

Berladyn Olha. PRIMARY SCHOOL IN RURAL AREA AS A COMPONENT OF RURAL SOCIAL INFRASTRUCTURE (SECOND HALF OF XX - BEGINNING OF XXI CENTURY). *The article highlights the issue of primary schools functioning in rural areas as a component of social infrastructure (in certain chronological limits). The peculiarities of the social infrastructure of small rural settlements in Ukraine, presents some network indices of schools and social services; substantiates the possible ways of interaction between primary schools and stabilize the rural society in rural infrastructure. Raised issues affect the socio-cultural development of the primary school functioning in rural areas. Solving them through complex, regulated by the state socio-economical and educational matters is able to radically change the situation with the quality of life in rural areas, optimize the cultural and educational potential, and ensure equal access to quality education for students in rural areas. It is emphasized that an important factor in stabilizing the social sphere of the village next to the modification of its socio-economic structure is the development and renewal of primary schools in rural areas, as the closure of educational institutions causes migration of young families from rural areas and the degeneration of rural areas. The deliberate government policy that takes into account the peculiarities of rural society and contribution to ensure a stable educational and life prospects for the younger generation of Ukrainian citizens is required.*

Keywords: *primary school in rural areas, social infrastructure, socio-cultural development, socio-economic development.*

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THE MONITORING OF THE ORGANIZATION OF EDUCATIONAL WORK AT THE UNIVERSITY

The article discusses the issue of the pedagogical monitoring and monitoring of educational work in higher education. The phased monitoring of educational work characterized as one of the features of its implementation in higher education. There are three stages of the monitoring of educational work: preparatory, analytical and practical. These make it possible to integrity the monitoring of educational work in higher education and interdependence defined stages.

Key words: *monitoring, pedagogical monitoring, monitoring of educational work, stages of monitoring of educational work, institution of higher education.*

The statement of the problem. The modern requirements caused the modernization of the educational process on the principles of democratization, humanization, differentiation, personal orientation. The educational issues are federal, regional and local for each institution. The solution of the problem necessitates the elaboration and implementation of the strategy and tactics of teaching staff to anticipate the quality of educational work; The site organization process of the monitoring system in the educational institutions; The prognosis of active participation of teachers and students on its implementation. The determination of criteria, evaluation technique, monitoring, correction, analysis and synthesis of results, management of the educational process and improvement of personal development.

The basis of the modern monitoring are the requirements, which are reflected in «National Doctrine for Development of education in Ukraine». This doctrine explores problems concerning the creation of the system of monitoring of educational process and the effectiveness of the management of education, the recognition of education, as the resource of improving human welfare, competitiveness and strengthening the authority of the state in the international arena; requirements of state and government documents concerning acts reform systems, improve the content, forms of organization, high technology and educational services.

Principles of modern monitoring studies in the field of education and training is teaching the exact mass measurements related to an objective evaluation of pupils and students achieved level

breeding and training and the establishment of its compliance with state standards. [4] In view of this, the problem of monitoring studies of educational work in higher education in general and, in particular, the analysis of the stages of implementation is relevant, challenging and timely.

The analysis of relevant studies. The phenomenon of monitoring is of the main interest in terms of its theoretical analysis for the study and is used in the various fields of science and practice. So, the modern monitoring studies various sciences and is used in various areas of practice. In general, there are few areas where do not use monitoring. That's why, the various branches of science and industry, reflect the specific object of scientific study with the term "monitoring" and describe it with the common diagnostic and controlling orientation.

The analysis of educational literature allows us to assert that the monitoring of teaching science, scientists understand as a system of collection, storage, processing and further dissemination of information on the functioning of a teaching system that allows to monitor events and changes, but also provides the predictions of the further development of the system. (A. Belkin, M. Bershad, V. Huzyeyev, S. Kuzenkova, J. Matros, N. Melnikov, D. Polev and others); the measurement and evaluation of educational outcomes that enable objective and fair analysis of the progress of educational process and its results (M. Grabar, G. Yelnykova); the system control and diagnostic measures to control the dynamics of students mastering educational material and adjustment process (B. Kalnel, S. Shyshov); the diagnosis of the process of education (A. Abdulina, V. Andreev, T. Stefanovskyi and others); the quality control of the educational process (B. Mizherikov, S. Ryabov and others); the regular, specially organized systematic observation, evaluation and prognostication of educational process to obtain the necessary information for its adjustment and development (N. Baydatska, G. Kodzhaspirova, Y. Kodgasprirov, L. Kulikova, O. Pulbere, A. Sergeev and others).

The most significant studies on pedagogical monitoring observed in the works of A. Kuprin, V. Antypov, Y. Branovskij, E. Dikanskoho, V. Vyshnyakov. According to the definition of those scientists pedagogical monitoring - is a form of collection, storage, processing and dissemination of information about the activities of of educational system that provides limitless monitoring of its conditions and predict its development [5].

We endorse A. Denysenko's views, which make a point of such concepts as "educational monitoring" and "Pedagogical Monitoring", which are often identified or replaced each other in the literature. We should differentiate these processes. According to academic the monitoring carries on the processes in the education system; pedagogical concerns of various directions directly pedagogical process, including the organization of educational work. According to this statement, we can state that the monitoring of educational work should be seen within educational monitoring.

The educational monitoring is integrated set of methods for data collection, analysis, interpretation, representation and introduction of innovative methods and technologies in the educational process educational institution based on consideration of potential internal and external social and educational environment. And defines the following attributes pedagogical monitoring: the systematic observations, the preventive character, setting the investigated object according to certain norms, standards, requirements, continuity, dynamic cyclical response to certain changes. Due to multi channeling teaching and heuristicity the monitoring and analytical procedures can solve the problems of coordination of operation of all components of the educational process and greatly enhance their resource potential.

According to our research we leave out the fact that the monitoring of educational work - a process that firstly, determining the level of educational work through continuous observation; secondly, identifying the results of educational work (their dynamics) and develop corrective programs; Thirdly, the management process of educational work and predicting of educational facility monitoring.

That's why, monitoring of educational work of the university defined as a process of continuous scientifically proven, diagnostic and prognostic observation and introspection as, the development of educational work in higher education institutions in order to optimize the choice of educational goals, objectives and means of their solution to achieve effective results.

The purpose of the article is an analysis phases of monitoring of educational work in higher education.

Analyzing the monitoring features of educational work in higher education, we found that it is implemented in stages. Supporting A. Denysenko's opinion, distinguish three interconnected and interdependent stages of monitoring of educational work: preparatory, analytical and practical. At the first, preparatory step is the formulation of goals and analysis of areas of monitoring, a clear definition of the tasks of monitoring, the study of the actual circumstances in which it will be implemented, and the capability of modeling outcomes; made selection of monitoring (determination of basic research methods of organization of educational work, the choice of procedural and semantic tools for monitoring activities, establishing the place and time, modeling of artists, defined cast, etc.).

In the study, we found that by organizing the monitoring of educational work, the aim should be expressed operationally, ie in the formation goal is always a mechanism - a way, the technology - which allows you to verify the result of the aim pursued. Thus, the purpose of monitoring of educational work is to investigate the performance of pedagogical tools used to clarify the operation of all structural components of the educational process in higher education for the purpose of personal growth of students and student groups. Throughout the school year creates a certain database for the organization of educational work that is going on blocks and ranked on a particular system. Creating such a framework is a prerequisite for the analysis of educational work, which in turn can be the basis for setting new goals.

The main objective of the monitoring of educational work is to promote self-awareness, self-esteem of its own subjects and activities shared with the public [2, p. 7].

At this stage the specified object and subject of monitoring. We monitored the organization of educational work in higher education define, the design and planning of educational work based on a specific purpose, which is the development of measures aimed at implementing the goals, the objectives of national education of students; the content, methods, means and forms of educational work in higher education; the subject-subject interaction in the organization of educational work, which provides the creation of a favorable educational environment in higher education; the impact of educational work as its quality. Then the subject of monitoring of educational work will perform statistics on the status of educational work, competence of the organization of educational work, the level of education of students and research facilities - official documents, research materials containing these statistics about the features of the educational work in higher school. What monitored in a narrow pedagogical sense are the content characteristics of educational work with students in the formation of certain qualities, attitudes, beliefs (address specific educational objectives).

In the second stage is the practical implementation of the monitoring program established relationship between the performers (communication, interaction, hierarchy, creating a business atmosphere, finding common interests, harmonization, coordination), and the organization made influence on artists (destination charge, determining bonuses, penalties, counseling, assistance, monitoring).

In our view, the methodological basis for practical monitoring of educational work in higher education, should be the principle synergistic approach in education is characterized by the following features: openness of the educational process and content of the training material for innovation that can offer not only managers or coaches, but and students; creative nature of educational work; transition to productive practice; changing the subject-object interaction between teacher and student in the process of education on the relationship of free knowledge for development cooperation and harmonization of social relations; focus on the personal development of each subject teaching process, understanding that the complex is the social stratification of society, the greater the potential for its development; compliance with the principle of individual approach teachers to focus educational work on self-education, self-education and self-realization; student and teacher freedom from stereotypes and dogmas and teachers in the organization and in the content of the educational process; fundamental lack of professionalism as the upper limit future specialists and teachers; understanding exaggeration growth opportunities for individual influence

on the development of any social system hierarchically higher level; promotion of higher education in the formation of future professionals of responsibility for the fate of society [6, p. 77].

Thus, provided a synergistic approach, we can ensure the production of educational work in the self mechanisms as the ability to find the source of self-knowledge and self-improvement. [1]

Practice proves that the monitoring of educational work in higher education aims not only to investigate the performance of its subjects, but also to influence its functioning. The requirement of continuity, integrity and continuity of the monitoring, diagnosis, prognosis and activity monitoring provides perspective on the whole process, as a dynamic and a quantitative and qualitative nature. And due to the third stage, the monitoring, involves an analytical evaluation of the results of monitoring, capacity analysis of the identified indicators. These indicators may be: the degree of implementation and quality; rational use of resources (time, financial, human, material and technical support); ability to organize themselves; the ability to communicate; ability to take responsibility; rational organization of labor; mutual aid; creativity, initiative; positive dynamics of the level of education of pedagogical process etc. (3)

Analysis of the information received on the status of educational work, makes it possible to ascertain its effectiveness by studying the characteristics and factors that have some impact on it, to provide feedback.

At this stage the most constructive are correction, predictive monitoring and management functions, because they are fixed and unpredictable. We use unexpected results of the educational work; define measures to eliminate the negative aspects of its organization, and develop mechanisms for correcting the current processes in the organization of educational work in higher education.

The final stage of the monitoring activities are management decisions, which aimed at eliminating adverse effects to improve the quality of educational work, finding new content, forms and methods of implementation, which requires the formation of educational work of monitoring competence, enhance their professional culture, educational creativity.

Conclusions and prospects for further Research. The Analysis of educational literature and the results of experimental research gives reason to believe that the monitoring of educational work in higher education aimed at providing a scientific approach in its organization and its high effectiveness.

The result of the monitoring of educational work is its proper quality, resulting in a steady trend of personal growth of educational work in the development of student government, student and teaching staff.

The indicator of the monitoring of educational work in higher education is its compliance with certain standards. In our study, this standard is the organization of educational work in higher education with clearly defined goal (goal-setting); constituent elements, namely: content, methods, tools, forms, principles which are interconnected and interdependent with each other; subjects with different types of relationship between them; favorable environment created entities; Board that provides integration of all components in integrity.

The Monitoring of educational work in higher education is a complex process that is implemented in three interconnected stages: preparatory, analytical and practical. Each of these steps involves the use of various methods and aims at the implementation of a monitoring function, which is provided pursuant readily educational work of the monitoring activity, and monitoring their professional competence.

The further research needs to analyze content and procedural instruments monitoring of educational work, study methods of diagnosing monitoring of educational work, determination of monitoring pedagogical conditions of educational work in higher education.

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Дурманенко Оксана. ЗДІЙСНЕННЯ МОНІТОРИНГУ ОРГАНІЗАЦІЇ ВИХОВНОЇ РОБОТИ В УНІВЕРСИТЕТІ. У статті розкривається сутність поняття педагогічного моніторингу та моніторингу організації виховної роботи у вищому навчальному закладі. Характеризується поетапність моніторингу організації виховної роботи у вищому навчальному закладі як одна із особливостей його реалізації. Аналізуються три етапи моніторингу організації виховної роботи: підготовчий, практичний та аналітичний. Наголошується на цілісності моніторингу організації виховної роботи у вищому навчальному закладі, а відтак на взаємозалежності визначених етапів.

Ключові слова: моніторинг, педагогічний моніторинг, моніторинг організації виховної роботи, етапи моніторингу організації виховної роботи, вищий навчальний заклад.

Дурманенко Оксана. ОСУЩЕСТВЛЕНИЕ МОНИТОРИНГА ОРГАНИЗАЦИИ ВОСПИТАТЕЛЬНОЙ РАБОТЫ В УНИВЕРСИТЕТЕ. В статье раскрывается сущность понятия педагогического мониторинга и мониторинга организации воспитательной работы в высшем учебном заведении. Характеризуется поэтапность мониторинга организации воспитательной работы в высшем учебном заведении как одна из особенностей его реализации. Анализируются три этапа мониторинга организации воспитательной работы: подготовительный, практический и аналитический. Отмечается целостности мониторинга организации воспитательной работы в высшем учебном заведении, а затем на взаимозависимости определенных этапов.

Ключевые слова: мониторинг, педагогический мониторинг, мониторинг организации воспитательной работы, этапы мониторинга организации воспитательной работы, высшее учебное заведение.

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ТЕНДЕНЦІЇ РОЗВИТКУ ІНШОМОВНОЇ ОСВІТИ В УКРАЇНІ

У статті висвітлено результати дослідження тенденцій розвитку іншомовної освіти в Україні, їх вплив на формування методики вивчення іноземних мов у вищих навчальних закладах, їх ефективне застосування під час іншомовної підготовки майбутніх фахівців немовних спеціальностей на сучасному етапі. Проаналізовано окремі аспекти формування та розвитку іншомовної освіти на різних етапах її становлення у контексті предмету дослідження та їх актуальність у сучасних умовах підготовки майбутніх фахівців гуманітарного спрямування у вищих навчальних закладах України. З'ясовано основні напрямки розвитку тенденцій іншомовної освіти через аналіз праць та досліджень провідних фахівців у галузі.

Ключові слова: освіта, навчання, викладання, іншомовна освіта, іншомовна підготовка, тенденції розвитку іншомовної освіти.

Постановка проблеми у загальному вигляді. Сьогодні система освіти в Україні зорієнтована на входження до єдиного світового інформаційного та освітнього простору. Цей процес супроводжується кардинальними змінами та корективами як у педагогічній теорії та практиці, так і в здійсненні навчально-виховного процесу.

Особлива увага привертається до розвитку іншомовної освіти, паралельно із вдосконаленням системи рідномовної освіти, вивченням пріоритетів мовної політики в Україні та світі, вивченням філософсько-аксіологічних засад рідномовної та багатомовної освіти, формуванням міжкультурної толерантності засобами рідної та іноземної мови,