

**CREATION OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR
IMPROVING THE PROCESS OF THE EFFECTIVENESS OF FORMING THE VITAL
COMPETENCE OF SENIOR SCHOOL STUDENTS IN EXTRACURRICULAR
ACTIVITIES**

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Abstract: *The article is devoted to the creation of organizational and pedagogical conditions for improving the process of the effectiveness of forming the vital competence of senior school students in extracurricular activities. Integration on a unified methodological and organizational basis, as specific resources of the school, and resources of various educational institutions, organizations and specialists, as well as information and communication networks. Introduction to the content of education of new integration courses of choice, aimed at forming a positive attitude towards seniority in professional careers, as well as their versatile personal development. Improvement of educational process on the basis of effective combination of means of personal development and formation of professional self-determination of senior pupils.*

Key words: *organizational and pedagogical conditions, vital competence, forming the vital competence, extracurricular activities.*

Introduction .The reform of the system of general secondary education in Ukraine on the basis of the conceptual change of the educational and educational paradigm defines a new goal, task and result of the education of young people. In connection with the aforementioned theory and practice of education in the educational space of Ukraine, through the prism of the modern process of education reform, requires active research, in particular, the process of forming the vital competence of a senior student - a graduate of the institution of general secondary education, which will have a real ability to respond adequately and responsibly to socio- economic changes in society, to make choices of life strategy on the basis of personal self-realization, apply acquired knowledge, skills and abilities and according to different life situations and be able to self-actualization, creative perception of the surrounding world and socially significant activity aimed at the development of Ukrainian society.

Strategic reorientation by scientists and practitioners of the expected results of educational activities in institutions of general secondary education requires a systematic and comprehensive study of the problem of forming the life competence of senior pupils. In connection with the aforementioned, the formation of pedagogical conditions for the formation of the vital competence of the senior pupil in extracurricular activities becomes of paramount importance.

Analysis of recent researches and publications. The study of scientific and pedagogical literature testifies to the purposeful search by scientists of ways of forming the vital competence of senior pupils in the educational process of the secondary school. Ideas of a competent approach to general secondary and higher education are being developed by I. Bech, N. Bibik, I. Ermakov, A. Lokshina, V. Lugovy, O. Ovcharuk, L. Paraschenko, O. Pometun, O. Savchenko, S. Trubachev, Yu. Shvalb and others. Scientific researches

and ideas of I. Yermakov, N. Pustovit, L. Sokhan, M. Stepanenko, T. Titarenko, V. Tsiba, I. Yaschuk and others testify to the deliberate search for the ways of formation by scientists the vital competence of the individual, especially in the process of its learning and upbringing.

The purpose of the article is represented by the practical pedagogical experience of creation of organizational and pedagogical conditions for increasing the vital competence of senior pupils in extracurricular activities.

Methods. Theoretical (analysis of philosophical, pedagogical, psychological literature).

Results. One of the strategic directions of improving education in Ukraine V.Kremen considers "the introduction into the structure and content of learning changes aimed at creating a new mentality and competence necessary for successful actions in a democratic and legal country with a regulated economy" [2, p. 26].

In particular, O. Pometun calls "human competence" specially structured (organized) sets of knowledge, skills, and attitudes that are acquired during the learning process, and which enable a person to identify, that is, to identify and solve, regardless of context (situation), problems inherent in a certain area of activity. The scientist notes that the person's formed competence is used, if necessary, in various social and other contexts, depending on the conditions and needs for the implementation of various activities. Thus, "competence is a productive activity characteristic of education, while the level of competence is the level of activity necessary and sufficient for the minimum success in achieving the result" [3, p. 5].

The researcher M. Stepko understands the notion of "competence" "... as a dynamic combination of knowledge, understanding of skills and abilities" [5, p.45]. A significant contribution to the definition of the scientific category of "life competence" is the scientific work of the researcher T. Ermakov, who considers the above concept as "a specific ability that enables them to effectively solve problems that arise in real life situations" [1; 4, p. 106].

On the basis of the above characteristics, one can conclude that the concept of "competence" for educational purposes can be perceived as a pedagogical phenomenon, since it correlates with the knowledge, skills and abilities of the person that most accurately reflects its versatility and play an important role in the activity of the applicant education. The foregoing makes it possible to conclude that as a result of the education of a full-time secondary education, a certain integral personal quality must be formed that allows him to successfully solve problems, interact with other people and this quality can be defined as a holistic life competence. In this sense, the student's vital competence is his personal, integrative, and formed quality, which manifests itself in the adequacy of the solution (standard and especially non-standard, demanding creativity) of the tasks of the entire variety of social and life situations.

On the basis of the analysis of scientific and pedagogical literature on the problem of research, the results of the qualitative stage of the experiment, we came to the conclusion that the effectiveness of the process of forming the competence of senior pupils in extracurricular activities will provide the following organizational and pedagogical conditions:

- managerial design of internal and attracting external educational resources to provide the continuity and continuity of the formation of vital competence in the extracurricular activities of pupils of stages I, II and III ;
- introduction of acmeological technologies by teachers of extra-curricular work with senior pupils;
- The introduction of a praxeological approach by educators in the process of forming the vital competence of senior pupils in extracurricular activities.

In order to verify the first organizational and pedagogical conditions for the manage-

ment of internal design and the involvement of external educational resources to ensure the continuity and continuity of the formation of vital competence in the extracurricular activities of pupils of stages I, II and III grades , we conducted a molding longing experiment within January 2004-2015, the task of which was a meaningful renovation of the educational environment of out-of-school activities by the following means: 2004 - 2008 - implementation of the I grade in the author`s school of professor S.Yakimenko "Integrated personality-oriented technology in schools and degree" ; 2008-2015- development and implementation of a management project "Modernization of pre-profile training and profile education of students by means of a competent approach and implementation of project activity"

On the basis of the above, organizational and pedagogical condition is realized on the basis of analysis of the potential of the educational environment for extracurricular activities of students, analysis of the problems of interaction of the school with various educational institutions and social partners; Identifying the existing experience of interaction between schools and public institutions.

In order to ensure the continuity and continuity of the formation of vital competence in the extracurricular activities of pupils of stages I, II and III , we have proposed and implemented the following administrative actions:

- a unified informational environment of the school of methodical resource of extra-curricular activities was created in the form of methodical cases on the school's website;
- an algorithm for the choosing and implementation of individual educational trajectories for students of grades 1-11 involving the invariant part, which involves mastering the basic and variability of the content of general education by all students, provides conditions for the free choice of directions and forms of extra-curricular activities at all levels of study, as well as profile education at high school level;
- a model is developed for improving the professional competence of teachers on the methodology of organizing extra-curricular activities of students on the basis of the praxeological approach;
- a system of administrative actions is developed that reflects the process of developing the knowledge of students' knowledge of self-acquisition, the choice of ways and means for solving various educational and life problems, and designing professional and life goals.
- Variety of ways of realization of individual abilities and interests and of students is provided, in particular in the process of carrying out extra-curricular socially significant, productive activity;
- openness of the educational process in extra-curricular time is ensured, in particular, due to joint cooperation of senior pupils, teachers, parents and social partners of the school.

Let's consider the issue of updating the content of the educational environment in the experimental educational institution by means of managerial design of the internal educational resources for the purpose of continuity and continuity of the formation of vital competence in extracurricular activities of students of grades I, II and III , in particular: implementation of the author's "Integrated personality-oriented technology in the school of stage I " professor S. Yakimenko ; development and implementation of the management project "Modernization of pre-profile training and profile training of students by means of a competent approach and implementation of project activity"; introduction of school educational programs for extracurricular activities "I am a citizen", "Learn to communicate", "Useful habits"; using of the variable component of the curriculum; organization of clubs, circles, sports sections;

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ing their vital competencies, taking into account continuity through the development and implementation of management projects that ensure the creation of an effective integrated educational environment and activities of senior pupils.

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An effective pedagogical resource for updating the educational environment for extracurricular activities of students was the introduction of a school teacher and models for the formation of the vital competence of a junior schoolchild developed by S.Yakimenko. The author's integrated personality-oriented technology proposed by professor S.Yakimenko ensured the integration of the content of the educational process in pre-school educational institutions and primary schools, which created optimal pedagogical conditions for the formation of a holistic worldview, life competence of children of pre-school and junior school age of experimental educational institutions; has developed specific methods of forming a holistic world view of junior schoolchildren. Professor S.Yakimenko tested the conceptual models of the author's technology in the educational process: the world-view, life skills of the junior pupil; harmonious development and liveliness of the junior schoolboy; professional competence of the teacher; pedagogical competence of parents; managerial competence of the manager.

Thanks to the implementation of the author's "Integrated personality-oriented technology", the training of students of the experimental class to adult life was carried out, the previous professional selection of students was provided, the foundation of vital competence was created, which created the prerequisites for the holistic perception of the basic concepts, phenomena; formed the system thinking, positive-emotional attitude towards the cognition of philosophical, human-oriented, ecological, communicative skills, concepts. We proceed from the assumption that extra-curricular activity in the process of introducing copyright technology is a condition for the personal growth of a junior student through means of providing an integrated content of education, which forms a system of knowledge, constructs a more complete picture of the world and helps to realize their own abilities and tendencies of the child, provides an organic combination of leisure activities with various forms of educational activity, forms competence in the spheres of cognitive, social, public, cultural and leisure activities.

The organization of pupils' activity during the extracurricular period in the conditions of introduction of professor S. Yakimenko's technology was planned in different directions within the framework of the activity of the Center for additional education - "Intellect". "Sport". "Game", "Art". The center "Intellect" met the needs of students in the development of educational subjects that are not included in the curriculum; the development of the creative potential of the person, the experience of communicating with peers and interaction provided by the center "Game"; the activity of the Center "Sport" focused students on observance of norms and rules of a healthy way of life, activation of motor activity of students; the development and improvement of students' creative intentions, creation of conditions for acquaintance of students with elements of stage, artistic and applied activities, directions of art and crafts provided by the Center "Art"; Development and improvement of social competences of students necessary for successful adaptation in the team was carried out by the Center "Socium".

The model of the integrated educational environment is the interaction of external and internal components that are procedurally and substantially related due to the following principles: the availability of the basis of the environment for all activities of the student; a variety of environmental elements; freedom of choice and transition from one species to

another; openness of interaction and stimulation of creativity of the teacher and student. Implementation of the model of integrated educational environment at Mykolaiv school №50 positively influenced the formation of the basics of the life competence of the student of the primary school.

An alternative component of the curriculum of the experimental class included an additional set of educational developmental programs: a course of choice "Fundamentals of psychological knowledge"; Course on the choice of "Treasures of world culture"; Optional "Fundamentals of Logic"; Elementary "Russian language"; Course of Choice "Economics for Kids"; additional educational environment in extra-time time to meet the educational needs of students of experimental classes: subjects oriented on professions, humanitarian-aesthetic, sports; dance group, club of fine arts "Dyvosvit", chess, circle of decorative and applied art, vocal circle, program "Useful habits" (forms 1-4), English language courses, sports sections. The results of the study allow you to make pedagogical conclusions.

During the period of the school's work in the experiment mode, there have been changes in the formation of the personality of the junior pupil, which convincingly testify to the advantages of the work of teachers on the innovative technology of teaching children of junior school age.

"Integrated personality-oriented technology in preschool educational institutions and secondary schools of the 1st degree" by the level of application, on a philosophical basis, on the main factor of development, the concept of assimilation of educational material, the nature of the content of the educational process, the type of management of cognitive activity of junior schoolchildren, according to the organizational forms of activation of educational activity, on the approach to the child, the prevailing method of teaching is an innovative, promising, productive tech which provides: the formation of a worldview and a holistic scientific picture of the world of the junior schoolboy, his vital competence, the versatile and harmonious development of his personality, the formation of the experience of social behavior in the team, the development of mental processes:

- the junior schoolboy has a set of representations and knowledge about the world in general, defines the place of a person in it, has a prevailing scientific picture of the world, which allows him to explain, predict and make changes to the surrounding reality;

- In the educational process, the following tasks concerning the mental development of children are successfully solved: the formation of a system of knowledge about nature and society; development of mental activity (actions that a child can perform on the information received); development of abilities for independent cognition, formation of a culture of mental labor; development of cognitive interests; the ability of the child to operate in the process of solving various problems by a system of knowledge based on the leading ideas and concepts of a particular field of reality;

- In the process of assimilating children with integrated knowledge, mental actions of a wide range are formed that are used in solving many other tasks: the formation of motivational guidelines, a positive attitude towards the acquisition of knowledge, orientation in the future cognitive act, the formation of a prior knowledge of it, the implementation of appropriate actions using the schemes and models, execution of action in the form of speech, execution of an action in the form of an internal extended language, about oneself, execution of an action in the form of an internal converted language, imaginary;

- A unified integrated environment created for the formation of the educational and cognitive competence of the junior pupil simulates the system of vital characteristics of the graduate of the 1-st grade school, namely: the formation of the ability to study independently, motivation of children to study scientific-popular literature, development of readership competence, information competence (ability to go, to process and provide information);

- The positive result of the development of cognitive activity has been achieved

through the introduction of methods of innovative activity of teachers: problem learning, research and research methods; design methods;

- the formation of the vital competence of students and teachers, the creation of a favorable psychological climate in the pedagogical team, which contributed to the active creative pedagogical activity, increasing the professional competence of the teacher;

- pedagogical conditions are provided for the involvement of the family in the education of a healthy, competent personality of the child - a carrier of national values, universal, scientific, philosophical achievements, living in harmony with the outside world, with oneself, able to self-determination and raising the pedagogical competence of the parents of students, which positively influenced the formation of the outlook of the child and his vital competencies.

Thus, the summary and final psychological and pedagogical monitoring of the implementation of "Integrated personality-oriented technology in pre-school educational institutions and secondary schools of the 1st degree" is provided by convincing pedagogical evidence of the effectiveness of the proposed innovation technology by Professor S.Yakimenko creates pedagogical conditions for the formation of pupils' vital competence.

Important in the process of introducing the first organizational and pedagogical condition for the formation of the vital competence of senior pupils in extracurricular activities was developed by the director of the school V. Dyachuk and implemented by the pedagogical staff of the Mykolaiv school №50 on the management project "Modernization of pre-profile preparation and profile education of students through means of a competent approach and implementation of project activity" .

Discussion: Integration on a unified methodological and organizational basis, as specific resources of the school, and resources of various educational institutions, organizations and specialists, as well as information and communication networks. Introduction to the content of education of new integration courses of choice, aimed at forming a positive attitude towards seniority in professional careers, as well as their versatile personal development. Improvement of educational process on the basis of effective combination of means of personal development and formation of professional self-determination of senior pupils.

Implementation of a person-oriented approach to every senior pupil, which provides the construction of optimal individual educational development and career-career trajectories that take into account abilities, personality traits and interests. Development of the corporate culture of the school on the basis of an open, socially active, democratic and tolerant community as the basis for personal self-development, creative and social self-realization of students, teachers and parents. Improvement of the professionalism of the pedagogical team on the basis of the praxiological approach to the organization of out-of-school activities of modern psychological and pedagogical, information-communication and expert-diagnostic technologies. The use of the variational component of the curriculum solves the main tasks of forming the components of vital competence, in particular: communicative, personal, informational, multicultural, civic, healthcare, social.

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**СОЗДАНИЕ ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИХ УСЛОВИЙ ДЛЯ
ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРОЦЕССА ФОРМИРОВАНИЯ ЖИЗНЕННОЙ
КОМПЕТЕНТНОСТИ СТАРШЕКЛАССНИКОВ ВО ВНЕУЧЕБНОЙ ДЕЯТЕЛЬНОСТИ**
В. Дячук

Аннотация. Создание организационно-педагогических условий повышения процесса эффективности формирования жизненной компетентности старшеклассников во внеурочной деятельности. Статья посвящена созданию организационно-педагогических условий повышения процесса эффективности формирования жизненной компетентности старшеклассников во внеурочной деятельности.

Ключевые слова: организационно-педагогические условия, формирование жизненной компетентности старшеклассников, жизненная компетентность, внеурочная деятельность, старшеклассник.

**СТВОРЕННЯ ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНИХ УМОВ ДЛЯ
ВДОСКОНАЛЕННЯ ПРОЦЕСУ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ ФОРМУВАННЯ
ЖИТТЄВОЇ КОМПЕТЕНТНОСТІ СТАРШОКЛАСНИКІВ У ПОЗАУРОЧНІЙ
ДІЯЛЬНОСТІ**

В. Дячук

Анотація. Створення організаційно-педагогічних умов підвищення процесу ефективності формування життєвої компетентності старшокласників у позаурочній діяльності. Стаття присвячена створенню організаційно-педагогічних умов підвищення процесу ефективності формування життєвої компетентності старшокласників у позаурочній діяльності.

Ключові слова: організаційно-педагогічні умови, формування життєвої компетентності старшокласників, життєва компетентність, позаурочна діяльність, старшокласник.

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**ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ
МЕНЕДЖЕРІВ АГРАРНОГО ВИРОБНИЦТВА ІЗ ЗАСТОСУВАННЯМ ЗАСОБІВ СУЧАСНИХ
ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ НА ОСНОВІ АДХОКРАТИЧНОГО ТА
ЕМПАУЕРМЕНТНОГО ПІДХОДІВ**

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Анотація. Важливим завданням сучасної вищої освіти є формування здатності студентів до застосовування інформаційно-комунікаційних технологій у майбутній професійній діяльності, що сприятиме процесу самовдосконалення, самоосвіти, творчого розвитку особистості впродовж життя. У статті розкрито цілі, зміст і шляхи реалізації емпauerментного й адхократичного підходів у професійній підготовці майбутніх менеджерів аграрного виробництва засобами сучасних інформаційно-комунікаційних технологій. На даному етапі суспільних пере-