

DOI <https://doi.org/10.51647/kelm.2020.8.1.3>

WPROWADZENIE TECHNOLOGII PEDAGOGICZNEJ DO PROCESU EDUKACYJNEGO INSTYTUCJI EDUKACYJNEJ

Tetyana Voronenkova

*aspirant Katedry Pedagogiki i Metodyki Edukacji Technologicznej Donbaskiego Państwowego Uniwersytetu
Pedagogicznego (Słowińsk, Ukraina)
ORCID ID: 0000-0002-8323-6611*

Svitlana Omelchenko

*doktor nauk pedagogicznych, profesor,
Donbaskiego Państwowego Uniwersytetu Pedagogicznego (Słowińsk, Ukraina)
ORCID ID: 0000-0002-7940-0853
E-mail: tavoronenkova@ukr.net*

Adnotacja. W przepisach artykułu naukowego autor przeprowadza analizę opinii na temat wdrażania technologii pedagogicznej w procesie edukacyjnym instytucji edukacyjnej. Artykuł koncentruje się na potrzebie wdrożenia technologii pedagogicznej w określonych warunkach pedagogicznych, które mają na celu skuteczne kształtowanie kompetencji komunikacyjnych przyszłych nauczycieli sztuki muzycznej w procesie studiowania dyscyplin cyklu humanistycznego. Autor podaje definicję pojęcia „warunki pedagogiczne” i ujawnia ich potrzebę wykorzystania w badaniach naukowych. Wprowadzenie pewnych warunków pedagogicznych w realizację technologii pedagogicznej pozwala nam rozwijać i doskonalić pewne umiejętności komunikacyjne niezbędne do udanej pracy i samorealizacji przyszłych nauczycieli sztuki muzycznej. Ukształtowane kompetencje komunikacyjne pozwalają odkryć pewne cechy zawodowe przyszłych nauczycieli sztuki muzycznej.

Słowa kluczowe: kompetencje komunikacyjne, technologia pedagogiczna, warunki pedagogiczne, studenci, kurs specjalny, technologie interaktywne.

IMPLEMENTATION OF PEDAGOGICAL TECHNOLOGY IN THE EDUCATIONAL PROCESS OF EDUCATIONAL INSTITUTION

Tetyana Voronenkova

*Postgraduate Student at the Department of Pedagogy and Techniques of Technological Education
Donbas State Pedagogical University (Slovyansk, Donetsk region, Ukraine)
ORCID ID: 0000-0002-8323-6611
e-mail: tavoronenkova@ukr.net*

Svitlana Omelchenko

*Doctor of Pedagogical Sciences, Professor,
Rector
Donbas State Pedagogical University (Slovyansk, Donetsk region, Ukraine)
ORCID ID: 0000-0002-7940-0853*

Abstract. In the provisions of the scientific article, the author conducts an analysis of thoughts on the introduction of pedagogical technology in the educational process of educational institution. The article emphasizes the need to realize pedagogical technology by certain pedagogical conditions aimed at successful formation of communicative competence of future teachers of musical art in the process of studying the disciplines of the humanitarian cycle. The authors give the definition of the concept of “pedagogical conditions” and reveals their necessity to use in a scientific study. Implementation of certain pedagogical conditions in the implementation of pedagogical technology allows us to develop and improve certain communicative skills necessary for successful work and self-realization of future teachers of musical art. The formed communicative competence allows us to reveal certain professional qualities of future teachers of musical art.

Key words: communicative competence, pedagogical technology, pedagogical conditions, educational applicants, special courses, interactive technologies.

УПРОВАДЖЕННЯ ПЕДАГОГІЧНОЇ ТЕХНОЛОГІЇ В ОСВІТНІЙ ПРОЦЕС ЗАКЛАДУ ОСВІТИ

Тетяна Вороненкова

*аспірантка кафедри педагогіки і методики технологічної освіти
Донбаського державного педагогічного університету (Слов'янськ, Донецька область, Україна)
ORCID ID: 0000-0002-8323-6611
e-mail: tavoronenkova@ukr.net*

Світлана Омельченко

*доктор педагогічних наук, професор,
ректор
Донбаського державного педагогічного університету (Слов'янськ, Донецька область, Україна)
ORCID ID: 0000-0002-7940-0853*

Анотація. У положеннях наукової статті автори проводять аналіз думок щодо упровадження педагогічної технології в освітній процес закладу освіти. В статті акцентується увага на необхідності реалізації педагогічної технології певними педагогічними умовами, які спрямовані на успішне формування комунікативної компетентності майбутніх учителів музичного мистецтва у процесі вивчення дисциплін гуманітарного циклу. Автори дають визначення поняття «педагогічні умови» й розкривають необхідність його використання у науковому дослідженні. Впровадження певних педагогічних умов у реалізацію педагогічної технології дає нам змогу розвивати та удосконалювати певні комунікативні навички, що необхідні для успішної праці та самореалізації майбутніх учителів музичного мистецтва. Сформована комунікативна компетентність дає змогу розкрити певні професійні якості майбутніх учителів музичного мистецтва.

Ключові слова: комунікативна компетентність, педагогічна технологія, педагогічні умови, здобувачі освіти, спецкурс, інтерактивні технології.

Introduction. In the organizational and meaningful block of our pedagogical technology, we disclose the purpose and implementation of the content of tasks of pedagogical technology for the formation of communicative competence of future teachers of musical art.

In our opinion, the introduction of technology in the educational process of educational institution is determined by certain pedagogical conditions, which depends on the success of the educational process aimed at forming the communicative competence of future teachers of musical art.

According to the logic of our study, we need to substantiate the concept of “pedagogical conditions” and to identify which ones are necessary to provide technology for the formation of communicative competence of future teachers of musical art in the process of studying the disciplines of the humanitarian cycle.

Thus, in the study of A. Lytvyn and O. Matseiko consider pedagogical conditions as a complex of specially designed general factors influencing the external and internal circumstances of the educational process and personal parameters of all its participants (Lytvyn, Matseiko, 2013) and scientist Z. Sliepkan interprets the teaching conditions as a set measures of educational and educational process, providing the necessary level of certain category of the citizen of the applicant; circumstances that promote or inhibit its achievements in the educational process; it is interesting that it characterizes the pedagogical conditions and as a meaningful characteristic of one of the components of the pedagogical system, which is the content, organizational forms, means of training and the nature of the interaction between the teacher and the applicant (Sliepkan, 2005).

E. Khrykov under the notion of “pedagogical conditions” understands the circumstances that determine the specific direction of development of the pedagogical process; a set of objective possibilities of content, forms, methods, techniques, means of pedagogical activity (Khrykov, 2011).

Consideration of the concept of “pedagogical conditions” is also devoted to the work of I. Bakhov, in which the scientist calls the pedagogical conditions of the complex of interacting measures of the educational process, aimed at the formation of certain competence and ensure the transition to a higher level of its formation (Bakhov, 2009: 313–323).

Interesting for our research is the understanding of the study of L. Havrilova’s studied phenomenon as specially created conditions necessary and sufficient to ensure the performance of the course of the educational process and achieving the goal (Havrilova, 2015), and N. Bondar determines and theoretically justifies the pedagogical conditions for the formation of key competencies of future specialists: the formation of positive motivation of applicants to the study of humanitarian disciplines by professional direction of their content; use of distance learning to organize independent work of students; provision of problematic and creative nature of training through the use of Web-quests; development of professional-personal qualities of applicants with means of business games (Bondar, 2016).

Summarizing the opinions of scientists and researchers we can interpret the pedagogical conditions as a set of measures necessary and sufficient to realize the technology of forming the communicative competence of future

teachers of musical art in the process of studying the disciplines of the humanitarian cycle; a set of opportunities for the educational and material and technical base that affects personal, content and procedural components of technology and provide effective functioning and development.

In this context, we are talking about the substantiation of pedagogical conditions that contribute to the formation of communicative competence of future teachers of musical art. So, we took into account:

- social order in accordance with the problem of our research (formation of the future teacher of music capable of implementing professional communication aimed at solving professional issues, which makes it possible to self-realize themselves to improve and self-education);
- requirements for educational-qualification characteristics and educational and professional program in terms of formation of communicative competencies necessary for the successful professional activity of future teachers of musical art);
- requirements for speech, lexical knowledge of skills and skills necessary for the organization of professional communicative activities in schools of arts;
- the essence and specificity of the professional communicative activity of the teacher of musical art in schools of arts;
- features of the implementation of technology of formation of communicative competence of future teachers of musical art.

These directions, in turn, and make up the proposed complex of pedagogical conditions for providing technology for the formation of communicative competence of future teachers of musical art in the process of studying the disciplines of the humanitarian cycle should be directed to:

- formation of the future teachers of musical art value in communication as a means of pedagogical work;
- use of interactive technologies (Web-quests, trainings, binary classes, educational hours, etc.), aimed at improving the communicative competence of future teachers of musical art;
- implementation of the interaction of the teacher and the applicant by combining various forms and methods of educational process.

Finding pedagogical conditions necessary to disclose the technology of forming a communicative competence of future teachers of musical art; we can outline each of them.

Consequently, the first pedagogical condition – the formation of the future teachers of musical art of the value of the communication as a means of pedagogical work, which goes out in its intention to direct its activities to the comprehensive development of the applicant, the ability not only to receive knowledge, but also on the formation of their valuable attitude to communications, the ability to predict and take into account the consequences of communication.

Interesting works are N. Volkova (Volkova, 2014: 112–119), G. Zaleskyi (Zaleskyi, 1994), I. Kohut (Kohut, 2015) who consider the methodological basis of ways of forming the value of applicants in communication in their works.

Consequently, we have a deep belief that the mechanism that ensures the implementation of the needs of the individual is the motivation of activity. The steady motivation in the process of training will increase the qualitative level of knowledge, skills, skills that positively affects the formation of communicative competence of future teachers of musical art.

Summarizing the experience of the researcher I. Kohut we make a special emphasis on the formation of the value of the future teacher of musical art to communication, based on the next conceptual position, stages:

- motivational – it is necessary to exercise at all stages of education for an effective professional attitude and successful future professional activity;
- cognitive – the development of the cognitive sphere of self-consciousness of education;
- professional design is the consolidation of new ways of activity based on the actualization of the cognitive sphere of self-consciousness of education (Kohut, 2015).

It is clear that for the formation of value-related attitude to communication, we use methods of emotional and moral stimulation, interest, creating new, creative tasks on classes, modeling certain speech situations, the use of verbal and non-verbal means, encouragement that will promote stimulating to study, self-expression and self-education. Also, the main task of forming a valuable attitude to the communicative process of applicants is not only the acquisition of new knowledge through Web-quests, trainings, binary classes, independent work, interactive educational hours during the study of disciplines “Foreign language for professional orientation”, “Ukrainian language for professional orientation”, “Cultural Studies” and special course “Foreign language and music in the educational process in professional institutions before higher education”, but also the allocation of basic information necessary for self-development; building an own system of assessments of communicative activity on educational classes; promote the development of acquires of its own communication style, the ability to use lexical structures in its own speech.

We are confident that subject to such an approach in the process of preparing applicants, a value attitude towards communication in the professional sphere is growing in everyday life, put forward requirements to meet the communicative activity of the future teacher of musical art.

The second pedagogical condition was determined by the use of interactive technologies (Web-quests, trainings, binary classes, independent work, educational hours, etc.), aimed at improving the communicative competence of future teachers of musical art.

We divide O. Harmash's opinion that interactive technologies of work in the process of forming communicative competence have a significant role, such as Web-quests, trainings, binary classes, independent work of applicants, educational hours, etc. are needed for effective communicative activities aimed at the development of the development of personal position of applicants, intensification and improvement of broadcasting skills, self-development, self-development and self-improvement, ability to work in pairs and groups, ability to manage contact and communication process, find decisions in non-standard situations, critically thinking, developing empathy skills and adequate social perceptions, etc. (Harmash, 2020).

According to the logic of our study, for the implementation of this condition, foreseen the introduction of a special course "Foreign language and music in the educational process in professional establishments before higher education". The purpose of our special course: promoting the need for the formation of communicative competence due to interactive technologies on practical classes; improvement of self-knowledge skills, self-improvement, self-development and formation of communicative competence; increasing vocabulary (foreign language) with emphasis on musical terminology; the opportunity to participate in international scientific and practical conferences; improvement of oral speech skills during the analysis of music works by a foreign language, presentation of biographies of composers.

The main tasks of studying the special course are:

- consistent mastering of communicative skills, skills and knowledge;
- formation of communicative competence and application in practice gained skills and skills;
- stimulate communicative, artistry, creativity as integral components of pedagogical abilities;
- promote the development of the creative personality of the future teacher of musical art;
- formation of skills to work in a team;
- features of self-development and self-improvement of the future teacher of musical art in the process of practical classes.

It should be noted that special course "Foreign language and music in the educational process in specialist establishments before higher education" is based on integrity as a process of forming communicative competence in future teachers of musical art, and its assimilation of applicants. The developed special course "Foreign language and music in the educational process in professional institutions before higher education" is aimed at practical, individual educational research and independent work of future teachers of musical art, during which the applicants acquire skills and skills in self-examination and reflection, non-standard creative thinking. Acceptance of independent decisions in certain communicative situations, ability to work in a group and team. We implemented in the educational process of educational discipline "Foreign Language and Music in the Educational Process in Professional Institutions before Higher Education" (III Course, V semester) for future teachers of musical art, which acquire a baccalaureate level of professional before higher education. The volume of educational discipline is 36 hours (1 credit ECTS), of which: 32 hours – practical and seminars, 4 hours – independent work. The form of final control was a score.

The program of discipline consisted of two content modules "Culture and Art of English-speaking countries", "Foreign Language and Music" and accommodated the following topics: "Means of communication", "Outstanding artists of art and culture of English-speaking countries", "British Traditions", "National Holidays UK", "Pop music in English-speaking countries", "Singers and musical works", "Outstanding art figures of Ukraine", "Ukraine and English-language countries", "Music – Universal language", "From the history of Ukrainian music", "Variety terminology. Pop music of Ukraine".

In the first meaningful module "Culture and Art of English-speaking countries", a goal, subject, task of the course "Foreign language and music in the educational process in the facilities of special before higher education"; themes of the content module "Means of communication", "Outstanding artists of art and culture of English-speaking countries", "British traditions", "National Holidays of Great Britain", "Pop music in English-speaking countries"; different communications of situations and exercises that need to be solved are provided; studying the culture and art of English-speaking countries, in order to expand the student's horizons; studying the creativity of the singers of English-speaking countries; various means of communication are considered; use of trainings, Web-quests, binary educational work, etc.

The second content module "Foreign Language and Music" is aimed at studying such topics as "Prominent art figures of Ukraine", "Ukraine and English-language countries", "Music – Universal language", "On the history of Ukrainian music", "Variety terminology. Pop music of Ukraine". The applicants are practicing to use acquired communicative skills and skills, analyze communicative situations and create a positive communicative environment.

In practical classes, as well as during independent work, future teachers of musical art formed communicative competence, perfected communicative skills and skills, ability to work in groups and team, developed creative abilities, self-improvement and self-development, have learned to analyze the communicative situation and make their own decisions in complex communicative situations. The applicants could use the acquired knowledge and skills with the following forms: binary educational time, project contests, oral magazine with elements of demonstration, speeches of applicants in amateur groups, etc.

We defined the third pedagogical condition – realization of the interaction of the teacher and the applicant by combining various forms and methods of educational process.

The interaction of the teacher and the applicant plays a specific role in the educational process, it motivates to accept and substantiate certain communications, creates emotional reinforcement of activity and conditions

of the applicant for self-realization, self-development, self-improvement, the opening of its own styles of communicative activity. For our study, it is an urgent view of the study of A. Boyko, which notes that in the process where each person is a unique personality itself is designing and the creation of personality (Boyko, 2013). Also, the subject-subject relationship considers in its dissertation research by S. Shekhovtsova, it reveals the problem of forming future teachers in the process of professional training, emphasizes the importance of the activity aspect of future teachers within the interaction of the teacher and the applicant in the educational process that in its own the queue, promotes the positive attitude of claims to professional pedagogical activity (Shekhovtsova, 2017).

Consequently, the interaction of the teacher and the applicant in the educational process is aimed at forming the future teachers of musical art of communicative competence within the limits of the uniform relationship of the teacher and the applicant. In these relationship, the teacher occupies a leading place in the interaction of a teacher-acquisition, controls the learning process and directs it. The applicant is an active participant in the educational process, which has the opportunity to form its own communicative competence.

Conclusions. In order to form the communicative competence of future teachers of musical art, it is necessary to direct the joint efforts of teachers of disciplines “Foreign language for professional orientation”, “Ukrainian language for professional orientation”, “Cultural Studies”, using in the educational process such forms and methods that will contribute to the formation of communicative competence in accordance with the technology of forming communicative competence is substantiated.

We can show in which directions takes place a process of forming a communicative competence of future teachers of musical art:

- formation of an idea of future teachers of musical art on the specifics of assimilation of communicative competence;
- formation of cognitive interest and value attitude towards the future profession in the educational process, the organization of a special course, accentuating attention on the success and learning difficulties, etc.;
- compliance with the regularity and systematic education of education in the educational process;
- organization of an educational process oriented to the variation and modeling of communicative situations, the use of the method of observation, interactions, heuristic methods of training, Web-quests, trainings, binary educational hours, disputes, brainstorming, use of Internet resources, etc.;
- conducting scientific and practical conferences with applicants, theoretical and methodological seminars on the formation of communicative competence of future teachers of musical art;
- creation of conditions for the interaction of teachers and acquisitions at the level of cooperation and co-creation;
- implementation of a regular analysis, collective discussion of the results of educational activity of applicants;
- provision of consultations, methodological and practical assistance to future teachers of musical art during passage of pedagogical practice;
- implementation of systematic control of the level of formation of communicative competence of future teachers of musical art.

The above allows future teachers of musical art to determine their readiness to improve and develop communicative competence, find non-standard decisions in complex language situations, etc.

Bibliography:

1. Бахов І.С. Педагогічні умови формування професійно-комунікативної компетентності перекладачів у системі вищої освіти. *Вісник Київського національного університету ім. Т. Шевченка. Соціологія. Психологія. Педагогіка.* 2009. № 3. С. 313–323.
2. Бойко А.М. Від теорії до практики: критеріальні ознаки, відбір і поетапний процес упровадження педагогічних інновацій : навчальний посібник для студентів вищих навчальних закладів. Полтава : ПНПУ імені В.Г. Короленка, 2013. 268 с.
3. Бондар Н.Д. Формування ключових компетентностей майбутніх менеджерів сфери туризму в процесі вивчення гуманітарних дисциплін : автореф. дис. ... канд. пед. наук : 13.00.04. Вінниця, держ. пед. ун-т ім. Михайла Коцюбинського. Вінниця, 2016. 20 с.
4. Волкова Н.П. До питання про підготовку майбутніх соціальних педагогів до здійснення професійно спрямованої комунікації. *Педагогіка формування творчої особистості у вищій і загальноосвітніх школах.* № 34 (67). Київ : Класичний приватний університет. 2014. С. 112–119.
5. Гаврилова Л.Г. Система формування професійної компетентності майбутніх учителів музики засобами мультимедійних технологій : дис. ... д-ра пед. наук : 13.00.04. Національний педагогічний університет імені М.П. Драгоманова. Київ, 2015. 656 с.
6. Гармаш О.М. Формування тьютерської компетентності майбутніх учителів іноземних мов у процесі професійної підготовки : дис. ... канд. пед. наук : 015 «Професійна освіта». ДВНЗ «Донбаський державний педагогічний університет». Слов'янськ, 2020. 312 с.
7. Залесский Г.Е. Психология мировоззрения и убеждений личности. Москва : МГУ, 1994. 144 с.
8. Когут І.В. Формування професійно-педагогічної комунікативної компетентності майбутнього вчителя : дис. на здобуття : 13.00.04 «Теорія і методика професійної освіти». Полтава, 2015. 250 с.
9. Литвин А., Мацейко О. Методологічні засади поняття «педагогічні умови». *Педагогіка і психологія професійної освіти.* 2013. № 4. С. 43–46.
10. Слєпкань З.І. Наукові засади педагогічного процесу у вищій школі. Київ : Вища школа, 2005. 239 с.
11. Хриков Є.М. Педагогічні умови як складова наукових знань. *Шлях освіти.* 2011. № 2 (60). С. 11–15.

12. Шеховцова С.О. Теоретичні і методичні засади формування суб'єктності майбутніх учителів іноземних мов у процесі фахової підготовки : дис. ... д. пед. наук : 13.00.04. Старобільськ, 2017. 476 с.

References:

1. Bakhov, I.S. (2009). Pedagogichni umovy formuvannya profesiino-komunikatyvnoi kompetentnosti perekladachiv v systemi vyshchoi osvity. Visnyk Kyivskoho natsionalnoho universytetu im. T. Shevchenka. Sotsiologhiia. Psykholohiia. Pedagogika [Pedagogical conditions for the formation of professional communication competence of translators in the system of higher education]. No. 3. P. 313–323 [in Ukrainian].
2. Boiko, A.M. (2013). Vid teorii do praktyky: kryterialni oznaky, vidbir i poctapnyi protses uprovadzhennia pedagogichnykh innovatsii [From theory to practice: criterial signs, selection and phased process of introduction of pedagogical innovations]: navch. posibn. Poltava: PNPi imeni V.H. Korolenka, 268 p. [in Ukrainian].
3. Volkova, N.P. (2014). Do pytannia pro pidhotovku maibutnikh sotsialnykh pedagogiv do zdiisnennia profesiino-spriamovanoi komunikatsii [About the question of preparing future social educators in the implementation of vocational-directed communication]. Pedagogika formuvannya tvorchoi osobystosti u vyshchii i zahalnoosvitnikh shkolakh. No. 34 (67). Kyiv: Klasychnyi pryvatnyi universytet. P. 112–119 [in Ukrainian].
4. Bondar, N.D. (2016). Formuvannya kliuchovykh kompetentnosti maibutnikh menedzheriv sfery turyzmu v protsesi vyvchennia humanitarnykh dystsyplin [Formation of key competencies of future managers of tourism sphere in the process of studying humanitarian disciplines]: avtoref. dys. ... kand. ped. nauk: 13.00.04. Vinnyts. derzh. ped. un-t im. Mykhaila Kotsiubynskoho. Vinnytsia. 20 p. [in Ukrainian].
5. Havrylova, L.H. (2015). Systema formuvannya profesiinoi kompetentnosti maibutnikh uchyteliv muzyky zasobamy multymediinykh tekhnolohii [System of formation of professional competence of future music teachers by means of multimedia technologies]: dys. ... d-ra ped. nauk: 13.00.04. Natsionalnyi pedagogichnyi universytet imeni M.P. Drahomanova. Kyiv. 656 p. [in Ukrainian].
6. Harmash, O.M. (2020). Formuvannya tiuterskoi kompetentnosti maibutnikh uchyteliv inozemnykh mov u protsesi profesiinoi pidhotovky [Formation of a thermal competence of future teachers of foreign languages in the process of professional training]: dys. ... kand. ped. nauk: 015 Profesiina osvita. DVNZ "Donbaskyi derzhavnyi pedagogichnyi universytet". Sloviansk. 312 p. [in Ukrainian].
7. Zalesskyi, H.E. (1994). Psykholohiia myrovozrennia y ubezhdenyi lychnosti [Psychology of the worldview and personality belief]. Moskva: MHU, 1994. P. 144 [in Russian].
8. Kohut, I.V. (2015). Formuvannya profesiino-pedagogichnoi komunikatyvnoi kompetentnosti maibutnoho vchytelia [Formulavna of Profi-Pedagogical Complexual Competence of the Future Teacher]: dys. na zdobuttia: 13.00.04. Teoriia i metodyka profesiinoi osvity. Poltava. 250 p. [in Ukrainian].
9. Lytvyn, A., Matseiko, O. (2013). Metodolohichni zasady poniattia "pedagogichni umovy" [Methodological principles of the concept of "pedagogical conditions"]. Pedagogika i psykholohiia profesiinoi osvity. No. 4 P. 43–46 [in Ukrainian].
10. Slietkan, Z.I. (2005). Naukovi zasady pedagogichnoho protsesu u vyshchii shkoli [Scientific principles of pedagogical process in higher school]. Kiev: Vyshcha shkola. P. 239 [in Ukrainian].
11. Khrykov, Ye.M. (2011). Pedagogichni umovy yak skladova naukovykh znan [Pedagogical conditions as a component of scientific knowledge]. Shliakh osvity. 2011. No. 2 (60). P. 11–15 [in Ukrainian].
12. Shekhovtsova, S.O. (2017). Teoretychni i metodychni zasady formuvannya subiektnosti maibutnikh uchyteliv inozemnykh mov u protsesi fakhovoi pidhotovky [Theoretical and methodical principles of forming the subjectivity of future teachers of foreign languages in the process of professional training]: dys. ... d. ped. nauk: 13.00.04. Starobilsk. 476 p. [in Ukrainian].