

Pedagogy: Theory, Science and Practice

Collective monograph

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Pedagogy: Theory, Science and Practice

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Modern educational system is characterized by dramatic changes in all of its links, aimed at achieving a new quality of education. The concept of modernization of education and strategy define the main priorities of these changes - update the objectives and content of education, educational methods and technologies based on the latest achievements of science teaching and innovative approaches to improve it. The book This textbook contains material that reveals the reasons for the need of educational innovations and their implementation in a professional school in modern conditions; the basic concepts, theories and concepts on which they are based; the nature and patterns of pedagogical innovations.

Collective monograph is intended for politicians, scientists, entrepreneurs, teachers, postgraduate students, students, in the field of educational technology specialists.

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ЗМІСТ

MANAGEMENT OF EDUCATIONAL ACTIVITIES IN INSTITUTION OF SECONDARY EDUCATION. Slyusarenko Nina	4
СУТНІСТЬ ТА СТРУКТУРА ГОТОВНОСТІ МАЙБУТНІХ ОФІЦЕРІВ ЗБРОЙНИХ СИЛ УКРАЇНИ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ У ВІЙСЬКОВИХ ЛІЦЕЯХ. Бондаренко О. В.	30
УДОСКОНАЛЕННЯ ФОРТЕПІАННОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ-МУЗИКАНТІВ НА ЗАСАДАХ ІНТЕГРАЦІЙНОГО ПІДХОДУ. Щолокова О. П.	47
КОМУНІКАТИВНА КУЛЬТУРА ЯК СКЛАДОВА ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНИХ МОВ. Станіславчук Н. І.	70
ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ІГРОВИХ ТЕХНОЛОГІЙ В ОСОБИСТІСНОМУ РОЗВИТКУ УЧНІВ ОСНОВНОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ. Безкоровайна О. В., Павлюк Г. С.	88
ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ У СВІТЛІ ІДЕЙ КОНЦЕПЦІЇ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ. Вишківська В. Б., Шикиринська О. В.	108
ОСОБЛИВОСТІ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ПОЧАТКОВИХ КЛАСІВ У ПОЗАУРОЧНІЙ ДІЯЛЬНОСТІ ІНТЕРНАТНИХ ЗАКЛАДІВ. Канішевська Л. В., Лесик А. С.	127
ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ: ПОГЛЯД НА ПРОБЛЕМУ. Сойчук Р. Л.	152
ДЕЯКІ АСПЕКТИ ПРОБЛЕМИ ФОРМУВАННЯ ЦІННІСНОГО СТАВЛЕННЯ ДО СТВОРЕННЯ СІМ'Ї У СТУДЕНТСЬКОЇ МОЛОДІ. Шелест Н. А., Канішевська Л. В.	175
ОСОБЛИВОСТІ ВИЯВЛЕННЯ КУЛЬТУРИ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ МЕНЕДЖЕРІВ. Гончар Л. В., Співак Я. О.	197
ФОРМУВАННЯ ПРОФЕСІЙНОЇ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ НА ПРИКЛАДІ ПРАКТИЧНОГО ЗАНЯТТЯ З АНГЛІЙСЬКОЇ МОВИ ЗА МОТИВАМИ КІНОСТРІЧКИ «ЗВУКИ МУЗИКИ» (США, 1965). Петько Л. В.	217

MANAGEMENT OF EDUCATIONAL ACTIVITIES IN INSTITUTION OF SECONDARY EDUCATION

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Introduction. Management of the educational work in institution of secondary education is a complex and multifactorial process, the effectiveness of which, first of all, depends on the coordinated activities of absolutely all members of the school staff, aimed at developing of each pupil personality. After all, management is a purposeful activity of all subjects aimed at ensuring the formation, stabilization, optimal functioning and development of the school or purposeful and clearly coordinated work of teachers and collegial bodies of school and other educational institutions, enterprises, organizations and the public, which is a management system to create comprehensively all the conditions necessary to achieve the ultimate goal of education and training of students [35].

Thus, many individuals are involved in the management of educational work, but their activities are usually directed by the school principal. He organizes and directs the educational activities of the teaching staff in the necessary direction, promotes the engagement of all the stakeholders in this affair (parents of students, the public, etc.).

This is natural, because the leader, as a person endowed with power and who has some influence on subordinates, is a central figure in any team [6].

Head's assistant of school for educational work organizes and participates in extracurricular activities of students, provides assistance to class teachers and educators of extended day groups on educational work with students, establishes and maintains relations with out-of-school educational institutions, family and school assistance commissions, etc.

Review of previous studies. During the process of managing educational work at school, the following functions are implemented: information-analytical,

motivational-target, planning-prognostic, organizational-executive, control-diagnostic, regulatory-corrective. All functions are interconnected and they are integral components of a single management cycle [4; 36].

Thus, the implementation of information-analytical function allows to obtain analytical data on the condition of educational work; motivational-target - to stimulate teachers to achieve a predetermined educational goal; planning and prognostic - to choose particular areas and content of education, to develop a program of appropriate actions and anticipate possible problems and consequences; organizational and executive – to distribute responsibilities among the teaching staff and to organize educational activities in the best possible way; control and diagnostic – to monitor the process of education, diagnosis and analysis of the results; regulatory and corrective - to make the necessary adjustments in the management of educational work at school and maintain it at the desired level. As you can see, to increase the effectiveness of educational work, all the above functions must be implemented [28].

Findings and discussions. In the management of educational work at school O. Grechanyk identifies such following stages: 1) gathering information; 2) assessment of the situation; 3) formulation of management decisions; 4) proving the task; 5) beginning of the implementation of the decision; 6) control and correction; 7) achieving the goal; 8) summarizing, conclusions and analysis [4, p. 125–126].

Let us consider the above stages in details, taking the example of one of the most relevant, underdeveloped and controversial areas of educational work with students - gender education.

Thus, during the first stage (gathering of information) it will most likely be found that gender education of students isn't almost performed in general secondary education institutions. Unfortunately, for many years they were deprived of the technology of constructing a male and female subject and focused on the formation of a person who did not have a certain gender, a person of the "neuter gender ". All areas of the content of educational activities of the school, including mental, moral,

aesthetic, labor, physical education, for many years were aimed to form a harmoniously developed person, rather than to form a harmoniously developed man or woman. As a result, boys and girls sometimes had not quite adequate ideas about the future of adult life, the responsibilities of husband and wife, father and mother and gender stereotypes [23, p. 79].

At the same time, any epoch from time to time poses a challenge to society, as if testing it. Today, such a challenge is largely the gender education of the younger generation. The opinion of a large part of the population about the need for such a direction of educational work is more negative than positive. Unfortunately, this is due to the fact that the vast majority of parents, and often teachers, do not have knowledge of gender theory and do not understand the essence of the problem. Moreover, they believe that gender education will harm the child (for example, leads to the idea that homosexuality is the norm).

While assessing the situation (the second stage), it was concluded that, firstly, this situation was due to the fact that gender research in the post-Soviet space began relatively recently, and their results have not yet become the property of the wide publicity. In addition, the concept of "gender", which was introduced in 1968 by the American psychoanalyst Robert Stoller, was not perceived for a long time and could not be perceived in the Soviet Union. The latter can be explained by the fact that the USSR at that time was the leader of the socialist community, and therefore the ideas that arose in the opposite - the capitalist community, were unfamiliar to it. It was believed that capitalism "rots", and accordingly, all the theories proclaimed in its lair are not worthy of attention. The above mentioned led to the fact that the first serious research in the field of gender in the Soviet Union began during the period of reformation (perestroika), along with changes in the socio-political sphere. Because not much time has passed since then, the broad masses of the population of the post-Soviet countries still do not have full information about the so-called gender. Secondly, the mass media largely use "common" materials related to the above-mentioned issues, increasingly presenting it one-sidedly, replicating negative, vicious stories. As such information traditionally attracts the attention, first of all, of the

younger generation. No wonder they say that a bad example is contagious, that is, people follow other people's vices more willingly than positive examples. That is, ignorance of the problem and a distorted view of it led to an almost open confrontation between opponents of gender education (among them there are teachers and church representatives) and supporters of it [28].

At the second stage, it is important to find out what information on gender issues is available to adults who participate in the education of students, as well as to find out whether they consider it appropriate to form and implement gender policy in Ukraine.

At the third stage (formulation of management decision) the well-founded opinion of the full member of the National Academy of Pedagogical Sciences of Ukraine, Doctor of Pedagogical Sciences, Professor V. Kravets is taken into account that gender education is aimed at forming a correct idea of moral norms and attitudes in relations between male and female, and on formation of need to be guided by these views in all spheres of activity. This means that a properly organized gender education cannot lead a person to the wrong sexual orientation, as it is aimed at each child's awareness of himself as a member of his own sex. Considering all the given above, a management decision was made to introduce this area of educational work in the school and include appropriate activities in the work plans of all class groups [28].

Proving of the task (the fourth stage) may take some time and consist, for example, of discussing the issue at a meeting with the principal, at the pedagogical meetings, at methodological conferences of class teachers, at parent meetings, and so on. It is important that teachers and parents of students realize the need for gender education and show a desire to implement the tasks of this area of educational work.

For this purpose, it is advisable to explain that the tasks of gender education are aimed at forming in the younger generation: 1) social responsibility in the relationship between the sexes, the belief that in the field of intimate relations a person is not independent from the society; 2) the desire to have a strong, friendly family that imitates the modern requirements of society: equality of father and mother in the family, the birth of several children; conscious and responsible attitude to their

upbringing as to their duty to society as a whole, their parents and children; 3) the ability to understand other people and a sense of respect for them not only as people in general, but also as male or female, the ability to take into account and respect their specific gender peculiarities in the process of joint activities; 4) the ability and desire to evaluate their actions in relation to other people on the basis of gender, to develop the concept of good and bad deeds in the field of these relations; 5) the awareness of oneself as a representative of one's sex that supports self-esteem and self-confidence and potential for self-realization; 6) the necessary skills of communication and mutual understanding, as well as the ability to make informed decisions in the field of intersex relations; 7) the ability to make friends and love, the experience of asexual love [13, p. 175].

Teachers and parents of students should conclude that the implementation of these tasks should be aimed at gender identification of boys and girls. To achieve the latter, teachers and parents of students must, above all, be an example of good attitude towards the opposite sex, as well as conduct educational and other work on gender education with the younger generation. It is important to respond in time to certain manifestations of sexual development and behavior of children, to monitor their relationships with persons (especially peers) of the opposite sex, if necessary, to control these relationships, make appropriate adjustments, etc. [28].

The fifth stage (the beginning of the implementation of the decision) every educator (class teacher, parent or mother of the student, etc.) must begin voluntarily, without any compulsion.

Perhaps the most important condition for the stage of implementation of the decision is the education of teachers and parents of students. First of all, they must learn the appropriate conceptual apparatus, in particular, learn to clearly distinguish between such terms as: sex and gender, sexual and gender socialization, sexual and gender education, sexual and gender culture, and others.

In addition, both teachers and parents should be introduced to the psychological and pedagogical basis of gender education of students. This can be done in methodological associations, in particular in methodological associations of

class teachers, parent meetings, as well as by organizing and conducting special seminars or through self-education.

Thus, for school teachers during their traditional attendance of training courses, a seminar "Psychological and pedagogical basis of gender education of students" can be held, with the following issues: 1) human gender as one of the most important historical, cultural, medical and socio-psychological categories; 2) the concepts of sex and gender and their use to denote the anatomical and physiological characteristics of people, on the basis of which human beings are defined as men or women; 3) the diversity of social characteristics of women and men; 4) the differentiation of gender roles and related stereotypes of masculinity and femininity; 5) male and female activities, male and female functions; 6) the relationship between male leaders and female subordinates and vice versa; 7) the gender approach to the organization of educational work in a modern school; 8) the analysis of the current state of gender education of students; 9) historical and pedagogical aspects of the problem of gender education; 10) socio-pedagogical conditions of gender education of students by means of classroom and extracurricular activities; 11) the use of classroom and extracurricular work as a means of gender education of modern schoolchildren [23, p. 77–78].

Next, teachers need to identify the possibilities of the educational process for the implementation of the tasks of gender education and take care of their proper implementation.

It should be noted that all disciplines provide certain opportunities for gender education of students. While teaching many of them (subjects: "Anatomy", "Biology", "History of Ukraine", "World History", "Ukrainian Literature", "World Literature", "Craft Training", "PE", "Fundamentals of Life Safety", "Pre-military training of young people", the course "Civic Education", etc.) such opportunities are quite significant. At the same time, school teachers do not always implement them, which can be explained by a number of reasons of objective and subjective nature [23, p. 78].

For example, they believe that the construction of the subject, both male and female, should be carried out in the family. And indeed, these subjects are best constructed while been grown up in a family where boys and girls have more or less adequate ideas about the future of adult life, the responsibilities of husband and wife, father and mother. This helps them learn a certain social role in childhood and understand how to treat people of the opposite sex.

Extracurricular activities with students, including communication hours, have significant opportunities for gender education of students.

Thus, boys and girls must be prepared for the fact that after marrying their chosen one they will have to choose the place where the young family will live and the gender contract (social roles that will be performed by the husband and wife, living in the marriage).

During the communication hour, it is advisable to explain to students that, depending on where the young family lives, the following types of marriages are distinguished: patrilocal, if the young couple lives with the boy's parents; matrilocal, if the young couple lives with the girl's parents; monolocal, if the young couple lives separately from their parents; dislocal if the young couple lives separately from each other.

The above types of marriages are well known, but should be introduced to students as soon as possible. It is extremely important to explain that when living in patrilocal and matrilocal marriages, young people must listen to their parents' opinions, follow their rules of cohabitation, and so on. Otherwise, conflicts are inevitable, as parents are usually older and more experienced people often teach children, not considering that they have already grown and started their own family, and even impose their opinion. This is especially true for women (in this case, mothers-in-law) and is due to the presence of genetic memory, which is, in particular, to raise children, no matter how old they are. Unfortunately, not knowing the latter, as well as the negative attitude to the image of mother-in-law, which has been developing for many centuries, leads to endless conflict situations and, consequently, even to divorce.

Regarding gender contracts, scientists distinguish the following types:

1) working mother – a contract that provides both motherhood and earnings of a woman, which is vital for the whole family due to lack of material means of subsistence; 2) career-oriented woman – a contract that combines the role of mother and responsible for the household with the professional growth of women, and provides free help of relatives and paid work of employees; 3) housewife – a contract that provides for the woman's care about all the family members, motherhood in exchange for material support by her husband; 4) sponsorship contract – a contract that provides for the exchange of external attractiveness and sexuality for material support by a man [15, p. 367].

Of these mentioned contracts, unfortunately, today's young people, especially girls, seek to choose a sponsorship contract, because other types of contracts seem to them too difficult and unattractive. One of the reasons for this is the lack of systematic gender education aimed at forming in children the correct ideas about married life, respect for the opposite sex, and so on. Such shortcomings can be prevented if you organize educational work on gender relations in the family, various educational activities on gender education, etc.

During the following stages, as already mentioned, occur: control and correction; comparison of the obtained results with the set goal; summarizing the work done, evaluating the actions of managers and executors, etc.

On condition of clear sequence of stages of management of educational work in the institution of secondary education, the implementation of the tasks of gender education will be successful.

However, we have to state that, unfortunately, today in Ukraine the governing structures hardly solve such a task as gender education. That is why social institutions do not consider it a priority, or ignore it at all. There are other problems in the upbringing of the younger generation (for example: loss of morality, consumerism, etc.).

As a result, there is an increasing need in Ukrainian society to solve the so-called "reverse educational problems". Note also that when solving "direct educational tasks" teachers usually know or can learn from various sources, what activities should be planned and carried out, what forms and methods to use, how to

act in a given case. And "reverse educational tasks" (re-education tasks) are much more difficult to solve, because they have a lot of unknowns, why this situation arose, who and how should solve it, how to get a positive result in each case, what conditions should be created for this, what technology to choose, where to find it, what activities to implement, whether they will be effective, etc.) [28].

Thus, there is a need for careful planning of the educational work in secondary education institutions (as a system of clearly defined and interconnected "direct educational tasks") and directing it to the harmonious development of each student.

In the process of managing educational activities, as already noted, the planning and forecasting function is implemented, which involves the choice of specific areas and content of education, development of a program of appropriate actions and prediction of possible problems and consequences.

Planning of educational activities is reflected in various school documents, including the annual plan of educational work.

The annual plan of educational work consists of several sections, namely: 1) analysis of the school work for the previous school year and definition of tasks to improve the educational process in the current year; 2) the work of the pedagogical council of the school; 3) the work of the teaching staff to provide the whole education; 4) organization of educational work and control over its quality; 5) management of extracurricular activities; 6) the activities of student government; 7) work with parents of students. As we can see, some sections of the plan are directly related to educational work [28].

It is known that the annual plan of educational work must be written before the beginning of the school year and approved at a meeting of the pedagogical council of the school. The management of the institution monitors the implementation of this plan.

Although all members of the school staff are involved in the management of educational work, however, almost primarily, this is done by class teachers.

The class teacher can be a teacher who: 1) is the main teacher of the school (or at least consider the main his task to work in this school); 2) has the authority among students and parents as an educator; 3) works widely and seriously in the field of

pedagogy; 4) spends enough time on his work [3, p. 29]. The above arguments, although announced almost a hundred years ago, remain relevant today. So, not every teacher can be an educator.

At the same time today, as in the early twentieth century, in some schools, the responsibilities of the educator are seen as a "burden" (and what is not pleasant, little paid), and they are distributed, "evenly", sometimes alternately; in other schools, "education" is seen as an increase of salary and give the responsibilities of the educator to the "less worked" teachers. It is quite natural that such considerations have nothing to do with the case of "productive" approach to this [3, p. 28].

The responsibilities of a modern class teacher are set out in the High School Charter. According to the Charter, the class teacher must: provide a comprehensive study of the personality of each student; to promote the comprehensive development of all pupils; organize and unite the student staff; maintain constant contact with parents of students, involve them in the education of students; to cooperate with representatives of public organizations on the organization of the process of educating schoolchildren, etc.

It is worth recalling that the well-known psychologist and educator P. Blonsky, when asked how a good teacher differs from a bad one, if the level of knowledge of the subject and teaching methods in both is approximately the same, answered: for a good teacher all students are different, not the same, and for bad - all students are the same [11, p. 47]. Thus, for a good class teacher, all students are different, unique, and the characteristics of each of them must be taken into account by the teacher when planning educational work.

When designing the educational process, the class teacher must keep in mind the decisive influence of the environment on the process of personality formation.

It is known that a person acquires personality traits as a result of interaction with society, part of which is the educational environment. It can be classified into one of four main types: 1) dogmatic environment that promotes the development of passivity and dependence of a person; 2) career environment, which provides the development of human activity, but at the same time makes it dependent on other

people, circumstances, etc.; 3) carefree environment that promotes the free development of man, but at the same time can lead to the formation of passivity; 4) creative environment that provides free development of an active personality [12, p. 213].

While planning the educational process, the role of the family in the formation of personality, the presence of various educational institutions in the life of the child, one's interests, preferences, abilities, etc., as well as all the variety of forms, methods and means of education should also be taken into account.

Since the plan of educational work of the class teacher is a scientifically substantiated design of the formation and development of the class team and each pupil in particular [37, p. 50], then when compiling it should take into account a number of different factors.

These usually include: 1) current issues in the field of public education and upbringing; 2) anniversary and socio-political dates in the life of Ukraine and other countries; 3) plan of educational work of the school; the problem which is worked out by the student team (school, region, etc.); 4) activities aimed at forming a student staff; 5) main directions of educational activities of the class teacher; age features of students; 6) individual features of students and the possibility of organizing individual work with them; life safety measures; 7) work with schoolchildren's parents and much more.

According to the "Instructions for keeping business records in secondary schools of I-III degrees" the structure of the work plan of the class teacher (educator) can be as follows:

1. Analysis of the level of education of students and team development.
2. Basic educational activities for the organization and development of the class team.
3. Individual work with students.
4. Organization of work on safety of life and health of students.
5. Work with parents.
6. Interaction with teachers and educators, working in the classroom, club leaders, administration [5, p. 46].

The work plan of the class teacher (educator) is made in any form for the period determined by the teaching staff, agreed with the deputy director for educational work [8]. Usually such a plan is made for each semester per every month.

The class teacher not only develops a plan of educational work, but also ensures its implementation. Control over the quality of educational activities of the class teacher and the necessary assistance is provided by the school administration.

During the control you should pay attention to: 1) the diversity of the content of educational work and its social orientation, coverage of the main areas of education (mental, physical, moral, aesthetic, labor, etc.); 2) the use of mass forms (both for the education of students and for the meaningful organization of their leisure time); 3) coverage of extracurricular educational work of all students without exception; 4) the direction of extracurricular educational work on the development of interests, activity and independence of students [38, p. 219].

The management of educational work in a secondary educational institution should ensure the use of the most effective forms, methods and means of education by teachers aimed at the harmonious development of each student.

Thus, teachers focus their efforts not only on the accumulation of children's knowledge fund, the formation of intellectual skills and worldview, mastering the basic mental operations, but also on acquainting boys and girls with the basics of moral knowledge, forming ideas about moral behavior, training to work, involving students in labor activities, etc. At the same time, teachers must take care of the upbringing of a healthy child, the development of its abilities, the discovery of talents, the formation of an empathy, socially active person capable of exerting an active, positive impact on society [24].

The arsenal of forms, methods and means of education today is quite large.

Thus, forms of educational work are often divided into: 1) mass forms (thematic evenings, evenings of questions and answers, reading conferences, weeks on various subjects, meetings with prominent people, reviews, competitions, olympiads, tourism, festivals, wall press exhibitions, etc.); 2) group forms (clubs, excursions, hikes, organizational and educational classes, participation in the issue of

a wall newspaper, preparation for various competitions, etc.); 3) individual forms (reading fiction, collecting, philately, numismatics, playing musical instruments, embroidery, drawing, etc.) [37, p. 82–89].

The most common among the forms of educational work: reviews of amateur art, competitions, festivals, exhibitions, fairs, thematic evenings, evenings of questions and answers, subject weeks, conferences, meetings with famous people, hours of communication, excursions, tourism, etc. As a rule, teachers creatively combine various forms of work with students.

A special form of influence on the students' minds are communication hours, which until recently were called class hours. The change of name is not accidental, as it requires a change of essence. If earlier during the class the students mostly listened to the teacher, now there is an active communication between the subjects of the educational process. An hour of communication in a modern secondary educational institution is ethical conversations, meetings, discussions devoted to discussing problems that arise in the team, reading books, watching movies, exchanging views on current issues [24].

Methods of education are traditionally combined into several groups, namely: 1) methods of influencing the consciousness, feelings and will of students in order to form certain views and beliefs: conversation (frontal and individual); lecture; discussion; example method; 2) methods of organizing activities and the formation of experience of social behavior: pedagogical requirement; public opinion; exercises; training; authorization; creation of educational situations; 3) methods of regulation, adjustment and stimulation of behavior and activity of pupils: competitions; promotion; punishment; 4) methods of control and analysis of the effectiveness of the educational process: pedagogical observation; conversation; survey (oral, questionnaire); analysis of the results of community service, execution of assignments; creating situations to study the behavior of students [37, p. 68–81].

Based on the above forms and methods of the educational work we can be successfully organize and conduct in the school the following activities:

- on moral education: conversations: "What does the term "personality" mean?", "Respect for the elderly people", "Culture of communication", "Are you a moral person?"; discussions: "What does it mean "to be modern"?", "Relationship between parents and children", "Unity of rights and responsibilities", "Friends in our lives"; watching movies and videos, meetings with interesting people, questionnaires on moral topics;

- on civic education: conversations: "Ukraine in the modern political world", "Rights and responsibilities of the citizen of Ukraine", "The importance of laws in our lives", "The day begins with news", "The right to have education in Ukraine", "Law and we", "We must know our rights!", "Legal relations between people"; discussions: "Objective and subjective points in the coverage of a political event", "Studying: right or duty"; meetings with lawyers, politicians, journalists;

- on mental education: conversations: "Abilities and individual differences of people", "Search for new knowledge", "Qualified specialists are always needed"; discussions: "Talent, abilities and work", "Does a person need constant retraining"; excursions, watching popular science films, meetings with researchers, with practitioners;

- on physical education: conversations: "Sport in our life", "Health mode - exercise mode ", "Exercise improves health", "Healthy lifestyle"; discussions: "Sport: hobby or way of life", "Do we need an army?"; sports competitions and holidays; excursions to the Museum of Sports Glory, meetings with athletes, coaches, watching movies;

- on sex education: lectures: "Psychological and physical features of marriage", "Conflicts between men and women"; conversations: "Sex before marriage: pros and cons", "Gender differences"; discussions: "Friendship between a girl and a guy", "Love and sex", "Civil marriage: pros and cons"; meetings with medical workers, watching popular science films;

- on family education: conversations: "Family is the most precious thing in my life", "Family relations", "Mother is the most precious person"; discussions: "Who should play the role of educator in the family?", "Try to understand parents";

- on labor education: conversations: "The way to the profession lies through work", "Love for work", "The connection between everyday responsibilities and the chosen profession"; discussions: "Does a place enrich a person, or a person enrich a place?", "Does the choice of our profession matter for the public goodness?", "Practical people are the necessary people"; excursions to manufacturing, meetings with representatives of various professions, workers of the employment service, watching movies;

- on economic education: conversations: "Desires and opportunities", "Labor and its evaluation", "Thrifty person", "Price per minute", "We must understand the economy"; discussions: "Does the business prospering lead to the country prospering?", "Money is not all we need", "The market is not a bazaar, the bazaar is not a market"; meetings with economists, entrepreneurs;

- on ecological education: conversations: "Technical progress and ecology of the environment", "Environmental pollution", "Possible negative long-term consequences of nature-transforming human activity", "Ecological crisis in Ukraine", "Protect nature", "Water is a source life", "Our attitude to nature"; excursions to the local lore museum, meetings with the ecologist;

- on aesthetic education: conversations: "The role of music and painting in human life", "Portrait - a mirror of time", "What music do you like?", "Contemporary music"; discussions: "Taste and fashion", "Clothing and society"; musical evenings, autumn ball, reviews of amateur art; meetings with artists, musicians, fashion designers, actors, youth vocal and instrumental groups; excursions to the conservatory, museum, art gallery [28].

However, a positive result can be achieved faster if you use in educational work those forms and methods that involve the active participation of young people in a particular event, and build an educational process based on subject-subject relations.

In addition, when developing plans for educational work we should consider the wishes of students, and even better - to involve them in making these plans. For example, school graduates from Kherson region, based on their own experience,

proposed to include in the plans of educational work of schools a number of activities that, in their opinion, are sure to attract the students' attention:

- on moral education: discussion "Euthanasia: for or against?", conversation "There are good people in the world ", evening for rest "Club of cheerful gentlemen";
- on mental education: intellectual games "The smartest", "What, where, when?", competition "Great geographical discoveries";
- on aesthetic education: competitions "Music in our life", "Ugly or beautiful?";
- on ecological education: communication hour "We have one planet", "Environmental problems of our city", competition "Nature is our mother, we need to preserve it", conversation "Ecology for kids";
- on legal education: conferences "Adolescent and responsibility", "Round table", meeting with law enforcement officials;
- on national education: the holiday "Ukrainian parties", Easter, conversation "History is the past, present, future";
- on patriotic education: conversations "They fought for our Motherland", "Only the country as a single star – your salvation and a reliable berth", meetings with war veterans;
- on sex education: discussion "Do you need sex before marriage?", competition "Sex affiliation";
- on physical education: competition "Real competitions of Olympians", talk show "Let them talk" [25].

When organizing educational work, it is extremely important to choose the forms and methods that best suit the age of students. Let's consider this taking the example of gender education [9; 10; 21; 24; 26; 29].

In this area of education, it is desirable to offer younger students to identify the main types of work for men and women in the traditional Ukrainian family; collect proverbs and sayings about men and women, about their relationships, participation in work; discuss relevant topics during face-to-face and individual conversations with boys and girls; to hold Mother's Day, Father's Day, family holidays, etc.

Thus, during the conversation with students you can find out how to

understand the following proverbs and sayings: "A home without a woman is like a barn without cattle", "A house well-furnished makes a woman wise", "If you educate a man you educate one individual, but if you educate a woman you educate a family", "Men make houses, women make homes", *etc.*

When spending hours of communication with younger students, you can tell them fairy tales and legends about love, fidelity, marriage, and so on. For example, to inform children that the Slavic peoples have a tradition of celebrating the Day of Love, Loyalty, Family Happiness, *etc.* on July 8. According to legend, this tradition originated after Prince Peter and the common girl Fevronia once lived. Once, when Peter fell ill, Fevronia cured him. For this, Peter promised to marry her, but did not keep his word. After a while, Peter fell ill again, and Fevronia cured him again. This time they got married. Peter and Fevronia fell in love with each other, lived long and happily, and died in one day. They were buried in different graves, but in the morning they were found in the same grave, because there was such a strong love between them that it overcame all obstacles and allowed Peter and Fevronia to be close to each other even after death.

As a rule, younger students (as well as students of all ages) are happy to participate in Mother's Day – a national holiday, the day of which is officially established by government agencies of Ukraine and other countries.

On the eve of this holiday, it is advisable to provide students with the following information: Mother's Day was first celebrated on May 10, 1908 in the United States in Philadelphia. It was initiated by the American Anna Jarvis as a sign of love and respect for his mother. This idea became popular and was supported by the general public. Later, US President Woodrow Wilson passed a resolution of the US Congress declaring Mother's Day a holiday and celebrated annually on the second Sunday in May. The celebration of Mother's Day was adopted by European countries, where it was also celebrated. It was first celebrated in Ukraine in 1929 in Galicia on the initiative of feminist writer Olga Duchyminska. The holiday has spread throughout Ukraine, but not for long. In the 1930s, such celebrations were suspended. Only since 1990, the idea of celebrating Mother's Day returned to Ukraine. The

women's organizations "Union of Ukrainian Women", "Women's Community" and the Taras Shevchenko Ukrainian Language Society "Prosvita" were very active in this regard. On May 10, 1999, Mother's Day was officially restored in Ukraine by the Decree of the President of Ukraine. The initiators of the official recognition of such a celebration were the State Committee of Ukraine for Family and Youth Affairs, all-Ukrainian women's organizations "Women's Community", "Union of Ukrainian Women". Mother's Day is celebrated annually on the second Sunday in May. This is how it is celebrated in Great Britain, Finland, Denmark, the United States, Estonia, Belgium, Japan and others [14, p. 78; 20, p. 3].

In some way similar to Mother's Day is Father's Day - a national holiday in some countries, the day of which is also officially established by government agencies.

Students should be informed about Father's Day that it was first celebrated in Washington, DC, on June 19, 1910, at a local community initiative. This celebration has become widespread in other states. In 1924, the idea of celebrating Father's Day as a national holiday was approved by the president. Only in 1966 President Lyndon Johnson officially proclaimed Father's Day in a proclamation. The permanent status of the holiday was granted in 1972 by Richard Nixon. Currently, Father's Day is celebrated in Lithuania, Finland, Germany, China, Thailand and other countries. In Ukraine, the Ukrainian public organization Women's Community initiated the official introduction of Father's Day in the country. Thus, the aim was to establish equality of women and men in the rights, duties and responsibilities for the upbringing children and responsibility for their future [14, p. 77–78; 19, p. 3].

In addition, it is advisable for teenage students to organize competitions for the best poems, songs and proverbs about love, family, marriage, etc. You can ask teenagers to tell the most beautiful love stories, take part in appropriate games, theatrical performances, etc. During hours of communication, conversations, meetings with a doctor, it is necessary to acquaint teenagers with the sexual sphere. These activities will also be appropriate for young students.

With high school students during hours of communication, conversations,

discussions, related to gender education, it is advisable to discuss the following topics: "Gender equality in Ukraine", "Biological and social gender", "Gender stereotypes", "Feminism", "Man and woman: what are they?", " Male and female professions", "Ideal man and woman", "Family: current trends and problems", "Domestic violence", "Unhappy family", etc. .

In this case, the questions may relate to the definition of certain terms and their understanding by students, problems and consequences caused by a phenomenon, as well as ways to overcome existing or prevent possible problems. Thus, during a discussion on "Feminism" it is necessary to find out the following: whether students have previously encountered the term "feminism"; do they know its definition, how do they understand this term; how feminism affects the relationship between men and women; in what way this influence is shown; what are the positive and negative consequences associated with the feminization of women, etc.

Activities can be held with high school students, for example, to discuss issues addressed at the UN World Conferences on the Status of Women in the Twentieth Century (Mexico City, 1975; Copenhagen, 1980; Nairobi, Kenya, 1985; Beijing, 1995) or during the Millennium Assembly (2000). In particular, to pay their attention on the fact that the heads of 189 states and governments of UN member states took part in the work of the Millennium Assembly. Explain that the UN Millennium Declaration was approved at this event. This document proclaims the fundamental values that are important for international relations in the XXIst century. Among them are freedom, equality, solidarity, tolerance, respect for nature, and a common duty. The emphasis is directly on gender in the first three.

Freedom. Men and women have the right to live and raise their children in dignified conditions, free from hunger and fear, violence, oppression and injustice. The best guarantee of these rights is a democratic form of government based on the broad participation and will of the people.

Equality. No person and no country should be deprived of the opportunity to enjoy the benefits of development. Equal rights and opportunities for men and women must be guaranteed.

Solidarity. Global problems must be solved in the conditions of fair distribution of costs and burdens in accordance with the fundamental principles of equality and social justice.

The Heads of States and Governments reaffirmed their determination to promote equality between men and women and the empowerment of women as an effective means of combating poverty, hunger and disease and promoting development that is truly sustainable; to seek the full protection and support in all countries of civil, political, economic, social and cultural rights for all; to combat all forms of violence against women and implement the Convention on the Elimination of All Forms of Discrimination against Women [14, p. 17].

As a rule, high school students are interested by events where they have the opportunity to learn about the lives of prominent people, including women, among them are: Bandaranaike Sirimavo (Ceylon), Bernstrom Bonnie (Sweden), Beauvoir Simona (France), Bogachevskaya-Homiak Martha (USA), Brundtland Gro Harlem (Norway), Bhutto Benazir (Pakistan), Vike-Freiberg Vaira (Latvia), Guz Olympia (France), Gandiindira (India), Kollontai O. M (Russia), Pavlychko Solomiya (Ukraine), Robinson Mary (Ireland), Thatcher Margaret (Great Britain), Tymoshenko Yu. V. (Ukraine), Lesya Ukrainka (Ukraine), Finnbogadottir Vigdis (Iceland), Halonen Tarja (Finland), Shevchenko V. S (Ukraine) and many others [23; 40; 46].

A special place in educational work should be occupied by activities aimed at the proper sexual development of children and youth. When organizing such events, it is necessary to consider the age and individual characteristics of students. Thus, for high school students you can have discussions: "What does love mean to you?", "Love or calculation?", "Same-gender love: pros and cons", "Is there a friendship between the opposite genders?", conversations: "Full family is the happiness ", "Family above all", "Loyalty and betrayal", meetings with a psychologist and a doctor, trainings, etc.

Conversations about puberty, early sexual relationships, sexually transmitted diseases, etc. should be held separately for boys and girls. For example, you can have a conversation with girls (boys) on the topic "My first sexual experience". The hidden

purpose of such an event should be to identify the impact of the young man's first sexual experience on his later life. To achieve this goal, students need to be surveyed or tested. It is more expedient to do it in advance, a few days before carrying out this or that educational action. In this case, there is time to process the results and properly prepare for the interview, during which you need to rely on the results of the study or even announce them.

At the beginning of the conversation, it is important to set the audience for a serious conversation, to give brief information about sexual relations, to tell about the sources from which you can learn about intimate relations, to give recommendations on their choice. Then you can analyze the answers of girls (boys) to the questionnaire (test); discuss with them the problems that may arise during early sexual intercourse; demonstrate contraceptives and explain how to use them; focus students' attention on the negative consequences that can occur if these tools are not used (unwanted pregnancy, AIDS, etc.).

The information obtained through questionnaires (testing, surveys) must be discussed during conversations (including individual) with students or their parents, during hours of communication, discussions, parent meetings, etc. Only in this case it is possible to achieve the desired result: awareness of students that they are of the particular gender; that men and women have the same rights and responsibilities in society; that there is social responsibility in the relationship between the genders; that you need to learn to understand and respect other people, evaluate your actions towards them, make right decisions in the field of intersex relations, etc.

Along with the forms and methods of educational work with students, great importance should be given to the means of education. These traditionally include the acquisition of material and spiritual culture, which help to achieve a certain educational goal (books, periodicals, radio, television, Internet, art and nature, exhibitions, museums and more).

Among the means of education, the teacher's word stands out for its simplicity and at the same time extraordinary complexity. Perfect mastery of this tool allows without the use of certain devices and objects (natural objects, models, reproductions,

printed sources, technical means, etc.) to achieve this goal. This is very important, because the latter are not always available in a particular educational institution. In addition, it is almost always advisable to accompany the illustration or demonstration of any phenomenon or process with an appropriate explanation, story, comments, etc. This approach to the organization of the educational process allows you to optimize it, make it more effective [28].

The teacher's word is the most essential means of education, and therefore the skillful using of it influences greatly on the success in the formation of each individual, his achievement of a high level of development.

Recommendations. Scientists and educators have always attached great importance to the word. Evidence of this is the numerous mentions of the power of words contained in their research works. In particular, the outstanding educator V. Sukhomlynsky wrote that the word of the teacher, as a tool to influence the soul of the pupil, can not be replaced. The art of education includes first of all the art of speaking, of addressing the human heart. I am firmly convinced that many school conflicts, which often end in great trouble, begin with the inability of the teacher to talk to students [34, p. 321; 17].

Our contemporaries I. Zyazyun and G. Sagach also write about the role of words in the formation of personality in their textbook "The Beauty of Pedagogical Action". They state: "The role of words, words and truth, goodness and beauty in the formation of spiritual and moral, spiritual and intellectual culture of the individual is indisputable, especially in times of existential vacuum, "moral numbness", "moral paralysis", "mass neuroticism and schizophrenia", according to some Ukrainian scientists. Representatives of the spiritual and secular sphere are disturbed by such realities of today, which are defined by the words "heartless culture", "unscrupulous generation", "speech aggression", "rhetoric of lies", "global moral and economic crisis", "beginning of Armageddon", etc. [7, p. 274]. The authors of the manual draw attention to the fact that ancient Ukrainian rhetoricians were true spiritual and intellectual leaders of society, leaders of socially significant ideas, values, taught ordinary people, as well as "strong ones" to have patriotism, strengthening statehood,

Christian faith, morality of the individual and society as a whole [7, p. 275–276].

Conclusions. The above allows us to conclude that the teacher's "graceful word" is quite capable in modern, rather difficult conditions to work out miracle things – to form the spiritual potential of the younger generation.

Thus, when organizing educational work in compulsory educational institutions, it is necessary not only to plan such work carefully, use various forms, methods and means of education, select them correctly, agreeing with one or another educational purpose and directing it to the fullest development of each student but also to control systematically the quality of educational activities, their results and, if necessary, to make appropriate adjustments.

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Анотації

УДК 37.013

Слюсаренко Н. В. Управління виховною діяльністю у закладі загальної середньої освіти.

Автор акцентує, що управління виховною роботою в закладі загальної середньої освіти – складний і багатофакторний процес, ефективність якого залежить від злагодженої діяльності всіх членів шкільного колективу. Констатовано, що при цьому реалізуються інформаційно-аналітична, мотиваційно-цільова, планово-прогностична, організаційно-виконавча, контрольно-діагностична, регулятивно-корекційна функції, які поєднані між собою і є невідемними складовими єдиного управлінського циклу. Услід за О. Гречаник представлено етапи управління виховною роботою (збирання інформації, оцінювання ситуації, формулювання управлінського рішення, доведення завдання, початок реалізації рішення, контроль і корекція, досягнення мети, підбиття підсумків, висновки й аналіз), які

розглянуто на прикладі гендерного виховання. Звернуто увагу на планування виховної роботи, схарактеризовано форми, методи та засоби виховання, наведено відповідні приклади за різними напрямками виховної роботи. Зроблено висновок, що при організації виховної роботи в закладах загальної середньої освіти треба не тільки ретельно планувати її, використовувати різні форми, методи і засоби виховання, а й погоджувати з тією чи іншою виховною метою.

Ключові слова: виховна робота, заклад загальної середньої освіти, етапи управління виховною роботою, форми, методи, засоби, напрями виховання.

Слюсаренко Н. В. Управление воспитательной деятельностью в учреждении общего среднего образования.

Автор акцентує, що управління воспитательной работой в заведении общего среднего образования – сложный и многофакторный процесс, эффективность которого зависит от слаженной деятельности всех членов школьного коллектива. Констатировано, что при этом реализуются информационно-аналитическая, мотивационно-целевая, плано-прогностическая, организационно-исполнительная, контрольно-диагностическая, регулятивно-коррекционная функции, которые связаны между собой и являются неотъемлемыми составляющими единого управленческого цикла. Следом за Е. Гречаник представлены этапы управления воспитательной работой (сбор информации, оценка ситуации, формулировка управленческого решения, доведение задачи, начало реализации решения, контроль и коррекция, достижение цели, подведение итогов, выводы и анализ), которые рассмотрены на примере гендерного воспитания. Обращено внимание на планирование воспитательной работы, охарактеризованы формы, методы и средства воспитания, приведены соответствующие примеры по различным направлениям воспитательной работы. Сделан вывод, что при организации воспитательной работы в учреждениях общего среднего образования надо не только тщательно планировать ее, использовать различные формы, методы и средства воспитания, но и согласовывать с той или иной воспитательной целью.

Ключевые слова: воспитательная работа, заведение общего среднего образования, этапы управления воспитательной работой, формы, методы, средства, направления воспитания.

Slyusarenko Nina. Management of educational activities in institution of secondary education.

Emphasized that management of the educational work in institution of secondary general education is a complex and multifactorial process, the effectiveness of which depends on the coordinated activities of absolutely all members of the school staff. Stated that during the process of managing educational work at school, the following functions are implemented: information-analytical, motivational-target, planning-prognostic, organizational-executive, control-diagnostic, regulatory-corrective, which are interconnected and are integral components of a single management cycle. According to O. Grechanyk, the stages of the management of educational work (gathering information, assessment of the situation, formulation of management decisions, proving the task, the beginning of the implementation of the decision, control and correction, achieving the goal, summarizing, conclusions and analysis) have been represented and considered on the example of gender education. Attention is paid to the planning of educational work; forms, methods, and means of education have been characterized; the corresponding examples on various directions of educational work have been given. It has been concluded that in the organization of educational work in general secondary education institutions it is necessary not only to carefully plan it, use different forms, methods, and means of education but also to agree with one or another educational purpose.

Key words: educational work, general secondary education institution, stages of management of educational work, forms, methods, means, directions of education.

Pedagogy: Theory, Science and Practice

Collective monograph

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