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RESULTS OF IMPLEMENTATION OF TECHNOLOGY FOR FORMATION OF SENIOR TEENAGERS SOCIAL ACTIVITY IN SCHOOL AND COMMUNITY INTERACTION

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Abstract. *The article presents the analysis of the control phase results of experimental-research work on introducing the technology for formation of senior teenagers' social activity in school and community interaction.*

The use of this technology has resulted in positive changes in teenagers' attitude to their own lives and problems of the territorial community, and has promoted the formation of their social activity as an integrative quality. This indicates that the process of senior teenagers' social activity formation is the most rewarding and effective, provided that social and pedagogical technology for the formation of social activity among senior teenagers in the interaction of school and community is introduced in the activity of general educational institutions.

Key words: *social activity of individual, formation of social activity of senior teenagers, territorial community, pedagogical technology, social and pedagogical conditions.*

Актуальність (Introduction). Development of human society is impossible without active efforts of its members. One of the indicators of the quality of life in the country is social activity of its citizens and without it the state will not be able to develop progressively.

In the conditions of the construction of Ukraine as a law-governed state, the creation of a civil society, the formation of this feature in youth is an essential component of the strategy of the further formation of an independent, self-sufficient, original country, which is reflected in the Law of Ukraine "On Education" (1991) [1], the Decree of the President of Ukraine "On the National Doctrine for the Development of Education" (2002) [2], the Concept of National-Patriotic Education for Children and Youth (2015) [3] and the Concept of the New Ukrainian School (2016) [4].

Thus, the formation of a social activity in the younger generation is an important task of modern society, which leads to understanding of the necessity to intensify the work of school and other social institutions in creating conditions for the development of a socially active person, the formation of youth readiness and the ability to participate in activities aimed at positive transformation of social reality.

In the process of research activity on the problem of formation of social activity of senior teenagers in school and community interaction, we specified the concept of "social activity of individual" [7]; taking into account the new socio-cultural situation, criteria, indicators and levels of formation of social activities of senior teenagers have been defined [6]; the technology for the formation of social activity of senior teenagers in school and community interaction have been developed [8], the main socio-pedagogical conditions for its effective implementation have been identified [5], the effectiveness of this technology has been verified using the method of pedagogical experiment.

Аналіз останніх досліджень та публікацій (Analysis of recent researches and publications). The research of this problem is based on the provisions of philosophical, psychological and pedagogical, sociological sciences, which consider "social activity of an individual" as a scientific notion (Y. Anufriyev, G. Arefieva, Y. Azarov, L. Arkhangelsky, M. Basov, L. Bojovich, L. Bueva, L. Vygotsky, Y. Vorobiev, A. Zosimovsky, A. Leontiev, T. Malkovskaya, V. Mordkovich, N. Klimkina, A. Kratko, E. Osichnyuk, V. Panok, A. Petrovsky, E. Polikanova, S. Rubinstein, L. Slavin, V. Ushakov, E. Yakuba and others); national psychology and pedagogical research of the process of formation and development of social activity of personality (I. Bech, O. Kirichuk, P. Konanin, I.

Miloslavova, N. Mikhailenko, N. Ponomarchuk and others) and foreign scientists (A. Adler, B. Ananiev, G. Andreeva, L. Baiborodova, M. Berdyaev, L.Bozhovich, O. Grebenyuk, E. Erickson, I. Kant, I. Kon, T. Malkovskaya, A. Maslow, A. Mudrik, A. Rean, K. Rogers and others).

Social activity as a personal innovation was studied in connection with the psychological development of the individual in ontogeny by P. Blonsky, L. Vygotsky, O. Leontiev, S. Rubinshtein, A. Petrovsky and others.

In the pedagogical works of P. Atutov, O. Bogdanova, Y. Vasiliev, V. Ilyin, V. Zhuravlev, A. Zosimovsky, V. Korotov, G. Filonov and other much attention is devoted to the definition of conditions facilitating the manifestation of social activity in pupils. Organization of interaction of school and territorial community is among effective ways to solve this problem (G. Andreeva, O. Bezpalko, I. Beh, J. Dewey, I. Zvereva, G. Kornetov, S. Kerkis, N. Narkevich, S. Kharchenko, G. Homans, S. Shatsky and others).

Мета (Purpose): to present and carry out the analysis of the results of the control phase of experimental-research work on the formation of social activity among senior teenagers in the interaction of school and community.

Методи (Methods). Such scientific methods as analysis, comparison, systematization, generalization, questioning, conversation, questionnaire survey, observation, pedagogical experiment and methods of mathematical statistics were used in the process of the dissertation research to check the reliability of the obtained research results (χ^2 -Pearson's criterion).

Результати (Results). Experimental work is the leading form of innovative activity of teachers, which in is defined the studies of I. Bech, Y Vasiliev, L. Danilenko, O. Dubaseniuk, E. Komrakov, S. Krasikov, N. Yusufbekov and others as a complex system of collective activity, which involves sequential inclusion of many individuals in the process of transformation initiated [9].

The purpose of experimental-research work of the problem mentioned in the article was to test the developed technology for the formation of social activity among senior teenagers in the interaction of school and community in the activity of general educational institutions of Volyn, Zaporizhzhya, Lugansk and Cherkasy regions.

The purpose has determined a number of *tasks* set and solved in the course of preparation and carrying out of the pedagogical experiment:

- to identify the stages of experimental-research work, tasks and methods of work at each stage;
- to develop the evaluation-criterial tools for diagnosing of the determination of social activity levels of senior teenagers;
- to examine the effectiveness of the technology of the formation of social activity of senior teenagers in the interaction of school and community in experimental way;
- on the basis on the results of experimental-research work, to develop practical recommendations for the formation of social activity of senior teenagers in the interaction of school and community for social educators.

The object of research is defined as the process of formation of social activity of senior teenagers.

The subject of the study is defined as the technology of formation of social activity of senior teenagers in the interaction between school and community.

Experimental work was carried out in general educational institutions of Volyn, Zaporizhzhya, Lugansk and Cherkasy regions for 4 years (2011/2014) in three stages: summative, formative and control. At each stage, specific tasks were solved, evaluation, analysis and generalization of the results were carried out.

The final stage of the research provided the conduct of control diagnostics, which provides the determination of the levels of formation of social activity in experimental and control groups of senior teenagers, comparative analysis and verification of the objectivity of the obtained results, their generalization, drawing conclusions as for pedagogical experiment and popularization of the results of experimental-research work.

Comparison of qualitative and quantitative indicators and levels of formation of social activity in the experimental and control groups of senior teenagers, taking into account the data of the summative stage of the experiment, the application of mathematical and statistical analysis method

allowed to draw the conclusions based on the results of the socio-pedagogical technology developed by us.

Analysis of the data obtained shows positive dynamics in the formation of social activity in senior teenagers in the experimental group of general educational institutions.

Here, we represent the data and the results of the analysis of experimental-research work for each of the previously defined criteria for evaluation of social activity: cognitive, need-motivational, activity [6].

It should be noted that during the control phase of the experiment, we were guided by the diagnostic tool that was used during the summative phase [6].

Comparing the state of formedness of social activity in senior teenagers of experimental and control groups in *cognitive performance criteria*: awareness of socially relevant personality traits, knowledge of social norms and rules, the idea of community as a social unit, the ability for reflection and objective self-evaluation, we concluded that the introduction of the technology developed by us in the educational process in schools provided for the increase in teenagers the quality of knowledge about the social qualities of individual, the society, its structural and institutional components, community peculiar features and so on.

As the study showed, the initiative level of awareness of socially meaningful personality qualities in the experimental group increased by 11.2%, performance level - by 13.9%. At the same time, the socially inert level, which is manifested by the presence of general, superficial, inaccurate knowledge of socially significant personality qualities, decreased by 14.8%, socially avoiding level - by 10.3%. In the control group, the initiative level increased by only 0.6%, performance level - by 1.9%, socially inert level - by 1.7%, socially avoiding level decreased by 4.2%.

Involving students in cooperation with the community, in socially significant activities, in fulfilling their various social roles, has enabled to expand and deepen the social knowledge of teenagers, their social and life experience, and to form a steady system of prosocial value orientations.

The results of the study showed that the initiative level of knowledge of social norms and rules of conduct in the experimental group increased by 13.2%, performance level - by 1.7%. We note that 84.1% of senior teenagers in the experimental group have shown a stable system of knowledge about social norms and rules of conduct and a high degree of readiness for their active use. Only 3.1% of students have shown superficial, inaccurate knowledge or lack thereof (socially inert and socially avoiding levels), which is 14.9% less than at the beginning of the experiment.

In the control group, the initiative level increased by 12.1%, the performance level dropped by 3.8%, socially inert, respectively, by 4.2%, and socially avoiding - by 4.1%.

Senior teenagers noted that the level of their knowledge of social norms and rules of behavior was significantly influenced by participation in projects of informational and practical nature, aimed at finding information on the organization of communication, familiarity with the history of the emergence of generally accepted norms and rules of conduct, independent work on the development of a list of issues for interview, writing articles for a school newspaper, giving lessons "Lessons of Courtesy", "Rules of Conduct in School", "School of Respect", "Lessons of Etiquette" for junior pupils, preparation of radio reports and so on. Participation in the organization and implementation of the projects allowed not only to deepen and improve the knowledge of teenagers, but also to develop their ability to use them in life situations.

The majority of teenagers - participants of the experiment formed a clear idea of community as a social unity. According to this indicator of social activity, the number of schoolchildren who showed the initiative level increased by 67 individuals, i.e., the increase was 14.2%, the performance level - 15.3%, due to which the indicators of socially inert and socially avoiding levels decreased by 8.9% and 20.6% respectively. The data of the control group also indicate positive dynamics. At the same time, the initiative level increased by only 3.8%, executive level - by 2.1%, socially inert level fell by 0.1%, socially avoiding level - by 5.8%.

Senior teenagers noted that participating in meetings, planning joint activities, press conferences, thematic classroom hours and trainings allowed them to become acquainted with the structural components of community as a local community, to get engaged in various fields of activity, and to understand the problems existing in the community.

Studying the ability of senior teenagers to reflect and objectively assess their self-esteem, we have gained the results that indicate an improvement in the state of these indicators. Thus,

42% of the participants in the experimental group, which is 16.4% higher than at the beginning of the experiment, showed the adequacy of self-evaluation to be highly reflexive, independent and independent in evaluative judgments. At the same time, the performance level rose by 5.1%, socially inert and socially avoiding levels decreased by 9.2% and 12.3% respectively.

In the control group, only 27.4% of teenagers showed an adequate self-esteem, which is 1.1% higher than at the beginning of the experiment. The performance level grew by only 1.1%, socially inert and socially avoiding levels decreased by 0.8% and 1.4% respectively.

Teachers and parents noted the significant role of socio-pedagogical environment in the formation of self-assessment of the individual and the significance of target-driven pedagogical work as for its correction.

Students claimed that participation in trainings, doing exercises aimed at development of self-analysis skills, active collaboration with local community representatives allowed them to study objective analysis of their behavior, to evaluate personal qualities, focusing not only on their own opinion but also on other people attitude.

During the experiment, we became convinced of the effectiveness of conducting training sessions, where senior teenagers did exercises aimed at development of self-criticism and self-understanding.

In the process of experimental-research work, the emphasis was given to the involvement of senior teenagers in socially useful activities, which provided the formation of a person's motivation-need sphere.

Comparative analysis of the data obtained according to *needs-motivational criterion*, where the evaluation was carried out with the help of such indicators as the need for self-realization in socially significant activities, achievement of success in socially significant activities, readiness to act in the interests of society, revealed an increase in the number of senior teenagers in the experimental group with the initiative and performance level of the formation of social activity according to this criterion in comparison with the control group and the results of the summative stage.

As the study showed, the number of senior teenagers in the experimental group with the initiative level of the formation of the need for self-realization in socially significant activities increased by 20.2%, with the performance level – by 13.4%, due to which the quantitative indicators of socially inert and socially avoiding levels decreased by 31.7% and 1.9% respectively.

In the control group, the initiative level of the formation of the need for self-realization was demonstrated by 20.6% of teenagers, performance level – 33.9%, socially inert – 36.7%, socially avoiding – 8.8%, which indicates positive dynamics. However, the initiative and performance levels increased by only 1.7% and 3.8%, socially inert and socially avoiding levels decreased by 5.2% and 0.3% respectively.

In the opinion of teachers and teenagers, significant positive results, obtained in the experimental group are related to granting free choice of different types of activities for boys and girls, orientation on their desires, interests, aspirations, abilities, and joint planning of socially useful work.

The studies data have shown that the initiative and performance levels of the motivation to achieve success in socially useful activities in senior teenagers in the experimental group increased by 7.7% and 2.3%, in the control group – by 1.2% and 0.2%, respectively, due to which socially inert and socially avoiding levels in the experimental group decreased by 1.8% and 8.2%, in the control group the socially inert level increased by 0.9%, while the socially avoiding level decreased by 2.3%.

Teachers noted that the specially created conditions under which uncertain teenagers came to success, enabled students to reveal their potential, increase self-esteem, and form an internal setting for successful activities.

Students highly appreciated the emotional support of teachers, parents, community recognition of their contribution to solving the problems of the local community, which helped boys and girls gain self-confidence and enjoyed the results achieved.

At the end of the experiment, 29.4% of the senior teenagers from the experimental group found the initiative level to act in the interests of the community, which is 11.6% more than it was at the beginning; the performance level for this indicator was demonstrated by 41.8% of students, which is 13.6% higher than the initial data. At the same time, socially inert and socially avoiding

levels decreased by 18.6% and 6.6%.

In the control group, there were no significant changes in this indicator: the difference between the initial and final data of the initiative level is only 1.8%, the executive level – 3%, socially inert level - 3.1%, socially avoiding level – 1.7%.

During the conversation, teenagers from the experimental group claimed that meetings, classroom hours, trainings, and joint planning of socially useful activities helped them to understand the community problems.

Boys and girls with performing, socially inert and socially avoiding levels at the beginning of the experiment noted that they got involved in the joint activity mostly "so as to be sociable" and out of curiosity to see "what will happen?" However, having been involved in various types of socially useful activities, having received a commendable assessment of the results of their work from adults, they gained a real interest, which became the basis for changing of the motives to get involved in socially meaningful activities and the formation of internal readiness to act in the interests of the community.

The formation of social activity by the *activity criterion* was determined by means of the following indicators: activity in various types of social activity; ability to interact with different people; initiative, responsibility, self-exactingness in solving the problems of the local community. The analysis of the research results showed positive changes in the experimental group and insignificant changes in the control group as for these indicators.

Thus, in the experimental group, the initiative level of participation in socially useful activities was demonstrated by 28.7% of senior teenagers, which is 9.5% higher than at the beginning of the experiment; performance level – 56.2% of students, which is 21.4% higher than the initial data. At the same time, socially inert and socially avoiding levels decreased by 20.8% and 10.1% respectively.

The control group recorded moderate dynamics: the initiative level was found in 19.4% of older teenagers, which is 0.7% higher than at the beginning of the experiment; performance level – 36.1% of students, which is 2.4% higher, socially avoiding level decreased by only 4.2%.

In conversations and according to the results of the survey, it turned out that senior teenagers were satisfied with the results of their work, which was carried out within the frames of social projects and programs; they expressed clear understanding of social significance of their work, and expressed readiness to continue voluntary work for the benefit of the local community.

The data studies have shown that 21.7% of senior teenagers from the experimental group demonstrated the ability to interact independently with different people, which is by 10.6% higher than in the control group, and the number of students with socially inert and socially avoiding levels of ability to interact with community representatives has decreased significantly – by 23%, which is 20.7% more than in the control group.

Humanization the socio-pedagogical environment has contributed to the fact that senior teenagers learned to build interpersonal relationships in the community, to establish emotional contact in communion, to sympathize with others, and to show tolerance. In questionnaire survey, the students noted that they were impressed: "by the opportunity to express their own opinions freely," "the absence of negative criticism from the others," "the absence of ridicules and labeling," "favorable conditions for creativity," "democratic style of communication," "openness adults to dialogue", etc.

Inclusion of senior teenagers in constructive relationships with teachers, community representatives, parents, peers allowed boys and girls to realize the benefits of dialogic communication and partnership. Teenagers emphasized that the ability to listen to each other helps to find optimal solutions to the social problems of the local community quicker and to work for its benefit more productively.

The effectiveness of our technology is confirmed by the indicators of social activity in terms of initiative, responsibility, and self-exactingness in solving the problems of the local community: the number of participants in the experimental group with the initiative level for this indicator increased by 16.4%, while in the control group remained almost at the initial level. The number of teenagers with the performance level of social activity increased by 15.7%, in the control group - by only 4.2%. In the experimental group, the quantitative indicator of socially inert and socially avoiding levels decreased significantly – by 32.1%, in the control group – by only 6.3%.

According to senior teenagers' opinion, the activity of social teachers aimed at organization and conducting business games, social projects, trainings that had a link with schoolchildren's life, created situations of independent choice, finding ways to solve the problems that were discussed was effective.

It became clear from conversations with parents and teachers that the initiators of creative ideas, projects (cooperation programs) showed maximum diligence, accuracy, discipline, perseverance, commitment to success, conscientious attitude to work.

In the questionnaires students and teachers emphasized the importance of individual tasks that helped the participants in the experiment to get engaged in collaborative activities, learn to perform their duties, be responsive to assignments, demonstrate initiative and self-exactingness.

Thus, the calculation of the data obtained by all indicators of social activity according to the

formula $\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$ gives an opportunity to conclude that in the experimental group the initia-

tive (high) level increased by 13.2%, in the control group - by only 2.6%; the performance (sufficient) level in the experimental group rose by 17.5%, in the control group – by 7.6%, while the socially inert (average) and socially-avoiding (low) levels decreased in the experimental group by 19.9% and 10.8%, in the control group – by 7.3% and 2.9%, which testifies to the effectiveness of the technology developed by us for the formation of social activity of senior teenagers in the interaction of school and community (Table).

Table

Dynamics of levels of social activity of senior teenagers (summative and formative stages of the experiment)

Level	Experimental group				Dynamics (%)	Control group				Dynamics (%)
	at the beginning of the experiment		after completing the experiment			at the beginning of the experiment		after completing the experiment		
	Number of individuals	%	Number of individuals	%		Number of individuals	%	Number of individuals	%	
Initiative (high) level	69	14,5	132	27,7	+ 13,2	58	13,1	69	15,7	+ 2,6
performance (sufficient) level	151	31,8	234	49,3	+ 17,5	140	31,7	174	39,3	+ 7,6
Socially inert (average) level	177	37,3	83	17,4	— 19,9	170	38,4	137	31,1	— 7,3
Socially-avoiding (low) level	78	16,4	26	5,6	— 10,8	74	16,8	62	13,9	— 2,9

To obtain the most objective results of experimental work, Pearson's chi-square test χ^2 [10] was used, which allows to compare two empirical distributions and draw the conclusion if they are consistent with each other [10].

Calculations of results for all indicators showed an insignificant difference (about 0.05) between the control and experimental groups at the beginning of the experiment (the empirical value of the criterion does not exceed the critical 5.99). At the end of the experiment, significant differences are recorded for all indicators between the experimental and control groups.

So, the comparative analysis of the statistical data on the formation of social activity of older teens in the control and experimental groups, obtained during the summative and control stages of the experiment as for cognitive, need-motivational and activity criteria, confirms the effectiveness of the technology we have developed.

Висновки і перспективи (Discussion).

1. The purpose of experimental-research work on the problem was to test the technology developed by us for the formation of social activity of senior teenagers in the interaction of school and community.
2. Implementation of the technology of formation of social activity of senior teenagers in the interaction of school and community in the practice of secondary education institutions provided a significant increase in the number of students with initiative (high) and performance (sufficient) levels of social activity formation, which is confirmed by the results of diagnostics. Analysis of experimental-research work data shows that in the experimental group the number of senior teenagers with initiative (high) level increased by 13.2% and performance (sufficient) level – by 17.5% of social activity formation in all indicators of cognitive, motivational, activity criteria. At the same time, the number of teenagers with socially avoiding (low) level of formation of this quality significantly decreased – by 10.8%.
3. Objectivity of the obtained indicators on the results of the summative and control phases of the experiment is confirmed by statistical Pearson's chi-square test χ^2 .
4. Efficiency and perspective of the developed socio-pedagogical technology for the formation of social activity of senior teenagers in the interaction of the school and community allowed us to recommend it to the wide implementation into the activity of general educational institutions.
5. We consider the following aspects of our further work as the most priority: development of content, means of formation and development of social activity of students at all stages of education; development of technology for the education of a socially active person in conditions of interaction between a general educational institution and an out-of-school facilities; methodical support of the work of deputy head teachers for educational work, teachers, organizers, social teacher, teachers of extracurricular educational institutions in the system of postgraduate pedagogical education as for the organization of interaction with community for the formation of a socially active person; search, determination and implementation of new forms and methods for the formation and development of students social activity.

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РЕЗУЛЬТАТИ РЕАЛІЗАЦІЇ ТЕХНОЛОГІЇ ФОРМУВАННЯ СОЦІАЛЬНОЇ АКТИВНОСТІ СТАРШИХ ПІДЛІТКІВ У ВЗАЄМОДІЇ ШКОЛИ ТА ГРОМАДИ

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Анотація. У статті представлено аналіз результатів контрольного етапу дослідно-експериментальної роботи з упровадження в навчально-виховний процес технології формування соціальної активності в старших підлітків у взаємодії школи та громади. Застосування даної технології призвело до позитивних змін у ставленні підлітків до власного життя й проблем громади, сприяло формуванню в них соціальної активності як інтегративної якості. Що свідчить про те, що процес формування соціальної активності старших підлітків є найбільш результативним і ефективним за умови впровадження в діяльність загальноосвітніх навчальних закладів соціально-педагогічної технології формування у старших підлітків соціальної активності у взаємодії школи та громади.

Ключові слова: соціальна активність особистості, формування соціальної актив-

ності старших підлітків, територіальна громада, педагогічна технологія, соціально-педагогічні умови.

РЕЗУЛЬТАТЫ РЕАЛИЗАЦИИ ТЕХНОЛОГИИ ФОРМИРОВАНИЯ СОЦИАЛЬНОЙ АКТИВНОСТИ СТАРШИХ ПОДРОСТКОВ В ВЗАИМОДЕЙСТВИИ ШКОЛЫ И ОБЩЕСТВА

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Аннотация. В статье представлен анализ результатов контрольного этапа опытно-экспериментальной работы по внедрению в учебно-воспитательный процесс технологии формирования социальной активности у старших подростков во взаимодействии школы и громады. Использование данной технологии привело к положительным изменениям в отношении подростков к собственной жизни и проблемам территориального сообщества, способствовало формированию у них социальной активности как интегративного качества. Что свидетельствует о том, что процесс формирования социальной активности старших подростков является наиболее результативным и эффективным при условии внедрения в деятельность общеобразовательных учебных заведений социально-педагогической технологии формирования у старших подростков социальной активности во взаимодействии школы и громады.

Ключевые слова: социальная активность личности, формирование социальной активности старших подростков, территориальная громада, педагогическая технология, социально-педагогические условия.

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ПРОЕКТНА ДІЯЛЬНІСТЬ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ ЯК ВИМОГА ІНФОРМАЦІЙНО-ТЕХНОЛОГІЧНОГО СУСПІЛЬСТВА

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Анотація. У статті розкрито сутність проектної діяльності та її роль у професійній підготовці майбутніх учителів. Встановлено, що проектна діяльність є вимогою інформаційно-технологічного суспільства. Обґрунтовано об'єктивну необхідність у підготовці майбутніх учителів іноземної мови до проектної діяльності в початковій школі, оскільки проектна діяльність є важливою і позитивно впливає на творчий потенціал молодших школярів при вивченні іноземної мови.

Ключові слова: проект, проектна діяльність, професійна підготовка учителів, інформаційне суспільство, освітній процес.

Актуальність (Introduction). Перед вищими навчальними закладами України постає завдання підготовки фахівців-професіоналів, які в умовах компетентісно орієнтованої освіти будуть здатні поєднувати сучасні теоретико-методичні знання із практичними навичками усвідомленого їх застосування.

Законодавчі освітні ініціативи та державні документи, зокрема Закони України «Про освіту», «Про вищу освіту», Державна національна програма «Освіта» (Україна XXI століття), Національна доктрина розвитку освіти в Україні, концепція Нової української школи, галузева концепція розвитку неперервної педагогічної освіти, досить глибоко і обґрунтовано висвітлюють основні вимоги до педагогічних кадрів та рівня їхньої підготовки. Зростання при цьому важливості іноземної мови є необхідною причиною вдосконалення системи підготовки майбутнього учителя іноземної мови відповідно до вимог сучасного інформаційно-технологічного суспільства.

Оскільки саме зміни у методології підготовки педагогічних кадрів є рушійною силою сучасного реформування освіти, у суспільстві виникає потреба в ініціативних, усебічно осві-