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## CONTENTS

### PEDAGOGY

<b>Baltabayeva Zh., Abibulayeva A.</b> STRATEGIC MANAGEMENT AS A KEY FACTOR TO IMPROVE THE QUALITY OF EDUCATION: KAZAKHSTANI CASE STUDY.....	3
<b>Dubyna S. O., Khapchenkova D. S., Bondarenko S. V., Samoilenko O. V.</b> FACTORS OF EDUCATIONAL STRESS DEVELOPMENT DURING THE HUMAN ANATOMY STUDYING.....	8
<b>Grigoryan Nana, Harutyunyan Yeranuhi, Melanya Avagyan</b> ON ELECTRONIC EDUCATIONAL RESOURCES FOR STUDYING INFORMATICS.....	11
<b>Исабаева Даража Нагашыбаевна, Изимова Гульнара Акимжановна</b> ПРИМЕНЕНИЕ МУЛЬТИМЕДИА НА УРОКАХ ИНФОРМАТИКИ.....	16
<b>Maria Lupu</b> EDUCAȚIA PĂRINȚILOR ÎN FAMILILE MONOPARENTALE.....	19
<b>V. Pokaliuk, A. Maiboroda, D. Zhurbinskiy</b> BUSINESS GAME AS A METHOD OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS OF UNITS OF THE OPERATIONAL AND RESCUE SERVICE OF CIVIL PROTECTION OF UKRAINE.....	22
<b>Maria Lupu</b> EVOLUȚIA EDUCAȚIEI PARENTALE.....	27
<b>I. Sheremet, K. Vasylenko</b> THE MODEL OF TRAINING OF THE FUTURE TEACHERS FOR PREVENTION OF PUPILS' VISION DISORDERS.....	29
<b>Șorodoc Oana Gabriela</b> «DIN STRĂMOȘI SE ZICE...» PRELUAREA ÎN TRADIȚIA POPULARĂ A NORMELE DE EDUCAȚIE ECONOMICĂ DIN VECHILE PRAVILE ROMÂNEȘTI – MOȘTENIRE A NOMOCANOANELOR BIZANTINE	35
<b>Usmanova Muhayhon Sobirjon qizi</b> FORMATION OF METHODOLOGICAL COMPETENCE OF STUDENTS OF PEDAGOGICAL UNIVERSITY.....	39
<b>Vita Zubko</b> ESSENCE AND STRUCTURE OF READINESS OF FUTURE PSYCHOLOGISTS TO PROFESSIONAL MOBILITY.....	41
<b>Земліна Ю. В., Ліфіренко О. С.</b> ПРОБЛЕМИ РОЗВИТКУ ВИЩОЇ ОСВИТИ В УКРАЇНІ: СУЧАСНИЙ ПОГЛЯД НА КОНКУРЕНТОСПРОМОЖНОГО ФАХІВЦЯ З ГОТЕЛЬНО-РЕСТОРАННОЇ СПРАВИ.....	45
<b>Н. В. Іовхімчук, Н. П. Гайволя</b> ВИХОВАННЯ ЕСТЕТИЧНИХ ЦІННОСТЕЙ МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ ДИТЯЧОЇ ЛІТЕРАТУРИ.....	48
<b>Ш. К. Мардонов, М. Х. Бекмирзаев</b> ЦЕЛИ И ЗАДАЧИ ЗООЛОГИИ В ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЕ.....	54
<b>Пісняк В. С.</b> ОСВІТНЯ ІНКЛЮЗІЯ ЯК СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ ФЕНОМЕН.....	57
<b>Г. И. Салгараева, А. Б. Халык, Н. М. Алмабаева</b> ПРЕПОДАВАНІЕ ПРЕДМЕТА ЕСТЕСТВОЗНАНИЯ ДЕТЯМ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ С ПОМОЩЬЮ ПАЗЛОВ.....	61
<b>Чан Т. М., Коваль А. О., Криськів О. С., Антоненко О. В.</b> ТЕХНОЛОГІЇ МОДЕРАЦІЇ ЯК СОЦІАЛЬНА СКЛАДОВА У ВИКЛАДАННІ ДИСТАНЦІЙНОГО КУРСУ «ЗАГАЛЬНА ТА НЕОРГАНІЧНА ХІМІЯ».....	66

## THE MODEL OF TRAINING OF THE FUTURE TEACHERS FOR PREVENTION OF PUPILS' VISION DISORDERS

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**Abstract.** *The article deals with the model of training of the future teachers for prevention of pupils' vision disorders, which is exposed by the complex of its structural components (objective, content-technological and results-estimating). The article is focused on interpretation of the contents and principal points of the structural-functional model, which makes provisions for orientation of the learning process at higher educational institutions to occupational training of the future teachers for prevention of pupils' vision disorders. At the present time of modernization in the field of educational and upbringing system in Ukraine the issues of upgrading the level of professional training of the future teachers have become of vital importance, its key element is preparing a teacher for taking measures aimed at saving the pupils' health, among others prevention of pupils' vision disorders. The objective block of the worked out model contains objectives, tasks and principles for training of the future teachers for prevention of pupils' vision disorders. The content-technological component of the model includes development of informative provisions for professional training of the future teachers for prevention of pupils' vision disorders, preparation stages, pedagogical conditions and organizational-material supplies. The results-estimating component of the model makes provisions for estimation and an opportunity to make correction of the qualification level of the future teachers in the issues of prevention of pupils' vision disorders in due time.*

**Keywords:** *model of professional training, prevention of pupils' vision disorders, future teachers, training of the future teachers, pedagogical modelling.*

**Introduction.** The National strategy for development of education in Ukraine for 2012-2021 contains a particular focus on that Ukraine's integration to the world educational space requires continuous enhancement of the national system of education, search for efficient ways of improvement of the quality of educational services, testing and implementation of innovative pedagogical systems, factual affording equal access to education of high-quality for all the citizens, opportunities and freedom in choosing at education, modernization of the educational content and its organization in line with worldwide trends and requirements of the job market. At the present time of modernization in the field of educational and upbringing system in Ukraine the issues of upgrading the level of professional training of the future teachers have become of vital importance, its key element is preparing a teacher for taking measures aimed at saving the pupils' health, among others prevention of pupils' vision disorders.

Objectives of the article involve covering the content and the basic provisions of the structural-functional model, which prescribes the process of studying in higher educational institutions to be focused on professional training of the future teachers for prevention of pupils' vision disorders.

Being based on the analyzed and consolidated works of wide range of scientist sit was established, that the dominant element of modern educational paradigm in worldwide context is in commitment to training of a teacher aimed at preventive care, promotion and development of young generation's health. First of all this affects a teacher, who on the one hand holds basic knowledge about health, healthy lifestyle, and on the other hand – is a party to educational and up-bringing process aimed at preventive care of the pupils' health and control over functional disorders.

**Methodology of Research.** For working out the model of training of the future teachers for prevention of pupils' vision disorders a complex of research methods was used: *theoretical*: system-oriented analysis of scientific and scientific-methodological literature, content analysis of regulatory documents in the field of higher pedagogical education – in order to establish the degree of development of the problem understudy; comparative analysis and generalization – in order to specify the meaning of the concept of «training of the future teachers for prevention of pupils' vision disorders»; comparison – aimed at theoretical justification of the structure of training of the future teachers for prevention of pupils' vision disorders; modelling – in order to design the model of training of the future teachers for prevention of pupils' vision disorders; *empirical*: on looking, questioning, interviewing, conversation,

testing, studying the student's training, post evaluation of own experience at teaching in the higher pedagogical educational institution.

We think that would be necessary to appeal to the modelling method due to its being a cross-functional research method in science and using this method to work out the model of training of the future teachers.

In *Philosophical dictionary* (2001, p. 82) model is understood to be a materially or visualized object, which replaces the original object in the learning process preserving some features significant for this research, its typical characteristics.

Popularity of the modelling method resulted in appearance of a considerable amount of kinds of models. E. Yakovlev and N. Yakovleva (2006, *Pedagogical conception: methodological aspects of constructing*, p. 117) point out that the most wide-spread of them are: structural-functional, functional-structural, organizational, educational, mathematical, competency and others.

Being backed by the analysis of psychological-pedagogical literature, thesis researches and own teaching experience, we've designed the model of training of the future teachers of health-care fundamentals for prevention of pupils' vision disorders, which consists of objective, theoretical-methodological, content-technological and resultative-practical blocks.

Both native (Gluzman, 2011; Lobashev, 2006; Turkot, 2011; Sheremet & Bilyk, 2018) and foreign (Airhihenbuwa, 2005; Hawes, 2004; Lynch, 2015) scientists paid ample attention to the issue of model development in pedagogics. Some modelling aspects at theoretical and methodological levels are actively used in the field of pedagogical science (Chelnokova, 2017; Bilyk, 2017). Within the framework of developing innovation processes in education the following scientists used modelling: V. Bilyk (2016), V. Lobashev (2006), O. Matvienko (2010), M. Tarasova (2010) and others.

In the opinion of V. Kraevskiy (1994), the main characteristic of a model is that it has the form of clear and fixed coherence between the elements and a certain structure, which in its turn reflects internal essential regard to reality. A. Dahin (2003) provides the definition of the model in a different, more constructive way. To the author's opinion it should be considered as an artificially created object in the form of a scheme, physical constructions, signs and formulae, which is similar to the object of studying (or phenomenon), and reflects the structure simply, characteristic features, correlation and relations between the elements of this object. Such definition allows realizing the main point of this term, which denotes a streamlined mechanism, which functions due to cohesiveness of all its elements.

**Results of Research.** Taking into account the specified peculiarities of the activity performed by a teacher of health-care fundamentals under the conditions of health-preserving education and upbringing of the pupils (Allegrante, 2006; Gluzman, 2011), and with relying on the theory of activity, one can design a model of training of the future teachers of health-care fundamentals aimed at sustaining and preserving the pupils' health. This model, to our opinion, must involve the following structural components:

- *objective* (the purpose of training; the task of training),
- *theoretical-methodological* (methodological approaches at training of the future specialists: competence, personal-practical, axiological, systematical, technological and the principles – common didactic and specific),
- *organizational-technological* (makes provisions for defining the content of the occupational training of the future teachers for prevention of pupils' vision disorders by using the potential of the selected disciplines for essential studying by the students as well as implementation of the special course "Prevention of vision disorders"; provision of didactic element of the pedagogical process by means of implementation, integration and modernization of the active and interactive forms and methods of teaching and methodological practices in respect of the specific features of the process of training of the future teachers for prevention of pupils' vision disorders) and
- *resultative-practical* (criteria, data, stages and results of training of the future teachers of health-care fundamentals).

So, taking into account scientific perception of modelling and model, we've designed the model of training of the future teachers for prevention of pupils' vision disorders.

The model of training of the future teachers for prevention of pupils' vision disorders, which is schematically reflected at the picture (see pic. 1), was presented by us as a combination of its structural elements (objective, organizational-technological and results-estimating) and has the form of a well-defined mechanism, which works properly with all its elements functioning closely interrelated, that in its turn contributes to achieving the result in line with the stated objective and the objectives of this model.

Objective element of the model includes the objectives, tasks, principles and approaches for training of the future teachers of health-care fundamentals for prevention of pupils' vision disorders.

The task of occupational training of the future teachers for prevention of pupils' vision disorder involves the following:

— to provide the students with a range of theoretical knowledge in the context of teacher's activity aimed at preserving health (Kalesnikienė, 2015; Kassam-Khami, 2006; Schulze, 2006); formation of practical skills (gnostical, projecting, constructive, organizational, communicative) for prevention of pupils' vision disorders in the framework of educational, cognitive and out-of-school activity;

— formation of strong motivation for implementation of the activity for preserving health in the course of educational, extra-curricular and out-of-school activities;

— development of professionally important qualities of a future (see fig. 1).

Determination of the approaches of training of the future teachers for prevention of pupils' vision disorders made provision for analyzing of certain, general approaches of preparing the students for their future professional activity available for today, as well as defining such approaches, which to our opinion are specific in the context of the represented issue.

Let's outline these approaches. So, **systematical approach** gains quite significant importance at development of occupational training as well as in facilitating the training of the future teachers for prevention of pupils' vision disorders. The systematical approach involves observing regular arrangement of all the structural elements of the model with consideration for hierarchic sequence and its integrity as it is.

**Axiological approach** is well-grounded by the analyzed issues, its specific character in the context of formation of the future teachers' readiness for prevention of pupils' vision disorders. The preparation for execution of this process must make provisions for developing student's caring attitude to health in general and in terms of the explored subject.

**Personal-practical approach** makes provisions for interaction between the teacher and the students as the subjects of pedagogical process, their close cooperation on equal terms and on an equal footing. That is due to this approach, interrelation between the students and the teachers and, correspondingly, their cooperation should be based not only on taking a student as a future specialist, but as a personality, that is of prime importance.

**Technological approach** involves continuous looking for the most relevant forms and methods of teaching, improvement of the content for occupational training, organization of individual work and teaching practice with rational variability of time and resources from the mentioned above elements of professional training of the future teachers of health-care fundamentals.

**Competence approach** makes it possible to consider the demands to a present-day teacher within the framework of his training for prevention of pupils' vision disorders in the whole, involving the most relevant attributes of his professional activity. The most significant competences of a present-day teacher should include not only cognitive and practical (we mean the necessary knowledge and skills) and characteristic features, but also psychological (demand for psychological fortitude, motivation etc.) and spiritual as well (professionally-significant qualities).

Organizational-technological block of the model includes the development of informational support of the process of professional training of the future teachers for prevention of pupils' vision disorders, stages of preparation, pedagogical conditions and organizational-methodological support.

Also we should turn attention to significance of considering the stepping in the process of training of the future teachers for prevention of pupils' vision disorders, each stage of which has its task in accordance with the logic of arranging the process of professional training for the described above activity.

Each of the stages includes certain periods (courses / years) of studying at the higher educational institution. So, the first stage corresponds to the first year of study, which has its peculiarities (including the students' need for customization for the new learning environment and soon); in view of this the task in the context of training them for prevention of pupils' vision disorders should be minimized and be mainly aimed at actualization of the issue, drawing attention to it and formation of the initial idea. Also it is important to take into account the possibilities for training of the students for the process mentioned above. First of all we refer to the availability of the disciplines prescribed by the curriculum of training of the teachers of various pedagogical specialties, as well as the possibility of implementation of the corresponding special courses.

Under the main tasks of the first stage we subsume the following: formation of the students' basic idea of the main point and the content of health-preserving activity of a teacher; development of the students' understanding of the need for health-preserving activity, in particular for prevention of pupils' vision disorders, and arouse their interest in executing this process in future professional activity.

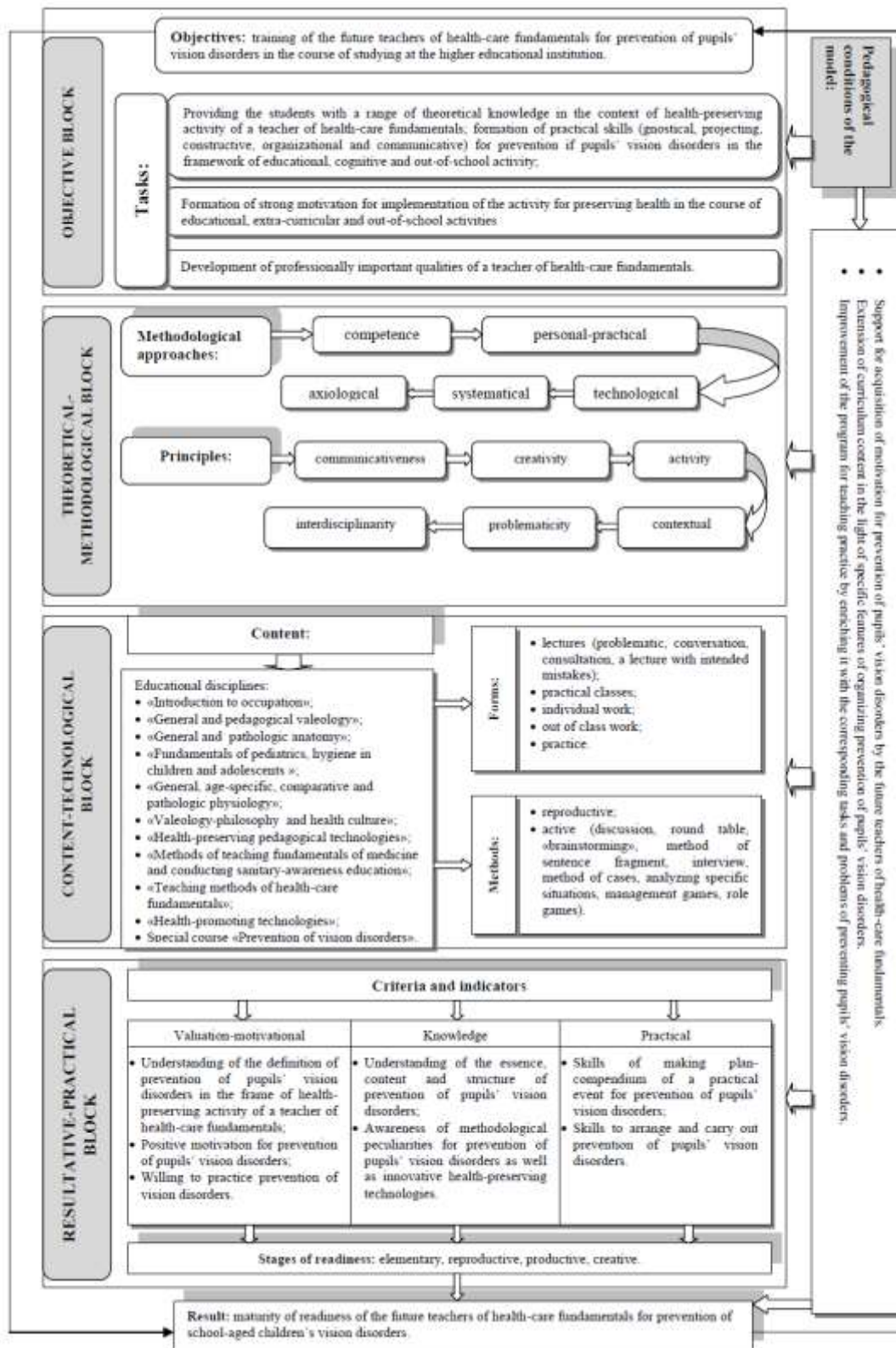


Fig. 1. The model of training of the future teachers for prevention of pupils' vision disorders.

**The second stage** (2-3 years) deals with the further formation of the future teachers' stable motivation for health-preserving activity, prevention of pupils' vision disorders; arming the students with profound theoretical knowledge and practical skills (mainly gnostical, communicative and project designing) at prevention of pupils' vision disorders; promotion of the professionally significant qualities necessary for the future teachers of health-care fundamentals.

**The third stage** (4 year) must be focused on strengthening the students' motivation for prevention of pupils' vision disorders, providing them with the knowledge at methodological peculiarities in the context of prevention of pupils' vision disorders and their acquisition of the necessary knowledge (mainly at project designing, constructive, organizational)

**Organizational-methodological support:** lectures, seminar and practical classes, role games, workshops, discussions, training projects, solving pedagogical task.

**Individual work** is essential to the structure of training of the future teachers, including the teachers of health-care fundamentals. Nowadays, due to entering the Bologna process, the attention to the students' individual work has increased, also it became more significant in the context of acquisition of the necessary knowledge and skills by the future teachers. Upon that, in particular cases the properly organized individual work may be more effective than other forms of teaching.

**Teaching practice** is the final stage at training of the future teachers of health-care fundamentals for professional activity, as in the course of teaching practice the acquired knowledge and skills are transferred to the real pedagogical activity, the students' pedagogical orientation and their professionally significant qualities find expression.

**Results-estimating block** makes provisions for estimation and an opportunity to make correction of the qualification level of the future teachers of health-care fundamentals in the issues of prevention of pupils' vision disorders in due time. It includes the criteria, measures and levels of preparation of the future teachers for the corresponding activity, as well as the logical result. In case of achievement of an unacceptable result, retroaction is provisioned.

**Conclusions.** Training of the future teachers for prevention of pupils' vision disorders – is a complex and controlled process, successful passing of which depends on all the elements of the model of training of the future teachers of health-care fundamentals for prevention of pupils' vision disorders.

In its turn, the pedagogical conditions for training of the future teachers for prevention of pupils' vision disorders include the following: content specification of professional training of the future teachers of health-care fundamentals in the light of the specific features of the activity for formation and preserving health at school, particularly for prevention of vision disorders; usage of innovative pedagogical technologies in the course of subject-subjective interaction between the teacher and the students; development of creative potential of the future teachers of health-care fundamentals in the course of carrying out the research-scientific work and pedagogical practices.

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