

Drohobych Ivan Franko State Pedagogical University

Oksana Yatsiv

**PEDAGOGICAL CONTROL
IN THE EDUCATION SYSTEM:
LECTURE TEXTS**

Textbook

Drohobych

Posvit

2023

UDC 37.01(075.8)

Ya 93

*Recommended for publication by the Academic Council of Drohobych Ivan Franko State Pedagogical University
(Protocol № 11 dated 21.09.2023)*

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Ya 93 **PEDAGOGICAL CONTROL IN THE EDUCATION SYSTEM:
LECTURE TEXTS.** Drohobych: Posvit, 2023. 112 p.

ISBN 978-617-8274-61-0

The textbook is designed for training specialists of the second (Master's) level of higher education, Specialty 011 Educational, Pedagogical Sciences, and is developed according to the programme of the educational discipline "Pedagogical control in the education system" approved by the Academic Council of Drohobych Ivan Franko State Pedagogical University.

The textbook presents lecture texts in the discipline «Pedagogical control in the education system». It highlights the objectives of education at the current stage of society development in the context of the implementation of pedagogical control over their completion in the system of the Ukrainian education, functions and types of pedagogical control, interim and iterative assessment and control in learning, self-assessment and self-control in cognitive and transformative activities, pedagogical control in upbringing, pedagogical control over communication, organization of a pedagogically appropriate environment and a highly spiritual atmosphere as a necessary condition for pedagogical control.

The publication is aimed at pedagogical workers, scientists, Master's degree students, as well as everyone who is interested in the issues of pedagogical control and self-control in education and upbringing of the Ukrainian youth.

UDC 37.01(075.8)

ISBN 978-617-8274-61-0

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**Дрогобицький державний педагогічний університет
імені Івана Франка**

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**ПЕДАГОГІЧНИЙ КОНТРОЛЬ
У СИСТЕМІ ОСВІТИ:
ТЕКСТИ ЛЕКЦІЙ**

Навчальний посібник

Дрогобич
Посвіт
2023

УДК 37.01(075.8)
Я 93

*Рекомендовано до друку вченою радою Дрогобицького державного
Педагогічного університету імені Івана Франка
(протокол № 11 від 21.09.2023 року)*

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Я 93 **ПЕДАГОГІЧНИЙ КОНТРОЛЬ У СИСТЕМІ ОСВІТИ: ТЕКСТИ
ЛЕКЦІЙ.** Дрогобич: Півсвіт, 2023. 112 с.

ISBN 978-617-8274-61-0

Навчальний посібник розрахований на підготовку фахівців другого (магістерського) рівня вищої освіти спеціальності 011 Освітні, педагогічні науки і складений відповідно до програми навчальної дисципліни «Педагогічний контроль у системі освіти», затвердженій вченою радою Дрогобицького державного педагогічного університету імені Івана Франка.

Посібник висвітлює тематику лекцій з навчальної дисципліни «Педагогічний контроль у системі освіти». У ньому розкрито інформацію про завдання освіти на сучасному етапі розвитку суспільства в контексті реалізації педагогічного контролю за їх виконанням у системі української освіти, функції та види педагогічного контролю, поточні та періодичні оцінювання і контроль у навчанні, самооцінку та самоконтроль у пізнавальній і перетворювальній діяльності, педагогічний контроль у вихованні, педагогічний контроль за спілкуванням, організацію педагогічно доцільного середовища та високодуховної атмосфери як необхідної умови педагогічного контролю.

Видання зорієнтоване на педагогічних працівників, науковців, магістрів, а також усіх, хто цікавиться проблемами педагогічного контролю та самоконтролю у навчанні та вихованні української молоді.

УДК 37.01(075.8)

ISBN 978-617-8274-61-0

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INTRODUCTION

In the context of the development of Ukraine's education system, it is important to review the idea of pedagogical control in this system, to clarify the objectives of today's education taking into account the implementation of pedagogical control over their completion, types of pedagogical control, interim and iterative assessment, the importance of self-assessment and self-control in cognitive and transformative activities, as well as the essence of the implementation of pedagogical control in education and over communication, the idea of organizing a pedagogically appropriate environment and a highly spiritual atmosphere as a necessary condition for pedagogical control, which will help in solving practical problems and situations.

The list of objectives of the discipline "Pedagogical control in the education system" includes: awareness of the need to exercise control in the system of educational management; defining the essence of the main content areas in the implementation of pedagogical control in teaching, upbringing, during classroom and extracurricular activities, in a pedagogically appropriate environment and in conditions of a highly spiritual atmosphere; taking into account student individual characteristics, as well as control over communication. To accomplish these objectives is possible due to the availability of state documents (programmes and laws) on education, textbooks in pedagogical disciplines, works of outstanding classical educators, and monographs.

This training course is an independent discipline. It is preceded by the study of the following disciplines: "Pedagogy", "Fundamentals of scientific research". This discipline represents the experience accumulated by different generations of Ukrainians, embodied in a system of principles, rules, regularities of pedagogical activity; it takes into account folk wisdom, a model of behaviour in solving life issues, projects distinct trends and prospects for the development of Ukrainian education.

The materials presented in the textbook are a basis for future teachers to solve practical tasks on studying the peculiarities of the organization of pedagogical control and will help in shaping their worldview, developing thinking, and professionalism. Control is

important for educational activities, as it ensures the development of cognitive interests, the emotional and volitional sphere of the participants in the learning process. The educational value of control consists in increasing responsibility for the work performed, the development of positive moral qualities, accuracy, and efficiency. Students have a clear idea of the types, forms and techniques of pedagogical control, their impact on the quality of the educational process. The results of monitoring students' activities are expressed, of course, in their assessment. Therefore, it is important to create a highly spiritual atmosphere of the educational process, which contributes to effective assessment and pedagogical control.

This textbook is offered to a wide range of readers: to those who are being trained to be teachers, to educators and parents.

Theme 1.

OBJECTIVES OF EDUCATION AT THE CURRENT STAGE OF SOCIETY DEVELOPMENT AND PEDAGOGICAL CONTROL OVER THEIR IMPLEMENTATION IN THE UKRAINIAN EDUCATION SYSTEM

1. The goal of the course and the essence of the main concepts (categories) of the educational discipline.
2. Course objectives in the context of objectives of modern Ukrainian education and new pedagogical thinking.
3. Strategic orientations in reforming education in the control and evaluation system.
4. The educational, developmental and upbringing aspects of the implementation of pedagogical control in the education system.

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1. The goal of the course and the essence of the main concepts (categories) of the educational discipline.

The goal of the course is to study the types, forms and techniques of pedagogical control, their influence on the quality of the educational process, and the subject of its study is the system of general principles, approaches to the organization of pedagogical control, as well as practical aspects of content implementation.

If every science has some concepts (a certain conceptual apparatus) that reflect the most essential aspects of this system, the properties and connections of its components, that is, with its own categories, then there are such categories as “learning”, “development”, “upbringing”, “education”. In addition, pedagogical control means an element of an individual’s activity that helps to reveal the achieved results of this activity and involves (continuous!) observation of the educational process by the teacher. All these concepts are closely related; their clear understanding helps to avoid terminological confusion and quick resolution of pedagogical problems.

The definitions of the main pedagogical categories given below reflect the concept of building the educational process according to the views of Omelian Vyshnevskiy and are basic for the study of the pedagogical science today.

Learning is the process of assimilating information in the form of knowledge, skills and abilities with the help of a teacher [9, 15]. The essence of education consists in mastering the socio-historical experience of children or adults, in mastering the achievements of the

national and universal culture. Children or adults, while perceiving, understanding, applying this generalized experience in their activities, transform it into their own. The effectiveness of education is determined by the way the interaction between the teacher and the child or adult is established.

Development is a process of qualitative changes in a person, which marks the transition from the simple to the complex, from the lower to the higher level. It is not the same as learning, because it has a completely different nature: if learning involves the assimilation and accumulation of information, development is a certain restructuring and improvement of the functions and qualities of the individual. As a pedagogical category, development is the improvement of a person's spiritual, physical, mental and social capabilities, which can manifest themselves in any sphere of life and in any informative context [9,15].

Education is the process of shaping views, beliefs, ideas, ideals and, ultimately, a model of human behavior in the environment [9,16], that is, a whole mechanism of self-regulation and clear orientation in it. In the structure of personality, upbringing is based on faith in the ideals that society lives by, the development of its spiritual sphere.

Note that in pedagogical practice, any of the above-described terms is sometimes used in a universal sense, that is, it includes actually all the three components of the process. In addition, the term "learning" is often used to refer undifferentiated to the process of assimilation of information and development. It is also customary to talk about informative or developmental training (the term "educational training" is also used).

The term "formation" ("shaping"), which is scientific, means the need to use the basic technology of educational activity in the process of upbringing. Therefore, in pedagogy, it is not enough to rely on separate pedagogical methods, or separate worldviews. We need the technology of the teacher's entire activity and each of its links.

The term "education" is usually interpreted in a broad sense. This includes the system of educational institutions, their structure, financing, maintenance, management, teaching staff, facilities, etc.

In the practice of education, we use the terms "pedagogical process", "learning process", "educational process", etc. These

are traditional concepts and terms that are related, as a rule, to the organization of the entire educational process in a school, higher educational institution or other educational institutions and also include scheduling, planning or control over the work done, etc.

2. Course objectives in the context of objectives of modern Ukrainian education and new pedagogical thinking.

The goal of education and upbringing is usually considered to be predetermined results in the functioning of educational institutions, in personality development, upbringing, and therefore – what they strive to achieve, what qualities they strive to possess.

Ukraine's "Law On Education" [4] emphasizes that the goal of modern education is comprehensive harmonious development of a person as personality and as the highest value, the development of a person's abilities (mental and physical ones), talents, cultivation of high moral qualities, formation of citizens who are capable of a conscious social choice, as well as enrichment of the intellectual, cultural, creative potential of the people, care for qualified workers and specialists.

The goal of education declared in society previously – which was comprehensive development of the individual – was obliged to ensure intellectual development, high moral qualities, and physical perfection, all being subordinate to ideology, which meant that the system of education goals in the society of that time included objectives which embodied the needs of the same society, moral values were to depend on the dominant ideology, and citizenship was associated with loyalty to the interests of the state of that time, whereas human interests were neglected. Everything that gives people joy was not included in the program of the goals. Throughout school years or study at other educational institutions, the task of developing the ability of self-improvement as a core personality trait was not set.

In the process of democratic transformations, pedagogues wanted to reconcile the goal of education and upbringing with the new

social order and specify the concept of comprehensive personality development. They emphasized the need to develop multifaceted personality, which means to improve those functions and capabilities that are most prominently manifested in a child, but also develop other functions that ensure the formation of a good specialist, an erudite personality and, most importantly, harmonious personality. (This requires the creation of favorable conditions for each individual.)

Today, teachers understand that there can be no alternative to comprehensive and harmonious development of personality as a goal of education. However, the path to the ideal is long, difficult and requires step-by-step actions taking into account real opportunities, needs of the individual, society, and teachers. At the same time, this is not an unattainable ideal, if this goal is understood from the standpoint of the present time, cultural and historical practice, which give this ideal concept a new meaning.

Such an ideal requires that every pedagogical action, every method, every program should take into account the harmony of man with nature and culture, with people and with oneself.

The objectives of the course are:

- clarification of the essence of the categories, principles and content directions of pedagogical control;
- recognizing the need to master the methods of pedagogical control in education and training today;
- recognizing the need to implement practical aspects of the content of pedagogical control.

Therefore, as a result of studying the discipline “Pedagogical control in the education system”, students should know: the aim and objectives of the course, the meaning of the main concepts of the educational discipline; principles and content directions of pedagogical control; types of pedagogical control; functions of using pedagogical control; forms and methods of pedagogical control; competencies of professional development; requirements for standards; functions of standards; components of standards.

The skills will consist of:

- general competence (the ability to organize pedagogical conditions for learning activities, to substantiate the importance of

independent learning, to study special features of education, to ensure successful motivation, individualization, differentiation of education, to prevent student failure, to apply educational technologies in the organization of pedagogical control);

- competence that corresponds to the subject (the ability to creatively use educational material in specific conditions of the pedagogical situation, to analyze the professional and social activity of a specialist, to reveal the essence, principles and content directions, types and functions of pedagogical control, to reveal the meaning and features of innovative systems for monitoring students' educational achievements, forms and methods of pedagogical control and evaluation of students' performance).

Nowadays pedagogical science tries to combine everything traditional with what was born in new conditions of social development. Now priority, i.e. first and foremost priority, should be given precisely to dealing with problems accompanied by the renewal of education and the restructuring processes in it. An urgent task of pedagogical science is the study of the Ukrainian system of upbringing and education, its principles, theories and concepts of education, which have historically developed both on the scale of the whole Ukraine and in its individual regions. The national system of education, scientific pedagogical thought should embody the content of the national culture and spiritual heritage and ensure the formation of a conscious citizen and a patriot.

The important tasks of our modern pedagogical science are the updating of the content of education, the development of the national content of education taking into account the regularities of the pedagogical process, the needs of state formation, the elimination of overloading of children, the creation of new programs, textbooks, manuals, integrated courses, as well as the development of effective technologies of the educational process.

Pedagogical science should determine the ways how to raise the spiritual, cultural and intellectual potential of new generations, and also prevent and correct deviations in behavior, prevent psychological injuries, develop most important human abilities, etc. Practical application of the identified laws of education and upbringing involves

learning about new objective relationships between goals, possibilities, content, conditions, means and results of pedagogical activity.

Pedagogical science should focus on prospective and actual needs of educational development, on ensuring the unity of theory and practice. This means constructing and cultivating, on an experimental basis, the new content of education and up-to-date pedagogical technologies, taking into account world achievements (as well as national and cultural traditions), innovative developments in educational practice, updating the entire education system, organizational and scientific support for psychological and career counseling in educational institutions themselves and beyond, development of criteria for evaluating activities of these institutions.

Determining areas of improvement of pedagogical science are its democratization, humanization, the search for such approaches to the organization of education and upbringing of children and adults that would ensure attention to the inner world of a person, avoiding standardization of student life, and ensuring self-fulfillment of each person.

Any system of education, as well as pedagogical science, reflects the needs of society, which means that the idea of building the Ukrainian state, building a humane and democratic society is the basis of life activities. This means that all aspects of Ukrainian education must meet the spiritual and national needs of Ukrainians, the educational tradition, and the needs of our state. At the same time, the Ukrainian education system should focus on the prospects, strategy and goal of education and upbringing in the Ukrainian state, create conditions for the development of national self-awareness, the formation of a sense of one's own national dignity, and ensure the democratization of education. Such upbringing means rejection of external pressure, external control. It focuses on the development of a person's internal self-control.

Traditional education is experiencing a crisis. This crisis does not mean the collapse of processes related to education, but the transition to other principles of its construction, which is always accompanied by difficulties and obstacles. In order for the functioning of educational institutions to be in accordance with modern conditions, it is necessary

to reflect the needs of our society in their activities, to rely on our own traditions, to ensure the appropriate level of European standards in education.

We cannot restructure the main approaches to the construction of the pedagogical system of preschool, school, university, postgraduate education, or revise the entire system of values and priorities in their construction without eliminating the stereotypes that are so widespread in theory. We should understand pedagogical processes, reject various stereotypes, and remove certain labels in the history of pedagogy. It is also about getting rid of the stereotypes of the old way of thinking, restructuring the consciousness of the participants in the pedagogical process, and transitioning to a new pedagogical way of thinking.

If the crisis in education and science involves a transition to the construction of new principles, this means, first of all, a transition to the agent model of a child or an adult, which embodies the idea of an activity-based approach to the construction of the learning process, the idea of self-development as the main source of formation, the idea of partnership, and not guardianship, in relationships between people. At the same time, the Concept of Modern Ukrainian Education (Lviv Regional Organization, Ukrainian Pedagogical Society named after Hryhorii Vashchenko) emphasizes the importance of prioritizing morality in all spheres of life, eliminating the so-called monopolistic rule, the so-called only true ideology, recognition of pluralism of ideologies and de-ideologization of the educational process, as well as the need to build national education. This once again emphasizes the importance of choosing a strategy for restructuring education, corresponding to the new pedagogical thinking, which would take into account its purpose and express other principles of its construction.

Traditional pedagogical thinking is characterized by assimilation of certain norms in order to adapt to the social environment, to build all relationships according to the type of adaptation or the priority of ideology in all spheres of life, which means that it assumes subordination of morality to ideology and makes it impossible to focus on national values. An important principle of the old pedagogical thinking is the idea of a child as an object of pedagogical efforts, as a

consumer of someone else's mental work, the one who does not have the ability to self-improve.

New pedagogical thinking is free from scholasticism, formalism, and dogmatism. It means complete rejection of impersonal and "childless" pedagogy, overcoming inconsistencies between pedagogical science and practice, culture, scientists themselves for the sake of pedagogy that fosters the abilities of the personality, for the sake of pedagogy of cooperation and development.

At the same time, the new way of thinking also assumes the agent status of the teacher in the educational process, because the teacher him/herself does not always have such a status, especially in the conditions of a clear hierarchy of leadership in each educational institution. For the teacher's consciousness, free from the stereotypes of old thinking, what is important is not the child's obedience, but their moral qualities, the desire for improvement, self-fulfillment in life.

3. Strategic orientations in reforming education in the control and evaluation system.

Socio-economic transformations, spiritual and cultural processes taking place in society are largely determined by the process of updating the pedagogical science. The pedagogical science is designed to develop strategies and tactics for the reconstruction of educational institutions functioning in the state, to reveal their potential, to ensure the development of the intellectual and moral capabilities of the younger generation, and thus to contribute to the social reconstruction. In this regard, pedagogical science should develop the most relevant and promising needs of education, ensure the organic unity of theory and practice.

Significant changes in society are primarily related to a change in human consciousness. The deep cause of huge human losses in the national spiritual sphere lies not only in the way of management, technical competence of specialists, but also in the morality of a person, in the materialization of a person's consciousness.

Corruption and crime, dominance of stereotypes and irresponsibility in life and behavior, loss of self-respect and self-discipline in a person are explained first of all by external supervision of a person, the “reserved” way of life imposed on him, pretended concern for everyone. In an atmosphere of fear and without a well-formed conscience, a person turned out to be incapable of free life in conditions of freedom, fulfilling their needs on their own. Only release of creative forces, avoiding dictation what to do, fostering the desire for creative work, and discovery of human initiative will help him to get rid of the psychology of a slave, a consumerist attitude to everything in life, and yet find harmony in it.

Dominance of rationalism in the 20th century led to the decline and loss of balance in the spiritual life of a person, to the ignoring of spiritual values. According to Hryhorii Vashchenko, we have great discoveries and inventions, which leads to the desire of man “to forget the sky and master the earth”, but we observe its huge decline [1].

One of the essential methodological characteristics is that all of them are characterized by a deterministic nature of education development and depend on the needs of society. Therefore, modern pedagogy and education investigate objective economic and socio-political factors that influence processes in education.

Pedagogical science should definitely contribute to social progress, and education should promote interests of all people, their spiritual growth and social improvement.

The central element of modernization of education is the transfer of emphasis to spiritual values and implementation of its humanistic essence. Educational institutions should affirm the value of each human personality, pay attention to its individual characteristics, ensure the education of mercy and love for people, hard work, initiative, creativity, dignity, perseverance. This also means maximum efforts to create favorable conditions for the development of a person’s abilities, self-determination and self-fulfillment, overcoming persistent reluctance to learn, stereotypes and formalism in work. Teacher alienation from educational activities is possible to be overcome only by humanizing educational institutions.

Humanization also involves paying attention to the ethnic self-expression and political and national life of a person, to his/her character, flow of emotions, way of thinking, which include typical features of the nation. The Ukrainian educational tradition is definitely characterized by a deep combination of the moral and the national element. The works by Luka Zhydiata, Kyryl Turovskyi, Volodymyr Monomakh and others are confirmations of such experience. Morality is interpreted here in close connection with national characteristics.

The national image of educational institutions will be ensured by high-quality teaching of subjects that reveal cultural, historical and regional traditions and embody the experience of the people. National neglect of educational institutions, decline in the development of national self-awareness, negative phenomena in the field of international relations testified to the unsatisfactory solution of the national question. And an important priority of education should be overcoming limitations, revealing the national character of all educational institutions, ensuring national and regional diversity of education while preserving its openness to international communication, mutual enrichment of national cultures.

The system that has developed over many decades in our society is aimed at suppressing the individual, ensuring strict supervision and discipline. No reforms and innovations will be established in education without the teacher, his mind, soul and heart. In the conditions of administrative pressure, suppression of creativity, devaluation of one's work, neither high-quality training, nor free pedagogical activity, nor the development of dignity, responsibility, and patriotism are possible. Today, the social and legal protection of the teacher, the prevention of bureaucracy, ensuring the right to pedagogical search, and the choice of methods and means of education and upbringing are necessary for successful education reform.

Therefore, the direction of the teacher's professional reorientation consists in the movement to ensure his life-creating and culture-creating formation, to personally oriented pedagogy. Evaluation of his work is organized in such a way as to promote development and self-development.

Teacher certification as a form of identifying a teacher's qualification level should become more democratic and be based on self-analysis of activities, encourage professional improvement.

So, in accordance with the goal of modern education and upbringing, the following objectives are to be completed by the Ukrainian education system: 1) humanization, return to spirituality; 2) providing education with the national character, creating conditions for the formation of a person who assimilates experience of past generations and enriches the national culture; 3) integration of Ukrainian education into the world process, reaching the world level, the level of world standards in education, democratic transformations, creating conditions for free personality development.

4. Educational, developmental and upbringing aspects of the implementation of pedagogical control in the education system.

Such aspects of the implementation of pedagogical control are related to the trinity of the educational process. If pedagogical control involves the educational aspect of pupils' activity (students', teachers' activity), then we understand that this means assimilation of certain knowledge, abilities and skills (information that needs to be found and studied). Note that this information becomes the basis for the development and upbringing of personality.

The developmental aspect takes into account the available information and provides for the creation of the necessary conditions to ensure the development of personality (spiritual, physical, intellectual, social) – individualization, work at the limit of capabilities, expansion of abilities, etc.

The upbringing aspect means the formation of a certain attitude towards them on the basis of knowledge, the formation of the social experience of humanism. Here, information also becomes the basis for the formation of a certain attitude towards the environment or formation of a corresponding model of behavior. In this sense, information leads to both development and upbringing of personality.

Theme 2. FUNCTIONS AND TYPES OF PEDAGOGICAL CONTROL

1. Diagnostic, managerial, upbringing and stimulating functions of control at the current stage of reforming society.
2. Activity, openness, objectivity, fairness, honesty, benevolence, periodicity, etc. of assessment and control.
3. Interim, iterative, summative and formative assessment and appropriate methods of its implementation.
4. Peculiarities of testing.
5. Oral, written, laboratory, machine testing. Pedagogical conditions and means of its implementation.

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1. Diagnostic, managerial, upbringing and stimulating functions of control at the current stage of reforming society.

At the current stage of reforming society, O. Vyshnevskiy [1,176–177] and other educators (T. Zavhorodnia, I. Ziaziun, M. Chepil) rethought the essence of the diagnostic, managerial, educational, and stimulating functions of control. So, the diagnostic function is revealed, which allows you to check and detect results, observe training. Management function 1) is the basis of knowledge correction; 2) ensures quality management of the educational process (and the entire educational institution).

Public self-government bodies are created to ensure state and public administration in an educational institution. The activity of these bodies makes it possible to always take into account the needs of all participants in the educational process and contributes to the gradual change of the traditional functional management of educational institutions. After all, the effectiveness of management is determined primarily by the degree of achievement of the set goal, and not by the quality of performance of the assigned functions. Therefore, along with traditional methodological associations, we have cyclical commissions and temporary creative groups or departments, etc., that are developing. Depending on the objectives of educational institutions and the needs of the team, all their activities are coordinated.

In order to democratize the process of self-governance and establish feedback for the correction of management decisions, there are associated self-governing bodies that function in the educational institution: student council or parent council. Their powers are determined by the Statute.

Such self-governing bodies are a reliable and effective way of democratizing education and an effective means of community participation in management and formation of public opinion. Interaction between self-governing bodies (relevant management structures) will contribute to the processes of establishing relationships, stimulating internal motives with external requirements.

In order to expand the interaction of the entire adult population, not only between parents and the educational institution, this institution must be under constant care of a certain community. Practicing teachers emphasize that there should be a board of trustees of an educational institution made up of residents of that residential unit.

Thus, the headmaster should shift the emphasis of his/her activities to the creation of conditions for self-organization of the activities of pupils, students, teachers, lecturers, and administration workers (and improvement of their personal activities). This is how the gradual shift to strategic target management (from dominant operational management) will occur through coordination of the headmaster's own functions with the functions of his/her subordinates. As a result, motivation will be promoted.

Citizens of Ukraine have a constitutional right to secondary education which is also implemented through the system of financing from public funds (through budget allocations). Educational institutions can generate their own funds by providing paid services (to other organizations or the population), receiving voluntary contributions from citizens, contributions from various organizations, rent of school premises, profits from business activities, bank loans.

The Ministry of Education and Science of Ukraine expands the autonomy of educational institutions, stops patronizing them and encourages public participation in education management. New types of educational institutions and private funds in financing education, which is also an important element of the education reform, should not create obstacles in the way of combining the efforts of the public and direct managers. Expanded rights of educational institutions regarding the choice of some subjects, specialization, methods of education and upbringing, mode of operation, financing will be implemented with the help of the community and public organizations.

All this means that at every level of management, control is combined with self-control.

The stimulating function means that control affects motivation to learn and stimulates emotional and volitional search, activity, responsibility for decisions. Accordingly, the educational function means the education of discipline, accuracy, continuous learning, etc.

3. Interim, iterative, summative and formative assessment and appropriate methods of its implementation.

The main types of assessment are interim, iterative, summative assessment [1,177–180].

If control over students' activities is carried out in combination with self-control, it gives everyone the opportunity to see the results, make necessary corrections in this process, improve management of educational and cognitive activities, etc.

Interim assessment is carried out by the teacher in the process of student learning and is carried out with the help of constant observation on the work of the whole group and each one in particular. **Iterative** assessment is carried out at the end of a certain period: after studying a section or at the end of a term or a quarter. It consists in checking the assimilation of a relatively large amount of the material. At the end of the academic year, **summative** assessment takes place (taking into account the results of the interim and summative assessment). **Formative** assessment provides information during the learning process when it is in progress. Formative assessment measures student performance but it can also evaluate the teacher's progress. For example, when the teacher introduces a new activity in class, he/she can survey the students and determine if the activity should be performed again or if it should be modified. The essence of formative assessment is to identify what areas need improvement. This type of assessment is implemented not to grade students but to determine teaching effectiveness.

Assessment is carried out in order to check the quality of theoretical and practical training of future specialists. In higher educational institutions, they include exams, various forms of assessment (summative, thematic or modular) and types of testing (oral, written or machine testing).

All forms of education at a higher educational institution can involve both classroom and extracurricular activities. Classroom activities are carried out as part of the curriculum. Extracurricular activities are less regulated and aimed at significant supplementing, expanding and enriching the content of classroom activities.

4. Peculiarities of testing.

Like any technology of research or practical work, testing also has its advantages and disadvantages. The advantages of testing over oral assessment are as follows:

1. Testing is considered to be a better way of evaluating pupils' (students') educational achievements compared to traditional means of assessment and control. The use of tests contributes to the effective implementation of the main principles of control: scientific thinking, efficiency, objectivity, systematicity, the use of visual aids, etc.

2. Objectivity, greater accuracy of survey

When using tests, the possibility of external influence on the final result is minimized; assessment does not depend on personal relationship of the examiner and the learner, testing is not affected by the researcher's state of mind, various incentives or punishment. During testing, all the learners are in equal conditions: everyone receives a system of tasks that are equal in terms of complexity and time-restriction.

Testing, which is carried in compliance with certain conditions, is sure to give more accurate information than, for example, other forms of control.

3. Economic efficiency

Test assignments that are well-thought-out and experimentally verified make it possible to cover the material more fully and conduct survey in a short time on a large number of examinees.

4. With the correct organization of work, the degree of pupil (student) independence is much higher than while using other methods of assessment.

Disadvantages of testing:

- 1) test results contain a random component: there is probability that a pupil (student) will guess the correct option (increasing the number of options decreases the probability of guessing);

- 2) complexity of creating a high-quality test: it is tedious, time-consuming, and takes a lot of resources to develop a test.

Testing is highly dependent on the quality of a testing task, perfection of methodology, organization and equipment; requires a

high level of literary, scientific and technical literacy of the person who designs a task, deep knowledge of the basic psychological theories on consolidating knowledge, abilities and skills. Designing a test is impossible without conducting experiments, mastering basic techniques of scientific and pedagogical research and analyzing its results.

3) impossibility of controlling students' careless errors related to student carelessness or misunderstanding of the task;

4) inability to check the level of knowledge related to creativity, deep analysis of problems, etc.

5) educational functions of control, consolidation (reviewing) of information speech development are not so obvious.

It should be noted that some of the disadvantages and problems can be eliminated by using non-traditional forms of testing and improving techniques of processing test results.

In particular, teachers suggest including the following forms of tests to the traditional ones:

– a test with a numerical answer, where points are assigned taking into account the deviation from the correct answer. The advantage of this test is that the number of variants of the same test of the same complexity in this case can be quite large (sometimes infinitely large). At the same time, it is not the student's ability to remember the correct answers that is tested, but their ability to use algorithms for solving certain types of problems;

– a test with a double answer, given sequentially, and a limited amount of time for each answer (a variety of a multiple-choice test);

– an open-cloze test (a test which requires student verbal response), which is evaluated by the corresponding correlation coefficient with the correct answer;

– a multiple-choice test, where all answers are correct, but have a different degree of completeness (a different number of points is assigned to different answers).

Another direction in improvement of test technology is improvement of methods of processing test results. In particular, there are certain algorithms that make it possible to automatically calculate the final test results based on the analysis of empirical functions of

their distribution, or based on the results of comparing the student responses to certain “reference” answers, as well as methods of automated assignment of points for the performance in individual tasks taking into account the percentage of test takers who coped with them successfully.

Descriptive type tests are widely used in foreign schools. However, practice shows that the assessment methods associated with these tests give a rather vague picture of the student’s real abilities. In addition, descriptive tests have a number of other disadvantages:

1. When answering a question of a descriptive type, the only available way is to describe the concepts and principles related to the problem being diagnosed. At the same time, when it is required to retell information, the answer will demonstrate only the ability to remember and will testify to the presence of knowledge of certain facts, and not to their understanding.

2. While assessing a purely technical skill, we should use methods different from those assessing students’ understanding of the essence.

3. In addition to the fact that tasks of the descriptive type are limited in use as a diagnostic tool due to their inherent drawbacks, there are other disadvantages. The most typical one is a high level of inconsistency in opinions of people who assess the answers to such questions. It is known that experts, even when they are specialists in a certain field of knowledge, give different scores (grades) for the same work. And the grade you get for a descriptive answer will almost always be different from the grade you get for the same answer next week.

4. Other problems caused by these tests are related to a small number of questions, which do not allow covering the content of all educational courses.

5. Another problem that a teacher faces when using descriptive type tests is the impact of side factors on the assessment – for example, the amount of written text, handwriting. The so-called halo effect causes the examiner to be biased in their judgments: the examiner immediately likes something, or categorically disagrees with something.

It is obvious that the advantages of descriptive type tests are that they assess an individual's ability to write a prose text. The best that the use of this method can give is to reveal the individual's ability to develop his/her own thoughts, organize them, translate personal knowledge into verbal form, as well as master literary techniques, skills of spelling and punctuation. But, as a rule, responses to descriptive test tasks rarely demonstrate mastery of a generalized skill.

When developing descriptive type tests, it is necessary to think through the questions and submit them in a simple and unambiguous form. But when there is a need to assess the answers, teachers usually complain about lack of time. If more than one person is engaged in this process, they want to use some analytical tools. In that case test developers must first create a scheme based on which they will assign their grades, and only after that proceed to the analysis of answers that differ not only in handwriting and sequence of presentation but also in means of argumentation.

To cope with the difficulties of assessment, some teachers use a method of the general impression. This method is partially supported by the following empirical observation: a grade given after the first meeting is, in fact, as reliable as a grade given after a thorough analysis of the work. Involvement of other specialists in analyzing the work, averaging and combining indicators for individual answers is justified and eliminates the subjective nature of the assessment.

Objective tests are much better (although this objectivity often depends on the quality of their development). Like most tests, they must meet requirements for the most important parameters – these tests must be mainly aimed at formulating questions, eliminating various ambiguities, violations of grammar and punctuation rules, and the nature of the answers should mostly be determined by the nature of the testing task. Instead of one general question, you can ask several specific questions that require sufficiently specific answers and show how much knowledge the pupil or student has mastered. This makes it possible to solve a lot of problems even before creating the test.

This type of testing includes a series of questions, which, as a rule, contain only one correct answer. Therefore, the following conditions must be met when designing the tests:

- the questions asked should not be too vague;
- the answer to them must always be correct from the standpoint of different theories;
- questions should be formulated in such a way that they do not require “yes” or “no” answers.

It is this type of testing that makes it possible to avoid subjectivity in assessment, however, provided that the test is carefully designed and tested.

Other advantages of objective tests are as follows:

1. If objective tests involve short answers, the examiner can test a greater amount of knowledge than with the help of descriptive tests. As a rule, he/she can ask questions from all topics of the subject at once.

2. At the same time, handwriting, grammatical errors or other external factors, that do not affect the performance in the test which is not designed to assess these skills, are ignored.

3. The same can be said about the assessment standards – in a high quality test there should be no inconsistency in assessments given by different people.

4. Finally, a very important point is that all students actually take the same test, because the questions are not selected.

Theme 3.

INTERIM AND ITERATIVE ASSESSMENT AND CONTROL IN LEARNING

1. Interim assessment in learning and pedagogical control over informative knowledge and the ability to build cognitive activity.
2. The role of evaluative judgment and self-evaluation in the implementation of control.
3. Iterative (thematic, term, final) assessment and control in learning.
4. Final state certification. The role of the final state certification in the organization of pedagogical control in the education system. External independent testing ('ZNO').
5. Teacher attestation system.
6. Education inspection.

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1. Interim assessment in learning and pedagogical control over informative knowledge and the ability to build cognitive activity.

Control is important for educational activities, as it ensures the development of cognitive interests, the emotional and volitional sphere in the participants of the learning process. The educational value of control consists in increasing responsibility for the work performed, the formation of positive moral qualities, accuracy, efficiency.

With the dominant role of the teacher, as a rule, control on his part also prevails. Often, the teacher is the only expert on the outcomes of the activity and its criteria. If the child (student) is the creator of some actions, then because of this, it is she (he) who, in the first place, should control its progress. Of course, *the specific weight of self-control is increasing.*

Monitoring whole-group activities and each individual in particular is carried out with the help of systematic observation, and its implementation requires a detailed study of the children's progress and the level of their training. According to the 12-point rating system, the value of interim assessment decreases.

Interim assessment of the student's educational achievements is carried out during all types of classes throughout the semester. It is recommended to complete it one week before the end of theoretical studies (in the semester).

Interim assessment is conducted in the form of testing, reviewing abstracts, reports, assessment of practical homework, etc., laboratory and calculation-graphic works (within the terms determined by the current programme and in accordance with the schedule of the learning process).

Interim assessment objects are:

- the level of knowledge which can be revealed through answers in the classroom or speeches at a conference;
- reasonableness of answers;
- systematicity and active character of student answers;
- quality of performance in individual assignments;
- quality of performance in tests;

quality of compliance with standards of the presentation;
quality of abstracts, summaries of texts, translation;
the level of knowledge acquired by oneself.

An activity-based approach to the educational process requires (based on some keys) the application of *peer control* as well. Pedagogical value of peer control means a noticeable increase in the chances of self-expression of the child (student) and the opportunity to illustrate the results of his/her work. This result is especially noticeable while doing homework, written work, writing dictations, etc. (in traditional control, the opportunity for self-expression is very small). In addition, during the response of one child, the rest are in a state of intellectual passivity.

It is important that control should not be reduced exclusively to checking knowledge, reproduction of the already acquired information, but it should stimulate creative development, active search, it should be carried out with the aim of rethinking the material that has been learned, systematizing knowledge. In addition, cognitive activity itself cannot be taken into account. Emphasizing the importance of problem-solving situations, A. Furman draws attention to the research project activity of all agents of knowledge, when “knowledge becomes one’s own achievement” [5, p. 44].

2. The role of evaluative judgment and self-evaluation in the implementation of control.

The results of monitoring the student’s activity are expressed, of course, in its assessment, that is, in determining the level of task performance, the ability to creatively resolve problems, and preparation for their completion. Assessment of children’s (students’) learning activity can also be expressed in various evaluative judgments of the teacher, oral and written statements, suggestions, considerations, wishes, hints or requests.

Turning to history [6, 77–78], it is possible to trace changes in the knowledge assessment system. In fraternal schools (“bratski shkoly”), the workplace was determined according to the student’s

performance: the one who studied better and knew more sat in the front. Ya.A. Komenskyi advised to review the material to consolidate knowledge, and to arrange public examinations with the participation of school auditors to register that. The famous pedagogue M. Pirogov believed that assessment by points arouses inclination to study for the exam, therefore he proposed to replace the assessment system by points with verbal statements. At the end of the 19th and the beginning of the 20th centuries, diplomas and certificates were marked with the following words: “excellent”, “very good”, “fairly good”, “mediocre”, “weak”. The most common was the five-point system, less often the twelve-point system (even more rarely, the seven-point system). In 1918, the point system for assessing knowledge was abolished in all educational institutions; the transfer of students to the next grade took place based on the feedback of the pedagogical council. In 1935 the verbal evaluation of performance (“excellent”, “good”, “mediocre”, “bad”, “very bad”) was returned, and in 1944 it was replaced by a digital five-point assessment system, which functioned until recently.

The modern 12-point assessment system involves a certain rethinking of the very first interim assessment, “which should be reduced mainly to the function of encouragement and widely replaced by evaluative judgment, approval, etc.” [1, 181]. In addition, today’s education system is designed to stimulate the assessment not of the level of awareness of an individual, but of the ability to resolve a problem. Therefore, we are on our way to mastering the skill of identifying and evaluating the student’s competencies (not just knowledge, skills, or abilities).

At the same time, being aware that the student should learn a certain block of the subject, we understand that the new assessment scale has accountability (even repeated accountability if the result does not satisfy the student), a kind of a chance to improve the result [1, 181]. We note that the new assessment scale gives opportunities for students to increase their creative potential, which will stimulate the ability to be heuristic, persistent, and resolve non-standard situations.

3. Iterative (thematic, term, final) assessment and control in learning.

If iterative assessment is carried out at the end of the academic period and consists in checking the assimilation of the material, it involves taking into account the data of the interim assessment. Thematic assessment is a type of iterative control, as it gives a lot of space for choosing solutions. However, at the end of each academic year, final assessment is also performed (taking into account the data of previous interim and iterative assessment).

The use of the new assessment scale at any level of activity leads to the definition of four types of it (recognition, reproduction, constructive variational search, creativity). According to each type, three grades are assigned, which involves the student completing four sets of assignments [1, 94–95].

4. Final state certification. The role of the final state certification in the organization of pedagogical control in the education system. External independent testing ('ZNO').

The use of final state certification, external independent testing ('ZNO') of students at the initial stage of the reforms is essential as an anti-corruption measure, but it will undergo changes in a morally healthy society.

5. Teacher attestation system.

Attestation (evaluation) of teachers should be positive to promote success of pedagogical work. The reform offers it only to those teachers who want to change their status (get a higher category). Here you need your own request. And the system of requirements for each title (like "senior teacher", etc.) should be clear.

The decision on re-attestation is made by secret ballot by a special commission created from the number of scientists, public representatives, heads of Boards of Trustees, school headmasters, parents' associations, etc. All higher categories must be confirmed every five years.

Attestation of pedagogical workers is a system of measures aimed at a comprehensive assessment of the pedagogical activity of pedagogical workers [4]. It is prescribed in Article 50 of the Law of Ukraine "On Education". Teachers must be certified once every five years or alternately.

According to the Decree of the Cabinet of Ministers of Ukraine dated August 21, 2019 No. 800, the scope of professional development of a pedagogic worker at a secondary education institution cannot be counted shorter than 150 hours (in five years), and the total scope of professional development of a pedagogic worker of a preschool or after-school institution of education (and professional preliminary higher education) is established (by its founder or a body authorized by it) in the number of not fewer than 120 hours in five years.

As a rule, planning of advanced training for employees of an educational institution is carried out in two stages. The first stage is prospective planning (in the current year for the next calendar year) by approving a plan for professional development (by the pedagogical council), and the second stage of planning begins after approving the estimate of costs at the educational institution in the established order for the corresponding year.

Therefore, attestation in the form of identifying a teacher's qualification level should become more democratic and be based on self-analysis of their activities and encourage professional development.

6. Education inspection.

Inspection as a system of state control over the activities of educational institutions of any form of ownership and providing them with the necessary assistance has a certain structure that applies to

the *inspection* of these institutions: inspectors of the Department of Education of the regional state administration, inspectors of the Ministry of Education and Culture of Ukraine. It is known that inspectors of education departments are usually appointed from among the most experienced teachers of higher education, have relevant work experience and, of course, organizational skills.

Inspection bodies (inspectorates) are removed from the structure of the Ministry of Education and Science and are subordinated to the administration of the President. This body is not accountable to the Ministry of Education and Culture of Ukraine, but it acts in accordance with the legislation. The content of work of educational institutions includes control over staffing, improvement of resolutions, orders, regulations, over the educational process, provision of education for the children from the neighborhoods, control over the teaching methods in the educational institution and the atmosphere among staff.

Therefore, attestation of an educational institution is carried out by an expert commission from among the employees of the state education administration bodies, highly qualified pedagogical employees, and representatives of the public. The conclusion on the attestation is prepared by studying the materials of the attestation examination (by the regional expert council) and is submitted to the relevant education management body, which is responsible for conducting the attestation (it makes the attestation decision).

The final results of the inspection are discussed at the meeting of the educational institution (in the case of its frontal inspection) or at a meeting with the head of the educational institution (in the case of a thematic inspection by the education administration or the Ministry of Education and Science of Ukraine). The results of the inspection are drawn up as an act or certificate.

Educational institutions start their work only if they have licenses that confirm the right of educational institutions to provide appropriate education at the state standards level.

Relations between heads of institutions and educators should not depend on the period of certification or accreditation of educational institutions and should always be based on partnership, tolerant, and equal.

Today, the State Inspectorate of Educational Institutions is undergoing restructuring – it is transforming into a new body that will be responsible for ensuring the quality of education and compliance with educational standards – the State Service of Education Quality. This decision on the creation of a commission for the reorganization of the State Inspection was adopted by the Government of Ukraine on January 17, 2018. It deals with the transfer of all employees, transfer of inventories and closing of accounts.

Therefore, the State Service of Education Quality was created (December 6, 2017) on the basis of the State Inspection of Educational Institutions, which will have special departments (at the regional level) and will conduct institutional audits of these institutions and, of course, provide them with recommendations on ensuring the quality of education. The newly created body is also in authority to grant accreditation to public professional associations and other legal entities that independently assess the quality of education, and approve of non-typical educational programs of preschool and general secondary education institutions. Today they are going to adopt the legal framework and open territorial offices of this service. On February 22, 2022, the Head of the State Service of Education Quality delivered the report for 2021.

Institutional audit is a comprehensive external inspection and assessment of the educational and management processes at an educational institution, which ensure its effective operation and sustainable development [7]. The purpose of conducting an institutional audit is to assess the quality of the educational institution's activities, develop recommendations for improving the quality of this activity, improve the education quality assurance system, and bring it into line with the licensing conditions.

Licensing examination is carried out by regional expert councils which have been established under regional state administrations. Licensed institutions undergo attestation in order to verify the requirements of current legislation on ensuring the right to education and their compliance with state standards.

Theme 4.

SELF-ASSESSMENT AND SELF-CONTROL IN COGNITIVE AND TRANSFORMATIVE ACTIVITIES

1. Analysis of one's own activity, pedagogical control and self-control in learning.

2. Individual planning and organization of the personality's own activities. The importance of independent assimilation of information by an individual. The need to creatively use educational materials in specific conditions of the pedagogical situation.

3. Ability for heuristic thinking (assumptions, discovery, ingenuity) and intellectual operations aimed at processing information (synthesis, analysis, analogy).

4. Control over students' independent work.

5. Levels of performance of tasks and assignments for control over reproductive, constructive-research and creative activity of the personality.

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1. Analysis of one's own activity, pedagogical control and self-control in learning.

Let us distinguish between the teacher's own activity, the child's own activity, and the joint activity of the teacher and the child, because there are things that a child can do on one's own (and, accordingly, there are activities that belong only to an adult), but there are also things that can be done only with the help of an adult. Therefore, the subject of such a joint activity (in this case, of a teacher and a child) can be all activities (cognitive, artistic and creative, sports, public-patriotic, work or even recreational activity). They are usually prepared together.

The subject of the teacher's own activity is learning about children and their living conditions, individual work with children and their parents, teacher-parent meetings, self-learning, etc. Teaching in educational institutions is also the teacher's own activity.

In addition to actual information in the form of knowledge, abilities, or skills, in learning, students master the ways of obtaining and searching for information. This experience is important for independent learning. Every time, the experience of assimilating information becomes a basis for further learning. The learning process constantly goes through stages: perception, understanding, memorization and using in practice (under standard conditions).

In educational activities, all the attention of each participant in the pedagogical process should be focused on transformation of the surrounding reality, specifically, on the creative transformation of the

environment, and as a result, transformation of oneself. But the basis for the implementation of educational work is nevertheless cognitive activity, assimilation of information.

Cognitive and transformative activities are interrelated: cognition of the world involves its transformation, and transformation presupposes deeper cognition. In addition, these two types of activity are never implemented in isolation. Cognitive activity mainly involves perception, and transformative activity involves a person's influence on the external environment.

As H. Vashchenko noted, the process of perception is at a much lower stage of development than logical thinking or creative imagination. It is creative activity that subordinates all other educational objectives. Mandatory presence of creativity in educational activities and upbringing involves facilitating the educational process which is focused on the improvement of the surrounding reality and of each individual.

The process of information assimilation, which is the source, must also be subject to the creative transformation of the surrounding reality, which means that it has to be necessarily accompanied by creative activity, creative transformation of reality embedded in the assignments. Successful design of the educational process is connected with setting the objectives, identifying problems that would encourage transformation of reality. In addition, the assimilated information should be consistent with the follow-up creative assignments.

The process of information assimilation will be successful if the student is faced with tasks which presuppose no ready-made solutions. Only in this case he/she really starts to work: to put forward proposals, to look for tools for the activity. Therefore, any subject of activity should take the form of a certain assignment which would direct and stimulate the activity itself.

Until now, we were discussing mainly about the presence of both the learning process and the development process in education. However, transformation of the surrounding reality also means processing of information that helps its perception, formation of a certain attitude towards this information in the form of beliefs, views, ideas, ideals, tastes, impressions, feelings. This testifies to

active upbringing of a person who is engaged in transformation of the environment and processing of information.

Therefore, comprehensive development of personality is ensured only by the combination of the three components of the educational process: learning, development and upbringing. Thus, there cannot be so much information that there is not enough time and opportunities to implement development and upbringing, which means to transform the environment; and balance among learning, development and upbringing is ensured by the use of technologies that bring the educational process closer to the natural search, obtaining the necessary information, scientific cognition, discovery of unknown dependencies, processing of the discovered facts, etc.

Education in higher education institutions is carried out in the following **modes**: full-time education; evening courses; correspondence courses, distance learning; externship [1].

The modes of education can be combined, and the terms of training (according to certain forms) are determined by the possibilities of completing the educational programmes designed to train specialists of a certain educational qualification level.

Externship involves completely independent study of academic disciplines, as well as passing tests, exams and other forms of summative assessment and final exams provided by the curriculum at the higher education institution.

There are the following **forms of organization of the educational process** (within each mode of education) in institutions of higher education: classes, independent work, practical training, assessment [1].

The main types of classes in higher education institutions are: lectures, laboratory and practical classes, seminars, individual classes and tutorials, consultations [1].

An individual class takes place as an interaction of one teacher with one student, most often according to the schedule. Consultations can be conducted by a teacher or several teachers according to the schedule or by agreement. As a rule, several students are present at the

consultation (group consultation). Individual consultations can also be arranged.

A higher education institution may establish other types of educational activities.

Independent work (self-training) is carried out during the time allocated by the student him-/herself for (independent) study of educational material and performance of certain tasks.

Practical training is carried out within the framework of the curriculum and is organized, as a rule, on the basis of appropriate theoretical training. High-quality practical training is a prerequisite for the successful training of a specialist.

Assessment is carried out in order to check the quality of theoretical and practical training of future specialists. They presuppose passing credits, exams, various forms (summative, thematic or module-bases) and types (oral, written or machine assessment) of control in a higher education institution. Note that the democratization of education implies an increase in the specific weight of self-control.

Control over student activities, which is carried out in combination with self-control, gives every child or adult the opportunity to see learning outcomes and serves as the basis to make the necessary corrections in the learning process or improve the management of learning and cognitive activities.

Control is important for educational activities, as it ensures the development of cognitive interests, the emotional and volitional sphere in the participants of the educational process. The upbringing value of control means increasing responsibility for the work performed, the formation of positive moral qualities, accuracy and business efficiency.

It is important that control should not be reduced exclusively to checking knowledge, reproducing the obtained information, but above all it should stimulate creative development and active search. Control, of course, is carried out in order to rethink the studied material, systematize knowledge, deal with problem-solving issues, apply knowledge to new contexts, realize obvious results of your own activities.

2. Individual planning and organization of the personality's own activities. The importance of independent assimilation of information by an individual. The need to creatively use educational materials in specific conditions of the pedagogical situation.

The subject of an individual's activity is what he/she copes with him-/herself, or what is included only in his/her sphere of activity (for example, the organization of shifts, self-service or charitable activities). Children can discuss the most diverse aspects of the group's life: organizing assistance for someone, discussing measures to enforce discipline, preparing for a cultural event, publishing a magazine, summing up the academic year, etc. Meetings dedicated to significant events, facts, achievements, and issues of moral education are especially important. Of course, in all cases, we should take into account students' age, their readiness and development. It should be ensured that the issues discussed at the meeting are understandable to children and interest them. If there is an unexpected event in the group, it requires urgent discussion, therefore an urgent unscheduled meeting should be held.

In life, and specifically in learning, information becomes the basis for further activities. As a result of the acquired information, a person can be interested in some other information, master the methods of obtaining it, use it to improve the living conditions, use the environment for his/her own purposes, and improve his/her behavior model.

The traditional structure of the educational process is characterized by the dominance of information and even constant presentation of only the process of assimilation of information. An imbalance in favor of assimilation of information puts the child in the position of a passive human being, accustomed and capable only of perceiving, remembering and reproducing what he/she was informed about.

A typical method of learning and upbringing creates a special type of personality – an intellectual consumer. Educators provide children or adults with information without worrying about whether they need it, without students' questions or suggestions. According

to the accurate expression of O. Leontiev, the soul is impoverished when enriched with information. Information overload suppresses the intellectual activity of a child or an adult.

Although information should be basic in the educational process, it should not cover the entire process, it should leave room for creative activity that would meet the needs of a person in a creative approach to life. Neither a child nor an adult can be a means of achieving any intentions. A person is the master of one's own life and an agent of one's own activity.

3. Ability for heuristic thinking (assumptions, discovery, ingenuity) and intellectual operations aimed at processing information (synthesis, analysis, analogy).

Traditionally, education used to be considered, as we know, through the prism of the teacher's activity. Only some progressive pedagogues defined the methods of children's independent work (working with a book, written tests, laboratory work, manual labor tasks) or singled out groups of methods that characterized children's activities. Thus, M. Skatkin and I. Lerner (in the second half of the 1960s of the 20th century) proposed 5 groups of methods: information-receptive, reproductive, problem-solving, partially search (heuristic) methods and research ones.

H. Vashchenko divided methods into passive, active and semi-active. His approach was characterized by attention to the students' way of doing things, concern for the development of thinking – he singled out methods depending on the degree of activity an individual is involved in. These classifications did not fit into the traditional understanding of methods, so they were not universally recognized, and only today approaches to the classification of teaching methods are being revised.

At school or in another educational institution, a person should not lose his/her right to active activity. He/she should not be a victim of the power of authority, a consumer of someone else's work, an object for the teacher's influence and a passive listener. The need to

be an agent and to feel like an active personality is determined by the following two tendencies in the child's development: not to be like others, to show uniqueness, independence of behavior, to do "your own way" and to be important to other people, to participate in their lives. Orientation towards uniqueness manifests itself in the non-standard behavior of the child, while orientation towards one's own importance allows the child to participate in different activities, contributes to student engagement.

Distinguishing reproductive, research and creative methods of organization (self-organization) of learning activities, we should mention the following points.

Reproductive methods involve perception, understanding, memorization and reproduction of educational material, therefore they relate to the assimilation of information by students (and the corresponding methods of the teacher's activity). This is a lecture, an explanation, a story, a reproductive conversation. There can be no need to discuss hypotheses, assumptions and suggestions, prove any statements. It is worth mentioning that some students cannot work at a higher level and focus their efforts on reproducing the educational material.

Research methods of educational activity already involve some generalizations, discussions, proofs, and analysis of facts. The teacher creates conditions for understanding, substantiating, proving and thinking over facts. Research methods are problem-search exercises, problem-search practical work, problem-solving lecture, problem-solving conversation, heuristic conversation, search laboratory work.

Creative methods ensure carrying out certain assignments at the highest level of independence and cognitive activity. They presuppose an independent study of the problem based on the collected facts, organization of a certain study and identification of conditions for ensuring effective training, consideration of ways to check them, as well as analysis of the outcomes of student work, control over the performance of the assigned tasks. Creative methods include creative exercises, creative written assignment, research project. They provide for complete student independence, therefore they contribute above all

to the development of their creative imagination, thinking, willpower, etc.

Adapting to the needs of the labor market, it is important to qualitatively evaluate the results of this activity. And the corresponding conditions here will be both an individual approach to students, the introduction of educational innovations, and a practical orientation (educational, research activities), facilities and information resources of the institution, the surrounding environment [6, 148]. Assessment of competencies in accordance with certain performance criteria will allow us to use such integrated tools as questionnaires, testing, interviews, classifications, comparisons, the methods of business games, independent judges, etc. [ibid., 149–150], and the most important factor in the formation of these competencies is providing opportunities to work independently [ibid., 153].

4. Control over students' independent work.

An agent will act as a free personality only in the environment of independent activity of the personality, personal engagement in the activity. And it begins only when the subject truly realizes the limitations of his means of activity and begins to look for new ways and means.

Independent activity as the main prerequisite for personality formation as an agent of democratic relations is determined by effective self-organization, self-teaching, and self-development. And the result of this activity is the ability to cope with various life situations, the result is the development of personality.

Engagement of children or adults, pupils or students in independent activities involves the introduction of well-known forms into the educational process: individual learning, pair work, group work.

Individual learning means independent (sometimes partially guided) performance of tasks by all children (or adults) at the same time, in conditions where each child (or each adult) works on his/her own task. In the case of individual student activity, the teacher helps them to work independently, adjusts personal assignments, offers,

if necessary, simpler or more complex tasks or auxiliary tools (such as an algorithm, a model, a scheme), applies methods of stimulating work environment. This form of activity helps to create favorable conditions for creative work, search for original ways of achieving results, realization of spiritual, mental, social or physical functions of the personality at the limit of their possibilities. Sofia Rusova wrote: “As for creative work, it is best done individually, alone, when the child can better concentrate his/her thoughts, give free expression to his/her creative competition...” [2, 31].

At the same time, the disadvantage of individual learning under such conditions is the danger of shaping a developed individualist, a person who wants to work only for him/herself, for his/her own interests.

Pair work involves teacher guidance on the work of a pair of students and oral or written performance of an assignment (in conditions of synchronous work of pairs). Such work takes place when solving various problems, during peer analysis or peer verification of the performance of some tasks. Each time, the teacher takes into account the purpose of pairing, peculiarities of pair work, special features of the approach of each participant to the performance of the task [3, 157].

Working in pairs ensures a significant degree of independence of each individual in the performance of a joint task, responsibility for a certain area of work. The contribution of each participant of this paired performance of the task should also be noticed and noted. It is very important for the teacher to be tactful and fairly evaluate the results of joint work, as well as the work of each individual.

Group work involves dividing all children or adults into groups (consisting mainly of 3-5 people). Each group, which has a leader, is offered a task that requires active work of each participant. For example, the task may consist in information search, analysis, synthesis, selection of necessary data, their verification, evaluation of the obtained result. Differentiation of tasks is carried out naturally, taking into account the capabilities of each participant [3, 157–158].

Working in pairs teaches you to direct your own efforts to a common result, coordinate your actions with the actions of others, and

be patient with each other. The outcomes are discussed by the whole group, and the leader reports on them. Such cooperation of different people makes it possible to gain experience in organizing large-scale work, communicating with different people, which will later help in future professional activities.

Working in groups, which is a democratic form of educational activity, boosts everyone's independence in their own performance of the assigned tasks and is a good practice of using opportunities and self-fulfillment.

In the organization of pair or group work, it is desirable to provide additional help for solving a group task. Again, such help is offered in the form of a plan, key words, a list of dates, formulas, geographical data, or in the form of individual cards, with the help of a screen, on a board, in a directory, on a computer. Students should be advised to seek help from other people, peers, who are interested in these problems. It is also appropriate to pay attention to ways of grouping children or adults and to be able to remove the feeling of tension and unequal cooperation. When seating children or adults, it is necessary to take into account the possibility to freely move from group to group, to take other seats, to ask others about something, to discuss the most rational ways of solving problems. This means that an important condition for the prevention of difficulties in learning is a mode of free behavior, when the organization of classes is carried out in such a way that children (or adults) feel free and unrestricted. Under conditions of interest in successful learning, the free behavior of students will contribute to achieving high results and, most importantly, will provide a democratic environment.

5. Levels of performance of tasks and assignments for control over reproductive, constructive-research and creative activity of the personality.

As we know, the results of pedagogical control over educational activities are expressed in defining a certain level of task performance, sufficient training, the ability to solve problems of a creative nature,

and the evaluation of educational activities of children (or adults) is expressed, as a rule, in evaluation judgments, oral or written statements, proposals, considerations, requests, wishes, hints. Evaluation of activity results can also be carried out in the form of evaluative comments (when grading).

When assessing educational activity, it is important not only to see the external result of learning but also the process of activity itself. What is essential is how the problem has been solved, what price has been paid for the obtained result. Yes, some pupils and students achieve good results thanks to natural capabilities, without taking much effort. Others achieve inconsiderable results, although they take great effort. However, these results directly affect personality development and upbringing.

The reform of our education involves significant changes in the control system assessment. The teacher does not focus on the child's weaknesses ("bad" and "very bad" grades are excluded). It is inconceivable to put pressure on the child with the help of a negative assessment, and the child's attention should not be focused on the assessment at all (but on the subject). And the assessment system itself should focus our attention on deep differentiation in the whole system of the suggested assignments.

Assignments for controlling the reproductive, constructive-research and creative activities of the personality can be assessed in the 12-point system. However, students who complete constructive-research and creative assignments are credited 10-12 points.

As you know, assignments are offered for each level of activity (recognition, reproductive, constructive-research, creative) and are assessed (according to the new system) with three possible points. Then the grade 1-3 corresponds to the level of recognition, and the grade 10-12 is credited for the performance of the task at the creative level of activity [3, 94-95].

Of course, on the part of the student, the creative level of activity involves showing originality, novelty, taking a research approach, relying on experience – one's own and that of others. Information plays only the role of a basis for erudition and competence.

Theme 5.

PEDAGOGICAL CONTROL IN UPBRINGING

1. The role of moral conviction (the ability to express a worldview defending one's own beliefs, tolerantly listen to other people's reasoning, evaluate other views, possess worldview stability, optimism, self-belief, be convincing when holding a discussion, etc.) in ensuring quality control.

2. "Grades mania" and losses in moral development of personality.

3. Control over the organization of national, civic, family upbringing, environmental education and upbringing of character.

4. Pedagogical control in revival of spirituality, national revival and implementation of modern Ukrainian education values.

5. Control over social work, its leading areas – social prevention, social rehabilitation, social guardianship, social protection.

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1. The role of moral conviction (the ability to express a worldview defending one's own beliefs, tolerantly listen to other people's reasoning, evaluate other views, possess worldview stability, optimism, self-belief, be convincing when holding a discussion, etc.) in ensuring quality control.

Solving current issues of education and upbringing, theoretical interpretation of various pedagogical phenomena and processes are impossible without the analysis of important philosophical ideas that determine the orientations of modern upbringing.

We live in an uncertain time of shifts and searches, the collapse of old and the birth of new ideals, a time of doubt, change, which is usually assessed as a turning point in the history of European civilization. Therefore, the choice of value orientations (with mandatory consideration of the requirements and needs of the state) should lead a person to harmony, progress, self-determination and fulfillment in life.

As we know, the dominance of rationalism led to the loss of integrity and harmony in society, and the preference for a rational perception of the external world, providing above all convenience,

benefit, and material comfort caused the decline of morality in the religious, economic, and socio-political spheres of human life.

Often the dishonest way seems to be more successful in life. People, usually honest and conscientious, easily resort to stealing (when money, for example, falls out of a cash register or is lost by someone), fraud (for a large amount), deception (in order to achieve a businessman's career) in difficult situations. Giving back the lost things or money, admitting one's own mistakes, honest business are regarded as being strange. Today, traditionally established norms are becoming undesirable and old-fashioned for many people, they are declared relative, dishonest behavior is justified. The pursuit of pleasure in life does not bring the expected happiness, but on the contrary, leads to alcoholism, drug addiction, sexual depravity, and even death.

Excessive rationalism of activity in many cases replaces spirituality from a person's consciousness, leads to characterlessness and infantile behaviour, deforms the human psyche causing feelings of anxiety, powerlessness, and suggesting pessimism and despair.

V. Yaniv warned about the great danger of focusing on human interests and moving away from self-sacrifice, cultivating the desire for material satisfaction, which threatens the development of egocentrism and complete indifference to others. These anthropocentric ideas are also an obvious evidence of spirituality and lead to the violation of the healthy structure of society, the degradation of man.

As it has been noted by prominent Ukrainian teachers, without turning to religion and religious education, it is difficult to resist the dominance of material things in people's minds. After all, religion synthesizes universal human norms and rules developed over thousands of years, which most often relate to norms and rules for building relationships between people. It is able to establish in the minds of many people the idea of the progress of human society and the entire civilization.

If every religion embodies universal human values and religious morality has a natural, social character, its most important function, common to most religions, is the formation of humane personality qualities in a person, the desire for self-improvement. It is the focus of

religion on high ideals, search for the meaning of life, that in secular education mean such moral and ethical concepts as love, kindness, justice, beauty, etc. And that is why all European societies are focused on drawing attention to spiritual values and reviving spirituality through religion.

A Christian education strategy is inherent in the European educational tradition. It dominates in education, culture, the organization of relationships, and in the education of younger generations. Such a strategy involves relying on Christian values, on the ideals of good and rejects evil as a method of achieving life's goals.

In the conditions of a democratic society, when we observe the lack of regulation of people's behaviour by the supervisor, and people get rid of the fear of punishment for their own actions, the emphasis in their education is shifted to themselves; each person becomes a supervisor of his/her behaviour. And only conscience, as O. Vyshnevskiy emphasizes, becomes a reliable supervisor of a person's behaviour, one can restrain from bad behaviour in absence of external control only by oneself.

Thus, a person's faith as a characteristic of one's soul helps to speak the truth, work honestly, help people, give alms, donate, even though no one sees or appreciates it. Based on the belief in goodness, a person shapes one's own attitude towards the environment.

Faith as acceptance of something unreservedly and without any doubts becomes the basis of a person's upbringing, but with the obligatory participation of will and reason. Making one's own choice and being responsible for it, a person cannot be a tool to achieve some goals, because he/she behaves as his/her conscience allows them.

In order to develop one's own mechanism of self-control, it is important for a person to understand the ideals one believes in, the object of one's faith. According to Christian philosophy, the object of faith is clearly the ideals of goodness, God, who is the embodiment of these perfections and ideals. It is faith in the ideals of good that makes a person listen to the inner voice of conscience and leads to harmony with oneself, other people, and God.

2. “Grades mania” and losses in moral development of personality.

At school, the teacher often assesses students’ knowledge based on one’s own reasoning, which creates a threat of a biased assessment. In this case, assessment loses the function of positive influence and negatively affects the attitude to learning.

In today’s school, the specific weight of assessment is very high. “Grades mania”, the pursuit of a high score leads to a loss of attention to the content of the subject, as well as in moral development, in the future study at higher education institutions, the development of independent thinking, one’s own position, etc.

Restructuring of education primarily means moving away from materialism in education and building the whole education system on an idealistic system of values.

3. Control over the organization of national, civic, family upbringing, environmental education and upbringing of character.

The Ukrainian tradition of upbringing takes into account reliability of upbringing built on the basis of faith. Therefore, it was not by chance that parents encouraged their children to believe in the ideals of goodness and faith in God from an early age. An intuitive sense of duty to people and God, the Motherland and the family helped to eliminate the belief in evil which led to trouble. Among Ukrainians, serving the ideals of goodness has been accompanied by respect and great affection for the people who patiently and devotedly go towards such a high goal, those ideals that lead to morality and patriotism.

Folk creativity and tradition teach that good is selfless, and evil leads a person to decline (promising bodily pleasures and material benefits). Therefore, spiritual enrichment takes place through ever deeper approach to the ideal, deepening into the content of moral values.

Of course, belief in the ideals of evil contradicts the traditional Christian approach to choosing the strategy of modern upbringing

(communist ideology, fascism, pseudo-religious sectarianism, the entire ideology of Satanism, idolatry offer an easy way to the goal, people are bribed with all kinds of promises that are disguised as good). Today, satanic ideologies are looking for new forms of their manifestation, reborn in new forms [12, 50 – 53]. This means a situation of a test of faith in ideals, a corresponding discovery of the essence of religion, a person is offered a difficult road to him/herself.

Since each nation takes care of their spirituality in their own way, Ukrainians also return to their traditions and origins in order to provide a reliable basis for the spiritual revival of society and the recovery of the nation, to restore the faith of their ancestors.

The experience of past generations and the tradition of upbringing are always taken into account in the process of reviving spirituality, as they contribute to the multiplication of national culture and guarantee the renewal and progress of society. Belief in ideals nevertheless helps to improve society; religion contributes to preserving national identity.

Control over the organization of national, civic, family upbringing, environmental education and upbringing of character is characterized by the fact that each area of education is provided within the ideals of good. Therefore, the main thing is the recognition of the priority of morality. All other requirements are the same.

4. Pedagogical control in revival of spirituality, national revival and implementation of modern Ukrainian education values.

The same applies to the revival of spirituality, national revival and implementation of modern Ukrainian education values. Priority of morality, educational traditions and idealism, orientation to values and ideals should be applied here as well.

For the spiritual development of personality, it is necessary that every educational institution should be reborn as a psychologically necessary institution where one can experience at least the slightest success in life, openly express one's thoughts. The educational institution's interest in the person's world will bring a feeling of

security, love, and meeting these basic needs, laid down from early childhood, is of primary importance for shaping spirituality of the personality. Emotional warmth, sensitivity, care for a person, justice contribute to the establishment of friendly relations between partners in communication and allow to prevent conflicts, mental injuries of children or adults. In a mild psychological environment, with mutual understanding and a friendly attitude towards each other in the team, there function primarily the mechanisms of imitation, when the younger ones adopt the forms of behavior of the older ones, their manner of communication, etc. And vice versa, when certain principles are imposed on people, this usually causes a response of opposition. In such cases, desires and interests are extinguished, and escape is most often found in deception.

Humanism is a system of views on man (as the greatest social value) and creation of conditions for his/her full life, physical and spiritual development [2, 273]; it presupposes the absoluteness (according to H. Vasiyanovich – unreservedness and unconditionality [7, 60]) of humanistic values, the rejection of a subjective version of their interpretation, since they are interpreted (according to the traditional Christian understanding) as pure and inviolable ideals, to which a person should strive all their life. Therefore, it is important to learn not to respond to evil with evil, to know that you can become better only through good. It is necessary to restore the Christian understanding of moral virtues and a humanistic attitude towards man. If the essence of humanism is love for each person, for the good in them, we must differentiate between a person and his/her actions: a person is capable of making mistakes, although he/she cannot be completely “bad”, but bad actions must be criticized.

Therefore, the manifestation of the humanization of the content of education is the creation of conditions for the individualization of the educational process, focusing on the prospective interests of the personality. Humanization of information is carried out by increasing the specific weight of subjects of humanitarian and aesthetic domain [2, 118].

Positive motivation of humanizing the content of pedagogical education is determined by its personality orientation, which is often

interpreted as a combination of externally and internally oriented education (A. Ball, O. Kyrychuk, A. Maslow, etc.) [10, 177]. Therefore, a teacher should first of all help students to get to know themselves, to realize the importance to arouse their own interests, and the humanization of pedagogical consciousness is realized by taking into account the individual characteristics of the student for his/her self-fulfillment. The process of humanization of the content of pedagogical education can be facilitated only through the combination of motivational, emotional, volitional elements of student learning activity and their abilities, interests, needs, desires, inclinations.

5. Control over social work, its leading areas – social prevention, social rehabilitation, social guardianship, social protection.

Modern educational institutions have the goal of shaping a versatile and harmoniously *developed* personality. Current legislative documents determine the strategic objectives of reforming education, such as overcoming authoritarian pedagogy and creating conditions for developing an independent, creative, active, responsible personality, providing conditions for self-fulfillment in creative activities, and the true fulfillment of a child in various types of activities. The State National Program “Education (21st century Ukraine)” [3] emphasizes that the development of a child is linked to creative self-fulfillment, acquisition of knowledge, abilities, skills according to their interests, intellectual and spiritual development, preparation for active activities (both professional and public). This will be facilitated by various children’s public organizations and associations based on place of residence.

Social services of a social worker, who is an intermediary between the state, community, family and legislative bodies, are aimed at obtaining assistance for the family in creating and improving living conditions, opportunities for self-fulfillment, protection of rights and interests. These are large families, student families, disadvantaged families, families of migrants and refugees, families with a child

who has special educational needs, families with disabled children or parents, families of single and underage mothers, poor and low-income families and others. *The leading areas of social work are social prevention, social rehabilitation, social guardianship, and social protection.*

Social *preventive work* consists in the implementation of a system of measures of a social psychological nature, medical social nature and legal nature. These measures are aimed at clarifying the causes and eliminating the conditions that caused the problems. Social preventive work also comprises a system of measures to prevent problems, conflicts, divorces, stressful situations, as well as to foster responsible parenthood, preserve reproductive health of young people, organize work to avoid stereotypes and errors in the system of family education.

Social *rehabilitation* is providing assistance to the family in order to overcome crisis, family conflicts, disharmony in relationships, temporary or permanent difficulties in family life that appear as a result of financial losses, severe (including neuropsychiatric) illnesses, conflicts in relationships, as well as assistance to person when he/she feels helpless, hopeless or lonely. In addition, social rehabilitation involves providing assistance to families whose members have alcohol or drug addiction, have been released from prison, etc.

This work is carried out not only with each family member individually, but also with the whole family, and their relatives. The main goal is to remove all family members from a stressful state, provide various types of social-legal or social-medical assistance, and restore honor and dignity for the entire family.

The goals of *social care and social protection* are not only to help the family as a whole and each of the members in particular to cope with everyday life problems, but also to help overcome difficulties by promoting their legal awareness, providing material support for the family, which means providing them with social assistance in order to find and stimulate their reserves, providing various social services to victims of disasters (ecological, political, technological ones) who face a difficult situation. This is, first of all, learning about the benefits that can be provided by the state to disadvantaged families, single seniors, single mothers, underage mothers, and promoting parental responsibility.

The issues of prevention, rehabilitation, guardianship and protection of children as the main directions of social work and upbringing are also very important for assimilation, introduction into the content of cooperation with social services. Centers for the prevention of delinquent and criminal behaviour, volunteering as a type of social work and upbringing, socio-pedagogical activities for the prevention of child alcoholism, child drug addiction, child prostitution, social and pedagogical rehabilitation of deviant child behaviour are *in the field of studying social influences* concerning social care and social protection that is provided to children by these centres and *contacts established* between the educator and these organizations.

Interaction with various social groups for children, peculiarities of providing socio-pedagogical assistance to large, single-parent, problem families and families with children who have disabled or developmentally disabled children, adoptive families or families with gifted children, caring for such children, communicating with them, managing this interaction are included in the subject of this discipline.

It is known that an important idea of reformist pedagogy is to give special importance to the national community and the personality in particular, which lays the foundations for humanistically oriented pedagogy, which sets the specific task of pedagogy of culture, the supporter of which was the outstanding Galician pedagogue E. Zharskyi. The teacher denied attempts to “completely eliminate the past or tradition as a regulator of modernity; the past, and with it, no traditions have any prerogatives to dictate to modernity the norms of life and progress” [4, 35 – 36].

This interdependence of the personality’s spiritual life and the cultural environment, that is, social orientation of the personality’s activity, is expressed by the following basic position in D. Dewey’s pedagogical views: school is not preparation for life, but life itself.

Modern researchers [11, 213, 234] emphasize the connection of Ukrainian teachers with the principles of the free personality development (V. Protopopov, O. Zaluzhnyi, I. Sokoliansky, etc.) and the need to shape a strong individuality (O. Dzerovych, V. Pachovsky, etc.). Denying the need for specially organized education of the child, supporters of free education E. Kay, G. Sharelman, M. Montessori

believed that teachers need to create conditions for children's self-education and self-development, and the teacher should only facilitate the process of self-education. Thus, E. Kay emphasized that the main task of the teacher is to help children educate themselves, and H. Sharelman saw the main goal of education in the independent development of children through their physical work. M. Montessori was sharply opposed to dogmatism, scholasticism and drill – she considered freedom a reliable tool for children's self-education and the teacher's observation of them [9, 40].

Criticism of the traditional school is mostly associated with the name of D. Dewey, who emphasized that school often did not take into account the individuality of the student and was oriented towards student development according to a single model [4, 34]. Of course, it is important for the teacher, first of all, to individualize the pedagogical process, take into account personal characteristics of each person and create conditions to improve their abilities in any freely chosen area of activity.

Theme 6. PEDAGOGICAL CONTROL OVER COMMUNICATION

1. Self-determination in the teacher's attitude, pedagogical control over the types of communication and the need for communication at a spiritual, aesthetic or economic level.

2. Monitoring awareness of the ability to act in various unexpected and non-standard communication situations.

3. Control over the implementation of democratic ways of communication.

4. Control over the implementation of methods to prevent and eliminate conflicts.

5. Development of independent individual thinking and one's own firm point of view.

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1. Self-determination in the teacher's attitude, pedagogical control over the types of communication and the need for communication at a spiritual, aesthetic or economic level.

Democratization of upbringing in no way involves encouraging a child (or an adult) to moral action by means of requests, direct or indirect instructions given by an adult. The teacher must be able to engage the child in the behavioral situation, ensure the individual's work on a moral value by him/herself and timely make corrections in solving the moral situation. Therefore, the child should not be indifferent to the subject of discussion, he/she should be in a state of excitement, feel an emotional uplift, take what he/she said to heart, be frank, sincere, passionate.

This requires special training, which combines the knowledge and skills of children in the field of communication with other people, requires children to gain and deepen their knowledge, develop their creative capabilities. Teacher participation in the organization of various events, public performances, in resolving conflicts, creating a favorable social and psychological environment in a group of children, etc. involves learning the necessary special skills for planning upbringing, drawing up characteristics, conducting diagnostics of upbringing, organizing parent meetings, etc.

The teacher does not only organize the work of the children's team as a whole but also the personal relationships of the children among themselves. Learning communication techniques used by a social pedagogue with children and youth, parents, employees at out-of-school institutions, and the methods of observing a pupil is of great practical importance. In addition, the practice of solving many pedagogical situations is based on knowledge of pedagogical communication methods and conflict resolution strategies. Therefore, improvement of the professional culture of future educators will be

facilitated by mastering pedagogical communication methods and conflict resolution strategies, developing and promoting independent creative thinking in the process of analysis, forecasting and correcting pedagogical work, as well as stimulating independent search work in solving pedagogical problems.

The culture of pedagogical communication begins with self-determination of the teacher's attitude, awareness of one's role in the process of pedagogical communication. Carrying out professional self-cognition (determining one's own communicative qualities, positive and negative features of communication with other people) involves analyzing one's own experience and feelings, ideal ideas about communication. Such self-determination reveals the teacher's attitude toward children, adults, parents, friends, and society as a whole.

At the same time, the teacher should systematically work on the formation of communicative qualities, special abilities and skills. After all, communication with people can contain a lot of unexpected things. Constant spiritual growth, character building with relatively calm development in primary school age to sharp jumps and breakdowns in adolescence, mood swings from the feelings of easiness and freedom to sharp and irritable behaviour, children's vulnerability; all these make the teacher look for the ways to skilfully and tactfully adjust moods and behaviour, find the right style of conversation in each specific case.

It is very important to be patient with the interlocutor. Any critical remarks against children, emphasis on shortcomings or shouting cause dissatisfaction, anger. The teacher does not have the right to order how the work should be done, what and how should be done, he/she should stick to the principle of equality and maintain a friendly tone of conversation.

There are five styles of pedagogical communication: 1) communication based on enthusiasm for joint creative work, which is characterized by common reflection and experience regarding interesting and useful activities, common concerns; 2) communication based on a friendly attitude, personal positive perception of the teacher and favorable attitude towards him/her, respect for each other; 3)

communication based on maintaining distance, which consists in the leading role of the teacher and the passive-positive attitude of partners to each other; 4) communication based on intimidation, which is resorted to by some young teachers who do not have the necessary professional skills in organizing joint activities, which is characterized by strict regulation, a negative attitude towards people, and authoritarianism in the ways of organizing activities; 5) communication based on flirting, which consists in the teacher's desire to gain cheap authority and combines a positive attitude towards people with liberalism.

The key to efficient styles of pedagogical communication is enthusiasm for a common cause, attention to the personality, a humane and tactful attitude towards people, as well as professional mastery of organizational skills.

2. Monitoring awareness of the ability to act in various unexpected and non-standard communication situations.

Together with the problems of moral and social self-determination, the problems of establishing communication with the social environment and solving various communication situations are relevant for future teachers. In need of a feeling of their own independence from the social environment, young people nevertheless turn to adults (under the condition of trustful communication) – there is an opportunity for constructive interaction among communication participants, which requires the teacher to adopt their personal attitude (and, of course, qualitative implementation of this agent-agent interaction by the teacher and his/her professional competence) [2, 289–291].

Pedagogical communication is a series of interrelated and interdependent contacts that are carried out in a variety of forms. The following *forms of pedagogical communication* are most often practiced: a conversation, a heart-to-heart conversation in the home environment, a conversation with a child in the presence of parents, individual consultation, a short exchange of ideas during an excursion, evening or any other event.

V. Sukhomlynskyi considered the desire to be good to be the only driving force of upbringing, and, as the teacher emphasized, work is necessary to support the moral development of a person. He was convinced that the strongest factor of diligent mental work is “humanizing” the mental activity of an individual, “ennobling it with the desire to bring joy to your dear relatives”, nurturing joy from such feelings and satisfaction with one’s success [6, 548]. V. Sukhomlynsky noted that the reliable basis of pedagogical interaction should be faith, trust in the person: “Without faith in good, without creating good... there can be no question of any pedagogy... To bring up means, first of all, to have a good opinion of each other: the teacher has a good opinion of his student, and the student has a good opinion of his teacher” [5, 335 – 336].

3. Control over the implementation of democratic ways of communication.

In communication with the personality, the teacher always has the task to guess what he/she is like, discover his/her talents, reveal the valuable and undesirable in the character. The talent of communication consists in overcoming, softening the natural difficulty of communication due to differences in the level of training, character, helping to gain confidence, become an equal partner. Of course, it is necessary to be able to inspire trust in the interlocutor, to find his/her positive qualities, to help him/her feel genuine interest in his/her personality, affairs, feelings, mood.

Suppressing negative emotions helps to accept a person as he/she is, to avoid the desire to change him/her, to adjust something in the character. The techniques of such suppression are trying to find your fault and involvement in causing gaps in upbringing, trying to remember the person’s good deeds or their good attitude towards someone, and also trying to feel sorry for them. At the first moment, it will help to remove a negative attitude or unnecessary tension in the conversation.

Some educators, in cases where they notice many imperfections in the child’s activities and movements, immediately correct, give

“valuable” instructions, and criticize. In this way children receive another signal that they are not understood, nor accepted, that adults are annoyed by their behavior.

An important way to establish a healthy and friendly relationship is *not to interfere in the child's activities* (when they do not ask for help). If a child is passionate about something, it is important to provide an atmosphere of mutual friendliness, refrain from criticism, and show interest in their work.

Distribution of functions between communication partners and transferring responsibility for a certain area of work to them will also help to ensure a democratic style of communication. In every case, psychologists advise to find out whether the behavior of another person that worries you has consequences only for their life or affects your interests as well – if it is an event from the life of another person, it is important to transfer responsibility for their actions to them and give up control after them. If you personally do not provoke this behavior and do not reinforce it, then you need to take care of your own interests, persistently defend your rights, that is, fairly distribute responsibilities (and insist on successful solutions to common problems). You can encourage children to do something together and in this way awaken their interest in the new activity.

In some cases when a child encounters difficulties, they can directly ask for help, confess that it is difficult for them, or even give up the lesson that was started. It is the *joint shared activity* of adults and children (when the child cannot cope on their own) that will stimulate interest in an unknown matter. This method allows not to leave the child alone where it is difficult, but to use difficulties as favorable conditions for the development of the child's personality. After all, development can be ensured through tension and problem solving.

In cases where a person is offended, dissatisfied, offended, has an emotional problem, the first thing is to let them understand that the teacher is sensitive to their feelings and cares about them. In any case, it is important to carefully listen to your partner, try to understand the motives of his/her behavior, that is, to “guess” the person's problem as accurately as possible and understand his/her feelings. *Passive listening* allows you to share their experiences (this is a way

of communication when with the help of short phrases, exclamations or simple facial expressions the teacher joins the experience of the partner). *Active listening* does not require the teacher only to listen and empathize – here one must show a willingness to meet, help the person find a way to solve the problem, make it clear that there are no hopeless situations, that something can be done, that the person is not alone in this situation and will not be left in trouble. The main thing is to express the interlocutor’s problem in your own words and, as if justify him/her, since it is important to believe in the person’s kindness and desire to do good deeds. In addition, active listening requires help in the person’s judgments and conclusions about the events that happened, but in order for a person to calmly speak about everything, it is also necessary to help calm down, to believe that there will be a way out, but it is up to the person to decide what to do.

If emotional tension is replaced by calmness, the topic of conversation develops, the interlocutor starts talking about something else, and even comes to the right decision – all this shows, as psychologists claim, that the teacher knows how to listen.

The teacher has the right to express his/her experiences, feelings, interests, doubts, needs or difficulties – by sending “I”-messages, not “you”-messages (“I was worried”, “it hurts”, “I don’t like it when people act in such a way”). This helps to give each participant a fair chance to express their problem and then work together to find a solution that satisfies everyone.

4. Control over the implementation of methods to prevent and eliminate conflicts.

In communication, various methods are often combined. Passive and active listening helps to understand the interlocutor’s problem and make sure that the teacher understands there is a problem and really wants to support. The use of the “I”-message allows the teacher to also reveal his/her problem or difficulties related to the interlocutor’s problem. Thinking of the possible options for getting out of the situation, evaluating them and choosing the best one is a guarantee

that the needs of all participants in a possible conflict will be taken into account, no one will be left with a sense of loss, and there will be a healthy and friendly atmosphere.

Psychologists offer different ways to resolve conflicts, but they all consist in trying to understand the other person's point of view. The exchange of views, that is, entering the role of another person in order to understand the motives of their actions, aspirations, needs, desires, is still considered universal. Active listening also aims at understanding the other person's problem. Therefore, everything comes down to the psychology of understanding, the psychological training of the teacher.

Contradictions in a relationship are successfully resolved when the interlocutor's activity is stimulated (an outlet for dialogue is provided), when he/she takes the initiative in reconciliation, which means that conditions have been created for acquiring a positive experience in building relationships. It is unacceptable to escalate the conflict.

The emergence of a conflict situation entails the awareness of the situation as a conflict by at least one of the participants. For example, if the teacher does not realize the situation of dissatisfaction, a change in attitude towards him/herself, it can become worse. The best choice for a teacher in resolving a conflict situation should be to try to understand the causes of the conflict, to eliminate contradictions. It is also important to relieve tension in relationships, demonstrate your willingness to understand others, and your desire for a mutual analysis of the situation.

5. Development of independent individual thinking and one's own firm point of view.

The main condition for successful communication is to ensure its humanization and democratization. Respect for the child is incompatible with such methods as threats, shouting, corporal punishment or violence. Evaluating a person as being kind, having good intentions and desires to do good to other people, it is important

to distinguish between the person and their actions, which may be wrong or bad.

In critical remarks, the generalizations when instead of the action, the personality is evaluated, cannot be allowed. After all, a person must be sure that even while criticizing actions, the teacher loves and understands him/her. Not anger, not indifference, but unconditional sympathy, empathy and faith in a person should permeate the teacher's disapproval of the action. The person should feel that the situation can be corrected, that there is always a chance to change.

It is unacceptable to impose one's opinion in the process of communication. It is worth abandoning commonplace teachings, reprimands, formal recommendations, encouraging partners to think. A desire to help, to listen to, to hear the interlocutor's arguments, evidence of their behavior will work better here. Only in such a case you can count on partners having trust, they will not perceive the conversation as formal or planned, as another thing to do that they are supposed to.

An important indicator of a teacher's readiness for interpersonal communication is his/her ability to see in people not a source of difficulties or troubles, but those who will try to become better thanks to the teacher's efforts, the ability to put him/herself in the place of their partner in communication, to see him/herself through the partner's eyes and ears, that is, the ability to penetrate into the mental state of the interlocutor, to understand their thoughts, emotions, behavioral stimuli.

Conversation should definitely be conducted in such a way so as to make the interlocutor talk, to make them trust you. You should not be afraid of admitting that you are wrong about something, that you are not aware of some facts or events. On the contrary, in such a case, it is better to express gratitude to the interlocutor for reporting valuable information.

One of the psychological conditions for the organization of communication is sufficient attention, and the desire to get into the conversation. A person can only get disappointed or lose interest if he/she has been interrupted a lot, and now will need to talk to someone else. Even if the teacher really does not have enough time to listen

to a child, it is necessary to set a time when you can go back to the conversation. In addition, it is very important to emphasize the seriousness of the conversation and deep interest in the thoughts of the interlocutor, to show respect for him/her. The development of an individual's independent thinking and his/her firm point of view is important.

A high level of the culture of pedagogical communication ensures the success of individual work with the personality, such an influence on the child that corresponds to the specific qualities of his/her inner world and the method of self-improvement, which implies a high level of readiness on the part of the teacher as well as the ability to empathize with the personality, help in their searches, worries and experiences, create a good atmosphere of communication.

Taking into account the individual characteristics of a person, it is important to focus on the positive, and not to show off their imperfections. No matter how difficult the child may be, it should be assumed that he/she is not guilty of anything. And the attitude towards their actions should be expressed by the teacher with faith in him/her, in his/her capabilities. Adults should support the child, instill self-confidence, understand their success and failures, resolve conflict situations without degrading themselves or the child's dignity.

The need to develop a culture of pedagogical communication requires an active approach, which helps to fulfill the needs for self-determination in the spiritual sphere, develop a system of beliefs, views, ideals, etc. in one's own experience. Self-fulfillment of the individual is possible only in activity. And only *organization of communication in creative activity* will allow us to avoid stereotypes, will be the best way to realize the person's potential and foster personal development.

Theme 7.
ORGANIZATION OF AN APPROPRIATE LEARNING ENVIRONMENT AND A HIGHLY SPIRITUAL ATMOSPHERE AS A NECESSARY CONDITION FOR PEDAGOGICAL CONTROL IN THE EDUCATION SYSTEM

1. Organization of an efficient environment or an appropriate learning environment as a necessary condition for pedagogical control in the education system (unity with the environment is a logical and reliable way of learning about one's land, moving towards universal culture).

2. The role of a highly spiritual atmosphere in effective assessment and pedagogical control.

3. Unanimity of requirements for all children and from all teachers.

4. Coordination among interests of different people, communities and ensuring the unanimity of school, extracurricular facilities, all educational institutions in evaluating the model of a person's behaviour and his/her actions.

5. Moral control by communities and society: traditions and the latest trends.

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1. Organization of an efficient environment or an appropriate learning environment as a necessary condition for pedagogical control in the education system (unity with the environment is a logical and reliable way of learning about one’s land, moving towards universal culture).

Defining the social scope of an individual’s activity (play activity, work, education), communication through the roles that are performed by an individual and that program a particular pattern of behavior, is an effective means of spiritual growth. The change of social roles contributes to the multifaceted manifestations of the personality, the ability to understand the others, make them interesting, make an impression, affect the emotional sphere of the child. All this creates confidence in choosing the right moral position.

In order to create a favorable spiritual and moral atmosphere, it is important for every family to ensure deep respect for the entire nation, unwavering observance of family traditions, as well as moral and

ethical principles of Ukrainian everyday life. Therefore, in up-to-date systems of education and upbringing, we necessarily introduce folk methods and elements of ethnology; we constantly refer to our history and ensure national orientation of the educational process.

Ethnopedagogy and ethnology become integral elements of all versions of the national school concept. Through ethnopedagogy, school practice is improved and deepened. Facing usual methods of learning, ensuring a family atmosphere, home comfort is always joyful and interesting. Folk pedagogy facilitates the development of the pedagogical science, which in turn is enriched by using great potential of folk wisdom for upbringing.

The use of ethnopedagogy in modern school practice presupposes the involvement of the family in studying elements of ethnology (genealogy, the history of the family/house/village origin), in acquiring the knowledge of local folklore, the surrounding nature, as well as in celebrating ethnological holidays. It is important to encourage children to share their impressions and the acquired knowledge and skills with their parents, their family. This will help in shaping the national worldview, beliefs, and ideals.

Studying folk songs, thoughts, ballads, proverbs, tongue twisters, which are a bundle of life wisdom from our grandfathers and great-grandfathers, helps to get acquainted with folk omens and beliefs that spiritualize communication with nature and are a strong expression of the identity of the people, the nation. Folk customs, traditions and ceremonies help you to join your people, confirm historical memory, pass on the baton of spirituality as a testament of ancestors.

It is the folk tools of teaching and upbringing, folk ideas about solving problems in upbringing that make school pedagogy return to a true spiritual basis, prevent the penetration of apathy into the school, a feeling of detachment from one's family, one's history, to master national nihilism. Folk pedagogy equips young people with folk values and traditions.

In order to master the culture of pedagogical communication, it is necessary to master the language tools to accurately express judgments with their smallest nuances, the technique of comparison, the successful selection and consistent arrangement of words, sentences, at the same

time using metaphors, proverbs, sayings, aphorisms, the use of a wide range of intonation patterns that enrich speech, diversify its forms.

A special role in the educational process is played by non-verbal means of communication (register, speech tempo, gestures, intonation, loudness, pauses), which make it interesting, make an impression, affect the emotional sphere of the individual. All this creates confidence in choosing the right moral position.

Therefore, the teacher must possess the technique of logical reasoning, providing arguments, proving reasonable ways to solve various situations.

2. The role of a highly spiritual atmosphere in effective assessment and pedagogical control.

Effective communication is always permeated with mutual interest, humanity, respect, and justice. Spiritual and emotional closeness, joint participation in solving various life issues determine the spiritual enrichment and personal happiness of participants in the educational process.

In communication, a student should feel the teacher's desire to understand the problems of other people, faith in them, respect for their will, independence. There should be neither humiliation nor arrogance here. Accusations, moralizing, unfair criticism, and frequent warnings cause irreparable damage to communication. This leads both to the low teacher authority and to a decrease in the student self-esteem. Respect for the child is incompatible with such methods as threats, corporal punishment or violence. K. Ushynskiy exposes the inability of some teachers to restrain anger, which causes fear, which produces lies, insincerity, slyness, slavery, weakness of the soul, takes away strength, and constrains the child's movements.

The whole atmosphere of a person's life (at home, at school, in higher education institutions) should be highly moral. An important factor in spiritual formation of the personality is the restructuring of socio-technological relations between the participants of the educational process, establishing partnership, equal relations

among them. Changing the nature of their interaction involves a fundamental change in the approach to psychological and pedagogical evaluation of the individual, building a high culture of pedagogical communication.

The active factors of upbringing are the teacher's indifference to the topic of conversation, his/her surprise, doubt or disdain regarding the content of the conversation, appropriate facial expressions, gestures and body movements, excitement, the mentor's sensitivity, as well as the teacher's argumentation of moral norms, inner doubts, making decisions, interpretation of the educational situation. Therefore, teachers should get ready for pedagogical activity by practicing gestures, dramatization techniques, learning how to express emotional load of certain ethical material, by developing skills to find appropriate arguments, appeal to the child's experiences, arrange activities for becoming aware of the moral rules, proving, substantiating and understanding them. The practice of building a grid of relevant judgments, formulating the general conclusion helps to give pedagogical communication an emotional colour, an emotional attitude to the subject of discussion, and ensure a deep educational impact on children's feelings and behaviour.

Teacher orientation to Christian values means that he/she must try to grasp the state of mind of each person, every time put him/herself in the position of the offended one, promote the development of the child's ability to self-esteem, the desire for real, not imaginary, perfection. Today, K. Ushynskiy's appeal to treat people in a humane way (as equals in terms of human dignity common to all of us) is extremely relevant. With the help of spiritual contact, which is based on unity of aspirations, kinship of souls, it is possible to achieve the development of good aspirations in the soul. And the blossoming of goodness in the soul is facilitated by constant communication with the ideals of goodness (through participation in the Divine Service, reading highly spiritual literature, meeting with good people).

The basis of the life position of each person is formed with such qualities as love, kindness, mercy, initiative and creativity, tact, justice, benevolence, the ability to see in everyone a living person, a personality. It is on these moral qualities that the relationship between

a teacher and a child (or an adult) is built, and these relationship should be lively, relaxed, humane and democratic.

The humanization of pedagogical communication means that the teacher must understand the interests of the personality, become aware of them in the right way, find the key to relationships with students and breathe love into them with his/her skill, creativity, and energy. Of course, spiritual communication with people is necessary when children can pay attention to their inner world, listen carefully to their complaints, stories about things that may seem trivial to adults, understand children's feelings and anxieties, see the difficulties of a small person.

Only the opportunity to build different versions of pedagogical actions with a sense of restraint, forbearance, kindness, to choose the best of the versions, helps to put oneself in the position of another person, to see the world through their eyes, to overcome one's own imperfections, to sympathize, to empathize, which is so important for a teacher and which forms the basis for pedagogical communication from the point of view of the Christian outlook.

The democratization of upbringing in no way involves encouraging a child (or an adult) to moral action by means of requests, direct or indirect instructions given by an adult. The teacher must be able to engage the pupil in the behavioral situation, ensure the personality will work him/herself on the moral value and make corrections in solving the moral situation. Therefore, the educator should not be indifferent to the subject of discussion, be in a state of excitement, feel emotional elation, be frank, sincere, passionate. Humanization and democratization of communication imply a fundamentally new attitude to the personality, a new approach to their psychological and pedagogical evaluation which requires the teacher to possess communication skills.

Any personality and his/her abilities develop only through those activities that he/she engages in voluntarily, without being forced. That is why it is so important to take care of the interests and passions of the personality. This will involve democratic communication. However, the teacher is often in a more advantageous position than a child – that is why he/she may lack kindness, tact and personal

interest, he/she cannot be treated by the child as an equal. Sometimes, the circumstances that a student faces make them feel as an eternal underachiever, an outsider in a group of children or adults. In such cases, any reprimand will have a negative rather than a positive effect. First of all, it is necessary to be able to choose social positions, freely move from one activity to another (so as not to feel insecure).

3. Unanimity of requirements for all children and from all teachers.

It becomes absolutely clear that in order to successfully organize pedagogical communication, it is necessary to transform the very “ecology” of the educational institution, so that those for whom, in fact, they are intended, do not feel like “unnecessary people”, turning into an inert mass of indifferent people. The family also needs an atmosphere of trust, mutual respect, sensitivity between parents and children. From the parents’ respect for their children, the child’s self-respect is born, which becomes a stimulus for its development. Children feel deeply when an adult treats them with contempt and disrespect. And they should not be afraid to confess their bad actions and difficulties, because they will find in the teacher a person who will understand, listen, and give them the opportunity to correct themselves.

When in everyday life situations the teacher has to express his/her feelings, he/she should try to express the primary feelings: joy and relief when he sees the person he has been waiting for (and not anger because he has been waiting for a long time), surprise and offense when he has heard a rude word (not anger), etc. Only such a reaction will help establish contact with a person.

As a rule, communication with children who are difficult to raise, people with physical disabilities, and disabled people is especially tense. It is important to try to give them special attention, show them support as much as possible, without emphasizing their peculiarities. Everyone needs a positive attitude in character and actions. In each individual case, it is necessary to gently and patiently soften harshness or vulnerability, remove the painful feeling of resentment or malice.

Here you can't carelessly interfere with experiences, otherwise it will lead to a desire to withdraw, disconnect or respond with rudeness.

4. Coordination among interests of different people, communities and ensuring the unanimity of school, extracurricular facilities, all educational institutions in evaluating the model of a person's behaviour and his/her actions

Upbringing of the younger generation concerns all citizens of the state. Therefore, raising the national consciousness of the people, the general educational influence of the community on children and youth ensures the formation of the national consciousness in young people, prevents the development of national shyness, inferiority. Ethnopedagogy helps to ensure a natural, unobtrusive process of becoming a Ukrainian, everything that is most important for the future of the nation.

Fostering patriotic feelings, as well as religious and political views and beliefs of children in families which are diverse in terms of national composition, religious affiliation or political beliefs requires national, political and religious tolerance on the part of parents and children. Orientation towards absolute eternal values will help to unite the family, and the child will find a living example of full-fledged communication between people of different nationalities, religious affiliations, different political views and beliefs.

In addition to national, patriotic and religious traditions, socio-cultural and family traditions and customs occupy a prominent place in family upbringing. They help to adopt aesthetic views and beliefs, a healthy lifestyle, and maintain good physical health for all family members.

Destruction of the traditional foundations for family upbringing has led (as evidenced by the experience of communist education) to the destruction, unviability of the family and family upbringing.

The issue of improving social life of children and adults, creating a favorable environment for upbringing is becoming urgent and important. The social assistance service, which is being created as

a new state institution, actually uses the enormous influence of the environment on personality development. The tasks of this service are to take measures against sharp increase in alcohol and drug addiction, crime in certain areas, various conflict situations related to illegal actions, mass diseases, epidemics, accidents. The social service provides assistance through centers of psychological and pedagogical rehabilitation at schools, asylums and psychotherapeutic departments of hospitals, at industrial plants. Centers for readaptation and resocialization, sports and cultural centers, centers for medical and psychological rehabilitation can be set up here.

In the event of disasters at the regional or district level, temporary assistance services will be deployed to help people affected by these disasters. Educators are still trying to prevent such negative effects of the human microenvironment as alcoholism, drug addiction, sexual promiscuity, and an atmosphere of permissiveness.

Public organizations and institutions of public education, with the help of certain factors and their specific means, positively influence all spheres of human life, and also acquire certain social experience. They act as an important source of public and national opinion. After all, personality development is ensured by involvement in public patriotic, environmental, sports, etc. organizations that function outside the official influence of educational institutions and are not part of their structure. However, all activities of public organizations should be taken outside educational institutions.

In the sphere of human public life, we observe the formation of a sense of self-worth, self-responsibility, as well as stimulation of acquisition of legal knowledge and the ability to use public rights and freedoms. Learning about state and national symbols, participation in various public events, organization of natural reserves, public nature conservation activities, involvement in the development of various projects, social programs, preservation of historical monuments, revival of the Cossack movement, etc. ensure the great educational value of the work of Ukrainian children, youth and youth organizations (“Plast”, “Sich”, “Carpathian School”, club “Compass”, ecological association “Geia”, Student Society of Geo-ecologists, Lev Society, Ukrainian Youth Environmental League, etc.).

Modern educational institutions cannot work in isolation from organizations and institutions that function in the area, as well as from the community and public organizations that work together with the nearest educational institutions. The tasks of their joint work are to learn what people's interests are, determine their scope of activity, functions, methods and forms of educational work, planning, accounting and control over its results.

The system of upbringing children or adults in a village or a city neighbourhood is a system that covers the content, methods, forms, and tools of this work. And it is provided by joint efforts, first of all, by educational institutions, every family, community and public organizations, and the church. Since a person is in various social relations, he/she is a member of various formations (for example, a citizen of a state, a member of a society, a member of the staff), the common good is of primary importance in relation to the good of an individual person (to the extent that a person is a member of a certain formation).

A threat to lose the individual due to limiting its essence, understanding it as a bundle of social relations and as a tool of a social organism is connected with the loss of human responsibility regarding moral values. The vital activity of a person is connected with the need for self-expression and self-affirmation in the social environment. Your own example of sharing your spiritual experience and implementing good changes in the world allows you to influence evil, encourage others to make positive changes, which means spreading adopted values to the environment. Therefore, along with external improvement, there must take place the internal process of spiritual revival and transformation, which means changing oneself, one's thoughts and actions, including self-development.

The Church, which is not a tribute to antiquity, but a living spiritual beginning of our renewal, must be represented in educational institutions, and educational institutions, teachers must turn to spiritual reality. Today, the activity of the Church in the matter of education of the younger generation should be connected with the activity of all state and non-state educational institutions and other social structures. Their spiritual revival cannot be ensured without the influence of the

Church and religion. However, such a connection must be made very carefully, observing the rights of every person who becomes involved in the spiritual growth or decline. The emphasis is always shifted to faith in God (from confessional differences), which will make people unite and become closer.

5. Moral control by communities and society: traditions and the latest trends.

The role of the personality in implementing the upbringing possibilities of the activity is significant not only in stimulation of educational activities, but also in organization of any type of activity that is important to bring up a personality. Therefore, the great role of self-control is obvious.

If social education is the main result of the planned activity in the interests of the individual, then, as noted by A. Kapska [8, 15], the activity of adults, aimed at meeting the needs of a child in difficult life situations, is a guardian and upbringing activity. We consider this guardianship and upbringing activity as appropriately planned actions (of a social pedagogue, educator, orphans) that fulfil basic vital needs of such children, favourable conditions for the comprehensive development of the personality, the establishment of relations with the environment, their socialization, adaptation and reintegration into society [7, 18]. This, of course, concerns *agent-agent interaction* (between a social pedagogue, a psychologist or educators and an orphan child), creation of appropriate conditions to ensure comprehensive personality development, spiritual and moral maturity of the personality. According to I. Bech, satisfaction of the need for acceptance and recognition by peers significantly affects the nature of relationships with the environment and the characteristics of social communication. A pedagogical, *appropriately organized environment* is often called an “upbringing space” [3, 3].

All this defines the specific character of *socialization as an effective upbringing mechanism*, which consists in external influences and social phenomena – the formation of orientations, personal

qualities, social needs, activity. The basis for personality development is a process that correlates with the internal value system.

Since the content of internal improvement consists in moral values, it is important to improve the powerful forces of love, live in happiness and peace, and grow spiritually.

The talismans of the Ukrainian educational tradition have always been the church, the community, and the family. The community united around the church and followed the rules of public coexistence. It regulated the relationship between a boy and a girl, between a man and a woman, and criticized immoral acts. The community took part in all important events – weddings, funerals, care for orphans and widows. The public opinion was so important for Ukrainians that married life began with public blessing to the couple.

The family has always tried to strictly follow the moral norms of their ancestors, their customs, traditions, and rituals. Thanks to the Ukrainian family, family values were established, respect for the mother, for ancestors, for the native language was fostered, and the national spirit of the people was preserved. The Ukrainian educational tradition lived, strengthened and developed in the family.

The right choice, when evil is rejected and good is chosen, as philosophers and educators believe, is made only in conditions of living spirituality, which is impossible under conditions of “strict upbringing”. After all, it is spirituality that introduces a disciplining moment that prevents a person from doing evil, even though everything is allowed to them. All this sets out the requirement to highly respect the dignity of a person, his/her desire for independence and responsibility. Therefore, a characteristic feature of free education should be the creation of an atmosphere of trust in a person as a self-responsible individual, providing opportunities for self-orientation, self-control, and self-expression. The development of a person’s mechanism of moral self-control, the ability to self-fulfil will help in the formation of a holistic worldview, ensuring the transition from external rules of behaviour to self-imposed rules.

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APPENDICES

Appendix 1. **Pedagogical Control in the Education System: Abstract from the Syllabus**

FORMS OF CURRENT AND FINAL CONTROL

Current assessment of students' knowledge in the educational discipline includes: oral answers to problem-based questions on seminar topics, independent group work, an interview with a lecturer (is held at the end of a semester according to a pre-announced schedule). The type of the semester control is a credit.

Points for oral answers in seminars (40 points) are calculated according to the formula $x=A/n*8$, where A is a sum of all grades, including grade «2», and n is their number (not less than 3). The number of points x is rounded to the nearest integer. If the average grade is $A/n=2.5$, then the number of points that a student will be credited based on the grades of the interim assessment will be equal to zero ($x=0$). Students must be ready for group control in seminar classes (testing, whole-group assessment, discussion).

Independent group work (30 points) includes tests and assignments of a theoretical nature. The total number of points for independent group work is credited by assessing the quality of the completed assignments, which includes completeness of the response, its practical orientation and the possibility of applying it in various research situations.

The interview with the lecturer (30 points) necessarily includes control over the topics assigned for individual study.

Distribution of points between the types of work:

Types of work	Number of points
Oral answers in seminars	40
Independent group work	30
Interview with a lecturer	30
Total:	100

The grade is awarded according to the 100-point, national and ECTS grading scales.

A student retakes the failed credit in an oral form and is assessed according to the 100-point grading scale.

CRITERIA FOR ASSESSMENT OF LEARNING OUTCOMES

The assessment is carried out according to the scales: 100-point, national and ECTS.

A (90 – 100) – “pass”: (*excellent performance with a small number of errors*) a student receives it for completing the full scope of the curriculum: he/she has a deep knowledge of the essence and principles and content areas of pedagogical control, types, forms and techniques of pedagogical control, functions of pedagogical control, peculiarities of ethics and methodology of the professional activity and features of the practical application of educational and professional training of a specialist in higher education, he/she makes the right decisions, demonstrates a clear understanding of the goals and features of educational systems, possesses perfect skills to creatively use educational material in specific conditions of a pedagogical situation, to analyze the professional and social activities of a specialist, to reveal the essence and features of innovative systems of assessing students' academic performance, to apply forms and methods of pedagogical control and evaluation of students' educational achievements.

B (82 – 89) – “pass”: (*above the average level with a few errors*) a student receives it for completing the full scope of the educational discipline programme: has knowledge of the essence, principles and content areas of pedagogical control, types, forms and techniques of pedagogical control, functions of using pedagogical control, peculiarities of the ethics and methodology of professional activity and specific features of the practical application of educational and professional training of a specialist in higher education, he/she appropriately uses the acquired knowledge when solving practical tasks related to the implementation of educational and professional training of a specialist for future professional activity, has the ability to ensure positive dynamics of academic achievements of agents in educational activity, to think systematically and to predict the results of the system of pedagogical influence on personality.

C (75 – 81) – «pass»: (*in general, relevant performance with a certain number of significant errors*) a student receives it for completing the course program: he/she has the knowledge of the essence, content areas, types, forms and techniques of pedagogical control, the peculiarities of the ethics and methods of professional activity, has the ability to think systemically, uses the acquired knowledge in general when solving practical tasks related to the implementation of educational and professional training of a specialist, but makes minor mistakes when determining the specifics of the practical application of this specialist training and the predicted outcomes of the system of pedagogical influences on personality in higher education.

D (67 – 74) – «pass»: (*not bad, but with a significant number of shortcomings*) is received by a student who has demonstrated insufficient knowledge of the educational material, reproduces the instructional material

with significant inaccuracies, has a limited knowledge of content directions, types, forms and techniques of pedagogical control, functions of its use; does not always implement the acquired knowledge when solving practical tasks regarding the design of possible directions for the development of the educational process; lacks the skills of systemic thinking; introduces the content of professional training of a specialist for future professional activity into pedagogical activity situationally.

E (60 – 66) – «pass»: (*performance meets the minimal criteria*) is awarded to a student who has demonstrated a shallow knowledge of the educational material: he/she has poor knowledge of the basics of pedagogical control, the functions of its use; rarely uses the acquired knowledge when solving practical tasks regarding the design of possible directions for the development of the pedagogical process; has a weak ability to implement educational and professional training of a specialist for future professional activity; is only able to situationally introduce certain forms and methods of pedagogical control in the professional training of a specialist into the educational activity.

FX (35 – 59) – «fail»: (*with an opportunity to retake*) is received by a student who has shown ignorance of a significant part of the course material, makes gross mistakes when answering the questions, does not have basic knowledge of pedagogical control in training a specialist for future professional activity; does not know how to apply or rarely uses the acquired knowledge when solving practical tasks; is unable to introduce knowledge of content areas, types, forms and techniques of pedagogical control into pedagogical activity; does not have the skills to design possible directions for the development of the pedagogical process on the basis of a systematic analysis of the specialist's professional and social activities.

F (0 – 34) – «fail»: (*with an opportunity to retake*) is given by a student who does not know the instructional material at all; does not have basic knowledge of pedagogical control in training a specialist for future professional activity; is unable to introduce knowledge about content areas, types, forms and techniques of pedagogical control into pedagogical activity; is unable to perform practical tasks in the educational discipline.

ASSIGNMENTS FOR INDEPENDENT WORK

Student independent work includes: processing theoretical material; performance on tasks in accordance with the list of competencies formed within each topic of the curriculum, preparation for independent group work, interview with a lecturer and semester assessment.

Topics for independent work:

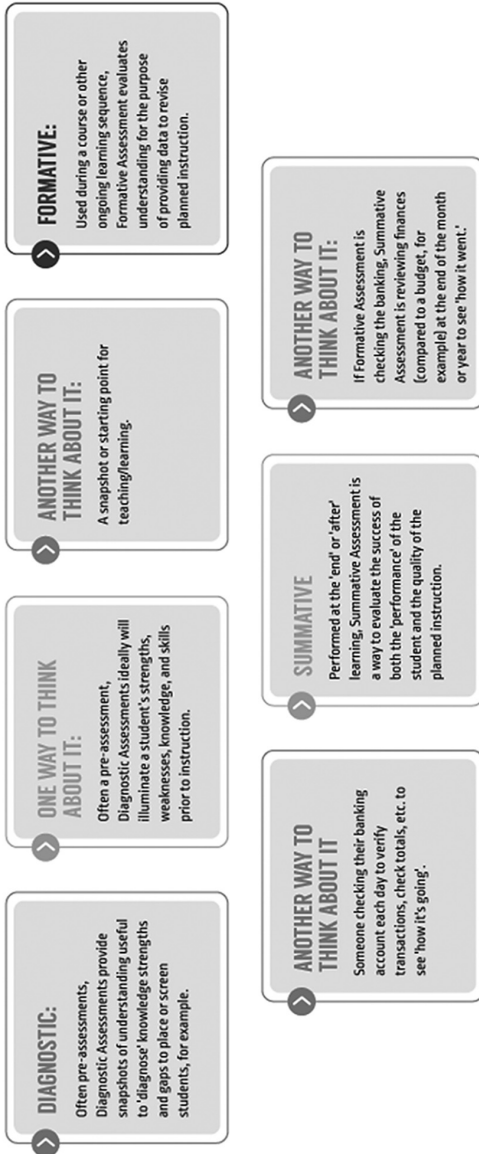
1. The profession of a teacher and the need for the ability to effectively analyze and control one's own professional and social activities.
2. The main trends regarding control functions at the current stage of reforming society.
3. Pedagogical content of assessment and control in the education system.
4. Development of capabilities to assess one's own activity and, on this basis, one's own responsibility and self-organization.
5. Faith (which manifests itself in a kind, generous attitude towards people, a positive attitude towards animals, etc.) as a basis for controlling educational activities.
6. Monitoring the awareness of love for the native culture, language, and customs.
7. Pedagogical control in the distance learning process.

Appendix 2. Types of Assessment

by TeachThought Staff

<https://www.teachthought.com/pedagogy/6-types-assessment-learning/>

TYPES OF ASSESSMENT OF LEARNING



OTHER FORMS OF ASSESSMENT OF LEARNING

Confirmative Assessment · Informal · Formal · Evaluative
Standards-Based · Referencing (e.g., Norm-Referenced and Criterion-Referenced) · Interim/Benchmark · Screening

1. Diagnostic Assessment (as Pre-Assessment)

One way to think about it: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction

Another way to think about it: A baseline to work from

Tip: Done at the beginning—of the school year, beginning of a unit, beginning of a lesson, etc.

2. Formative Assessment

One way to think about it: Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process

Another way to think about it: Like a doctor's 'check-up' to provide data to revise instruction

Tip: Using digital exit ticket tools like Loop can be an easy means of checking whether students have understood lesson content, while also promoting student reflection.

3. Summative Assessment

So what are the different types of assessment of learning? The next time someone says 'assessment,' you can say "Which type, and what are we doing with the data?" Summative assessment, for example.

One way to think about it: Measures a student's achievement at the end of instruction. It's like talking to someone about a movie after the movie is over. :)

Another way to think about it: It's macabre, but if formative assessment is the check-up, you might think of summative assessment as the autopsy. What happened? Now that it's all over, what went right and what went wrong?

Tip: By using measurements of student performance, summative assessments can be useful for teachers to improve units and lessons year over year because they are, in a way, as much of a reflection on the quality of the units and lessons themselves as they are the students.

4. Norm-Referenced Assessment

One way to think about it: Compares a student's performance against other students (a national group or other 'norm')

Another way to think about it: Place, group or 'demographic' assessment. Many standardized tests are used as norm-referenced assessments.

Tip: These kinds of assessments are useful over time in student profiles or for placement in national-level programs, for example.

5. Criterion-Referenced Assessment

One way to think about it: Measures a student's performance against a goal, specific objective, or standard

Another way to think about it: a bar to measure all students against

Tip: These can be a kind of formative assessment and should be integrated throughout your curriculum to guide the adjustment of your teaching over time. Mastery or competency-based learning would use criterion-referenced assessments.

6. Interim/Benchmark Assessment

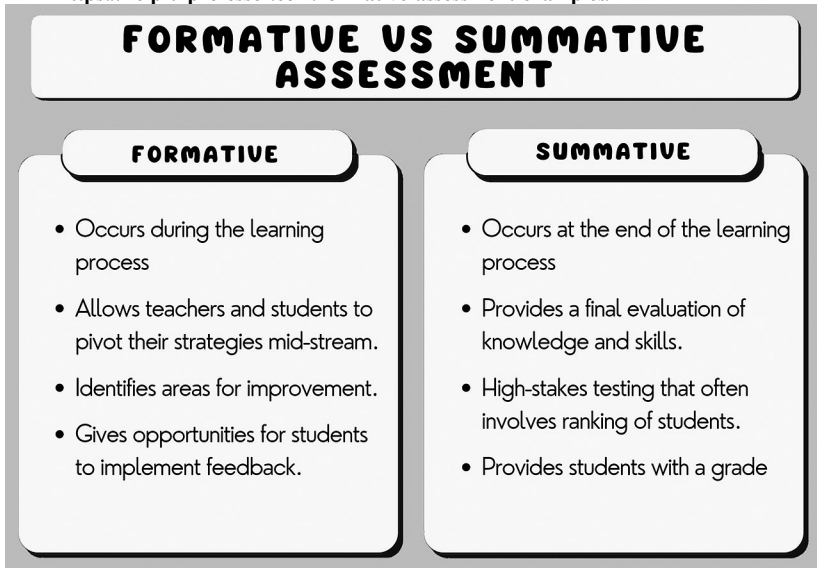
One way to think about it: Evaluates student performance at periodic intervals, frequently at the end of a grading period. Can predict student performance on end-of-the-year summative assessments. A benchmark assessment is a type of interim assessment so it could be useful to think of them as distinct even though they function in a similar way.

Another way to think about it: Bar graph or chart growth throughout a year, often against specific 'benchmarks'

Tip: Benchmark assessments can be useful for communicating important facts and data to parents, district officials, and others to, among other goals, inform the allotment of resources (time and money) to respond to that data.

Appendix 3. Formative Assessment in Comparison to Summative assessment

<https://helpfulprofessor.com/formative-assessment-examples/>



The key characteristic of formative assessment is that learning will take place before and after the assessment. The assessment is designed to help students:

- Stay on track
- Pivot if they are off track
- Deepen their knowledge based on an assessment of what they currently know
- Receive feedback on their progress

Similarly, it helps teachers:

- Change their teaching strategies based on student needs
- Assess students' current knowledge to inform future instruction
- Reflect on their own teaching practice for continual improvement

Below are some of the best and simplest examples of formative assessment.

Appendix 4. Formative Assessment Examples

<https://helpfulprofessor.com/formative-assessment-examples/>

1. 1-Minute Check In – Check in with every student in the class for one minute throughout the day to see how they are feeling about their tasks. Use the class roll to keep track.

2. 1-Minute Paper – Students get one minute to write a rapid-fire paper on the topic to try to show their depth of knowledge as fast as possible.

3. 3 Things – Students are asked to quickly list 3 things they want to know more about in regards to their topic, or 3 things they don't currently understand.

4. 3-2-1 Reflection (aka Exit Slip) – Have students write down 3 big ideas from what they learned, 2 insights (reflective comments), and 1 question they still have.

5. 3x Summarization – Have students summarize the topic in three ways: in 10-15 words, 30-50 words, and 75-100 words. As they step up in word count, they will need to add some more depth and detail to demonstrate deeper knowledge.

6. 5 W's and H – The 5W's and H method gets students to write down their knowledge of what, when, where, who, why, and how to demonstrate their depth of knowledge about a topic.

7. Anonymous Feedback Box – Have students place anonymous comments about what they're struggling with into a feedback box. This will allow students to share their concerns with the safety of anonymity. It helps gather crowd-sourced formative assessment but isn't good for individual formative feedback.

8. Brainstorming – Have the students come together in groups and write down the key question in the middle of a piece of paper. Then, have them brainstorm ways to answer the question around the central question.

9. Check for Transfer – Have the students transfer the current concept from class to a new context. For example, if students are learning a math problem, check if they can apply it in a supermarket context.

10. Cold Calling – Let students know that you will not ask them to put their hands up to answer questions. Instead, you will call on one student randomly and all students by the end of class. This keeps everyone engaged and allows you to do spot checks of knowledge.

11. Comments on Drafts – Have students submit drafts of their essays to provide formative comments at least two weeks before submission.

12. Compare and Contrast – Have students compare two components of what is being learned to help them demonstrate their current knowledge. For example, in a biology class, you could have the students compare reptiles to mammals based on several key criteria.

13. Concept Map – Have students complete a concept map demonstrating their understanding of how concepts connect to one another in visual form.

14. Corner Quiz – Place letters A, B, C, and D on four separate corners of the room. Students are given a multiple choice quiz on what they are learning. Students have to run to the corner that they think has the right answer, e.g. if the answer is D, they run to the corner with the D on it. The teacher can look to see which students are consistently getting the wrong answer (or following others!).

15. Doodle It (Visualization) – Have students draw a representation of what they have learned in a visual format. This is a great formative assessment task for visual learners.

16. Elevator Pitch – Students give a 2-minute ‘elevator pitch’ speech about how much they know about the topic. In two minutes or less, they need to show you the depth of their knowledge.

17. Extension Project – Give students an extension project to see how well they apply the information in a new and less structured context. An example might be getting them to make a diagram about the topic.

18. Five Whys – Have students to ask ‘why’ five times to see if they can get to the root of their knowledge and understanding on a topic. This helps you understand how deeply they know the topic. For example, if the student says “Shakespeare is the best writer in history” ask why, then they say “because his poetry tells the best stories”, then ask why several more times, until they have fleshed out their knowledge to the best of their ability.

19. Flashcards – Have students answer flashcard questions mid-way through the unit of work to check for understanding.

20. Flip Chart Check In – Students get into groups and write anything and everything they know about the topic onto a flip chart. They then present their flip chart to the rest of the class.

21. Formative Presentation – Have the students give a presentation on what they have learned so far. This can be great for a mid-term check-in so you can help students stay on track and go deeper for their end-of-term assessment on the same topic.

22. Hand in, pass out – Students are assessed on a pop quiz. They do not write their own name on the paper. They then hand in their answers and the teacher passes out the answer sheets randomly to the class. The class then grades the anonymous work they are given. The students are given a chance

to grade others' work. The teacher can take the answer in afterward to see the questions that were most commonly incorrect to see what to focus on.

23. Homework Task – Homework is perhaps the most extensively used example of formative assessment. When you grade your students' homework you can get a good idea of their level of understanding of content explored in class.

24. Hot Seat – A student sits in a seat in front of their peers and gets rapid-fire questions from their peers to test their quick responses. Great for math quizzes.

25. Hot Topics – Students choose one aspect of what they are learning and present in front of the class for 5 minutes about their knowledge, then take 5 minutes of questions.

26. Identify the Misconception – Give students a common misconception about their topic and ask them to explain what the misconception is and how to improve upon it.

27. Intentional Mistake – Intentionally embed an error into the students' work or instructions and see whether they can identify it part-way through the lesson.

28. KWL Chart – A KWL chart asks students to write down what they know, what they want to know, and what they learned in the lesson. Have students complete this chart at the end of a lesson as a quick formative assessment that can help you structure your follow-up lessons based on student feedback.

29. Lunch Pass – Ask every student a question. If they can get their question right, they can go to lunch.

30. Metacognition – Have the students reflect on what they did, what they learned, why they learned it, how they can apply it, and what they still are unsure about it.

31. More Knowledgeable Other – Have students sit beside a student who is one step ahead of them and learn from the more knowledgeable student. The more knowledgeable student gives them feedback and assesses their progress, giving formative corrections to help them progress. Often, students who are at a similar level to one another are better at explaining concepts than teachers.

32. Open-Ended Questioning – Ask students questions that cannot be answered with a Yes/No answer so you can gather their depth of knowledge in the answer.

33. Paraphrasing – Give students a piece of information then ask them to repeat the information back to you in their own words to see if they understand it.

34. Peer Assessment – Have students grade each other’s work. This allows students to see other students’ work to gather whether they’re on track and how to improve.

35. Photo Assessment – Have students take photos of things they think best represent their current level of knowledge. Students might take photos of their current projects. Then, have them write descriptions underneath that explain what they currently know about the topic.

36. Pop Quiz – Give the students a quiz at the beginning, middle, or end of a lesson that involves just 5 to 10 questions that can allow you to see how much they know.

37. Postcard – The students write a postcard or letter from one historical figure to another describing something. For example, psychology students might write a letter from Bronfenbrenner to his wife explaining his Ecological Systems Theory.

38. Prediction and Hypothesis – Halfway through the lesson, have students make a prediction or hypothesis about what will happen by the end of the lesson. This will help the teacher know if the students are starting to understand what is being taught.

39. Prior Knowledge Onboarding Task – Have students write down what they already know about a topic before the first lesson. This will help you know what level you need to start your teaching at and help prevent redundancy in re-teaching things students already know.

40. RSQC2 – RSQC2 stands for Recall, Summarize, Question, Connect, Comment. Students start with recall which involves listing words or phrases that they recall from class. They then summarize the words by putting them all into a sentence that explains the topic. For Question, they list any questions they have that are unanswered. For connect, students write about connections between the lesson and the overall goals of the unit of work. For Comment, students provide a feedback comment to the teacher evaluating their teaching.

41. Run an Opinion Poll – Poll the students on their opinion of the topic and examine the responses. The teacher can gauge students’ knowledge based on their answers in the poll.

42. Running Records – Have students take notes throughout the class on questions they have and things they don’t understand. As you come around to check on the student, ask them to show their running records notecard.

43. Spaced Repetition Testing – Students are given pop quizzes at strategically placed intervals to help students remember information they may be forgetting. For example, you might give students a quiz after 1 day, then 3, then 8, then 15. The answers from the quiz can help you assess student retention of knowledge learned in class.

44. Sticky Notes – Have students leave a sticky note on their desk with a comment about what they would like to know more about.

45. Student Becomes Teacher – Have the student teach the concept they are learning to a small group of peers.

46. Students Create a Test – Have each student create a 20-question test that they would use to test someone on the topic. Students write the answers to the test on a separate paper. Then, have the students swap mock-up tests with each other and fill out the answers.

47. Submit a Research Proposal – Have students submit a mock (or real!) research proposal stating what they would want to research further into the topic they have been discussing. Get them to discuss what they would research, why they are curious about that aspect, and how they would go about it. This can reveal a great deal of new information about the student's current level of knowledge.

48. Submit an Essay Plan – For students writing an essay, get them to submit their essay plan for approval. Using this method, you can catch if a student is off track and correct the course so they submit a high-quality essay.

49. TAG Feedback – Have students assess one another by getting them to tell a peer what they did well, ask them a question about their knowledge, then give feedback to their peer.

50. Text Rendering – Students take one quote that they think is the most important or illuminating from an article and explain why they think it's the best quote.

51. Think-Pair-Share – Students spend one minute individually writing down key points from what they learned. They then pair up with a partner and compare notes. Finally, the pair share what they learned with the class. The class can ask questions and the teacher can assess the pair's knowledge from their presentation and responses.

52. Timeline (Historical) – Students create a historical timeline demonstrating their knowledge of the sequence of events from a historical process or series of events.

53. Timeline (Lesson Reflection) – A lesson reflection timeline gets students to reflect on their lesson by writing down

54. Ungraded Essay – Have students submit an essay or essay draft that is not graded. Students submit the essay only for feedback, which will inform their final submission.

55. Venn Diagram – Students use a Venn Diagram to compare and contrast two elements of what they are learning. The outer sides of the Venn diagram show unique features of each element. The overlap shows the similarities.

Instant Formative Assessment For Teachers

56. Fingers Up – Have students show their level of knowledge by showing a certain number of fingers. One finger means uncertainty and discomfort while five fingers means strong confidence with the content.

57. Hand Thermometer – Students put their hand up only a distance they think they are comfortable with the knowledge. A low hand up shows mild comfort, a medium shows moderate understanding, and a stretched hand shows high confidence in the content.

58. Quick Nod – Ask students to nod if they understand. This can be great as a very fast way to check for comprehension in the middle of a task.

59. Red / Green Cards – Provide students with red and green cards. They can hold up the green card if they are ready to move on to the next part of the lesson or the red card if they're still confused.

60. Thumbs Up, Middle, Thumbs Down – Have students quickly respond with their thumbs to show levels of understanding or enthusiasm.

61. Traffic Lights – An extension of red/green cards, the traffic lights system also have an amber color for students who are feeling tentative about their progress. For this one, you can pair students who held up green lights with those who held up amber lights to teach each other while the teacher works with students who held up red lights.

62. Two Roses and a Thorn – Have students present two things they are happy or knowledgeable about, and one thing they are still finding “prickly”.

63. Watch Body Language – Students who misunderstand may be crossing their legs, looking away, or frowning.

Self-Evaluative Formative Assessment

64. Self-Evaluation on Marking Rubric – Provide students the criteria you will be using to grade their work (also known as a marking rubric) and get them to self-assess what grade they think they will get.

65. Self-Sort – Have students choose which level they are at in a task: beginner, intermediate, or advanced, and have them select the next piece of work based on their self-evaluated level.

66. SMART Goals Self-Evaluation – Have the students complete a personal SMART Goal template demonstrating what their goals are and whether they think they are on track for achieving it.

67. SWOT Analysis – Have students complete a SWOT analysis that demonstrates what their strengths are in relation to what they are learning, what their weaknesses are, opportunities for improvement for the rest of the

unit of work, and threats that they could avoid. This will make sure they stay on track.

Technology Enhanced Formative Assessment

68. Blog About It – Have students write weekly 200-word blog posts about what they learned and comment on each student’s blog comment assessing what they did well and what they need to focus on in the next week.

69. Clickers – Use clickers (instant Yes/No responses – technology required) to provide instant feedback to the teacher on their level of understanding.

70. Forum Comments – Have students submit one forum comment per week to their online discussion board for the teacher to provide a formative assessment and comment on what they did well and how to improve.

71. Padlet – Have students use the Padlet app to contribute their ideas to a virtual notice board to show their thoughts and knowledge to the group.

72. Text the Answer – Have students text an answer to you in 50 words or less once they have completed the task.

73. Twitter Comment – Have students tweet what they learned in class today and tweet a reply to a friend’s comment.

74. Write 1 if you Understand, 2 if you Don’t – This is a task for online lessons. Have students simply write a 1 or 2 in the chatbox. This can also get quiet groups to start contributing in a small no-risk step.

75. YouTube Communities Poll – Have students complete a YouTube poll using the YouTube communities tab.

FOR NOTES

ЕЛЕКТРОННЕ НАВЧАЛЬНЕ ВИДАННЯ

Oksana Yatsiv

**PEDAGOGICAL CONTROL
IN THE EDUCATION SYSTEM:
LECTURE TEXTS**

Оксана Яців

**ПЕДАГОГІЧНИЙ КОНТРОЛЬ
У СИСТЕМІ ОСВІТИ:
ТЕКСТИ ЛЕКЦІЙ**

**Дрогобицький державний педагогічний університет
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Здано до набору 02.10.2023 р. Підписано до друку 20.10.2023 р.

Гарнітура Times New Roman. Формат 60x84 1/16.

Друк офсетний. Папір офсетний.

Ум. друк. арк. 6,51. Зам. № 10250.

Наклад 300 прим.

Свідोцтво про внесення суб.екта видавничої справи до державного реєстру видавців,
виготівників і розповсюджувачів видавничої продукції
Серія ДК № 2509 від 30.05.2006 р.

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