Shevchenko, S. Shumska and others introduce various aspects of the problem of individualization of education in higher education.

The history, essence of tutoring, features of tutoring, the functions of the tutor, their preparation, the content of tutoring competence are studied by many foreigners (N. Belyakova, P. Czekierda, B. Fingas, G. Edward, M. Žilina, B. Karpińska-Musiał, T. Kovaleva, S. Popova, M. Szala, etc.) and Ukrainian (A. Boyko, N. Demyanenko, O. Komar, O. Los, K. Osadcha, N. Pogribna, S. Podplota, L. Semenovska, S. Sysoeva, T. Shvets) scientists.

Despite the desire of many researchers to consider the concept of individualization holistically and systematically, the unity of views has not been achieved. Understanding the meaning of the concept of "individualization" depends on what is chosen for its essential characteristics: goals, objectives, forms, methods, teaching aids and so on.

Thus, I. Unt believes that individualization is the implementation of the principle of individual approach. She takes into account in the learning process the individual characteristics of students in all its forms and methods. However, disregards what features and to what extent they are taken into account [24]. In her opinion, it is inexpedient to use the concept of "individualization" in the narrow sense, since such a concept can not designate the consideration of individual characteristics in their entirety, but only partially and in isolation. In this case, it is difficult to determine the place and role of individualization in the system as a whole [24].

S. Goncharenko and V. Volodko give such a definition of individualization that it is "… organization of such a system of interaction between participants in the learning process, which most fully uses the individual characteristics of each, determines the prospects for further mental development and harmonious improvement of personality structure, which would compensate for the existing

shortcomings and would contribute to the formation of the individual style of the future specialist" [9, 15].

V. Yeremeeva identifies three main approaches that characterize the meaning of the concept of "individualization":

1) from a psychological and pedagogical point of view − the organization of learning, which is based on creating optimal conditions for identifying the talents, abilities and interests of each student;

2) social − purposeful influence on the formation of the creative, intellectual, professional potential of society;

3) didactic − solving current problems of the school by creating a new strategy of the educational process" [11, 214].

Summarizing the existing definitions, we can say that individualization is a process aimed at the development of individuality. It also provides for the separation (selection) of the student in the learning process to take into account his inherent individual characteristics; requires a certain organization of this process (a system of individualized methods and techniques of interdependent actions of teachers and students at all stages of educational activities).

As for the concept of "individualization of learning", different authors define it differently depending on what purpose and means they aim. In the "Ukrainian Pedagogical Dictionary" the concept of "individualization of the learning process" is defined as the organization of the educational process, in which the choice of methods, techniques, the pace of learning takes into account individual differences, the level of development of their learning abilities [10].

V. Volodko, M. Soldatenko emphasize that the individualization of learning is a set of elements, processes and trends that create a particular system. In their opinion, the didactic system of individualization of education consists of the following elements: regularity of independent (individual) learning; the purpose of training; learning content; principles (regulatory support) of individual training; student activity; teacher activity; forms, methods, techniques and means of individual learning; criteria and indicators for assessing the activities of students and teachers; didactic environment [28].

According to V. Volodko, M. Soldatenko, the introduction of a didactic system of individualization of education requires compliance with certain conditions: students` selection on the basis of a scientifically sound test system; scientifically substantiated choice and construction of the content of education, which would take into account and preserve the content of professional activity; availability of detailed general and subject learning goals; availability of alternative options for fundamental courses and elective courses; the presence of a sufficiently complete scientifically sound professional model; available methods of self-study and study of the student's personality; structuring the entire content of education in the form of completed subject modules; democratization of the didactic environment, development of the system of "subject-subject"

relations; introduction of energy-intensive learning technologies; availability of the preliminary phase of training, special types of classes and propaedeutic courses [28].

The authors believe that the individualization of training can be combined into two main areas and several approaches: construction of educational content, which allows you to choose individually significant for professional development training program and ensure its mastery at an individual pace (modular training; programmed training; individual instructional training; training according to needs; alternative training); use of direct and indirect communication of the teacher with students (independent work according to the individual plan; mutual learning; group learning; joint scientific work; learning at workplaces or remote learning; tutorial) [28].

In the circumstances of individualization of training such necessary qualities as independence, initiative, creativity, confidence, enthusiasm, research style of activity develop and are formed. These are the qualities that are necessary for the future specialist who will act in the new social conditions.

Thus, the individualization of learning in the training of future teachers can be considered as a special organization for the study of professional disciplines. This promotes the development of professional knowledge, mastering the ways of using forms, methods, means of individual work as well as prepares for individualization of training in the professional and pedagogical activity. The construction of the educational process creates a reserve of study time, provides additional opportunities for the transition from a standard curriculum to individual independent work without increasing the workload of students. It also motivates the acquisition of the necessary professional experience, the development of individual style of cognitive activity. Additionally, construction of the educational process contributes to the strengthening of the individual approach in the process of mastering professional knowledge, skills, competencies and the development of creative abilities; stimulates the intellectual development of future teachers, the formation of subject-subject relations "teacher-student".

One of the possible ways to implement the principle of individualization of students in higher education is the use of tutoring technology.

Analysis of the problem allows us to argue about the variety of approaches to the very concepts of "tutor" and "tutoring". It should be emphasized that tutoring is mainly understood as a tool for tutoring. In Ukraine, this phenomenon is most often associated with the system of remote learning [22], due to the peculiarities of the administrative and organizational structure of our higher education institutions.

The specifics of remote learning make demands on the teacher-tutor, which differ significantly from the traditional ones in terms of personal qualities and teaching methods. The tutor creates an educational environment that allows the student to gain knowledge and skills. Solve real problems in their activities. Thus the tutor will help to use as much as possible effectively various educational materials, the Internet, practical experience of other students. Undoubtedly, a

teacher in the distance learning system must have Internet technologies, computer training programs, chat technology, Web technologies.

The tutor should be a manager of the educational process, a traditional teacher, a management consultant, and an experienced computer information technology user. In this case, the tutor must master not only the subject and the specifics of distance education, but also demonstrate their managerial and pedagogical skills. Moreover, the tutor must be competent in a particular field, methods of distance learning from a certain course, certain methodological developments on the topic of a particular tutorial, monitoring the verification of tasks, etc. [23].

If we talk about a tutor outside of remote learning, then we believe that the functions of a tutor can be performed by a university professor, which eliminates the need to create a separate position of a tutor.

Tutoring can be carried out at several levels: 1) at the level of the university, faculty, educational program (major), group and 2) at the level of the discipline. In the first case, the role of tutor can be performed by the curator of the academic group, the curator of ECTS, another representative of the dean's office or the tutor. In the second case, the role of tutor will be performed by a high school teacher, which will not provide for the introduction of an additional position of a tutor. That is, in the first case, we understand tutoring in a broader sense, the classic one, which involves the official appointment of a tutor, the introduction of the relevant position. And in the second case, we understand tutoring in a narrower sense, "narrowing" this concept to a technology that can become universal and be used by teachers of any educational course [16; 17]. And in this case, our point of view coincides with one of the most common definitions of tutoring as a technology of individualization of education, which involves creating real conditions for each subject with its aspirations and opportunities in the learning process, as managing its educational trajectory [1].

It is crucial to mention that the classic tutoring means: regular individual group, mostly consultative, tutor classes with 1-3 students attached to it for the entire period of study [3] tutor activities as a developer students' educational projects and programs, as a consultant in the field of educational services, as a mentor, assistant, designer, as an intermediary between the student and a particular teacher and the entire teaching staff; a form of university mentoring [5], we would say as the art of individualized support of the individual during his studies in an educational institution.

Thus, we understand tutoring in a broad and narrow sense. In a broad sense, tutoring is a form of university mentoring that involves the official nomination of a tutor; the art of individualized support of the individual during his studies in an educational institution is a classical understanding of this phenomenon. In the narrow sense, it is a universal pedagogical technology, a model of pedagogical activities for the individualization of learning.

As any pedagogical technology, tutoring is characterized by conceptuality (support system is based on the concept of free choice as a condition of personal development. The starting point for the formation of theoretical foundations of individual support in higher education can be considered personal and social approach (A. Boyko) personality-oriented (I. Bekh, V. Slobodchikov, I. Yakimanskaya) [3], systemicity, reproducibility (possibility of application in other similar conditions, by other subjects), controllability, efficiency, algorithmicity, design. technology should include compliance with the following stages, elements:

1. Preparation and organization, which includes: reading introductory lectures, which give a general idea of the purpose, objectives of the discipline, its place, importance and role among others, a general description of the entire educational course; conducting one or two seminars in which the teacher-tutor should provide for the use of methods for studying the individual characteristics of students-tutors in order to further develop individual educational programs.

Individual educational programs presuppose the understanding of educational activities. They are aimed at personal, professional development of the tutor, developed and implemented by him based on personal, educational, professional interests, needs and requests [3]. That is why in the first seminars the professors should structure their work so that they had the opportunity to observe, listen, think, not talk much, but thoughtfully perceive and understand the interlocutor and the situation to draw the right conclusion about the development and formation of each individual [2]. In such classes, the teacher-tutor can organize conversations, discussions, brainstorming, conduct written surveys, testing to identify the level of knowledge, competencies of students-tutors and their psychological characteristics, motivation, readiness for self-development and more.

2. Development of tutor individual educational program for the study of the discipline. Since the tutor is called to organize self-determination, self-realization, self-realization of a person in the profession, they must know the student. It is crucial to take into account not only his personal qualities but also the specifics of the emotional and intellectual sphere [2]. During the development of the tutoring program, the teacher-tutor has the opportunity to take into account the individual characteristics of students, the level of their previous training, their interests, abilities, requests. The objectives of such programs may include the inclusion of students in various activities of interest, independent work such as design, research, organizational, artistic, etc., the implementation of scientific work, participation in scientific discussions, competitions, etc., which will, in turn, students' critical understanding of their achievements, awareness of unresolved problems, constant testing in individual activities, its reflection, formulation of their tasks and correction of their actions [2]. The development of tutoring individual educational programs will allow organizing work with gifted student youth and underachieving students equally effectively, starting, if necessary, with tasks aimed at "levelling" of the knowledge. Each individual tutoring program can include different in

number and complexity of the task, reproductive, problem-solving, creative, interdisciplinary.

At this stage, it is important to determine the timing of tutoring individual educational programs and schedules of individual and group counselling.

3. Actually tutoring. At this stage, lectures and seminars continue to be held and group with individual tutorials are added.

The purpose of group tutoring is fundamentally different from the individual and has the following characteristics: 1) access to an individual position at the expense of group resources and individual educational promotion against the background of general group work; 2) probabilistic nature (unlike training, where there is work to practice a specific skill); 3) identification of intragroup resources through the identity of each participant of the tutorial; 4) the emergence of design and research mini-groups; 5) creation of a common semantic field; 6) support of the group as a subject of education [15].

Individual tutorials provide students` counselling by the teacher-tutor on the implementation of individual educational programs, the current evaluation of the work done. In turn, the evaluation of the effectiveness of an individual tutorial can be carried out according to the following criteria: 1) fixation of the consequences that occurred in the previous tutorial; 2) building, recorded in reflection on one of the directions of the tutorial; 3) the growth of initiative, responsibility and independence of the tutor, which is manifested both internally in the tutor, and in professional and educational activities [3].

4. The final stage involves the evaluation of the work performed, advice on further self-education and upbringing in the personal and professional development of the future specialist, credit (exam).

Tutoring technology can be combined with other educational technologies (game, interactive, training, project, debate, information and communication, portfolio technology, etc.). In particular, during the development of a tutor's individual educational program, it is possible to envisage project activities, implementation of certain projects, both individual and group (to give students the opportunity to choose their own partners for its implementation). And the presentation and evaluation of the results of an individual educational tutoring program can be organized with the help of portfolio technology [18].

With such an organization of the educational process, we believe, conditions will be created for the implementation of the principle of individualization of learning, increase the motivation of students, the development of their creative abilities, the formation of the future specialist.

Blended learning in the system of professional and pedagogical training of a university professor helps to resolve the problems of individualization, optimization and intensification of education.

K. Bugaychuk, O. Spirina, Yu. Triusa, E. Zhelnova, M. Nikitina, V. Kukharenko, A. Stryuk, N. Rashevskaya, L. Shapran, I. Vorotnikova,

M. Kademiya, O. Rafalskaya, V. Batsurovskaya, I. Maksak, S. Moebz, S. Weibelzala, B. Collins and others devoted their works to the problem of defining the essence of the concept of "blended learning", the use of blended learning in the education system.

Analysis of the subject-oriented literature shows that there are several terminological options for defining the concept of "blended learning". It is also called hybrid, mixed-mode or integrated (web-enhanced). Despite the different terms, blended learning comes down to the fact that it is a rational combination of traditional and electronic forms of learning that allows one to use their strengths and minimize weaknesses.

According to V. Kukharenko, blended learning is an intentional process of acquiring knowledge, acquiring skills and abilities in the context of integration of classroom and extracurricular educational activities of educational processes based on the introduction and complementarity of traditional, electronic, distance and mobile learning technologies with self-control. student by time, place, routes and pace of study [20].

K. Bugaychuk implicates the category of "blended learning" in a narrow and broad sense [4]. In a narrow sense, blended learning should be understood as a purposeful process of acquiring knowledge, skills and competencies carried out in formal education. Part of the mentioned education is implemented remotely using information and communication technologies and technical learning tools used to store and deliver educational material, implementation of control measures, organization of interaction between the subjects of the educational process (consultations, discussions) and during which the student's self-control over the time, place, routes and pace of study takes place.

In a broad sense, these are different options for combining forms and methods of organizing formal, non-formal, informal learning, as well as self-study, which is carried out to achieve predetermined learning goals while maintaining control over time, place, routes and pace of learning. Offline and online formats can be present in both formal and non-formal and informal learning [4].

The use of blended learning in higher education solves the following problems [13]:

- individualization of learning (choice of the most rational forms and methods of learning, taking into account the natural abilities and characteristics of students;
- expanding opportunities for self-expression, self-development future specialist);
- intensification of training (increasing the amount of time for independent work of students, widespread use of ICT in the educational process);
- optimization of training (creation of the most favourable conditions for obtaining the expected results without unnecessary time and physical effort).

The following models can be options for the implementation of blended learning in higher education. The basis for the selection of the presented models of

blended learning is the option of the ratio of the traditional form of learning with e-learning and the degree of independence of students in mastering the material and choosing sections of courses for self-study.

1. Rotation Model is an alternating use of learning, in which the direction of the teacher and the student (or group of students), and learning, in which the interaction between the subjects of learning takes place through ICT. It is divided into Station Rotation Model or In-Class Rotation Model, Lab Rotation Model, Flipped Classroom Model, Individual Rotation Model (Individual Rotation Model).

2. Flexible model (Flex Model) − a model in which the basis of the learning process is remote learning.

3. Self-Blend Model or A La Carte Model allows students to supplement traditional classes by taking additional e-courses on topics online.

4. Enriched Virtual Model. This model assumes that students master most of the curriculum through electronic courses, and consultations with the teacher can take place both in person and online.

Let`s consider how the described models can be integrated into the educational process of higher education. The lecture, in addition to the transfer of theoretical information, develops an interest in educational activities in general and in a particular discipline in particular, forms guidelines for independent work on the course. Therefore, when implementing blended learning, it is not possible to transmit all lectures into electronic format. As a model of blended learning for the organization of lectures, we can offer a rotational model "Flipped-Classroom". For each module, it is necessary to provide two or three classroom lectures, which alternate with electronic ones.

Greater flexibility in combining traditional methods with e-learning in the organization of practical classes gives the model of blended learning "Station Rotation", but provided that each student has access to a personal computer, tablet, mobile devices. Then the teacher will be able to switch students from frontal work to individual work with online course materials, Internet services and other electronic resources. In this case, the teacher will free up time for individual counselling.

The Self-blend model is quite promising. According to it, students take one or more online courses in addition to the regular ones. They can study in these courses both in educational institutions and outside them.

For master's students, in which the vast majority of students combine study with work, such models of blended learning are effective. The main reason is that the emphasis is on independent e-learning with organized distance interaction of the teacher with students, supplemented by classes and consultations, in particular, "Online Driver". But the effectiveness of this model depends on the quality of educational content of the electronic online course and the professors` mastery of distance learning technologies.

Blended learning has the following properties: interactivity and adaptability of educational material, flexibility, informativeness of educational material, clear

structure and novelty of educational material, manufacturability, independent and individual work of students, availability of materials for visual support of the educational process, mobility, modularity [13].

Thus, the construction of the educational process based on blended learning is optimal for effective knowledge transfer. It helps to improve the quality of student training, development of the independent creative activity, stimulates the acquisition of additional knowledge and their consolidation, which allows training competent professionals.

The period of study in a higher education institution for a future teacher should be the key to effective entry into the professional environment and the optimal organization of professional activities. To achieve the goal of forming a competitive personality of the specialist it is necessary to organize training so that it provides a transition, transformation of one type of activity (cognitive) into another (professional) by an appropriate change of needs and motives, goals, actions, means, objects and results. Contextual learning is a technology that can effectively solve the tasks.

The technology of contextual learning in the practice of professional training of future specialists is developed by A. Verbytsky, N. Demyanenko, T. Dubovytska, V. Zhelanova, V. Kalashnikov, V. Tenyshcheva and others. Researchers substantiate the methodology, specifics, content, forms, methods and tools of contextual training of specialists, substantiate the basics of its application in pedagogical master's degree, determine the conditions for creating a contextual professional environment in higher education.

At the present stage, society requires a new education an approach that would fully reflect the specifics of future professional activity. In this regard, A. Verbytsky notes that the context approach by applying a system of traditional and innovative forms, methods and tools of learning consistently models the subject and social content of future professional activity [25].

I. Marchuk notes that the contextual learning is based on the guidelines of humanistic pedagogy, as it provides the maximum approximation of professional training to the realities of future professional activity; introduction of practice-oriented forms, methods and means of teaching; formation of the ability of the future specialist to analyze, predict and design the trajectory of their own professional path; development of professional qualities [21]. S. Kachalova emphasizes that the main characteristic of the educational process of the context type is the modelling in the language of symbolic means of subject and social content of future professional activity [12].

The contextual approach determines the creation of a certain educational environment, which provides optimal preparation for professional activity. In this perspective, a number of pedagogical studies on the creation of a contextual professional environment (O. Shcherbakova), educational environment of the context type (N. Demyanenko), professionally-oriented educational environment (Z. Kurland).

Considering the basics of the organization of the educational environment of the context type in the pedagogical master's degree, N. Demyanenko determines the following specific characteristics:

1) reliance on the principles of the context approach;

2) extensive use of the method of context modelling;

3) increasing the reflectivity of educational activities;

4) specific teaching methods and techniques;

5) use of a textbook of context type;

6) focus on the development of self-determination of personality and personal culture in a cross-cultural context [6].

It should be noted that in contrast to the traditional, the contextual approach has certain advantages:

1) in the process of training students are in the activity position, as disciplines are presented not as a set of information and scientific information, but as a means of activity;

2) students are acquiring the knowledge in the context of analysis and solution of simulated professional situations, which stimulates the development of cognitive and professional motivation, forms the personal meaning of learning;

3) in the process of professional training a combination of individual and collective forms of student work is used, which allows each of them to share their own intellectual and personal potential;

4) the student accumulates experience in the use of educational information as a means of regulating their activities, which makes it personally significant in the process of forming professional competence;

5) the logical center of the pedagogical process is the future specialists` personality and individuality, which ensures the humanization of education;

6) the essence of scientific, production and social processes is reflected in students` professional training in a model form, which contributes to solving the problem of integration of educational, scientific and professional activities;

7) in a contextual approach from the object of pedagogical influence the student becomes a subject of cognitive, professional and socio-cultural activities [21].

According to scientists A. Verbytsky, N. Demyanenko, V. Kalashnikov, the following contexts should be implemented in the educational environment of the context type:

1) spatio-temporal − dynamic deployment of the content of education (sequential deployment of material, adherence to the principle of relying on practical actions on theoretical knowledge);

2) the context of systematic and interdisciplinary knowledge − the relationship of new information with existing students;

3) the context of professional actions and roles - the correlation of acquired knowledge and skills with future professional activity;

4) the context of personal and professional interests − the subjective significance of the information received by students and skills [6; 25; 26].

Personal and professional development of the future teacher in contextual learning is carried out in the course of consistent involvement of students in three basic and several intermediate forms of activity. The basic forms in this case are: educational activity (ie the actual educational activity in lectures, seminars, during independent work); quasi-professional activity (business games, special courses, seminars, lectures); educational and professional activities (pedagogical practice, research activities of students, qualification work, etc.). Simulation simulations should be considered as transitions from one basic form to another; analysis of specific situations; role-playing; special courses; special seminars, etc. [26].

The gradual transition of students from educational to quasi-professional activities, and later to educational-professional reflects the main stages of transformation of educational activities into professional, which is carried out based on acquired knowledge, skills and values. These basic forms of student activity can be matched by three educational models: semiotic, simulation and social. The semiotic model uses tasks that involve working with the text as a sign system and promote students' acquisition of scientific knowledge. The simulation model provides a closer connection between learning tasks and future activities.

Educational information here is a means of regulating pedagogical activities, so that knowledge acquires personal meaning for future teachers, and professional norms are learned at the level of internal beliefs. In the social model, educational tasks are presented in the form of problem situations that mimic the social aspect of pedagogical activities, features of interpersonal interaction of the teacher with colleagues and students (pupils). This model involves the use of pair and group forms of activity, business and role-playing games so that students acquire the skills and abilities of social interaction necessary for the successful implementation of professional functions.

It should be emphasized that the contextual approach involves not only the provision of professional orientation of the content of education but also the use of appropriate forms and methods. We mean, first of all, methods and forms of active learning that model the subject and social aspects of future activities and implement the principle of problem-solving. According to A. Verbytsky, methods of active learning provide a transition from regulated, algorithmic, programmed forms and methods of organizing the didactic process in higher education to developmental, problem-based, research, exploratory, which contribute to the emergence of cognitive motives, interest in future professional activities, conditions for creativity and communication in learning [26]. In our opinion, it is the methods of active learning that can ensure the development of professional orientation of future teachers in combination with the formation of their practical readiness for professional activity.

Thus, in contextual learning, the content of education is projected as a subject of initial activity, which is consistently transformed into a subject of

professional activity, filling the learning process with personal significance, creating opportunities for goal setting and achieving goals. The provisions of contextual education provide for the maximum approximation of the process of professional training to the realities of future professional activity of a teacher of higher education, the formation of the ability of undergraduates to analyze, predict and design trajectories of their professional growth.

Thus, improving the quality of present-day professors` training of is directly dependent on the modernization of education, the introduction of innovative educational technologies in higher school practice that should guarantee a certain level of learning, be effective in results and optimal in time, effort and resources.

We consider tutoring technology, blended learning technology and contextual learning technology to be promising innovative educational technologies in the system of professional and pedagogical training of a higher school teacher.

Tutoring technology is an opportunity to implement the principle of individualization of student learning, subject-subject relations "teacher-student". It allows you to rationally organize and control large amounts of independent student work, provides a change in the role of the teacher to the teacher-mentor, moderator, coach, facilitator, instructor, mentor, partner, that is tutor.

Building an educational process based on blended learning will increase the effectiveness of learning, as there is not only classroom learning activities of the student, but also constant and regular independent work using modern software and hardware in the field of ICT. Such training activates students' analytical abilities, develops critical thinking, gives the opportunity to build an individual learning trajectory based on their own needs. This contributes to the formation of a competent specialist, competitive in modern conditions.

The use of contextual learning technology in the professional and pedagogical training of higher education teachers creates opportunities to bring the content and process of learning as close as possible to their professional activities. The content of the future profession is reflected in various forms of educational activity, which allows for the general and professional development of future teachers of higher education. Contextual training of future specialists in the master's program provides a dynamic movement of the student's activity from the actual educational through quasi-professional and educational-professional to real professional activity.

The use of contextual learning technology in the professional and pedagogical training of higher education teachers creates opportunities to bring the content and process of learning as close as possible to their professional activities. The content of the future profession is reflected in various forms of educational activity, which allows the future professors` general and professional development. Contextual training of future specialists in the master's program provides a dynamic movement of the student's activity from the actual educational through quasi-professional and educational-professional to real professional activity.

Development and implementation of innovative technologies in the educational process, their integration with existing technologies helps to improve the quality of the educational process, the formation of a competent specialist capable of working in the information society and lifelong learning.

Prospects for further development of this problem are to reveal the specifics of the content of other innovative technologies (game, interactive, training, project, portfolio technology, etc.) in the professors` system of professional and pedagogical training.

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5.2. INTRODUCTION OF INTERACTIVE LEARNING TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION

The inclusion of the future specialist in the broad international interaction of the European educational space necessitates the use of modern interactive learning technologies in the training of future professionals.

Reformation of the higher education system in Ukraine requires innovative changes in the priorities of educational policy, improvement of its content, information and technological support of the educational process. So the task to determine such methods of interaction between teachers and future teachers of preschool education institutions in order to stimulate their successful professional development arises.

One of the tasks of modernization of higher pedagogical education is the formation of students' information and communication competence. The state documents of Ukraine − the laws "On Education", "On Higher Education", "On the National Strategy for the Development of Education in Ukraine until 2021" − emphasize the importance of implementing the outlined task.

The internationalization of higher pedagogical education, and hence the development of transnational education motivate the deepening trend of diversification of goals and profiles of the master's degree, their coordination in the direction of developing curricula aimed at obtaining joint degrees. The National Strategy for Education Development in Ukraine for 2012–2021 envisages deepening international cooperation in the field of education, designed to ensure the integration of the national education system into the international educational space, which includes expanding domestic educational institutions, teachers, scientists, students' participation in international projects and programs, organizations and communities [8; 12].

As the analysis of the state of the educational process shows, students do not always show a desire to search and critically analyze a significant amount of important information, highlighting the key principles for future professional activity. Therefore, the task is to identify such methods of cooperation of freelance teachers with future teachers to stimulate them to successful professional development.

The idea of intensifying learning was expressed by scientists throughout the period of formation and development of pedagogy, before it was formed into an independent scientific discipline. The founders of the ideas of activation include Ya. A. Comenius, J.-J. Rousseau, J.G. Pestalozzi, G. Hegel, A. Disterverg, D. Dewey, K. D Ushinsky and others.

The word «interactive» (from the English «interact», where «inter» − mutual, «act» − to act) means the ability to interact or be in a mode of conversation, dialogue with something (such as a computer) or someone (man). In general, interactive methods can be considered as a more modern form of active teaching and learning methods. In contrast to active methods, interactive methods are focused on the wider interaction of students not only with the teacher, but also with each other, as well as on the dominance of student activity in the learning process. Interactive learning has very specific and predictable goals, one of which is the creation of comfortable learning conditions in which the learner feels his success, intellectual independence, which makes the learning process productive.

The technological determinant of modern society makes it necessary to rethink the basic guidelines of higher education: the education system should provide training for such professionals who could navigate in the changing conditions of modern society. The need to move from subject-oriented to personality-oriented educational process based on the principles of student-oriented approach and academic freedom and mobility of participants in the educational process becomes obvious, which requires a radical revision and approaches to the use of modern technologies in training for the New Ukrainian School. Based on the outlined priorities, modern pedagogical science continues to find ways to effectively implement independent work, to improve the quality and effectiveness of psychological and pedagogical training of future professionals.

The position of modern Ukrainian pedagogy on understanding the concepts of «technology», «education technology», «learning technology», «technology of psychological and pedagogical interaction», «educational technology», «pedagogical technology» is set out in the dictionary «Professional Education» [19].

Technology (from gr. − art, skill, skill and − doctrine, science, word, concept, as well as regularity, relationship, order) − a conscious technique of human activity − individual or collective in the productive and non-productive spheres, containing three main relatively independent elements and stages of implementation:

1) a set of knowledge about effective, optimal and rational ways and means of achieving the goal, the implementation of the production process;

2) activities with the use of these and other types of knowledge to solve certain practical problems;

3) the technological processes themselves, ie objectively-objectively implemented, on a rational basis built methods and means of transformation of matter, energy, information, as well as methods of organization of production and management [19, p. 341].

According to N. Smirnova, educational technologies are a set of consistent, algorithmic steps for the organization of the cognitive process. T. Shamova and T. Davydenko interpret educational technology as a process system of joint activities of students and teachers in the design (planning), organization, orientation and adjustment of the educational process in order to achieve a specific result while providing comfortable conditions for participants. A. Pligin believes that "educational technology" − a section of modern didactics, which considers the normative and procedural side of the transfer of accumulated knowledge within the organization of the educational process [16]. Thus, it is possible to form the idea of using technology − the guarantee of obtaining the result. A certain scheme is built: goal setting − the choice of means and methods − determining the rules of their use − getting results.

Based on the results of vocabulary analysis and logical-system analysis of scientific sources, we provide a definition of «educational technology» [18, p. 298] (see Fig. 1.).

According to V. Palamarchuk, in the general sense of the word "technology" is the development of a certain idea. There is an extremely broad understanding of this concept − as a bridge between two cultures; between the humanities and «accurate» knowledge. According to L. Rakitov, technology is a set of different operations and skills that are implemented in a fixed sequence in the appropriate space-time intervals and on the basis of a well-defined technique to achieve selected goals. Education technology is a systematic method of creating, applying and defining the whole process of learning and mastering knowledge, taking into account technical and human resources and their interaction to optimize forms of education [19, p. 342].

How do the concepts of «technology» and «methodology» in modern pedagogical science? According to S. Goncharenko, the term «technology», in contrast to the term «methodology», reflects not the usual transfer of information, but the learning process, which is essential for the characterization of modern trends in pedagogical sciences (K., 2000). In the interpretation given in the Pedagogical Dictionary (K., 2001), ed. M. Yarmachenko, pedagogical technology − a set of tools and methods of reproduction of theoretically sound processes of teaching and education, which allow to successfully implement the educational goals.

Pedagogical technology involves appropriate scientific design, in which these goals are set quite clearly and the possibility of objective step-by-step measurements and final evaluation of the achieved results is preserved. According to A. Kushnir (2004), the technology differs from the methods by its reproducibility, stability of results, lack of many «ifs». The technology is designed based on a given result. This, in her opinion, is the main difference between methodology and technology.

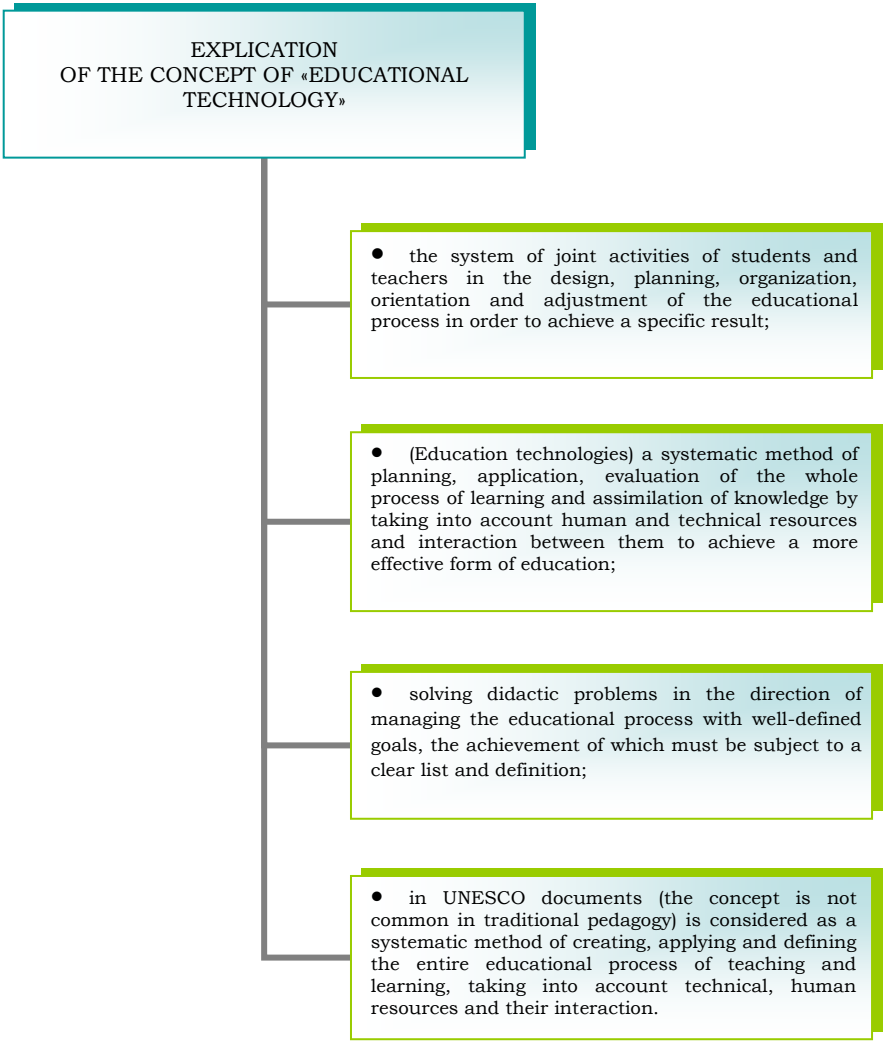

Fig. 1. Explication of the concept of «educational technology»

According to A. Bogush, in a broad sense, technology is a set of knowledge and information about the sequence of individual operations in the production process. The traditions of using this term are borrowed by domestic pedagogy from the West in a slightly different, metaphorical sense, which reflected the technologicalization of not only the industrial but also the humanities, knowledge. The essence of Western learning technology was to, based on constant feedback, to

ensure the achievement of a clearly defined goal, which provided primarily its terminological definition [2, p. 10]. We believe, following A. Bogush, that the concept of teaching methods (teaching) is more voluminous than "technology", because the teaching method (any educational component) involves the use of various innovative technologies.

The inclusion of the future specialist in the broad international interaction of the European educational space necessitates the use of modern technologies for the organization of independent work of future professionals. After all, for the sake of mobility and competitiveness, a modern specialist must be ready for constant independent activity, for the development of new technologies, to have the appropriate level of professional competencies needed to identify personal business activity, intellectual qualities (competence, initiative, creativity, self-regulation, uniqueness of mind), constant search and development of new types of pedagogical services in the field of education. It is an indisputable fact that the most significant asset of a graduate of a higher education institution with a high culture level of independent work is his ability to create life as a social phenomenon. The creative realization by a specialist of his life, filled with humanistic personal meaning, is connected with the products of his work as a specialist, first of all by certain technologies aimed at self-improvement through self-education and self-education and modernization of the educational field.

Determinant in the technological approach to the organization of independent work of students in the modernization of higher education should be the need to adhere to the principle of unity of educational, developmental and pedagogical influence.

Teaching a student to work independently is a complex and multifaceted process. It requires creative search, various forms of pedagogical influence, development of various methodical materials for each discipline, use of modern technical means of training, development of activating algorithms for independent work. Based on analysis of theoretical and methodological principles of the studied phenomenon, our own pedagogical experience, we believe that only a purposeful integrative approach to the organization of independent work of teachers and students, in accordance with the enduring educational and professional training program for future professionals in teaching, research, will enable professional and personal growth.

The interaction of professors and students creates a single space of scientific research, where the future specialist will not only have necessary knowledge, but also will develop professional and pedagogical competencies. Competence approach in organization of independent work of high school students involves the subjectivity of teacher-student relations, credit-modular system of educational process, block-modular construction of educational and methodical complexes, their equipment with diagnostic materials, implementation of research technologies, master's priority in multilevel training with the asynchrony of educational process and development of academic mobility of students.

One of the most important components of the professionalism of a graduate of a higher educational institution is considered to be professional training, during which the formation of psychological and pedagogical competence takes place. It promotes the development of socio-personal competencies and ensures the effectiveness of socio-professional and personal tasks.

Promising areas of formation of psychological and pedagogical competence of the future specialist are shown in Fig. 2.

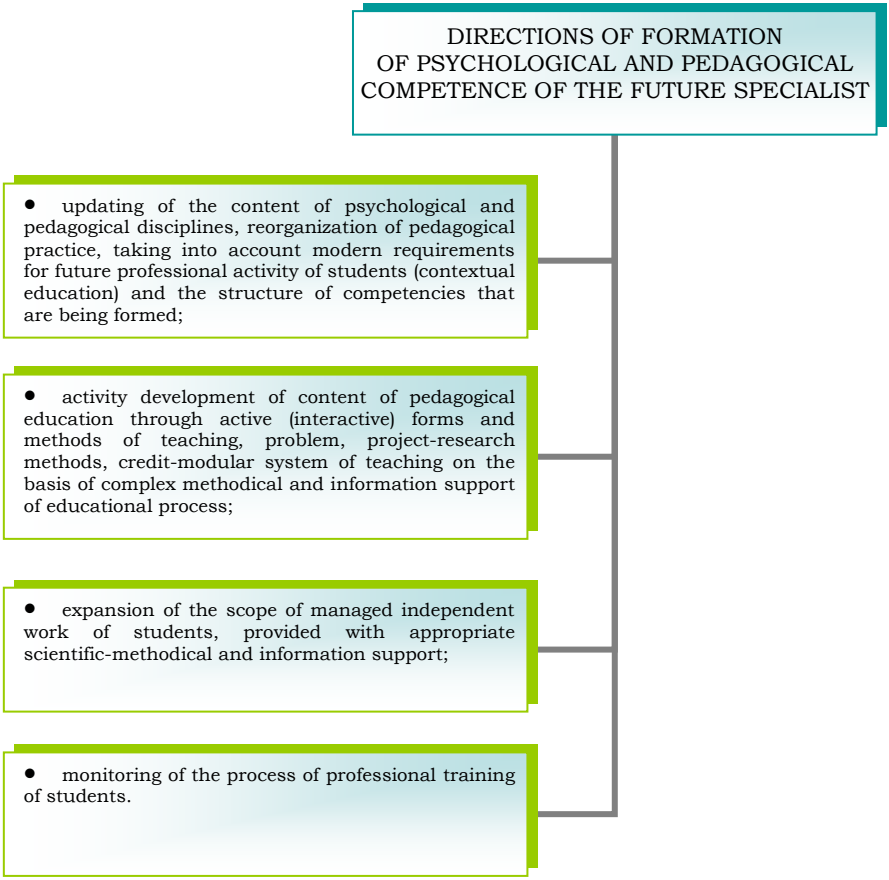

Fig. 2. Directions of formation of psychological and pedagogical competence of the future specialist

Necessary requirement for organization of professional training is its implementation in the context of semantic and technological integration of socio-humanitarian, general professional, subject areas and extracurricular socially

significant activities of students. Thus, analysis and comprehension of the mastered phenomena, processes, values are considered as means of their self-determination and self-improvement. Active, dialogical, research methods of teaching and education are means of independent development of reflective, organizational-communicative, project activities, and therefore basis for development of socio-professional competence of graduates.

Among general requirements for *pedagogical technology* (A. Faktorovych):

- *conceptuality* (scientific and pedagogical justification – the general scheme and its preliminary interpretation by a teacher, taking into account conditions of real educational process, represented by diversity of pedagogical situations);
- *anthropocentrism* (ensuring continuous development and self-development of student's personality);
- *situationality* (preservation of space for authorship, creativity of each teacher and student, which allows to transform ideal scheme into a living pedagogical situation);
- *contextuality* (integration into real educational process, focus on future professional activity).

This determines prospects of number of an active/interactive pedagogical technologies, including a set of forms, methods, techniques, tools aimed at achievement of the planned result. Among them: tutoring, modular, personalized, team-individual, etc. (see Fig. 3.).

In further disclosure of the content of innovative pedagogical technologies we will rely on well-known definitions of the form of organization of education as an external manifestation of coordinated activities of teacher and student, carried out in the prescribed manner, with a certain frequency in space and time tasks of training and education.

Tutoring involves academic support of an individual educational trajectory of a student by a teacher, – more experienced bearer of knowledge and experience in the classroom, distance, pair, individual or group form of work [2, p. 46-47]. A tutor should be considered primarily as a mentor. He observes success and formation of a student's personality in the process of his study. There are three different functions in the traditional structure of tutoring. Thus, the director of studies is responsible for the education of students as a whole, moral tutor – for their morality, the tutor oversees education of an individual student during the semester or academic year. Tutoring owes its historical roots to the Oxbridge model of education, with the difference that in Oxford all these functions are performed by the same person, and in Cambridge the tutor conducts practical classes and is called a supervisor. His responsibilities include to monitor success of students, their attitude to learning, formation of skills of independent work.

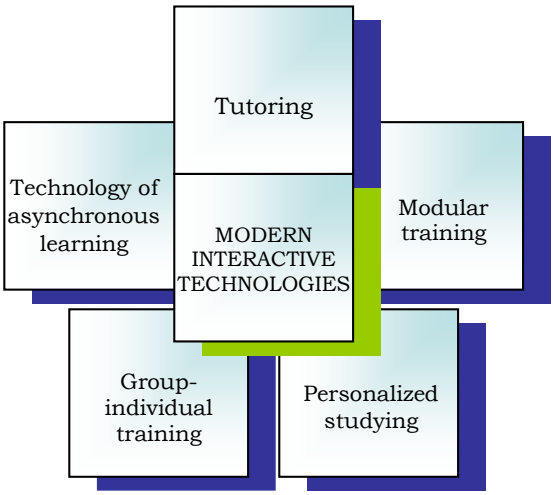

Fig. 3. Introduction of modern interactive technologies in ZVO

The expediency of introducing tutoring in Ukrainian system of training is explained by significant predominance in curricula and programs of hours allocated for independent work over classroom, which transforms the process of student education into self-education. A tutor is not just a teacher, he is a personal scientific supervisor of a student, lecturer, mentor, partner, coach, colleague, educator in one person, who promotes the development of logical thinking, learning material, takes over educational functions. The main form of tutoring is a tutorial – a practice based on extensive repetitive sequential activities of forming students' metacognitive abilities in the context of mastering disciplinary knowledge. The tutor is primarily responsible for two main roles, which sometimes intersect – the coach (coach, instructor) and colleague. In distance learning, a tutor performs pedagogical, social, managerial, technical functions and acts as a coach, leader, moderator, motivator, expert, innovator, advisor. He is entrusted with the mission of methodologist (development of tasks, project content), stimulator (awakening interest for a project, deeper penetration into work on it, overcoming difficulties), observer (formating the atmosphere of cooperation, interaction skills, cooperation), technical specialist and expert.

Introduction of the system "Tutor" (for full time, part time and full-part time students) is perspective for pedagogical education. It can be, in particular, a distance learning site. It will allow implementing didactic innovations, will create conditions for practical development of new pedagogical technologies in uninterrupted pedagogical education, and will provide organization of asynchronous training of students (S. Bochkareva, 2011; N. Demyanenko, 2018; T. Shvets, 2018).

Another type – *modular learning* – involves clear organization of self-education and group studying. A student is given an opportunity to work independently on individual program, which is provided by a specific action plan, data bank and methodological guidance. The teacher performs a wide range of functions: from informative and controlling to advisory and coordinative. The content of training is presented in the form of separate training packages. The student can independently combine a set of modules depending on his own individual plan. Among the principles of modular learning: dynamism, effectiveness and efficiency of knowledge; flexibility in organization of learning process; awareness of perspective in achieving a goal; variety of methodical counseling; parity of teacher-student relations. A training module integrates different courses or learning topics into the structure of one discipline. Ways of designing modules are various. Sometimes the module is created on an interdisciplinary basis to achieve a specific learning goal. In this case, it includes several systematic training courses. Based on a set of different modules, an individual studying plan is designed. In the future, this technology may allow individual students to specialize in several fields, taking into consideration that modular programs must relate to different specialties. In professionally oriented modules, the student's activity, as a rule, is systematized according to the following scheme: educational-cognitive – educational-professional – professional trajectory.

Personalized learning – independent performance of work in an individual pace according to specially prepared printed methodical materials. The transition to the next educational unit is allowed only after studying the previous one, the mastering of which is checked by means of test examinations, complex control works with the use of automated control. Independent work is accompanied by weekly group meetings of students and written reports. The student independently studies the material in portions. In case of personal conviction in mastering it, he turns to the teacher and receives a "readiness test". Permission to proceed to study of the next part of material is possible only after receiving high grade for the previous portion. After passing all the program material in a particular subject, the student is given total points.

Group-individual training – is used in small groups, when the presence of a significant number of students who lag behind in education, does not allow to teach the material to the whole academic group at once. The principle of group-individual training is perfection in studying – perfect mastering of educational material by each student, regardless of abilities. Among requirements for organization: students' awareness on the purpose of study; providing methodological recommendations for organization of independent educational activities; providing students with low ascending levels with additional opportunities; Continuous Progress – flexibility and dynamism of studying process. Students are grouped (4-5 people). The teacher selects the groups so that their composition is as heterogeneous as possible according to several criteria: the group

includes boys and girls who differ, for example, in learning, ethnic origin, and so on. The training material is divided into programmable portions-sections, members of the subgroup work on different sections. Each student processes the material of the section at his own pace in a certain sequence: acquaintance with the recommendations developed by the teacher to master a particular skill; elaboration of a series of work plans, each of which is devoted to mastering certain skills – components of this skill; independent check of level of mastering a specific skill; final test (placement test). Team members work in pairs, checking doing of control tasks on 100-point scale. If the student achieves 80 percent or higher result in the mode of independent work and peer review, he passes the final test of this skill. It is conducted by another student appointed by the teacher (student monitor), who has high academic results. By the end of each week, based on the results of final inspections (test indicators of each participant and number of performed weekly tests), the results of the teams are summed up, the team indicators are compiled.

One of the priorities in organization of pedagogical education at the level of master's and postgraduate studies should be *technology of asynchronous learning*, when students get the right to independently determine their own individual trajectory. Nonlinearity of education has significant advantages: flexibility, individual approach to a student, an ability to obtain two or more specialties at the same time, reduce of duration of studying and more. It should be pointed out that individual educational program forms three groups of disciplines: mandatory for study at a fixed time; obligatory for study in the terms determined by a student; elective courses. The construction of an individual learning trajectory takes place in the interaction of student and tutor, who diagnoses primary cognitive interest of each student, creates conditions for its deepening in the process of research or doing projects, provides tutoring advice on educational and professional programs.

Interactive learning technologies in the educational process of higher education are organically connected, interdependent, form a holistic system, provide for the introduction of innovative teaching methods: seminar-discussion, project method, modeling, student portfolio, brainstorming, multimedia presentation and more. All these technologies are organically connected, interdependent, form a holistic system, provide for the introduction of innovative teaching methods.

All these technologies are organically connected, interdependent, form a holistic system, provide implementation of innovative *teaching methods* (see Fig. 4.).

Among the most perspective are: *case-study* – an effective and widespread method of organizing active cognitive activity of students.

Seminar-discussion (group discussion) is a process of dialogical communication of participants, during which practical experience of joint discussion and solution of theoretical and practical problems takes place.

Project method – a set of consistently applied research, search, problem methods. The method contributes to the development of individual position in the implementation of the proposed research projects, which allows you to build an

effective intellectual process with formation of group opinion and collective decision-making.

Student's portfolio (portfolio) – a tool for self-assessment by students of the results of cognitive, research work, reflection on their own activities. *«Portfolio»* is a set of documents, independent work of a student. Tutoring functions are performed by the teacher of a specific discipline. He gives tasks (parameters by which the material should be selected), compiles questionnaires for the expert group in order to objectively evaluate the presentation of the «portfolio». Presentations of works take place periodically at student conferences. The student must show positive progress in this field of knowledge, compare their own assessment with the assessment of the teacher and a group of experts (from among students).

Principles of the method: self-evaluation of results (intermediate, final), mastering certain types of cognitive activity; regularity of self-monitoring; structuring of materials, logic and conciseness of all written explanations; accuracy and aesthetics of the «portfolio»; thematic completeness of materials; clarity and validity of the presentation.

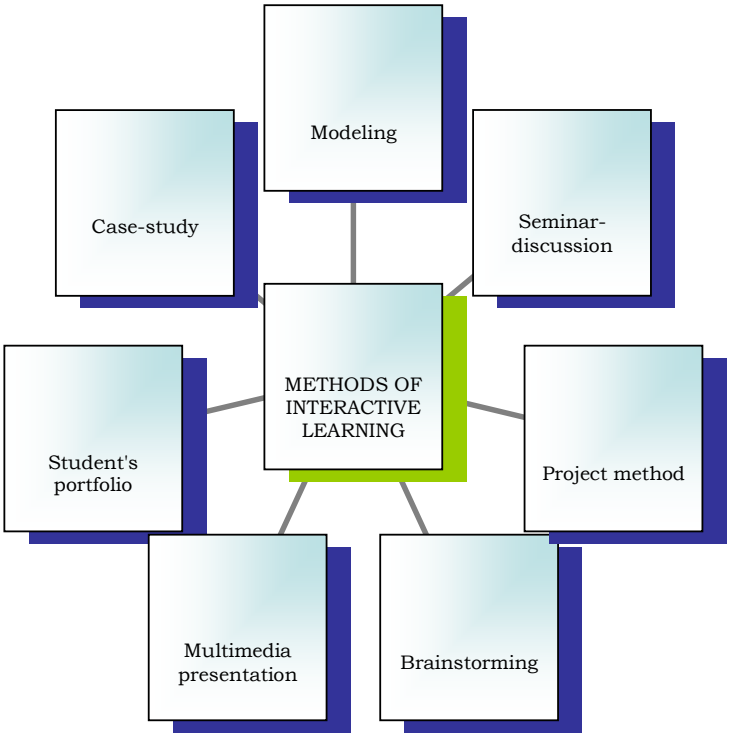

Fig. 4. Methods of interactive learning

«Brainstorming» – the method of learning based on formulation of the problem, which has theoretical and practical significance and is of active interest to students. The general requirement to choose a problem for "brainstorming" is to provide ambiguous, diverse options for its solution. The method of organizing and conducting a "brainstorming" includes the following stages: organizational (location of the academic group in a particular room); initial (the teacher informs the topic, reveals the peculiarities of the organization of the lesson, formulates the problem to be solved, substantiates the search task. Introduces students the conditions of teamwork and voices the rules of "brainstorming"); main (several working groups of 3-5 people are formed). Each group selects an expert, whose responsibilities include the fixation of ideas, their further evaluation and selection of the best proposals.

Modeling (from English modeling, German - modeling) − one of the main categories of the theory of cognition and a scientifically sound way to study the world and man [21, p. 3]. The model is a descriptive analogue of the activity, which in formalized constructions reflects its most important characteristics. Also, the model is understood as an image of a real object or process in an ideal form, which reflects the essential properties of the modeled object or process [23, p. 374], ie modeling is based on the replacement of a specific object of study (conventional original) with another similar to it, ie the model. Clarifying the generally accepted definition of the model, E. Smirnova emphasizes that the model is "a descriptive analogue of the activity, which in the formulated constructions reflects its most important characteristics" [11, p. 17].

The effectiveness of the modeling method in the study of pedagogical phenomena is substantiated in the studies of S. Arkhangelsky, V. Zagvyazinsky, L. Kondrashova, N. Kuzmina, V. Slastyonin and others.

Domestic scientists V. Andrushchenko, N. Demyanenko, I. Dychkivska, V. Luhovy, N. Malinovska, O. Mukoviz, O. Pekhota, O. Pometun, L. Pyrozhenko, S. Sysoeva, O. Shpak and others. see the benefit of using such pedagogical technology as modeling in the fact that teachers can design the educational process on the principles of systematization, predict its development, focus on achieving the end result [3; 4; 5; 6; 9; 10; 13; 14; 15; 17].

Comprehensive analysis of research by both domestic and foreign scientists and their own experience of scientific and pedagogical work suggest that the strongest feature of project technology is its ability to integrate knowledge from different subjects based on personal practical experience of higher education, which, in turn, is a prerequisite for the formation of their respective design and technological and information and communication competencies.

We understand the model as an ideal system, the study of which allows to obtain information about the real pedagogical system in the unity of its constituent elements:

- structural (from the point of view of model and object construction);

- functional (from the basic mechanisms of functioning and development);
- information (from the information that may contain the object and the model).

An essential feature of design technology is its algorithm, which must be mastered by both students and teachers. The model is always an analogy and an intermediate link between the proposed theoretical positions and their verification in the real pedagogical process of the future profession. The main purpose of the model − to replace the object itself in the process of information.

The modeling process includes the following stages: qualitative characteristics of the subject of research; setting modeling tasks; model construction; study of the model and its possibilities for the purpose of the study; meaningful integration of research results obtained using the model. Depending on the means of construction, there are material and ideal models. Material models include models embodied in metal, glass, etc. Ideal models include visual, verbal, symbolic (symbolic) and mathematical (punch cards, software formulas, graphics) models [13, 64].

We consider the concept of modeling through several meanings:

• method of cognition of objects through their models, the process of construction of these models, the form of cognitive activity (thinking and imagination), modeling of thinking operations (N. Menchinskaya, A. Rodionov, etc.);

• formation of personality traits (L. Kondrashova, T. Yatsenko, etc.).

The method of modeling − imitation of the actual existing pedagogical system by creating special models, schemes, symbolic or real analogues, which reproduce the principles of organization and operation of this system. The pedagogical conditions for the development of the future teacher's personality by means of modeling are scientifically substantiated [10, p.157].

The phased application of models is due to the structure of modeling as an activity that contains the following components of the operation: preliminary analysis, construction of a model, scheme or perception of the finished and work with language material using schemes, models. It is proved that the professional and personal development of the future specialist is provided by a special organization of the developing interactive communicative environment aimed at the use of different types of models, the development of initiative, independence and creativity.

In the course of the research the following pedagogical conditions were realized: stimulation of cognitive interest in modeling of pedagogical situations in educational process with designing for the future professional activity; creating an interactive communicative and developmental environment aimed at using different types of models in the professional and personal growth of future professionals.

The presented method of using modeling allows to intensify interactive communicative and speech activity of future teachers, improves pedagogical technique and skill in personality-oriented practical activity, forms in them ability to make the accurate plan of kinds of professional activity, to predict their realization and to define new projects. , teaches to form and express opinions, draw logical conclusions.

The results of the study showed that the use of modeling is fully consistent with the personality-oriented model of organization of the educational process, which takes into account the individual characteristics of the future specialist. With the help of modeling the level of development of creative and projective abilities of future teachers has improved.

The problem of professional training of future teachers has been described in researches of the following scientists: V. Benera, O. Bogich, I. Bogdanova, A. Bogush, G. Bielienka, N. Gavrysh, T. Zharovtseva, L. Zdanevych, I. Kniazheva, T. Ponimanska, M. Roganova, T. Tanko, N. Lysenko, N. Malinovska and others.

Issues of using multimedia presentations in the training of future specialists were studied by the following scientists: Y. Avsiukevych, V. Bykov, M. Zholdak, I. Zakharova, V. Klochko, A. Kolomiyets, Y. Mashbyts, I. Pidlasyi, O. Spivakovskyi, A. Khutorskyi and others.

A *multimedia presentation* is an information tool that allows you to convey information in a visual, schematic way, which improves its perception and increases its value. Depending on the selected criteria, several groups of multimedia presentations are distinguished. By purpose, there are trade, marketing, corporate and training.

The main purpose of corporate multimedia presentations is to support the speaker's speech at a particular event − a scientific conference, scientific and practical seminar, and methodological association of educators of preschool education, presentation of goods or services of a particular company or corporation. Such presentations contain mainly visual materials and a minimum of text, as a significant amount of information is conveyed to the audience by the speaker. Educational presentations are used during training sessions: lectures, seminars, practical and laboratory. They correspond to the structure and scenario of the lesson, contribute to the full realization of educational goals. Multimedia presentations should be interactive, ie provide feedback to higher education students.

It has been experimentally proven that, perceiving information by ear, a person is able to process up to one thousand conventional units per minute. If visual perception is involved in the outlined process − up to 100,000 units of information [1]. O. Pometun, L. Pirozhenko argued that if a person perceives information only by ear, he remembers 20% of its volume, if he reads the text − 30%, and when he reads the information with the help of both hearing and sight, he remembers about 60% of its volume [17].

Multimedia presentation is a didactic tool that allows to transmit information in a visual and schematic form for improvement its perception and increasing its value. The effectiveness of using multimedia presentations is achieved when the following didactic conditions are met:

– a harmonious combination of oral presentation of the material during a lecture session and knowledge acquired by students during practical and laboratory classes with the information of a multimedia presentation;

– ensuring maximum implementation of multimedia presentation functions, in particular, stimulating thinking, memory and attention of the higher education students;

– interactive orientation of multimedia presentation;

– the rational ratio of the time allocated to lecturer to familiarize students with the content of topic of the lecture session and the time allocated for a multimedia presentation;

– ensuring the perception of information using the maximum number of analyzers;

– availability of information for perception and analysis by higher education students;

– rational dosing of the volume of information presented using a multimedia presentation [4, c. 84].

Comparative analysis of the final exam scores of students in the control and experimental groups of the higher education students confirmed our hypothesis that multimedia presentations are the effective means of increasing the level of knowledge of students, forming their information and communication competence.

The effectiveness of the introduction of interactive technologies for teaching masters in order to increase their level of educational achievement, the formation of their professional competence and personal development is ensured by following a comprehensive approach to the measurement system by the teacher. (see Fig. 5.).

The integrated nature of a graduate's competence requires to develop holistic system of measuring instruments. In the practice of pedagogical universities, *qualification tests* are widely used, which divide the tested into groups of trained and untrained [7]. These are called mastery tests. The results in this case are interpreted from the standpoint of criterion-oriented approach. The use of mastery tests is not intended to compare student achievement, as is done in tests with normative-oriented interpretation of results, but to assess the level of preparedness in accordance with a predetermined criterion, which may be minimum required level of professional competencies. At the same time, since competence presupposes a higher level of preparation, including not only knowledge and skills, but also experience, achievements, personal qualities of the student, it is important, among other things, to assess cognitive activity, creative potential of an individual. These qualities are necessary for development of professional skills and creativity.

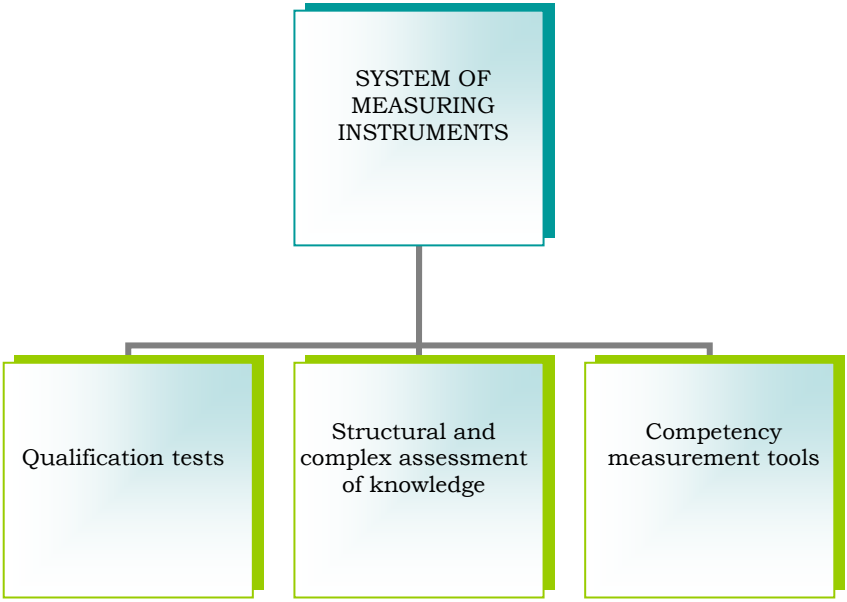

Fig. 5. System of measuring instruments

The support is carried out on a case-meter in the form of special problem tasks, where the student is asked to comprehend a specific professional situation. In solving the problem, he must use concepts and methods from different disciplines, transfer technology from the field to a new field, build models and assess their adequacy. In this case, work on the «case» can be carried out both independently and in collaboration with other students, justifying their own choice of optimal solution. When developing a case, it is important to carefully select the situational tasks of professional and pedagogical orientation and ensure the reliability and comparability of measurement results.

Innovative for summarizing indicators within the credit-module organization of the educational process is not a separate rating control or test system, but a *structural and complex assessment of knowledge* of normative and variable disciplines, types of professional and scientific activities, including practice, research work of students and etc., which contributes to the formation of student's competence. In each discipline the basic themes (blocks-modules) are allocated. Measuring instruments used for current and final certification of a student are noted. Structural and comprehensive assessment makes it possible to correlate the content of professionally oriented, general pedagogical disciplines with the content of subject competence, as well as to overcome an isolation of knowledge and skills generated by the study of individual courses. Accordingly, the question of criteria for measuring the level of competences is relevant.

In order to monitor the process of training graduates of higher education institutions and implementation of contextual-professional model of specialist training, a *toolkit for measuring competence* is being developed. Taking into consideration that means should identify both content and activity components of graduate training, we can provide the following indicators of competence (using the analyzed methods, techniques, technologies): compiling a portfolio of students; application of practice-oriented and situational tasks in the educational process; obligatory public defense of qualification work; inclusion in the content of complex qualification exam of integrated tasks of professional orientation; increasing of number of workshops, trainings that would allow students to demonstrate and consolidate competencies; development of tests of minimum competence; use of case meters.

Thus, new educational environment is formed, based on the principles of open learning: reliance on information technology;

- designing the modern content of education;
- development of innovative pedagogical technologies of formation and development of professional competences;
- solving problems of measuring the quality of education;
- changes in traditional role of teacher as a translator of knowledge and his mastery of the role of tutor.

The experience gained today in Ukraine and abroad shows that interactive learning technologies contribute to the intensification of the educational process and the intensification of educational and cognitive activities of masters. This is manifested in the need to:

- analyze educational information, be creative in learning the material and therefore make learning more accessible;
- independently find possible resources to solve the problem;
- develop a strategy for achieving goals and plan specific actions;
- learn to formulate their own opinion, to express it correctly, to prove their own point of view, to argue and discuss;
- learn to listen to another person, respect alternative opinions;
- model different social situations, enrich their own social experience through inclusion in different life situations and experience them;
- learn to build constructive relationships in the group, determine their place in it, avoid conflicts, resolve them, seek compromises, seek dialogue;
- find a common solution to the pedagogical situation, problem;
- to develop skills of project activity, independent work, execution of creative plans.

According to the results of the study it should be pointed out, that content of modern higher education institution should be creation of an innovative educational environment for formation of a culture of independent educational and

scientific work of participants in the educational process in the conditions of internationalization of higher education.

The use of a technological approach in the training of future teachers for the first job corresponds to current trends in the European paradigm of education and will increase the effectiveness of higher pedagogical education in Ukraine.

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