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**DEVELOPMENT AND MODERNIZATION
OF PEDAGOGICAL AND PSYCHOLOGICAL
SCIENCES: EXPERIENCE OF POLAND
AND PROSPECTS OF UKRAINE**

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багатоваріантний вибір особистісного та професійного розвитку, що іноді веде до протилежних самовдосконаленню процесів. Хаос, нестійкість, випадковість може слугувати чинниками самоорганізації, самобудівництва структур систем «викладач», «студент» (В. Ігнатова, Є. Князева). Добір синергетичних принципів має покладатися в основу розробки технологій підготовки майбутніх вихователів, тим самим забезпечуючи нестандартний підхід до означеного явища з урахуванням того, що розвиток особистісної системи не є однолінійним, він є неврівноваженим, альтернативно-хаотичним, а сама концепція самоорганізації постає своєрідною «партитурою» [6] проти догматизму, застиглості, зупинки в саморозвиткові. У цьому ракурсі керування освітнім середовищем стає спрямованим на «запуск» механізмів самоорганізації, що потенційно закладені в особистісній системі індивіда: і викладача, і студента в їхній творчій взаємодії.

Більше того, представлені імплікації синергетики в галузі педагогіки передбачають парадигмальні наслідки використання синергетичного підходу в педагогіці, серед яких – зміна ролі педагога, що веде за собою перехід до спільних дій усіх учасників навчально-виховного процесу в нових ситуаціях у відкритому, плинному незворотному світі, «а сам педагог у процесі своєї діяльності починає орієнтуватися на відновлення змісту, методів і форм навчання з урахуванням таких чинників, як відкритість, саморозвиток, креативність і нелінійність мислення, керування, самокерування, самоврядування тощо» [6]. На думку дослідників (М. Богуславський, О. Вознюк, О. Москвіна), синергетичний підхід звільняє педагогічний простір від однолінійності і штампів, відкриває поліфункціональність і багатомірність гіпотез і теорій, створюючи при цьому нові умови для розкриття творчих здібностей [12]. Хаос, випадковість, дезорганізація в певних умовах містять творчий конструктивний аспект. Так, О. Вознюк виокремлює принципи формування творчої особистості з позицій синергетичного підходу: принцип визначення самоцінності кожної особистості; принцип флуктуації (відхилення) творчого мислення; принцип суперечливості процесу розвитку творчих здібностей; принцип дисипації (самовибудовування) творчих здібностей; принцип єдиного темпосвіту (темпу розвитку) учасників навчального процесу й розвитку творчих здібностей у цьому процесі; принцип вікової сенситивності [6]. Отже, добір синергетичних принципів має покладатися в основу розробки технологій самовдосконалення викладачів гуманітарних дисциплін, тим самим забезпечуючи нестандартний підхід до

означеного явища з урахуванням того, що розвиток особистісної системи не є однолінійним, він є неврівноваженим, альтернативно-хаотичним, а сама концепція самоорганізації постає своєрідною «партитурою» [6] проти догматизму, застигlosti, зупинки в саморозвиткові. У цьому ракурсі керування освітнім середовищем стає спрямованим на «запуск» механізмів самоорганізації, що потенційно закладені в особистісній системі індивіда: і викладача, і студента в їхній творчій взаємодії.

Висновки

Результатом модернізованої системи підготовки фахівців у галузі дошкільної освіти, що передбачає переорієнтацію всього науково-педагогічного складу на духовну взаємодію зі студентом, через створення позитивної корпоративної культури, засобами тренінгових технологій, насиченням змісту дисциплін концепціями саморозвитку, що формує новий зміст системи професійної підготовки в цілому, є професійна компетентність майбутнього фахівця.

Професійна компетентність майбутнього вихователя дітей дошкільного віку: характеризується здатністю, готовністю, спроможністю до педагогічної діяльності; високим рівнем підготовленості майбутнього спеціаліста; дозволяє прогнозувати, планувати, проектувати професійне самовизначення і самозбагачення; допомагає знаходити шляхи вдосконалення в особистому житті і професійній діяльності, прагнути до більш високих щаблів професіоналізму, оволодіти спеціальними знаннями про власні можливості й можливості дітей дошкільного віку; вирізняється позитивним впливом на довколишню дійсність (через своїх вихованців, їхніх батьків, оточуючих); сприяє творчому перетворенню дійсності в процесі навчально-виховної роботи з дітьми дошкільного віку.

Модернізація змісту підготовки майбутніх вихователів ґрунтується на взаємодії основних загальнонаукових системного, акмеологічного, аксіологічного, синергетичного підходів на засадах системно-структурного аналізу; на формуванні компетентностей, необхідних для успішної професійної самореалізації. Представлені підходи нами розглянуто як методологічний інструментарій, своєрідну сукупність концептуальних уявлень, метою яких є забезпечення ґрунтового, фундаментального, цілісного розуміння концепції підготовки майбутніх фахівців галузі «Дошкільна освіта», його структури, механізмів здійснення.

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**ORGANIZATIONAL AND PEDAGOGICAL PRINCIPLES
OF METHODOICAL WORK IN PRESCHOOL EDUCATIONAL
ESTABLISHMENTS OF UKRAINE
(THE SECOND HALF OF THE 20th CENTURY)**

Summary

The research highlights the results of the historiographical analysis of organizational and pedagogical principles of methodical work in preschool educational establishments of Ukraine in the period of the second half of the 20th century. Three stages of organizational and pedagogical principles of methodical work in preschool educational establishments have been separated: the first stage is the 1950-s; the second stage is 1960–1983; the third stage is the middle of 1984–1999. It was found out that the theoretical investigations of scientists on the first stage concerned the questions of improvement of methodical work of preschool educational establishments' heads. The second stage has been characterized as the stage of generalization and wide application of theoretical basis of methodical work in practical activity of preschool educational establishments. It was proved that the theoretical rethinking and creative reorganization of the bases of methodical work had been occurred on the third stage. It has been figured out that it is worth to rethink and use creatively valuable pedagogical experience of the methodical work in kindergartens in the second half of the 20th century with the aim of improvement of methodical work organization in modern preschool educational establishments. It has been determined that we can single out among valuable pedagogic aspects of methodical work organization such as the organization of methodical depositories,

systematic conducting of practical seminars and videoconferences, the organization of patronage of children's institutions, the organization of methodical associations on a voluntary basis, opening schools at kindergartens to study advanced pedagogical experiences and others.

Introduction

Modern humanistic priorities of the higher education require the development of teachers' subjectivity and their independence, increasing responsibility for their own professional development. A significant role of the teacher's activity in achieving the peaks of pedagogical skills updates the issue of organization of methodical work on all educational levels. This issue is especially relevant among teachers of preschool institutions. The National Doctrine of the Development of Education in Ukraine and the Law of Ukraine "On Preschool Education" identify the current guiding lines of the development of preschool educational unit and put emphasis on the need to strengthen the scientific and methodological accompaniment, widespread adoption of modern educational technologies and new generation of software and methodological support. In this context, the research of the problem of organizational and pedagogical principles of methodical work in preschool educational establishments is gaining important meaning in today's conditions.

Study and generalization of psychological and pedagogical sources are evidence of the fact that the problem of theory and organization of methodical work practice was in the centre of attention of many scientists such as Ya. Bentsion, K. Bila, A. Bogush, O. Vasylevska, G. Vasylieva, V. Dubrova, N. Dudnichenko, I. Zhernosek, O. Zubkova, O. Kononko, N. Komarenko, V. Kryzhko, K. Krutiy, E. Mylashevych, V. Manuilenko, I. Nikishyna, V. Pavlenko, L. Pozdniak, O. Sydorenko, N. Saviniva, I. Tyterenko, L. Shvaika and others. Mentioned about scientists substantiated the questions of particular features of the methodical work organization in educational establishments. They revealed the matter and forms of innovation in methodical work organization of preschool teachers and analysed the effectiveness of different practical experience in organization of methodical work in a preschool educational institution (PEI).

However, with all the diversity and versatility of the description of some aspects of the problem under the investigation by scientists, the complete analysis of the problem of organizational and pedagogical principles of methodical work in preschool educational establishments in the period of the second half of the 20th century has not been achieved in modern scientific researches.

1. Stages and leading tendencies of the development of organizational and pedagogical principles of methodical work in preschool educational establishments of Ukraine (the second half of the 20th century)

Based on study of scientific literature, archival sources, periodicals, normative legal laws the stages of the development of organizational and pedagogical principles of methodical work in preschool educational institutions of Ukraine in the described period were primed. The aim, task, principles, types, forms and methods of methodical work organization in the field of preschool education according to the denoted stages were characterized.

Historic pedagogical analysis, conducted taking into account pedagogical criteria viz aim, tasks, subjects, principles, types, forms, methods of methodical work, social political and social economic factors of the Ukrainian state development, peculiarities of the government policy in the field of secondary education which were reflected in legislative documents and decrees and which influenced the process of encouragement of leading staff of secondary education, gave grounds to distinguish in chronological succession three stages of organizational and pedagogical principles of methodical work in preschool educational establishments:

I stage – the stage of accumulation of theoretical and practical experience of methodical work organization of preschool educational establishments heads (the 1950-s);

II stage – the stage of generalization and wide application of theoretical basis of methodical work in practical activity of preschool educational establishments (1960–1983);

III stage – the stage of rethinking and creative reorganization of pedagogical theory and experience of methodical work (the middle of 1984–1999).

In the context of our study, the selected stages should be examined in details.

The historical pedagogical retrieval, realized by us, showed that in the period of the researched first stage the governing body of the state, scientists and educational specialists focused a lot of attention on the theoretical matters of methodical work organization in preschool educational establishments.

In the post-war years, the work on the content of the preschool education and compilation of program methodical documents was carried out. It was clarified that the work in the field of preschool pedagogy was developing in scientific research institutes on departments of pedagogical educational

establishments in that period. A. Usova along with the colleagues developed the system of kindergarten didactics (1944–1953). The program and methodology of preschool children education were chosen and later the systematic teaching in kindergartens was brought in practice.

During the scientific pedagogical investigation, it was found out that in that period the considerable attention was given to the theoretical ground of the necessity of practical training of heads of preschool educational establishments. In their theoretical works pedagogues of the named stage insisted on the necessity of interchange of experience between teachers and heads of infant schools, establishing of close cooperation to improve the methodical base of each kindergarten.

The analysis of research and publications proved that methodical training seminars were organized to improve the efficiency of kindergarten heads work. The training seminars took place every month and were dedicated to different matters of methodical work organization in kindergartens. It was clarified that every seminar included three parts such as theoretical (lecture, report), practical (mutual attendance of kindergartens) and reporting or concluding [1, p. 38–42].

It was determined that in the theoretical base of that time a very important role in the strengthening of principles of leadership was given to pedagogical and production conferences in kindergartens, the work of methodical unions, pedagogical readings.

During the research work, it was found out that higher pedagogical educational establishments, departments of public education, institutes of advanced training of teachers played a very significant role in the development of organizational and pedagogical principles of methodical work. For example, at that time a special attention of departments of public education was given to the improvement of practical level and pedagogical skills of preschool educational establishment teachers. Raising the level of teacher's skill took place through the methodical unions, seminars, training courses, scientific and practical conferences. The centre of the organization of methodical work and also the study, generalization and propagation of advanced experience were the preschool education laboratories of institutes of advanced training of teachers [2, p. 24–31].

It should be noted that at the research stage a wide system of seasonal collective farm kindergartens and nurseries were organized during the mass farming work every year. The women who did not have pedagogical education and experience of work in preschool institutions involved to work in such infant schools. So regional and local departments of education and

heads of such children's sites organized special forms of methodical work with employees. Methodical work with future preschool teachers began in proper time. It was ascertained that departments of education organized training of collective farmers on seminars, courses. The main attention during the training was given to the study of the basic knowledge of preschool pedagogy and children's psychology. Future preschool teachers of children's sites studied the methods of conducting games, advanced activities. They developed practical skills of organization of children's educational events [2, p. 24–31].

It is worth paying attention to another form of methodical work organization in rural preschool institutions such as patronage. The patronage was practiced mainly for rural kindergartens and also for seasonal collective farm preschool sites. Teachers-patrons gave their sponsored teachers consultations concerning correct organization of methodical work, making the day routine and work plans, methods of conducting games with children, conversations on different topics [2, p. 24–31].

In the course of scientific research, it was established that the so-called "cluster" or "group" inter-district units for organization of methodical work took place in district centres. The system of group work provided for the opening of special centres in the biggest towns to organize methodical work with heads and preschool teachers of kindergartens. The group methodical centres organized inter-district methodical units meetings every quarter. The most experienced heads of kindergartens from the whole region and also the best music managers were invited to conduct meetings [3, p. 46–49].

It was established that in that period the work of kindergartens was directed by out-of-staff inspectors and out-of-staff methodologists on preschool education appointed from preschool teachers and kindergartens' heads. At the beginning of each school year, out-of-staff methodologists, they were also the leaders of methodical units, together with inspectors made plans of methodical units work, teachers of all age groups work and plan of methodical work with kindergartens heads. Those plans were checked and approved by local departments of education that then controlled their fulfilment [4, p. 29–31].

In that way, it was found out during the scientific research that in the 1950-s the theoretical scientific work concerned, on the whole, the matters of methodical work improvement of preschool educational institutions heads. At the same time, the study of preschool institutions experience proved that in the period under the research there were different forms of methodical work organization both on the state, regional and district levels

(conferences, training seminars, training improvement courses, group congresses, patronage, so on) and on the level of each kindergarten (pedagogical meetings, public lessons, so on).

The studied theoretical works testify that in the period of the second stage of investigation (1960–1983) the impulse for the dynamic development of social preschool education was given by the adopted Resolution of the Central Committee of the Communist Party and the Council of Ministers of Ukraine “On the actions for the further development of children’s institutions, improvement of upbringing and medical service of preschool children” (1959). The Resolution emphasized the necessity of further development of the system of preschool institutions, the improvement of their material supplying. The Resolution adopted the decision to combine a kindergarten with a nursery into a single preschool institution. The guidance of united institutions was concentrated in the Ministry of Education of Union Republics (before that, a nursery had been subordinated to the Ministry of Health).

In the course of our research, it is very important to stress the adoption of the Resolution in 1960 “On the approval of the temporary state of preschool institution kindergarten – nursery”, which led to the rethinking and reorganization of methodical work in preschool educational institutions.

The analysis of studies and publications shows that scientists and pedagogues of the researched period began active development of organizational and pedagogical basis of methodical work taking into account the specificity of new preschool educational institutions. For example, V. Bezpalova (PhD of Pedagogical Sciences, the head of the department of preschool pedagogy of the research scientific institute of pedagogy of the Ukrainian Soviet Socialist Republic) claimed that the establishing of the united institutions nursery – kindergarten demanded to work out scientific, theoretically grounded single system of education of a child from the birth to the seven-year-old age [5, p. 10–11].

It was determined that the pedagogical researches in the stated period concerned the preparation of well-developed methodical manuals and guides for teachers of the united preschool institutions to the existed program of education in a kindergarten.

The government defined the task of educators in public preschool education such as to bend every effort to fulfil the party and government’s decrees on the further development of the system of preschool institutions, on the improvement of preschool children’s education. Teaching staff of kindergartens had to seek actively those forms and methods of methodical

work organization that could give the opportunity to conduct more deeply and informatively the work on formation of a child's personality, upbringing of right behaviour and moral qualities.

During the scientific and pedagogical research, it was established that the scientific research institute of preschool education of the Academy of Educational Sciences of RSFSR was formed in 1960. Its staff together with specialists of the Academy of Medical Sciences of the USSR created the common program of children's education in preschool institutions, which was aimed at the elimination of disunity in educational work with children of early and preschool age.

The important task of preschool teachers was to master the project of new program of education in a kindergarten. Inspectors, methodologists on preschool education should organize the careful study of the project of the new program of education in a kindergarten by all the preschool staff; systematically teach them the ability to implement the program in the practical work with children.

At that time, the scientists and pedagogues began to pay more attention to the methodical preparation of preschool teachers and correct organization of their work.

During the scientific research it was determined that one of the most important tasks of methodical rooms, employees of the departments of public education and the heads of preschool educational institutions was the study and dissemination of advanced pedagogical experience. M. Ilchenko claimed that it should be made the acquisition of all staff of preschool institutions and it was necessary to try to make it an effective way to improve the quality of children's education [6, p. 1–4].

It was stated that the search of new ways of dissemination of advanced pedagogical experience that could promote its effective implementation in practice was organized on the second stage. In particular, the schools of advanced pedagogical experience study were organized directly in kindergartens. It was revealed that in such schools of advanced pedagogical experience the groups of preschool teachers studied the experience of an advanced educator or a collective of the kindergarten for a long time, compared what they saw with their work and all the best achievements transferred to practice. Therefore, the best experience was not only studied but at once, it took root in some preschool institutions [7, p. 7–12].

It is worth paying attention to the work of kindergartens' inspectors – methodologists. People with rich pedagogical seniority and experience of work in managerial post were assigned to the post of an inspector-methodologist.

The methodologists used different forms in their work; they studied live direct work with children, went into the work of kindergartens' heads, studied documentation about the work of the kindergarten [8, p. 26–28].

It should be noted that in that period the experience of organizing of methodical units on a voluntary basis was very important. On the second stage regional, local and district departments of education organized groups of out-of-staff inspectors to provide assistance to preschool institutions, management and control in work. The work of the groups was headed by a staff inspector on preschool education or one of the responsible workers of the educational department. The staff of public inspectors was approved by the order of the department of education that gave them relevant rights, imposed certain duties on them [9, p. 1–5].

It was determined on the base of the analysis of primary sources that at the researched period the traditional forms of work were some forms and methods of methodical work organization in kindergartens, such as pedagogical meetings, conducting of public lessons, mutual attendance and others. In addition, together with them the new forms of methodical work appeared.

During the scientific pedagogical research, it was established that the accumulated on the first stage experience of methodical work organization by heads of preschool educational institutions let organize the work in every kindergarten more systematically and seriously. Therefore, the heads of kindergartens founded special “methodical depositories” where they gathered the experience of previous work, methodical manuals, and didactic materials. Special folders on different topics and lines of work were made [10, p. 28–30].

As a result, it should be noted that during the analysed period there was an active process of applying of the experience accumulated in previous years. The analysis of primary sources testifies that in the period of 1960–1983 more attention began to be given to methodical preparation of preschool teachers while in previous years the attention had been given more to the heads of preschool institutions. It is worth noting that at those years the theoretical research concerned the practical applying of theoretical bases of methodical work organization in every kindergarten. During the analysis of different scientific sources, it was determined that the main forms and methods of methodical work organization were pedagogical meetings, public lessons, and the study of advanced pedagogical experience, practical seminars and others.

The historical and pedagogical search performed by us showed that in the period of the third stage of the study (the middle of 1984–1999) the attempt to reform the education (the beginning of the 80th) was made. During the scientific search, it was determined that the tasks in the field of public preschool education were clearly fixed in the Decree of the Soviet of Ministers of the USSR “About the further improvement of public pre-school education and preparation of children to the school education” (1984). The Decree assumed the fulfilment of a range of actions. In this way, the Ministry of Education of the USSR and the Academy of Pedagogical Sciences of the USSR were given the task to make and put into practice in 1984–1985 a new common program of children’s upbringing and education in a kindergarten, program-methodical documents, textbooks and teaching aids. The Ministry of Education of the USSR was obliged to make and activate the regulations about a children’s educational institution.

Those events marked the beginning of a new stage in the organization of methodical work in preschool educational establishments.

It was worth mentioning that in that period the systematic attestation of preschool teachers was legislatively introduced. As a result, both the theoretical rethinking of organizational pedagogical principles of methodical work and forms, methods and means of practical preparation of kindergarten teachers became more intensive.

During the scientific study it was determined that to the basic forms of methodical work with the pedagogical staff at that period, the scientists attributed pedagogical councils, theoretical seminars, practical seminars, creative laboratories, conferences and others.

It is worth noting that in that period the leading form of methodical work organization in preschool educational institutions was named a pedagogical council (on the previous stages it was a pedagogical meeting). And the rethinking of forms and methods of pedagogical councils work, the search of ways to improve their efficiency began. As a fact, the Republican methodical cabinet of preschool education of the Ministry of Education of the USSR, defined that a pedagogical council as one of the main forms of methodical work in preschool institutions should become a kind of creative laboratory where the work of pedagogical staff analysed, the ways of the further work were determined, the actual problems of a kindergarten life were examined [11, p. 6].

The scientists of the researched stage emphasized on the necessity to search new forms of work with pedagogical staff. In particular, the All-Union Congress of workers of public education (1989) laid the conceptual

bases for the democratization of children's institutions, the humanization of the educational process, broad development of creativity, self-search, experiment [12, p. 6–7].

The analysis of psychological pedagogical literature showed that at that period the necessity to use more widely the active forms of methodical work organization to improve the qualification of teaching staff appeared without denying the need of traditional methods [12, p. 6–7].

The study of scientific pedagogical literature and the state of the problem on the practice showed that at the mentioned period the active forms of methodical work such as a business game, a dispute, creative laboratories, pedagogical auctions and others began to be used widely.

During the scientific pedagogical research, it was found that creative groups, which included a methodologist educator and music master, were organized with the aim to apply as fast as possible the advanced pedagogical experience in practical work of preschool institutions and to improve the activity of preschool teachers' staff. The members of the associations themselves chose problematic matters for the deep study [13, p. 20].

So, at that period of formation of organizational pedagogical principles of methodical work in preschool institutions the theoretical rethinking and creative reorganization of the base of the methodical work took place. The study of practical work of kindergartens convinced that during the researched period both traditional methods of methodical work organization (pedagogical councils, seminars, debates, meetings) and active forms which began to be used widely (business games, disputes, creative laboratories, pedagogical auctions, others) were used.

2. Creative use of pedagogically valuable ideas and experience of the past years in modern preschool institutions in Ukraine

Nowadays the modernization of staffing of educational process in a preschool institution is aimed at a gradual transition from traditional educational process to efficient one, and the matters of methodological support are especially actual. The organization of methodical work is an integral part of unified system of continuous education, the system of increasing the professional competence of teaching staff.

It is well-known that the correct organization of the methodical work by the head of the preschool institution significantly affects the quality and effectiveness of training and upbringing, the final results of kindergarten work, so scientists consider it as an important factor in the management of the educational process.

Unfortunately, some real problems remain unresolved today. This is a lack of effective management concerning the enhancement of the professional competence of preschool teachers. Passivity of them, lack of interest and activity in the work on pedagogical councils, consultations and seminars remain significant problems.

In order to solve problems of organizational pedagogical principles of methodical work it becomes appropriate to rethink and creatively use the valuable pedagogical experience of methodical work in kindergartens in the second half of the 20th century.

It should be noted that a number of forms and methods of methodical work organization in preschool institutions in the second half of the 20th century remain actual today and heads and methodists of kindergartens actively use them. In particular, pedagogical teachers' councils have remained the leading form of methodical work in every preschool institution for many decades.

Together with the pedagogical councils, public lessons and mutual visits are actively used. Today public lessons are common methodical events where the best pedagogical experience is demonstrated, propaganda of the new pedagogical achievements and actual matters of methodology takes place. Without public lessons (educational events), it is impossible to provide spread and introduction of the advanced pedagogical achievements.

In the course of work on the study, it was clarified that today the obligation and queue of public lessons, regardless of the ability of the teacher, are sometimes established in educational institutions. Despite the teachers' desire, they can sometimes be forced to hold open public lessons. To overcome such a negative attitude towards the holding of public lessons, it may be useful the experience of work of kindergarten heads on the third stage. In particular, it is the ability to motivate and stimulate properly the educator, to study the characteristics of the psycho type of each employee, to take into account the experience of his work. Thus, you can convince the teacher that it is necessary to share the experience, to help him in the preparation process, to give methodical recommendations and practical help.

From the depth of the pedagogical analysis of the lesson, the enrichment with experience and possibility of its distribution among other teachers of the institution depends extensively. Mutual attendance of lessons (educational events) in the system of methodical work should play a specific role, well – organized mutual attendance promotes the transfer of the best methods of work of one teacher to the practical activities of others, inspire the teacher to search new methods of education, training, awakens creative initiative.

Comparison of own experience with the experience of colleagues gives an opportunity to evaluate critically different variants for achieving the goal.

Nowadays, advanced training courses for heads of methodological associations of preschool institutions employees, courses for heads, music staff continue to work. For example, each regional institute of postgraduate education organizes advanced training courses for pedagogical staff. These courses have their regulations, where the main tasks and principles of their organization are designated.

The study establishes that the forms and methods of control over the methodical work peculiarities have received the active introduction into modern practice of methodical work organization in kindergartens.

Today, control is defined as a progress of integrated weighted objective study of children's educational institutions activity that includes the analysis of achievements and current problems and it gives an opportunity to determine the ways of further development of all structural units in preschool institutions.

It is established that there is an algorithm of control in preschool educational institutions, which is developed, based on pedagogical experience and the pedagogical theory of the past years. This algorithm involves the formulation of an aim, specification of tasks, development of a control plan, determination of the type of control, choice of forms and methods of control fixing the received results in business documentation, discussion of the results of the control, check-up of the implementation of recommendations.

It should be noted that the club of a young educator has found a partial introduction in the practical activity of modern preschool educational institutions. In particular, a number of educational institutions have peculiar clubs and schools for young members who only begin their pedagogical activity in their structure.

We consider it advisable to recommend getting not only preschool teachers but also their assistants, who often do not have pedagogical education at all but spend a lot of time with children, to take part in the work of such clubs. In these clubs, they would be able to receive necessary theoretical knowledge in pedagogy and psychology, which will help them in everyday work. In addition, they will receive certain skills of work with children of different age. They will be able to make sure that it is necessary to follow main principles of work with preschool children (taking into account individual and age peculiarities, educating in the spirit of freedom and peace, and so on).

The council of mentors that has become the base of the club of young educators has made significant contribution in the work with youth. The council could direct the work of the club. Every teacher – mentor could teach a young educator correct methods of educational influence on children, prevent errors in the organization of the methodical work.

It is worth noting that the partial introduction has received holding reviews – competitions in kindergartens. A review – competition is a form of methodical work, which stimulates the motivational processes, and reflection of teachers' activities. Different reviews – competitions can be organizations, for example, on the best physical culture corner, the best musical nook, the best organization of a game room and others in preschool educational institutions.

Such competitions can be held both within the same kindergarten and organize a contest between some kindergartens. The contest will arouse the spirit of rivalry and healthy competition, which stimulate methodologists and teachers to more productive activity. Reviews – competitions can become the impulse, which pushes to rethinking of methodical work system and reorganization of forms and methods of work with teaching staff.

But next to the forms and methods that have found their reflection in the organization of methodical work in a modern kindergarten, there are also those ones, which have been unfairly lost in time, but they are worth of creative rethinking and practical application. In particular, the experience of kindergartens of the second half of the 20th century in organization of methodical depositories is very interesting. The teachers gathered interesting pedagogical ideas and techniques, methodical material for lessons, summaries of the best open public lessons and others to such methodical depositories. Nowadays, it is possible to modernize the experience of accumulation of methodological depositories taking into account modern technical capabilities. Thus, you can create an audio library and video library, in which interesting materials for training will be selected, musical materials will be put by topics, interactive facilities for events with children and for holding meetings, seminars, practical trainings with teachers will be gathered. For such methodical depositories the experience not only one kindergarten but also a few kindergartens can be gathered. Nowadays there is an opportunity to adopt the valuable pedagogical and methodical experience of kindergartens from all over the world with the help of interactive technologies. Thus, the accumulation of methodical depositories can be replenished with interesting materials from different parts not only of our country but also of other foreign countries.

It may be interesting to use interactive technologies during the conducting of practical seminars and videoconferences. In the second half of the 20th century, a practical seminar was a very popular form of improvement of methodical work and exchange of advanced pedagogical experience. But then, as in our time, a whole series of problematic organizational issues arose, such as the fare of seminar participants, their accommodation and meals, search for a seminar room, search for kindergartens ready to invite a participant in their classes, so on.

Today, all these problems can be solved with the help of internet conferences which can connect in vide mode a few children's kindergartens from all parts of Ukraine. Conducting such seminars will allow to exchange positive pedagogical experience between preschool teachers. The heads of kindergartens can discuss main aspects of organization of methodical work with pedagogical staff, methodologists and senior educators will be able to exchange practical methods of daily work and so on.

Interesting but unfairly forgotten in our time there is such form of organizational methodical work as patronage. In the second half of the 20th century advanced children's institutions served as patrons for smaller children's institutions, for rural kindergartens. Patrons conducted systematic consultations on peculiarities of methodical work organization, shared their own experience in overcoming certain difficulties. They assisted in the formulation of programs and work plans of methodical associations, pedagogical meetings and others.

In our time, it is necessary to organize patronage of kindergartens over rural and remote kindergartens and over those ones that only open. This will promote a positive exchange of experience, the acceleration of methodological growth of heads and preschool teachers of small kindergartens. It would be interesting the experience of exchange of methodical depositories between patrons and their wards.

It would be advisable to organize patronage not only between kindergartens but also to designate scientific research centres, institutes of improvement of professional skills, pedagogical higher educational establishments as patrons.

The valuable experience is the experience of organizing methodological associations on a voluntary basis. Unfortunately, today during the active development of market economy and market economy and market relations in our country the work on a voluntary basis has turned to be forgotten. The experience of the second half of the 20th century persuades that the organization of methodical associations on a voluntary basis can be possible