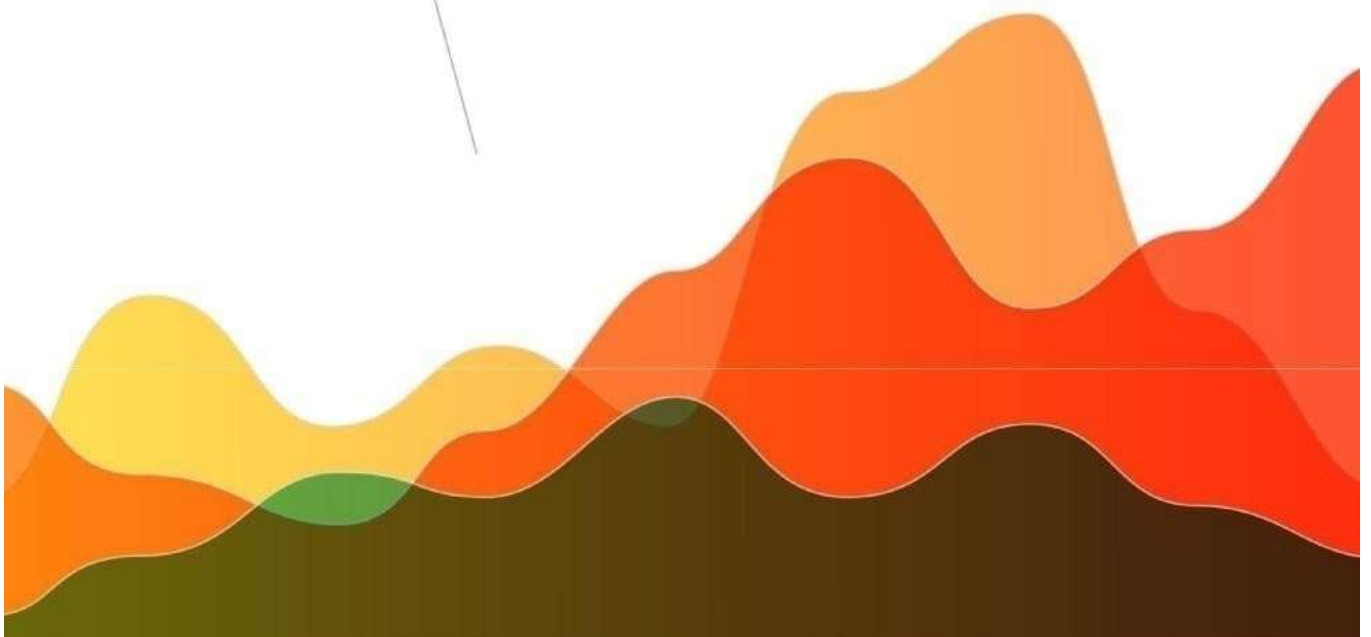


---

# **ADVANCES OF SCIENCE**

**Proceedings of articles the international  
scientific conference  
Czech Republic, Karlovy Vary -  
Ukraine, Kyiv, 28 September 2018**



# **ADVANCES OF SCIENCE**

Proceedings of articles the international scientific conference Czech  
Republic, Karlovy Vary – Ukraine, Kyiv, 28 September 2018

Czech Republic, Karlovy Vary – Ukraine, Kyiv, 2018

UDC 001  
BBK 72  
D728

**Scientific editors:**

Katjuhin Lev Nikolaevich, Doctor of Biological, a leading researcher at the Institute of Evolutionary Physiology and Biochemistry named I.M.Sechenov Academy of Sciences

Salov Igor' Arkad'evich, Doctor of Medical, Head of the Department of Obstetrics and Gynecology, Saratov State Medical University named V.I.Razumovskij

Danilova Irina Sergeevna, Ph.D., Associate Professor of Tomsk State Pedagogical University named L.N.Tolstoj Burina Natal'ja Sergeevna, Ph.D., Associate Professor of Nizhny Novgorod State named University N.I. Lobachevskij

**D728**

ADVANCES OF SCIENCE: Proceedings of articles the international scientific conference. Czech Republic, Karlovy Vary – Ukraine, Kyiv, 28 September 2018 [Electronic resource] / Editors prof. L.N. Katjuhin, I.A. Salov, I.S. Danilova, N.S. Burina. – Electron. txt. d. (1 файл 13,5 MB). – Czech Republic, Karlovy Vary: Skleněný Můstek – Ukraine, Kyiv: MCNIP, 2018. – ISBN 978-80-7534-078-8.

Proceedings includes materials of the international scientific conference « ADVANCES OF SCIENCE», held in Czech Republic, Karlovy Vary-Ukraine, Kyiv, 28 September 2018. The main objective of the conference - the development community of scholars and practitioners in various fields of science. Conference was attended by scientists and experts from Azerbaijan, Russia, Ukraine. At the conference held e-Conference "Perspectives of science and education". International scientific conference was supported by the publishing house of the International Centre of research projects.

ISBN 978-80-7534-078-8 (Skleněný Můstek, Karlovy Vary, Czech Republic)

Articles are published in author's edition. Editorial opinion may not coincide with the views of the authors

Reproduction of any materials collection is carried out to resolve the editorial board

© Skleněný Můstek, 2018

	ПІДГОТОВКУ МАЙБУТНІХ УЧИТЕЛІВ МАТЕМАТИКИ.	
201.	ЗІНЬКО К.С., ТУРЧИН Л.Я. КОНЦЕПЦІЯ СОЦІАЛЬНО-ЕТИЧНОГО МАРКЕТИНГУ ЯК ІНСТРУМЕНТ СТАЛОГО РОЗВИТКУ.	1488
202.	UDUCH Z.I. THE PROBLEM OF INCLUSIVE COMPETENCES FORMATIONS OF STUDENTS OF HIGHER PEDAGOGICAL EDUCATIONAL INSTITUTIONS OF UKRAINE.	1498
203.	ЛИТОВЧЕНКО А.Д., НЕХАЕНКО О.В. СОЦІОЛОГ В РАЗДЕЛЁННОМ ОБЩЕСТВЕ: ОТ ДИАГНОСТА ДО ПРОПАГАНДИСТА.	1506
204.	ГУЗІЙ Н. В. ПЕДАГОГІЧНИЙ ПРОФЕСІОНАЛІЗМ З ПОЗИЦІЙ СИСТЕМНОГО ТА СИНЕРГЕТИЧНОГО ПІДХОДІВ.	1515
205.	BOGUSH L. G. GRADUATES' AND EMPLOYEES' VOCATIONAL TRAINING AS THE BASIS FOR UKRAINIAN ECONOMY' COMPETITIVENESS.	1525
206.	ВАРВАРУК М. М. ІНТЕРАКТИВНІ ТЕХНОЛОГІЇ ЯК ІННОВАЦІЙНИЙ ПІДХІД ДО АКТИВІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ.	1536
207.	КИРСАНОВА В.В. МЕТОДИКА ВИКЛАДАННЯ ДИСЦИПЛІНИ «ЗАПОБІГАННЯ ЗАБРУДНЕННЮ МОРСЬКОГО СЕРЕДОВИЩА».	1549
208.	ДИРДА І.А. ОСОБЛИВОСТІ АДАПТАЦІЙНОГО ПРОЦЕСУ ІНОЗЕМНИХ СТУДЕНТІВ ДО НАВЧАННЯ В УКРАЇНІ.	1554
209.	ЩЕРБИНА Д.В. ЗМІСТ ОСВІТИ І ПРОСВІТИ БАТЬКІВ ТА ЧЛЕНІВ РОДИН.	1560
210.	ЛІ ХАН, КРИТЕРІАЛЬНО-РІВНЕВА СИСТЕМА СФОРМОВАНOSTІ ТВОРЧОЇ ПЕДАГОГІЧНОЇ ПОЗИЦІЇ МАЙБУТНІХ УЧИТЕЛІВ ОБРАЗОТВОРЧОГО МИСТЕЦТВА.	1567
211.	ТРОШКІНА К. Є., ПИХТІНА П. В. ПРАВОВИЙ СТАТУС ПАТЕНТНОГО ПОВІРЕНОГО В УКРАЇНІ.	1577
212.	КУРАКІНА О.В., ПАВЛИШИН Ю.П. ВИНИКНЕННЯ КОРУПЦІЇ (історичний аспект).	1584
213.	КУРАКІНА О.В., РЕВЕНКО М.Ю. ДО ПИТАННЯ ЗАРОДЖЕННЯ КРИМСЬКОТАТАРСЬКОГО ЖІНОЧОГО РУХУ В КРИМУ.	1592
214.	ЯЧНА М.Г., МЕХЕД О.Б., ТРЕТЯК О.П. СЕЗОННА ЗАЛЕЖНІСТЬ ВМІСТУ ЗАГАЛЬНИХ ЛІПІДІВ В ОРГАНІЗМІ КОРОПА ЗА ДІЇ ФОСФОНАТІВ РІЗНОЇ КОНЦЕНТРАЦІЇ.	1601
215.	ВЕКЛИЧ О. А. ОСОБЛИВОСТІ ВІДТВОРЕННЯ УКРАЇНСЬКОЮ МООВОЮ СТИЛІСТИЧНО ЗАБАРВЛЕНОЇ ЛЕКСИКИ ТВОРІВ ГРАЦІЇ ДЕЛЕДДИ.	1607
216.	ЛІГАЧОВА А.О., ДИСКУРС: ВЗАЄМОЗВ'ЯЗОК ТРАДИЦІЇ ТА ІННОВАЦІЇ В СУЧАСНІЙ КУЛЬТУРІ.	1611

# THE PROBLEM OF INCLUSIVE COMPETENCES FORMATIONS OF STUDENTS OF HIGHER PEDAGOGICAL EDUCATIONAL INSTITUTIONS OF UKRAINE

**UDYCH Z.I.**

*Candidate of pedagogical sciences,*

*Department of Pedagogy and Management of Education of Ternopil Volodymyr Hnatyuk National Pedagogical University*

*Ternopil, Ukraine*

In the context of our research, certain contradictions, which significantly impede the process of inclusive education in Ukraine, have been identified. Among them are: new social requirements for the organization of educational space, the education of children with disabilities and the unpreparedness of teachers to create an effective inclusive environment, organize the pedagogical process according to pupils' nosology; social order for the inclusive competence formation of the pedagogical staff of the secondary comprehensive educational institution and the lack of a corresponding education system, the imperfection of the content of the future teachers' training; bringing the Ukrainian legislation into compliance with the norms of the international legal framework for persons with disabilities and the existence of contradictions and inaccuracies in the domestic normative-legal framework regulating the inclusive aspect of education; Ukraine's entry into the Bologna process, where the student-centered education and dominance in the national education system of teaching-concentrated training is of high priority.

These and other contradictions prove the initiated process of the inclusive education system implementation in Ukraine and the unpreparedness of higher education to provide schools for teachers, who have formed their inclusive competencies. That is why we consider that the improvement of the training process should start with the modernization of higher pedagogical education content. The generally accepted interpretation of the notion of «content of higher

education» involves structure, content and scope of educational information, acquisition of which provides the person with the opportunity to obtain higher education and certain qualifications, as well as the system of knowledge and skills of a person, his/her professional, ideological and public qualities, determined by the needs of society [1: 321].

The main factors of modernization of the higher pedagogical education content in the context of the inclusive education system implementation are: taking into account the recommendations of the project within the framework of the Bologna process «Tuning educational structures in Europe (Tuning)» regarding the competences and profессиogram of a modern higher education institution graduate; introduction of a student-centered approach in the formation of educational programs; improvement of the teacher's profессиogram; methodological grounding of inclusive education; expanding the system of pedagogical disciplines with new educational subjects of inclusive content; professional competence of higher educational institutions teachers in the field of inclusive education and pedagogy.

In 1997, in one of his interviews, a prominent Indian scientist and educator, a professor of strategic and international management at the London Business School and dean of the Faculty of Indian School of Business in Hyderabad, S. Ghoshal (1948 – 2004), for the first time focuses on a direct link between the process of a future specialist training and his/her employment. Since then, the term «employability» is considered as a set of knowledge, skills, methods of solving production problems, as well as the ability and the desire for continuous improvement and professional development [2]. This idea has become one of the key issues in reforming European higher education in the context of the Bologna Process.

One of the most important analytical and research projects of the Bologna Process, which has been implemented since 2000 by the Universities in interaction with the sphere of work, is «Tuning Educational Structure in Europe» (Tuning). It is aimed at forming a common methodology of comparability and compatibility of levels and content of educational programs (educational) in various subject areas of higher education. Tuning covers the vast majority of countries that have signed the

Bologna Declaration, including Ukraine [3:49]. One of the results of Tuning is the development of unified approaches to the notions of «learning outcomes» and «competence of higher education institution graduate», as well as substantiated components of general and educational competencies. It is the understanding of these components of the educational process that will allow us to correctly formulate the goal and improve the content of future teachers training. So, according to the Tuning methodology: learning outcomes are the formulation of what a student is expected to know, understand, be able to demonstrate after completing the training.

They can be related to a separate module or also to the period of training (the educational program of the first, second or third cycles). Learning outcomes determine the requirements for awarding credits. And competencies are dynamic combination of knowledge, understanding and skills. The development of competencies is the goal of educational programs. They are formed in various educational disciplines and are evaluated at different stages [4]. These two concepts in the Tuning methodology are clearly separated and have their own peculiarities: the results of training are formulated by teachers at the level of the educational program and should be clearly measurable, and competences are gradually acquired by those who study and are formed only in the system of educational disciplines and can begin to be formed within the framework of the program of one level of higher education, and to complete the formation at the highest level of higher education [5: 7-9]. Instead, in the Law «On Higher Education» in the current wording dated March 13, 2016 in Article 1, these notions are actually identical: competence is shown as a result of training, and the result of training – as a combination of competencies.

In accordance with the interpretation of the concepts «learning outcomes» and «competence of higher educational institutions graduates» by the Tuning Project, different approaches to creating an educational program that reflects the content of education have been highlighted (Table 1) [5: 9].

*Table 1.*

*Approaches to creating an educational program at higher educational institution*

<i>N<sup>o</sup></i>	<i>Approaches</i>		<i>Content</i>
1.	«Focus on entry»	Teacher-concentrated training	The scientific interests of the teaching staff, the existing scientific potential of the higher educational establishment have been involved
2.	«Focus on exit»	Student-concentrated training	Focusing on the model of a specialist, which is (or will be in the near future) in demand in the labor market, which should ensure his/her high suitability for employment

Thus, the first approach, which now dominates in the conclusion of educational programs in higher educational institutions of Ukraine, reflects the knowledge paradigm of higher education (the system of «ready», «completed» knowledge, skills, which is broadcast to students, while the student himself/herself is only a passive object in educational and cognitive activity). Instead, the second approach is the embodiment of the humanistic paradigm of education, which considers a student and a teacher as equal subjects in the educational process [6: 129-130]. At the same time favorable conditions for the student's self-development, formation of competencies necessary for the profession are created.

The conceptual foundations of student-centered education are laid down in the second half of the XX century by American researchers J. Watson, B. Skin, R. Mager and finally developed after 2000 [5: 5]. These days, student-centered education dominates in most European higher education institutions, which offers not only virtually directed content of education, but also relevant innovative methods and training, which makes it attractive for Ukrainian schools graduates. In support of this, we also have a negative assessment regarding the content of the Ukrainian educational programs on the preparation of high-demand professionals, made by the National Expert on Higher Education Reform – Y. Rashkevych: do not take into



account the real needs of the labor market; are teacher-oriented; are rigidly and narrowly bound to a specialty; do not provide academic mobility; too controlled (from 65% to 90% of the educational programs (the name of the disciplines, their volume, time of teaching, and, in the majority, the form of control) was standardized by the standards of higher education from which the higher educational institution was not entitled to retreat); are not flexible [7].

In the process of modernizing the content of higher education with the aim of introducing inclusive training of future teachers, it is necessary to implement a competence-based approach. Unique classification of inclusive competencies of teachers in the European educational space has not been concluded yet, but active discussions and research are under way. In general, all competencies should be divided into two groups: subject specific (professional) competences and general competencies (generic competences, transferable skills). At the same time, subject competences are defined as those that depend on the subject area and are important for the successful professional activity in a certain specialty, and generic competences – as universal competencies that do not depend on the subject area but are important for the successful further professional and social activity of the applicant in various fields and for his/her personal development [8: 4-5].

Within the framework of the Tuning Project, more than twenty different studies have been carried out, in which more than 100 universities from 16 countries-participants of the Bologna process took part, with the help of which 85 essential generic competences have been selected and a list of the most relevant 30 generic competences to be mastered by higher education institutions modern graduates is concluded [9]. At the same time, competencies are divided into three categories: instrumental, interpersonal and systemic.

We suggest considering the general competencies we have outlined in Table 2 as relevant to future teachers of inclusive classes on the basis of the Tuning Project recommendations [10].

*Table 2*

*Generic competences of higher educational institutions graduates*

<i>Category</i>	<i>Relevant for future teachers of inclusive classes</i>
<b>Instrumental competencies</b> (cognitive, methodological, technological and linguistic abilities)	Ability to analyze and synthesize; ability to organize and plan; mastering the grounds of basic knowledge of professions; elementary computer skills; information management skills (ability to find and analyze information from different sources); solution of problems; decision-making.
<b>Interpersonal competencies</b> (communication skills, social interaction and cooperation)	Ability to criticize and self-criticism; interaction (work in a team); interpersonal skills and abilities; ability to work in an interdisciplinary team; the ability to communicate with experts from other industries; positive attitude towards differences and other cultures; ethical obligations.
<b>Systemic competences</b> (combination of understanding, responsiveness and knowledge, ability to plan changes to improve systems, develop new systems)	Ability to apply knowledge in practice; research skills; ability to learn; ability to adapt to new situations; the ability to generate new ideas (creativity); leadership qualities; ability to work independently; planning and project management; care about quality; desire to succeed.

When modernizing the content of higher pedagogical education, it is also necessary to take into account the general educational competencies that are only recently distinguished by Tuning, but are already being implemented at European universities [11]. Among them, for the preparation of teachers for work in the context of inclusive education, the key factors are: the ability to recognize and respond to the diversity of students and the complication of the learning process; consult on various educational issues and counseling skills (psychological counseling, counseling of students and parents); manage educational or correction-developing projects; manage and evaluate educational programs, events and materials; run or coordinate an interdisciplinary educational team; communicate effectively with groups and individuals; improvement of educational and educational environment; creating a climate conducive to learning; adaptation of the curriculum and teaching materials to a specific educational context; development and implementation of various strategies based on specific criteria for assessing learning; development and implementation of

education that brings together people with disabilities; awareness of different situations in which learning can occur; different roles of participants in the learning process; students' commitment to progress and achievements; competence in a number of teaching and learning strategies.

Consequently, the proposed competencies should be included in the updated teacher's professionogram, which is an official document regulating the technology of constructing the requirements that the profession brings to the personality traits, psychological abilities, psychological and psychological capabilities of man.

### USED LITERATURE

1. Енциклопедія освіти [Encyclopedia of Education] / Академія пед. наук України; гол. ред. В.Г. Кремень. – К.: Юрінком Інтер, 2008. – 1040 с.
2. The individualized corporation: An interview with Sumantra Ghoshal // European Management Journal, Volume 15, Issue 6, December 1997, Pages 625-632. – Available from: <http://www.sciencedirect.com/science/article/pii/S0263237397000467?via%3Dihub>
3. Національний освітній глосарій: вища освіта [National Educational Glossary: Higher Education] / авт.-уклад.: І.І. Бабин, Я.Я. Болубаш, А.А. Гармаш й ін.; за ред. Д.В. Табачника і В.Г. Кременя. – К.: ТОВ «Видавничий дім «Плеяди», 2011. – 100 с.
4. Вступне слово до Проекту Тьюнінг – гармонізація освітніх структур у Європі [Introduction to Tuning Project - Harmonization of Educational Structures in Europe]. – Режим доступу: [http://www.unideusto.org/tuningeu/images/stories/documents/General\\_Brochure\\_Ukrainian\\_version.pdf](http://www.unideusto.org/tuningeu/images/stories/documents/General_Brochure_Ukrainian_version.pdf)
5. Розроблення освітніх програм [Development of educational programs] / В.М. Захарченко, В.І. Луговий, Ю.М. Рашкевич, Ж.В. Таланова / За ред. В.Г. Кременя. – К.: ДП «НВЦ «Пріоритети», 2014. – 120 с.

6. Основи педагогіки вищої школи [Fundamentals of higher education pedagogy] /Товажнянский Л.Л., Романовський О.Г., Бондаренко В.В., Пономарьов О.С., Черваньова З.О. – Харків: НТУ «ХП», 2005. – 600 с. – Рос. мовою.
7. Рашкевич Ю.М. Матеріали Національної команди експертів з реформування вищої освіти [MaterialsoftheNationalTeamofExpertsonHigherEducationReform] / Ю.М. Рашкевич. – Режим доступу:  
[file:///C:/Users/Admin/Downloads/Kyiv\\_Oct21\\_2015\\_RashkevychEduStand.pdf](file:///C:/Users/Admin/Downloads/Kyiv_Oct21_2015_RashkevychEduStand.pdf)
8. Положення про формування переліку та обрання навчальних дисциплін студентами [Regulations on the establishment of the list and the election of students by academic disciplines] / Уклад. Азюковський О.О., Бабенко М.В., Бузило В.І., Заболотна Ю.О., Іванов О.Б. та ін. – Дніпро: НГУ, 2017. – 13 с.
9. Tuning educational structures in Europe: Generic Competences. – Available from:  
<http://www.unideusto.org/tuningeu/competences/generic.html>
10. Tuning educational structures in Europe: Competences: Downloadable documents on this subject. – Available from:  
<http://www.unideusto.org/tuningeu/competences.html>
11. Tuning educational structures in Europe: Education – Specific Competences. – Available from:  
<http://www.unideusto.org/tuningeu/competences/specific/education.html>