

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ АВІАЦІЙНИЙ УНІВЕРСИТЕТ
Грузинський авіаційний університет, м. Тбілісі, Грузія
Тбіліський державний університет
імені Іване Джавахішвілі, м. Тбілісі, Грузія
Горійський державний навчальний університет, м. Горі, Грузія
Академія технічно-гуманістична,
м. Бельско-Бяла, Республіка Польща
Жешувський університет, м. Жешув, Республіка Польща
Вища державна школа імені Яна Гродка,
м. Санок, Республіка Польща;
Холі Кросс Коледж Нотр Дам, Індіана, США
Установа освіти «Брестський державний університет імені
О.С. Пушкіна», м. Брест, Республіка Білорусь
Костанайський державний університет імені А. Байтурсінова,
м. Костанай, Республіка Казахстан
Прешівський університет, м. Прешів, Республіка Словаччина
Інститут педагогіки НАПН України, м. Київ
Льотна академія
Національного авіаційного університету, м. Кропивницький
Глухівський національний педагогічний університет
імені Олександра Довженка, м. Глухів
Харківський національний університет Повітряних Сил
імені Івана Кожедуба, м. Харків
Національний університет оборони України
імені Івана Черняхівського, м. Київ
Військовий інститут Київського національного
університету імені Тараса Шевченка
Національний лісотехнічний університет України, м. Львів
Барський гуманітарно-педагогічний коледж
імені Михайла Грушевського, м. Бар Вінницької області

АКТУАЛЬНІ ПРОБЛЕМИ ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ



ЗБІРНИК НАУКОВИХ ПРАЦЬ



Київ 2020

УДК 378.1

Актуальні проблеми вищої професійної освіти: збірник наукових праць / за загальною редакцією **Л.В. Барановської**. - К.: НАУ, 2020. – 209 с.

Збірник містить наукові праці учасників VIII Міжнародної науково-практичної конференції з проблем вищої професійної освіти, організованої науково-педагогічними працівниками кафедри педагогіки та психології професійної освіти Національного авіаційного університету в тісному партнерстві з провідними вітчизняними і закордонними закладами вищої освіти (м. Київ, Україна, 20 березня 2020 року).

Технічний редактор: **В.О. Рахманов**.

Рекомендовано до друку Вченою радою факультету лінгвістики та соціальних комунікацій Національного авіаційного університету (протокол № 2 від 11 березня 2020 року).

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний авіаційний університет
у партнерстві з

Грузинським авіаційним університетом, м. Тбілісі, Грузія
Тбіліським державним університетом
імені Іване Джавахішвілі, м. Тбілісі, Грузія
Горійським державним навчальним університетом, м. Горі, Грузія
Академією технічно-гуманістичною,
м. Бельско-Бяла, Республіка Польща
Жешувським університетом, м. Жешув, Республіка Польща
Вищою державною школою імені Яна Гродка,
м. Санок, Республіка Польща
Холі Кросс Коледжем Нотр Дам, Індіана, США
Установою освіти «Брестський державний університет
імені О.С. Пушкіна», м. Брест, Республіка Білорусь
Костанайським державним університетом імені А. Байтурсінова,
м. Костанай, Республіка Казахстан
Прешівським університетом, м. Прешів, Республіка Словаччина
Інститутом педагогіки НАПН України, м. Київ
Льотною академією Національного авіаційного університету,
м. Кропивницький
Глухівським національним педагогічним університетом
імені Олександра Довженка, м. Глухів
Харківським національним університетом Повітряних Сил
імені Івана Кожедуба, м. Харків
Національним університетом оборони України
імені Івана Черняхівського, м. Київ
Військовим інститутом Київського національного
університету імені Тараса Шевченка
Національним лісотехнічним університетом України, м. Львів
Барським гуманітарно-педагогічним коледжем
імені Михайла Грушевського, м. Бар Вінницької області

АКТУАЛЬНІ ПРОБЛЕМИ ВИЩОЇ ПРОФЕСІЙНОЇ
ОСВІТИ

ЗБІРНИК НАУКОВИХ ПРАЦЬ

Київ 2020

stimulating setting modifies all the components of the educational process, which manifests itself in the active students' involvement in goal-setting, cognitive activity planning, choosing the means to achieve the desired goals, evaluation, and self-testing to assess their own personal and professional qualities.

Local agent-oriented technologies, applicable to nearly each and every class, are of great interest. Thus, the use of the goal setting technology places priority on the personal goal-setting process, helping the students formulate their own personal meanings and personal impelling motives for taking up cognitive activity, as well as gain the experience of conscious decision-making. Personal goal setting involves meaning making by choosing personal meanings for the classroom activity in a certain discipline (the "My expectations" technique). As the students develop their ability to set personal goals, they are offered to draft their own classroom activity meanings, bringing them to the next activity stage – namely, setting particular educational tasks for the class as well as the level of mastering the educational content. Gaining the experience of distinguishing between goal levels makes it possible to apply the "My opportunities" technique.

Local technologies include individual educational route design, involving both self-determination of students as to the personal meaning of their activity, and the choice of ways, means and stages in the course of pursuing their goals. This technology provides educational process participants with the right to choose the educational route difficulty level (basic, advanced or profound), for which the teacher has to work out tasks of various difficulty levels.

The present-day educational system makes use of a formative, or criteria-based, assessment technology based on the approach to the students' performance evaluation. The formative assessment technology enjoys wide appreciation abroad. It involves working out criteria and indicators to assess knowledge, skills, creative assignments, metadisciplinary and personal experience, as well as their conscious application in various classroom activities. Judging from the experience, if students know the evaluation factors and criteria in advance, they understand what they can do well (their advantages) and what needs improvement, thus enhancing their performance.

As to the use of specific technologies, we cannot but mention the project-based learning technology, which involves modelling educational and social activities. Another successful technology is the work trial technology, which involves initial introduction of students to professional activities at the early stages of higher education. Work trial encourages students to acquire knowledge provided for by the educational content and master their future profession.

Thus, taking into account the present-day social and cultural setting, the competency-based approach fundamentally changes the educational process, where the tasks and objectives are preconditioned by the final outcome, shaping and developing the work-related competencies of a prospective professional.

Levchuk Zinaida,

candidate of pedagogical Sciences, associate Professor,

Establishment of Education

«Brest State University named A.S. Pushkin»,

Brest, Belarus;

Glushenya Alla,

undergraduate,

Establishment of Education

«Brest State University named A.S. Pushkin»,

Brest, Belarus

INTERCULTURAL TOLERANCE AS A COMPONENT OF THE FUTURE SPECIALIST'S COMPETENCIES

The processes of globalization occurring in the modern world have caused the formation of new systemic phenomena in the life of society. Multiculturalism is such a phenomenon. Multiculturalism gained significance in the 20th and early 21st centuries, during the period of active migration of the population, when the knowledge of foreign cultures by a person began to actively determine its place and role in society.

The multiculturalism of the world has also affected the educational environment, which implements the ideas of multiculturalism in connection with the provision of educational services by universities for students from different countries. In modern conditions, there is an intensification of student exchanges in the framework of international educational programs, based on contracts and agreements. There is a migration of young people to get quality education, which is reflected in the specifics of the functioning of universities, where student groups consist of representatives of different nationalities.

The educational environment of universities has changed, becoming multicultural. Representatives of different cultures, traditions and mentalities coexist in a single educational environment, which leads to the formation of intercultural tolerance among them.

General approaches to tolerance as a psychological and socio-psychological phenomenon were studied by A. G. Asmolov, S. L. Bratchenko, S. K. Bondyрева, A. B. Orlov, A. Z. Shapiro, G. L. Bardier, T. p. Skripkina, G. U. Soldatova.

The understanding of tolerance is not unique in different cultures, because it is associated with different cultural and historical experiences that have developed among various peoples. People have been turning to the ideas of tolerance for a long time. For example, tolerance in the XVI-XVII centuries in European culture was considered as toleration, understanding of people belonging to other faiths and religions.

In English, according to the Oxford dictionary, tolerance is "the willingness and ability to perceive a person or thing without protest", in French - "respect for the freedom of another, their way of thinking, behavior, political and religious views".

In Chinese culture, being a tolerant person means "allowing, showing generosity towards other people". In Russian, there are two words with a similar meaning-tolerance and patience. The term "tolerance" is commonly used in medicine and the Humanities and means "the absence or weakening of response to any adverse factor as a result of reduced sensitivity to its effects".

In the Belarusian language, the concept of "tolerance" is used as a characteristic of a person. Most often it is used as a characteristic feature of the Belarusian ethnic group.

Tolerance is considered as a moral quality of a person. The process of tolerance education includes positive interaction with others, readiness for constructive interaction with people regardless of their national, social, religious affiliation, views, worldview, style of thinking and behavior.

In the framework of the socio-psychological approach, tolerance is understood as an attitude, need, value, norm, view, belief; it is also a moral and legal category, which is influenced by society (G. L. Bardier).

For us, it is important to study the problem of tolerance formation in the educational process, which is reflected in the works of I. V. Krutova, M. S. Mirimanova, A.V. Nikolsky, and A. A. Pogodina. Of particular importance is the problem of forming tolerance in the educational process of higher education.

Tolerance is considered from the position of an axiological approach, then the nature of tolerance can be represented as follows. When a tolerant attitude to another person is manifested, it is perceived as a whole. At the same time, holistic perception is based on a stable system of relationships. Tolerant behavior is possible as a result of the actualization of such a personal resource as value-semantic education. The other person acts as a value, as a given. It is thanks to the basic system of relations as a value-semantic basis of tolerance that the "fragmentary" perception of another person, which will be expressed in an intolerant form, can be transformed into a tolerant attitude (G. S. Kozhukhar).

Tolerance education is considered as a priority educational task. V. A. Lektorsky points out that the following tasks are implemented in the process of tolerance education: education of students' peacefulness; development of their ability to communicate with tolerance; formation of a negative attitude to the manifestation of violence and aggression; humanization and democratization of relationships in educational practice between the subjects of the pedagogical process.

The understanding of tolerance as a quality of personality, according to the approach of Y. V. Harutyunyan, is based on the recognition of the right to differ. Tolerance manifests itself in accepting the other person as they are, respecting their point of view, holding back what is not shared by others, understanding and accepting the traditions, values and culture of other nationalities.

Intercultural tolerance of the individual is actively manifested in the educational environment. Based on the approach of V. A. Yasvin, the educational environment is a component of the socio-cultural and spatial-subject environment, which is hierarchically structured by a set of environments, their corresponding conditions, factors, resources, and various types of interaction between the subjects of the pedagogical process aimed at implementing the goals and objectives of higher education for training specialists.

The most important indicator of the quality of the educational environment of the University is the ability of this environment to meet the needs of students, creating motivation for their activities. For foreign students, such opportunities are provided in the implementation of the needs of preserving ethnic traditions, demonstrating the cultural heritage of their people.

Appropriation of cultural experience by subjects of the educational process requires specially organized activities. In a multicultural educational environment, the formation of the need for students to understand a different culture through the formation of intercultural tolerance becomes relevant. In order to create this quality among students in the educational institution "Brest State Pushkin University", the club Association "Dialogue of cultures" functions as a form of working with students of different nationalities. The thematic plan of the club's activities is presented in the following directions: 1. Education of the individual in the system of culture and 2. Diversity of cultural models in a multicultural environment.

The program and content of the club's work is based on the cultural approach as the main methodological principle, which actualizes the following provisions: culture as a space with a variety of cultural models necessary for the realization of the individual's need to identify their own kind; culture as a subjective category, and the ways in which its bearers learn the world that are characteristic of each culture.

The formation of intercultural tolerance correlates with the professional competencies of the future specialist. Thus, one of the general competencies of higher professional education is the ability to build social interaction on the principles of tolerance. An important professional competence is the ability to organize joint activities and interpersonal interaction of subjects of the educational environment, representing different cultures and mentalities. The relevance of the study of intercultural tolerance of the student's personality is related to the problems of improving the quality of professional higher education.

*Личова Тетяна,
аспірантка,*

*Глухівський національний педагогічний університет
імені Олександра Довженка, м. Глухів*

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ФАХОВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ АГРОІНЖЕНЕРІВ

The essence of the term «condition» is revealed and the content of the concept «pedagogical conditions» is characterized. On the basis of generalization of existing scientific