

УДК 37.011.3-051

PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF PREPARING FUTURE TEACHERS TO PROFESSIONAL MOBILITY IN TERMS OF MOUNTAINOUS REGION

M.B. Evtukh, I.B. Chervinska

The article focuses attention on the necessity of paying attention to the personal development of the personality who can respond flexibly to constantly changing conditions, and differs due to their initiative mobility, dynamism, constructivism, a developed sense of responsibility in professional activity. After all, modern education market requires a highly qualified professional, who has a proper command of professional competences. In this regard, in modern higher pedagogical school the scientific concepts are recognised with assigned priorities to integral formation and development of future teacher's personality, forming the readiness to be mobile in professional activity due to the switching from the state of performers to the state of active entities.

Based on the study of scientific sources and advanced teaching experience, the author reveals the psychological and pedagogical principles of preparing future teachers to professional mobility in terms of mountainous region. A description of practical implementation of the goals and objectives of the international project "Mountain School" in the context of the formation of professional mobility is rather interesting and informative. In the article the researcher emphasizes that during the research and work on the project the parameters of readiness to professional mobility have been identified and generalized. The contradictions have been reasonably revealed and psychological and pedagogical conditions of formation of the teacher's ability to professional mobility in terms of institutions functioning within the Carpathian region.

Keywords: *profession, mobility, reasons, competence, motivation, region, psychological and pedagogical conditions, mountainous region, socio-cultural space.*

General problem definition and its connection with important scientific and practical tasks. Higher education in Ukraine has been in the state of continuous improvement and modernization for the last decade. The driving forces of the processes occurring in higher education are the

necessity of its updating, difficult material and economic situation and the desire to enter the world educational space.

The success of modern education is determined primarily by its ability of flexible response to the conditions which constantly change. A state and a society require a specialist capable of rebuilding the content of the activity flexibly due to the changes of labour market requirements. Old experience in new environment can be not only useless, but even harmful. Thus, a need for "lifelong learning" comes into being to get new knowledge and skills that are required of a future specialist in specific circumstances and they are defined by both national and regional factors.

The analysis of recent research and publications which state the solution to a problem. In recent years, professional mobility has become the subject of a separate study in sociology, psychology and pedagogy. The analysis of scientific literature and dissertation research show that the mobility issue is currently under review in various aspects, one of which is the formation of professional mobility of future specialists in various fields: economic, educational, managerial, etc (L. Goryunova, Y. Dvoretzka, O. Dementieva, Y. Ivanchenko, N. Kozhemyakina). Social and professional mobility was studied by O. Bezpalko, R. Prima and M. Pazyukova in pedagogy; educational mobility was considered by N. Talanchuk; mobility in education is mentioned in the works of G. Shchukina; psychological aspects of professional mobility are traced in the works of L. Piletska. This is quite a natural phenomenon as a priority aim of higher pedagogical education is "not only the training of specialists in paradigmatic vector of competence approach, but also the formation of their readiness for professional activity in conditions of competition and instability in the labour market" [3]. However, a special research on preparing future teachers to professional mobility in terms of regional dimension hasn't been done.

The aim of the article is to disclose psychological and pedagogical foundations of preparing future teachers to professional mobility in terms of mountainous region.

Main material presentation. The active study of professional mobility of a future specialist in professional pedagogy started in the 70s of the last century. At that time professional mobility was mainly defined as "both willingness and ability of a worker to the rapid change of performed tasks, work places and even specialities within a profession or industry; the ability to get quickly new skills or changes in them arising under the influence of technical transformation" [1].

However, such an interpretation of this concept is highly professional and reflects the peculiarities of technical occupations, not paying attention to professional mobility of other professions ("human being – human being", "human being – environment" etc). It is not justified that social, cultural and historical changes in society as well as changes in the global environment or nature aren't always taken into account. Pointing to the necessity of replacements while defining professional mobility, the concepts of a number of industrial knowledge and skills, researcher D. Chernilevsky offers to replace them with more complete range of knowledge and skills, including those necessary to protect and improve health, demographic development, preservation and maintenance of traditions, cultural heritage, rational use of natural resources and environmental protection. In this interpretation, professional mobility is presented as a multifaceted concept combining different branches of human knowledge and highly generalized skills [18].

In modern education, the processes of globalization, integration, modernization and development happen which become sources of growing requirements to the quality of training specialists. One of the new requirements for personality, activity and development of a modern professional is mobility. The factors that increase this requirement include:

- swiftness and innovation of life and work; the increased dependence on individual career education; the increase of knowledge aging speed;
- the increase in personal success depending on education and profession; constant changes in the labour market;
- increased changes in the world of work; the dynamics of the market trades development; constant changes in the status of many professions;
- the development of economics and society knowledge.

We have found out that professional mobility as an integrative dynamic growth in the structure of future teacher's personality reflects openness to changes, the degree of awareness of mobility essence and manifests itself in the ability of analytical thinking and adequate assessment of the situation, correlating with their capabilities and needs, values and motives of professional self-development, and the ability to predict and find the best way out of difficult situations, adequately modify their activities under new circumstances.

"Readiness of future primary school teacher for the educational activity primarily demands professional abilities and skills, using theoretical and methodological knowledge in school practice, mastery of standardized and innovative educational technologies and pedagogical skills to solve the educational situation, the ability to perform pedagogical work" [2, p. 6].

The preparation of the future teacher, capable of professional mobility, will be effective if it takes place in a specially organized educational space and solves the following problems: the formation of a future teacher's readiness to changes and innovations; learning the ability how to operate in conditions of constant change. That's why, the preparing of a future teacher, capable of professional mobility, can be made in educational space, which is characterized by inherent variability and quality eventfulness [1].

Stated above allows us to make some generalization as for the problem of our research. The professional mobility of a future teacher is a quality of an individual that facilitates a rapid response to a problematic situation, certain difficulties and actualize all the potential possibilities of subject activity of a student while making a choice of options and ways to solve professional and pedagogical problems and predicting future professional fulfillment. The formation of professional mobility of future teachers is the process of professional training which is based on the interaction of all the subjects of educational process in higher pedagogical educational establishment.

The term "professional mobility" is rather ambiguous and has a complex structure. In the psychological dictionary it is defined as "ability and willingness of an individual to acquire new technology rather quickly and successfully, to acquire missing knowledge and skills to ensure the effectiveness of a new professional activity" [15]. Accordingly, there is a logical question that lies at the heart of this multifaceted concept. Such scientists as Y. Dvoretzka [7] and E. Halytsia [5] note that the basis of professional mobility, first of all, is a high level of generalized professional knowledge, mastering a system of integrated professional techniques and skills to use them effectively to perform any task in a professional field. In foreign researchers' opinion (D. Martens, A. Shelton), as a basis of professional mobility formation and competitiveness of future specialists some "key qualifications" should be taken, those with a wide range, beyond one group of professions, which professionally and psychologically prepare a specialist to changes and mastering of new specialties and occupations; they provide readiness to innovations in professional activity.

Modern scholars have greatly enriched the concept of key qualifications supplementing it with the concept of key competence. Thus, researcher E. Zeer gave ground for professionally specified structure of expert's activity and personality in his works. Basing on these studies, he identified the structure of key qualifications reflecting common professional nature of expert's activity and personality, his key competences, characterizing

intercultural and inter-branch knowledge, skills and abilities necessary for adaptation and productive activity in different professional communities.

Professional mobility of a personality is also a symptom of inner freedom, the ability to reject stereotypes and look at everyday or professional situation in a new, non-standard way, sometimes going beyond commonplace limits. Only a creative personality with divergent thinking and creative abilities can cope with it.

Summarizing the results of theoretical research, the conclusion can be made that professional mobility is the integrative quality of personality that combines: existing internal necessity in professional mobility; abilities and educational base of professional mobility as well as self-awareness of their individual professional mobility, formed on the basis of determining reflection and readiness for professional mobility. Each of these components includes substructures which development leads finally to its formation.

Forming the basis of professional mobility needs includes the development of self-education motivation, the development of achievement motivation, the formation of self-actualization, optimistic perception of reality and a change of profession adjustment. The abilities in professional mobility include advanced cognitive abilities, creativity, divergency, critical thinking. Educational base of professional mobility consists of general and professional knowledge, key qualifications and competences, ability to rapid transfer of knowledge to the new conditions of educational space.

The philosophical understanding of transformational changes which take place in the modern social and cultural space is based on dialectical unity and interdependence of global and regional ideas. Globalization generates global socio-cultural space which acquires such characteristics of ontological community as integration, integrity; affects the socio-cultural dynamics of countries, destroying persistent patterns of spatial relationships, eroding administrative boundaries, thus causing their desire to regionalization.

Regionalism manifests itself in heterogeneity, differentiation, fragmentation, locality, sustainability, uniqueness and exclusivity of regional socio-cultural practices. Accordingly, the dominant state-centric paradigm is defined in a new way: modern world becomes the world of regions, a new form of global socio-cultural organization of space.

Regionalism as a paradigm and a new type of scientific thinking operates the basic concepts of the region which explain the nature of the relationship and interaction of local, regional, state (national) and global levels of socio-cultural space. The special cognitive value gets the

interpretation of the term "region" as multilevel socio-cultural space which exists in the form of regions of the world, covering partly or all the territory of two or more countries; countries-regions as both integral that expand or narrow national spaces-subsystems of global socio-cultural space; inner regions as the part of the national socio-cultural space [12]. In general, the term "region" as socio-cultural space is generally accepted and a regional approach is an effective form of studying the problems of social and cultural transformations of the country as a whole as well as its socio-cultural educational and other spaces. Such methodological regulation helps to consider national (state) socio-cultural space as a unity of regional spaces.

National socio-cultural space is formed due to the interaction of regions as socio-cultural realities, differentiated regional practices based on integrative and disintegrative features: a variety of geo-cultural landscapes, the possession of social and cultural potential, the originality of regional culture, ethnic and religious characteristics of regional society, the formation processes of regional socio-cultural identity, the formation of cultural brands. The place of each regional space is determined through the relationship with another socio-cultural space within the sustainable model frame "centre – periphery", "inner regions – frontier and transborder regions" [11].

The role of frontier regions, where the Carpathian region belongs, is seen in a new way – through the prism of integration possibility to general national space of other frontier areas (B. Rodoman, N. Zhivenok). The frontier regions are the structural elements of the transborder regions interpreting transboundary as an innovating socio-cultural form of cross-cultural interaction [12].

When analyzing the possibilities of professional mobility of future teachers at the regional level, we tried to take into account all the factors: macro-, meso-, micro-. It provided an opportunity to identify the following features of the Carpathian region:

- historical and ethnocultural, which contain the traditions of the country, customs, language, communication, cultural and historical ties, life values and priorities;

- natural geographic, which determine the climate, landscape, minerals, natural conditions; socio-geographic, which reflect the density of the population, their vocations, the specific features of the settlement, distance from the centre;

- demographic, which express the national composition, age-sex structure, migration processes, types of families, the nature of human reproduction.

At the same time, we are the supporters of methodological position of our scientist R. Prima, claiming that the process of forming the mobile expert provides the organization of a certain "field of opportunities", educational pedagogic environment, vital activity guiding a future specialist to a diversity in the choice of self-expression, the status of growth, professional development, rapid orientation (adaptability), striving to change actively unfavourable situations [16]. So, mobility is the integrative quality of personality that characterizes their ability to change their status or position in the social, cultural or professional environment quickly [13].

A striking example of practical implementation of the problem as for the formation of professional mobility of future teachers at the regional level is the functioning of international project "Mountain School: state, problems and prospects of its development", one of its tasks is to study the characteristics of the content, forms and methods of training teachers, educators, psychologists and social teachers at the university to work at mountain schools.

In order to expand the range of opportunities for professional mobility among future teachers who are going to work at mountain schools at the Carpathian region of Ukraine, its sponsors have developed guidance recommendations "Considering the impact of mountain natural and social environment on the development, training and education of students" [17], which are successfully tested in the Department of Education and Science RSA, Regional Institutes of Postgraduate Education in Ivano-Frankivsk, Lviv, Chernivtsi, Transcarpathian regions. We hope that the proposed recommendations would be useful for young professionals involved in a deeper study of psychological, pedagogical, socio-cultural and didactic conditions for organising educational and management activity of educational institutions on mountainous terrain.

To solve the outlined task, the cooperation of scientific and methodological groups and commissions has been organised to study, generalize and expend experience as for the development of student personality in the educational process of mountain schools, the problem of preparing a future teacher to work at mountain school that together will facilitate the development of professional mobility of teachers altogether, who will work in that area.

However, the task of our research required certain detailed content and specific key areas of preparing future teachers to work, taking into account the regional conditions of socio-cultural space. Therefore, the main focus in the system of professional training of future teachers in higher educational

establishments in terms of the regional dimension has been made with the priority on socio-cultural, regional ethnographic and career-oriented areas of the organization of educational work.

The results of scientific research within the international project "Mountain School: state, problems and prospects of its development" will be used and are already used in the following areas:

- preparing teachers for work at mountain schools;
- recommendations and development in the profile direction of mountain schools (as part of the educational districts and supporting schools);
- presentation of project ideas at the international level;
- presentation of projects and developments of sponsors in the markets of educational services of the countries where there are mountain schools;
- the exchange of experience with scientists in countries where there are schools on mountainous terrain.

The study of the outlined problem has a direct connection with the educational and organizational process performed by the Department of Theory and Methods of Primary Education at V. Stefanyk National Precarpathian University. The scientists of the department in cooperation with other departments of the University carry out the training of primary school teachers taking into account the peculiarities in terms of mountainous region, focusing respectively on their mobility. Analysing the stated problem, professional mobility of teachers is considered through the recommendations proposed by researcher L. Goryunova, who claims that "professional mobility should be determined at the level of personal qualities (adaptability, communicativity, independence, adjustment, purposefulness, values and attitudes, social memory, critical thinking, the ability to self-knowledge, self-education, social mobility); at the level of performance characteristics (reflexivity, creativity, projectiveness, forecasting, goal-setting, flexibility, plasticity); at the level of self-transformation processes, activities, environment" [6, p. 21].

For a more detailed study of the working conditions of a modern teacher at schools on mountainous terrain, the students of pedagogical specialties (primary education, preschool education, social pedagogies and social work, etc.) are given a special course: "Mountain school: its peculiarities and problems", "Living in the mountains: psychology, traditions and customs", "National pedagogical traditions of mountaineers", "The technology of organising educational space at mountain schools."

The problem of professional mobility of a teacher in terms of educational space in the mountainous region occupies its rightful place in the

topics of term, diploma and master papers. In order to provide better preparation of future teachers to work in the mountainous conditions, the department organizes different types of practice – regional ethnographic, physical geographic, folk, educational, teaching and industrial. In most cases, the practice at supporting schools of the project is passed by more than 600 graduates who work in mountain settlements.

In the framework of the creative laboratory project the areas of cooperation of educational institutions in mountainous regions in Ivano-Frankivsk region and scientists of V. Stefanyk National Precarpathian University have been singled out:

1. "Socio-cultural space of mountain school." (The influence of educational, social and cultural space of mountain school on personality development is researched).

2. "The labour tradition in mountain school." (The specifics of the application of ethnical pedagogic sources of labour at primary school are under the research).

3. "Mountains and psychology of mountaineers." (The features of the mountain environment influence on the formation of mountaineers' psychology are researched).

Professional and methodical preparation of future teachers to work at mountain school, forming their professional psychological readiness and adaptation to difficult living conditions, labour and management in the mountains is one of the basic tasks of professional activity of those who are involved in the preparation of this cohort of specialists. Its solution will contribute a lot to solving a number of problems: fixing the graduates of pedagogical educational establishments in the mountain region; the skilful usage of potential educational opportunities in educational socio-cultural space by teachers where mountain school operates; successful work with parents of children-mountaineers.

Actually, the specific comprehensive study of cultural and educational space is mentioned, where school operates and teachers use the educational potential of social, cultural and historical environment, which includes the knowledge about the culture, traditions, ethnic and social peculiarities of the Carpathian region and so on.

Obviously, the readiness to professional mobility differs from the readiness to teacher's activity, because it predicts not only the ability to show professional skills but the ability to mobilize forces; perception of yourself in new situations a strong desire to find a way out of difficult situations, to meet the needs of valuable orientations and positive changes in the professional and personal position.

Conclusions and recommendations for further research. Modern educational changes lead to a reform of the entire educational system, according to which other professional competences of the teacher mobilize; other values and new vision of oneself in the profession are updated. The future teacher should be able to make decisions and be responsible for them. Undoubtedly, the present time causes the necessity of looking for new approaches to training experts whose most important features are education, communicative competence, independence, professional mobility, educational skills, professional maturity, creativity, self-organization, self-development, life-long education.

The prospects of further scientific studies are associated with studying the problems of future teachers' readiness to work in mountain educational institutions.

Bibliography

1. Amyrova L. A. Problema professional'noy mobyl'nosti pedahoha y perspektyvni oryentyri razvytyya /L. A. Amyrova // Obrazovanye y nauka: zhurnal teoreticheskyykh y prykladnykh yssledovanyy Ural'skoho otdelenyya Rossyyskoy Akademyy obrazovanyya. – 2009. – № 8 (65). – S. 86–96
2. Budnyk O. B. Action-technological readiness of future primary school teacher for social and educational activity (based on the results of experimental study) / O. B. Budnyk // Science and Education a New Dimension. Pedagogy and Psychology : The journal is published by the support of Society for Cultural and Scientific Progress in Central and Eastern Europe, II (11), Issue: 22. – Budapest, 2014. – P. 6–10.
3. Bezpал'ko O.V.. Komponenty profesiyanoi mobil'nosti maybutnykh sotsial'nykh pedahohiv / O.V. Bezpал'ko VISNYK PSYKhOLOHIYi I PEDAHOHIKY [Elektronnyy resurs] : Zbirnyk nauk. prats' / Pedahohichnyy instytut Kyiv's'koho universytetu imeni Borysa Hrinchenka, Instytut psykholohiyi i sotsial'noyi pedahohiky Kyiv's'koho universytetu imeni Borysa Hrinchenka. – Vypusk 7. – K. : Osnova, 2012. – S. 6–9.
4. Belkyn A.S. y dr. Osnovi pedahohycheskykh tekhnolohyy. Kratkyy tolkoviy slovar'. – Ekaterynburh, 1995. – 236 s.
5. Halytsa E. V. Sotsyokul'turnyy aspekt kachestva sovremennoho obrazovanyya [Tekst] / E. V. Halytsa // Aktual'ni voprosi sovremennoyi pedahohyky: materyali IV mezhdunar. nauch. konf. – Ufa: Leto, 2013. – S. 1–3.
6. Horyunova L. V. Professional'naya mobyl'nost' spetsyalysta kak problema razvyvayushchegosya obrazovanyya v Rossyy: dys ... doktora ped. nauk: 13.00.08 / Horyunova Lylyya Vasylyevna. – Rostov-na-Donu. – 2006. – 337 s.
7. Dvoret'skaya Yu. Yu. Psykholohyya professional'noy mobyl'nosti lychnosty: dys. ... kandydata psykhn. nauk: 19.00.01 / Dvoret'skaya Yulyya Yur'evna. – Krasnodar : Nayka, 2007. – 143 s.

8. Dement'eva O. M. Formirovaniye sotsyal'no-professional'noy mobil'nosti studentov v uchezhdennyakh sredneho pofessional'nogo obrazovaniya: avtoref. ... dys. kand. ped. nauk: spets. 13.00.08 – teoriya y metodyka professional'nogo obrazovaniya / O. M. Dement'eva. – Moskva, 2009. – 22 s.
9. Zeer Э.Ф. Psikhologhiya professional'nogo obrazovaniya: ucheb. posobyе / E.F. Zeer. – 2-e yzd., pererab. – M.: Yzdatel'stvo Moskovskogo psikhologho-sotsyal'nogo ynstytuta; Voronezh: Yzdatel'stvo NPO «MODEK», 2003. – 480 s.
10. Yl'enkova S.D. y dr. Sotsyal'nyy menedzhment. – M.: YuNYTY, 1998.
11. Ivanchenko Ye. A. Formuvannya profesynoyi mobil'nosti maybutnikh ekonomistiv u protsesi navchannya u vyshchykh navchal'nykh zakladakh: avtoref. dys... kand. ped. nauk: spets.13.00.04 / Ye. A. Ivanchenko. – Odesa, 2005. – 20 s.
12. Kovalisko N. V. Trudova mobil'nost' v umovakh rehional'nogo rynku pratsi: Dys...kand.. sotsiol. nauk : 22.00.07. – L'viv, 1999. – 184 s.
13. Nykytyna E. A. Pedagogicheskiye usloviya formirovaniya professional'noy mobil'nosti budushchego pedahoha: dys. ... kand. ped. nauk: 13.00.01 / Nykytyna Elena Aleksandrovna. – Yrkutsk, 2007. – 199 s.
14. Rozyn V.M. Ot traditsyonnoy paradyhmy obrazovaniya k novoy // Tekhnicheskaya estetika. –1990. – № 6. – S. 9-12.
15. Pyletskaya L. S. Professional'naya mobil'nost' lychnosty: novyy vz'lyad na problemu [Tekst] / L. S. Pyletskaya // Molodoy ucheniy. – 2014. – №2. – S. 693-697
16. Prima R.M. Formuvannya profesynoyi mobil'nosti maybutn'oho vchytelya pochatkovykh klasiv : teoriya i praktyka : monohrafiya / R. M. Prima ; Volyn. nats. un-t im. Lesi Ukrayinky. – D. : IMA-pres, 2009. – 368 s.
17. Chervins'ka I. B., Khrushch V.D.. Naukovo-metodychni rekomendatsiyi «Pro vrakhuvannya vplyvu hirs'koho pryrodnoho i sotsial'nogo seredovyscha na rozvytok, navchannya i vykhovannya uchniv». / I. B. Chervins'ka, V. D. Khrushch. – Ivano- Frankiv's'k : PNU, 2013. – 26 s.
18. Chernilevs'kyu D. V. Osvitni shlyakhy podolannya dukhovnoyi kryzy // Innovatsiyni pidkhody do vykhovannya student's'koyi molodi u vyshchykh navchal'nykh zakladakh : materialy Mizhnar. nauk.-prakt. konferentsiyi (m. Zhytomyr, 22-23 travnya 2014 r.) / Za red. O. A. Dubasenyuk, V. A. Koval'chuk. – Zhytomyr : Vyd-vo ZhDU im. I. Franka, 2014. – S. 87-101.

ПСИХОЛОГО-ПЕДАГОГІЧНІ ЗАСАДИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ДО ПРОФЕСІЙНОЇ МОБІЛЬНОСТІ В УМОВАХ ГІРСЬКОГО РЕГІОНУ

М.Б.Євтух, І.Б. Червінська

У статті акцентується увага на необхідності розвитку особистості, здатної гнучко реагувати на постійно мінливі умови, що відрізняється підприємливістю, мобільністю, динамізмом, конструктивністю, розвиненим почуттям відповідальності у професійній діяльності. Адже сучасний ринок

освітніх послуг потребує висококваліфікованого фахівця, який на належному рівні володіє професійними компетенціями. У зв'язку з цим у сучасній вищій педагогічній школі дедалі більшого визнання отримують наукові концепції, в яких пріоритети відводяться цілісному становленню та розвитку особистості майбутнього вчителя, формуванню готовності бути мобільним у професійній діяльності за рахунок переходу зі стану виконавців у стан активно діючих суб'єктів.

На підставі опрацювання наукових джерел, вивчення передового педагогічного досвіду, автор розкриває психолого-педагогічні засади підготовки майбутніх учителів до професійної мобільності в умовах гірського регіону. Цікавим та змістовним є опис практичної реалізації мети та завдань міжнародного проекту «Гірська школа» у контексті проблеми формування професійної мобільності. Аргументовано розкриваються протиріччя та психолого-педагогічні умови формування здатності вчителя до професійної мобільності в умовах функціонування навчальних закладів у межах Карпатського регіону.

Ключові слова: професія, мобільність, мотиви, компетентність, мотивація, регіон, психолого-педагогічні умови, гірський регіон, соціокультурний простір.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЙ ОСНОВЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К ПРОФЕССИОНАЛЬНОЙ МОБИЛЬНОСТИ В УСЛОВИЯХ ГОРНОГО РЕГИОНА

Н.Б. Евтух, И.Б. Червинская

В статье акцентируется внимание на необходимости развития личности, способной гибко реагировать на постоянно меняющиеся условия, отличающейся предприимчивостью, мобильностью, динамизмом, конструктивностью, развитым чувством ответственности в профессиональной деятельности. Ведь современный рынок образовательных услуг требует высококвалифицированного специалиста, который на должном уровне владеет профессиональными компетенциями. В связи с этим в современной высшей педагогической школе все большее признание получают научные концепции, в которых приоритеты отводятся целостному становлению и развитию личности будущего учителя, формированию готовности быть мобильным в профессиональной деятельности за счет перехода из состояния исполнителей в состояние активно действующих субъектов.

На основании обработки научных источников, изучения передового педагогического опыта, автор раскрывает психолого-педагогические основы подготовки будущих учителей к профессиональной мобильности в условиях горного региона. Интересным и содержательным является описание практической реализации целей и задач международного проекта «Горная

школа» в контексте проблемы формирования профессиональной мобильности. Аргументировано раскрываются противоречия и психолого-педагогические условия формирования способности учителя к профессиональной мобильности в условиях функционирования учебных заведений в пределах Карпатского региона.

Ключевые слова: профессия, мобильность, мотивы, компетентность, мотивация, регион, психолого-педагогические условия, горный регион, социокультурное пространство.

Євтух Микола Борисович – академік Національної академії педагогічних наук України, доктор педагогічних наук, професор (м. Київ, Україна).

Червінська Інна Богданівна – кандидат педагогічних наук, доцент, «Прикарпатський національний університет імені Василя Стефаника» (м. Івано-Франківськ, Україна).

Evtukh Nikolai Borisovich, National Academy of Pedagogical Sciences of Ukraine (NAPS Ukraine), Doctor of Education, Professor (Kyiv, Ukraine).

Chervinska Inna Bogdanivna, Ph.D., Associate Professor, State Higher Educational Institution “V. Stefanyk National Precarpathian University” (Ivano-Frankivsk, Ukraine).

УДК 378.094 (73).018.55:81

ДВОМОВНА ОСВІТА ДІТЕЙ З ЕТНІЧНИХ МЕНШИН В ДЕРЖАВНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ США

О.Є. Кресек

Стаття присвячена проблемам двомовної освіти дітей з етнічних меншин в державних навчальних закладах США в контексті полікультурності американського суспільства. Стверджується думка про те, що головною метою білінгвального навчання у США є інтеграція етнічних меншин у домінуюче англomовне середовище. У статті проводиться аналіз завдань і проблемних питань білінгвальної освіти у США, аналізуються особливості мовної освіти у США з урахуванням соціокультурних та соціолінгвістичних факторів. У статті аналізуються педагогічні характеристики білінгвізму, розглядається суть, механізми та особливості побудови системи білінгвального навчання в США.

Ключові слова: білінгвальна освіта, мовна меншість (більшість), полікомунікативність, природні носії другої мови, білінгвальна програма, американська школа мовної освіти, освітній простір США, мовна особистість.

Постановка проблеми. Сьогодні багатьом країнам притаманна освіта, у ході якої формування особисті і набуття знань відбувається на основі двох мов і культур. Сучасне українське суспільство, в силу своєї поліетнічності, полімовності та полікультурності, потребує вивчення зарубіжного освітнього досвіду. Унаслідок демократичних перетворень в Україні чітко простежуються дві домінуючі тенденції: з одного боку – відродження національної самосвідомості, української культури і мови, з іншого – прагнення інтеграції у світовий простір, що вимагає орієнтації на інтеркультурну освіту. Сучасні високорозвинені країни накопичили величезний досвід у вирішенні питань, що стосуються освіти. Однією з основних проблем у складі цього досвіду є проблема мовної освіти, формування мовної особистості.

Мета дослідження полягає у тому, щоб вивчити, проаналізувати і визначити загальну педагогічну думку та узагальнити практичний досвід двомовної освіти дітей з етнічних меншин в державних навчальних закладах США.

Таким чином, **актуальність** дослідження зумовлена вимогами пошуку шляхів удосконалення мовної освіти в Україні в умовах полікультурності, поліетнічності, нових соціально-політичних задач, необхідністю формування полікомунікативної особистості громадянина світу. Вихідними державними документами, які визначають концептуальні підходи, зміст і організацію мовної освіти в Україні, є Закон України «Про освіту» (1993, 2002), Закон України «Про вищу освіту» (2002), Закон України «Про ратифікацію Європейської Хартії регіональних мов або мов меншин» (2003), Указ Президента України № 161/2010 «Про Концепцію державної мовної політики» (2010), проект Закону України «Про мови в Україні» (2010). У зазначених документах наголошується на необхідності модернізації мовної освіти в Україні, формування виваженої мовної політики. У цьому контексті важливим є вивчення позитивного досвіду провідних розвинених країн світу і, зокрема, США, що є полікультурною державою, яка має тривалий досвід запровадження двомовної освіти.

Аналіз актуальних досліджень. У сучасній вітчизняній порівняльній педагогіці приділено значну увагу дослідженню проблем освітньої системи у США. Проблема розвитку двомовної,