ASSOCIATION AGREEMENT:
FROM PARTNERSHIP
TO COOPERATION

collective monograph

Edited by
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CONTENTS

the society, social memory, level of spirituality, self-awareness, information interoperability of people and their groups (reinforced at the certain historical stage by means of the computer and telecommunication equipment) are of the major importance.

The formation and development of the social intelligence is associated with the creation of elements, structures and mechanisms of the information environment as well as their optimization. The ultimate goal of the intellectualization of social systems is the creation of effective mechanisms for the transition of the personal (personalized) knowledge into the information resource, transformation of individuals' knowledge into the mass consciousness element and its practical use (turning into "force"). The achievement of this goal directly depends on receiving the sociological information heuristic by nature, which caries the image of the personality (creator). It should be emphasized that this means the creation of the best social preconditions for creative activities of the single collective subject that can accumulate its intellectual energy, movably shift its creative efforts and manage the creative aspirations of individuals entering into the system and being armed with means of the artificial intelligence. The view of the society and its subsystems from the standpoint of the social intelligence, is certainly a one-sided view – a "cross-section" of one or another social medium from the certain perspective, therefore the notions "social intelligence" and "intellectual potential of the society" are, in our opinion, closely interrelated, but not identical; we believe that the intellectual potential is a feature of the social intelligence.

The social intelligence is not a sum of individual mental capacities, but the organized system with the positive and negative synergetic effect "built" into the social organism. The problem of the social intelligence is not the subjective-psychological problem, but the objective-social and structural one. The social intelligence is the ability of the society to "understand", i.e. to constructively use knowledge available in order to achieve goals of the development to be sought.

Thus, the social intelligence is the ability of the society as a whole, or that of one or another of its subsystems (social medium, collective of people), to absorb and effectively use knowledge (including the common sense). The scale and level of such absorption and use depend not so much on the qualification and intellectual level of separate persons, as on the information links between them (level of the interpersonal communication).

Therefore, the level of the social intelligence (intellectual activities of the society), according to the authors of this concept, is determined not by the amount of knowledge being at the disposal of the society and concentrated in libraries, archives, patent funds, people's brains, etc., but through its entropy (level of the "dispersion") and possibilities available for its accumulation [2]. The thing is not the availability of knowledge as such, but the level of information links of the transpersonal intellectual interaction. It is they, which transform knowledge into the "working factor" of the progress.

In the context of the foregoing, the interaction between countries can be considered as the interaction of complex self-organizing systems of the intellectual level. In the more specific definition, the ethnic intelligence appears as the system of structures and mechanisms for rejecting the "bad" intellectual mutations of each personality as well as for selecting and fixing the "good" ideas and other innovations, and turning them into the property of all the people (society). In connection with such selection, the life trajectory of each member of the society, including its life status, career, role in the livelihoods of the nation and society, fame, wealth status, etc., develops.

There are grounds to assert that in Ukraine the above mechanisms of the rejection and selection have been violated for decades. Hence, the socialization of the personality takes place in the distorted and pathological way: not the worst but the best ideas and people are "rejected" and suppressed, the worst ideas are often fixed in the social consciousness and common decisions of social mediums, and people strong not so much by their intelligence, as by their will to success and assertiveness, etc., "come up". Such socialization of the personality and its intelligence foredoomed the society to stagnation and various upheavals.

In the normally evolving ethnos, following the results of long-term social flows and the elite selection (vertical movement of people in accordance with their intelligence, vocational aptitude, volitional qualities and level of preparation), the "conical" (hierarchical) structure is formed that clearly manifests itself in the intellectual and technological progress and in the social medium's skills to make a choice in one or another problematic situation.

The change in the socio-political situation in Ukraine and its desire to comply with the European standards in all areas of the social medium's functioning give grounds to hope for the rapid development of the intellectual potential in the Ukrainian society.

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1.7. FORMING SENIOR PRESCHOOLERS SOCIAL ORIENTATION AS THE CONDITION OF DEVELOPING THEIR HUMANE INTERRELATIONS

Preschooler emotional development is one of the important conditions for the effectiveness of the process of his/her education and training. High moral feelings, "which are inherent in a developed adult person and capable of inspiring him/her for great and noble deeds, are not given to anyone in the ready form from birth. They arise and develop from childhood" [1, p. 6].

Forming humane feelings and relationships begins in childhood, from the very first contact of the child with other people – adults, peers, younger children. Through joint activities and communication, if they are correctly organized, there appears the unity of emotional experience; there is the possibility of enriching one's own feelings by those of another person.

One of the main ways of forming humane relationships between preschoolers is creating the conditions in which every child, being engaged in interaction with the other people, acts as a subject of emotional experiences and at the same time - an object of positive emotional attitude (V. Abramenkova, L. Bozhovych, I. Bekh, O. Zaporozhets', V. Kotyrlo, H. Kosheleva, A. Kononko, A. Makarenko, I. Neverovych, V. Sukhomlyns'ky, T. Tytarenko, H. Khomentauskas, V. Zen'kovs'ky, J. Korchak) [2]. This is achieved through special organizing various activities and communication of preschoolers in the group of the preschool institution and in the family, which envisages enriching the interaction of children with emotional contacts and enhancing their positive emotional orientation towards the other people. Strengthening children's social orientation on peers (H. Lavrentyeva, A. Royak, H. Kosheleva, L. Pimenova) is considered to be a compulsory requirement for bringing up the moral relationships of children [8, 9, 14].

Thus, it is obvious that forming pre-schoolers' social orientation as a prerequisite for successful forming their humane interactions, the initial stage of socially approved, moral activity. At the same time, the problem of forming preschoolers' social orientation as a condition for forming their humane attitude towards their peers remains inadequately investigated.

The analysis of the essence of social orientation and empathy, as well as their role in the moral development of children, makes it possible to state that social orientation is a prerequisite for empathy, since without the ability to perceive and adequately assess the emotional state of peers it becomes impossible to operate the entire empathy chain.

Home psychological science included the notion "empathy" due to works of T. Havrylova [6, 7], where this phenomenon is subject to the theoretical analysis: approaches to problems of empathy genesis are revealed, their methodical solution is offered. Empathy is determined by the author as the experience and the quality of the personality, emotional phenomenon, specific feature of a person to emotionally react to another person's feelings.

As an ability to penetrate the inner world of another person, empathy is considered in the further work of psychologists. Scientists study the mechanism of empathy (A. Sopikov, T. Pashchukova) [6]. Its cognitive aspect is studied in the works of R. Karamuratova [6].

L. Strel'nikova [6], studying the issue of the child's emotional development in the context of the problems of his/her moral education, reveals the peculiarities of the preschoolers empathy development. The researcher proves that the empathy process is a three-way, unidirectional chain: empathy, compassion, promoting, and is characterized by the unity of the emotional and cognitive components related in different ways to certain stages of developing this process. In this case activating cognitive elements causing the desire to understand the situation, weakens the identification.

Thus, the first link of the empathy process is purely emotional. Managing the empathy process can lead it to the effective moment – promoting (helping behavior).

From the whole system of life relationships the most important in the context of preschoolers moral upbringing is the social orientation that arises at the child's early age (M. Lisina, H. Kosheleva, L. Pimenova) [8, 9, 14] and is regarded by researchers as the most important indicator of mental development, one of its necessary conditions.

The social orientation of the child to other children is the ability to realize their emotional state, to seek to identify empathy, to promote well-being is an important stage in forming moral competence. At the same time, the important idea is (O. Zaporozhets') [8, 18] that for the child adult's explanation is not enough to understand the objective value of the norms and rules of socially accepted behavior to the extent that they become the criterion of emotional evaluation of their own and others' actions. They should find a response to the emotional experience of the child him/herself.

The problem of forming preschoolers' social orientation is rather thoroughly investigated by H. Kosheleva, L. Pimenova [8, 9, 14]. They determine the social orientation as a specific internal activity of the child associated with the perception of another person, his/her emotional states, with the analysis and assessment of the situation in general and predicting the trends in its development.

Thus, the analysis of the essence of social orientation and empathy, as well as their role in the preschoolers development, suggests that social orientation is a prerequisite, the initial link of empathy, because without the ability to perceive and adequately assess the emotional state of peers, it becomes impossible to operate the entire empathy chain. Social orientation is a complex formation including cognitive, activity and emotional components, which are provided by actions of perception, attention and imagination.

The problem of forming preschoolers social is particularly studied in the works of H. Kosheleva [8, 9], L. Pimenova [14]. However, a number of psychological and pedagogical studies (L. Bashlakova [12], A. Vinohradova [5], M. Vorobyov [3], O. Zaporozhets' [8, 18], H. Lavrentyeva [10, 11], T. Ponomarenko [17], A. Royak [19], L. Strelkova [18], etc.) consider some of the pedagogical influences that contribute to forming social orientation. A number of works reveal the conditions promoting the development of the preschoolers emotional sphere and structure their inner emotional space, activate their identification of humane attitudes towards adults and children in

various activities and communication (O. Vovchyk-Blakytna, O. Dolynna, V. Kotyrlo, S. Kulachkivs'ka, S. Ladyvir, O. Prykhod'ko, S. Tyshchenko, etc.) [2].

The results of the analysis of psychological and pedagogical researches (T. Markov, V. Nechayev, R. Rimbur, A. Bulatov, M. Tymoshenko, T. Yerofeyev, I. Dyomin, T. Vladimirov, M. Mirzabdullayev, etc.) [16] the problems of forming preschoolers humane relations, the organization of the experience of their humane behavior in the joint game (L. Artemov, A. Honcharenko) [15], labour (Z. Borysova, L. Kraynova, V. Pavlenschyk) [15], educational (R. Bure) [15] allowed outlining the meaning and essence of such relationships. Thus, formation preschoolers humane relationships is recognized as one of the priority areas of educational activity in the preschool educational institution. Human relationships are considered as one of the most important and obligatory parts of the internal structure of various types of moral relationships (friendly, caring, open, etc.); as the necessary degree in forming various types of moral interaction of children; as a prerequisite for the functioning of various social interactions.

In the practice of forming senior preschoolers humane relationships common methods, techniques, means are applied. However, in a number of scientific studies (T. Yerofeyev [16], V. Pimenov [14], Y. Prykhod'ko [2], Y. Yanyts'ka [4], etc.), there is a special, very important role of establishing the social orientation of preschoolers as a duty, the tangible condition for successful forming their humane relations. The emphasis is on the need to update the emotional component as a trigger mechanism for the manifestation of various forms of humanism and the role of social orientation as the initial stage of preschoolers socially approved, moral activity.

Thus, the results of the research analysis show that a number of scientific works is devoted to the study of the problem of forming preschoolers humane relationships. In the theory and practice of preschool education, there is a discrepancy between "the formal proclaiming a man as the highest value of society and the real, far from being humane, attitude of the society to him/her and the people's attitude to each other. Therefore, the primary task of each teacher is bringing up humanity, high moral features, humane young person who will create the future "[20, p. 2].

To identify the level of senior preschoolers development of social orientation, a psychological and pedagogical experiment was organized and conducted. Different methods of scientific research were used: conversation, observation, the method of unfinished sentences, solving problem situations, etc. The received diagnostic results were processed. The results of the analysis of the stating stage of the experiment confirmed the relevance of the researched problem.

In order to increase the level of developing senior preschoolers social orientation the system of pedagogical work in the educational process of the preschool educational institution was developed and implemented, which united three interrelated stages.

At the first stage, the main task was to determine the accumulation of emotionally mediated cognitive experience of preschoolers. A series of lessons was developed and implemented in the educational process of the preschool educational institution for fulfilling this task, in the process of which integrated game techniques, situations, tasks, exercises, narratives of artistic works, imaging activities, etc. were used. In this case, experimental work was carried out not only in the form of specially organized classes but various forms of joint activity of an adult and children were introduced in different detrmined time periods.

In the educational process of children at the experimental group, reading artistic works was applied, with special attention being paid to their selecting, the method of reading and conducting conversations on their content. For deeper understanding of the emotional state of fairy tales characters, stories and expressive, vivid reflection of their emotions and feelings, particular attention was paid to conversations, in the process of which questions with the content determined by the scheme were used: A1 (actions of one subject) – E^2 (emotions of the other subject).

Solving verbal situations of moral choice contributed to children's realizing the essence of peers emotional states, their verbal definition, awareness of specific forms of manifestation of a humane attitude towards peers in different social situations.

Different patterns (peculiar pictograms) were also used to identify emotional states for facial expressions and their verbal definition. Based on the use of pictograms, children were offered various tasks, for example, to create pictures of only pleasant for them people, or to create a person's face expressing certain emotion. At the same time, in addition to training emotional recognising, children developed the ability to interact.

Also, certain attention was paid to the children's consideration of specially made photographs, pictures with a pronounced emotional state of peers (the child cries, the child is happy, the child laughs, the child is surprised, the child feels pleasure or immediately). Specially selected plot drawings, book illustrations, diaphilographs depicting situations of children and adults life were used. Based on their own emotional experience in interacting with others, the children revealed the socio-moral and emotional essence of the depicted situations.

Certain attention was also paid to children's considering specially made photographs, pictures with peers distinct emotional state (the crying child, the child is happy, the child laughs, the child is surprised, the child feels pleasure or disgust). Specially selected plot drawings, book illustrations, diafilms depicting situations of children and adults life were used. Based on their own emotional experience in interacting with others, the children revealed the socio-moral and emotional essence of the depicted situations.

The main task of the second stage was accumulating preschoolers' emotionally mediated activity experience.

Therefore, children formed the ability to have expressive movements, that is, nonverbal ways of communication, the alphabet of expressing their own emotions. Various sketches were used to train children's facial

muscles (basing on the method of M. Chystyakova) [21]: "Wide open eyes", "Tasty sweets", "Meeting a friend", "Two clowns", "Unexpected joy" etc.

Children's vagueness of pantomime was attempted to overcome by playing the sketches with a sequential study of poses, moves and other expressive movements, for example, "Very thin child", "Fearful child", "I am a terrible fighter", "Bears recovered", "Oh, oh, my stomach is aching" and so on. Mini-contests "Who will better show the pose", "Who will walk better" were conducted. Forced to such exercises Children whose pantomime was monotony, stereotyping, stiffness, depressed, tense or expressed excessive solvability were forced to such exercises.

Of great importance was the use of such technique as imitation by children of various emotional states of the characters of artistic works. Perfect material for simulation was made up by fragments of fairy tales G. Andersen's "Squeaky Duck", "Little Ida's Flowers", "Thumbelina", "A Solid Tin Soldier", etc. Children really liked these fairy tales. Immediately before imitation, children were offered to recall some of the tales, for example, "Squeaky Duck". The fragment of a fairy tale was reminiscent of, which was later to be played out: all the children were driving the ugly duckling. Even its brothers and sisters said to him: "Let the cat have grabbed you, an unbearable rabble!" And the mother added: "You would better not come before my eyes." Ducks teased it, chickens pecked, and the girl who fed the birds pushed it with her foot.

Then the conversation about the content of this passage began at the level of the actions of the characters - the birds and the man contemptuously and disgustingly treated the duck, which was not like other ducklings. They considered it to be ugly, disgusting. The duckling could not stand contemptuous and hostile attitude to itself. It floated through the fence from the bird's yard.

Then it was specified what feelings were experienced exactly by the characters: birds, the girl - disgust, contempt; and duck felt humiliation. The expressive movements through which one could portray these feelings were discussed: disgust looked like the head was thrown back, the eyebrows bowed, the eyes were swollen, the nostrils were swollen and wrinkled, the corners of the lips were lowered or, conversely, the upper lip tightened up; humiliation was shown like the following: head inclined, shoulders raised forward, arms lowered. During the simulation, special attention was drawn to the expressiveness of the children's image of the emotional state of the characters. The expressiveness of the movements was analyzed, evaluated, encouraged.

The third stage of the experimental work was devoted to the actualization of the experience of social orientation in the practice of communication between children and adolescents.

In order to update the acquired experience of social orientation in the practice of raising children of preschool age in the preschool educational institution, game-dramatization, construction, design, plot-role, board games were used; situations that need to be able to respond to their peers; situations connected with the necessity of prolonged manifestation of humanity; situations of cooperation such as "Teach your friend because you can"; collective situations "Make things useful and necessary for all children of the group", "Evenings of surprises; making gifts for others; organising beautiful, good deeds; collective holidays; exercises; didactic games "My daughter's birthday", etc. Particular attention was drawn to forming the ability to let a peer have a leading role, to share toys brought from home, to share toys.

It should be noted that the experimental activity was carried out on the basis of the integrated formation of components of senior preschoolers social orientation (cognitive, activity, emotional). For example, a positive forward-looking assessment and individual conversations in storylines effectively influenced not only the level of development of moral ideas, but also contributed to successful forming the experience of moral actions, socially-accepted behavior, the development of emotions and feelings, which gave the opportunity to form social orientation as a compulsory condition for preschoolers' humane attitude to peers.

For emotional mediation of the process of forming senior preschoolers social orientation, reading literary works was accompanied by multimedia presentations, telling tales in the sensory room, entering the fairy tale through "a magical corridor", etc. were used.

The comparative analysis of the results of the stating and control stages of the experiment in the experimental and control groups showed that after introducing the proposed system of the pedagogical work children in the experimental group showed a significant improvement in the indicators of social orientation: the level of preschoolers awareness on the essence of the person's emotional states, their verbal definition, methods of their manifestation, forms of manifestation of a humane attitude towards peers in various social situations; they improved their ability to analyze their own emotional states and emotional states of their peers, define them verbally, adequately assess them, expressively demonstrate them, choose and implement concrete forms of manifestation of a humane attitude towards peers in different social situations; the emotional sphere of children underwent the further development - the expressions of their own emotional states and manifestations of their emotional states about the experiences of peers, literary characters, diafilms, paintings, illustrations, etc. became more expressive.

Therefore, the results of the analysis of the performed scientific work can summarize senior preschoolers' positive dynamics of the development of indicators of social orientation after introducing a specially developed, substantiated system of the pedagogical activity.

Thus, the results of the control experiment confirmed the validity of the hypothesis of our study that the process developing senior preschooler's social orientation will be effective in the complex formation of components of their social orientation (cognitive, activity, emotional); using emotional mediation of the process of forming senior

preschoolers social orientation; subject-subjective interaction of teachers and pupils in the educational process of preschool educational institution.

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1.8. STATE SECRETARY OF THE MINISTRY: PRACTICE OF UKRAINE IN THE CONTEXT OF EXPERIENCE OF THE EU COUNTRIES

Today, work has been intensified on the modernization of almost all areas of governance of the state mechanism due to ratification of the Association in Ukraine.

Strategy for sustainable development 'UKRAINE 2020' approved by the Decree of President of Ukraine dated January 12, 2015 [1], defines the purpose, the motion vectors, roadmap, priorities and indicators appropriate conditions of formation and development of Ukraine. It was named after the responsibility vector decentralization and public administration reform among the main reforms and development programs of the state [1].

The purpose of the reform of public administration is to build a transparent system of public administration, to establish a professional civil service institute, and to ensure its effectiveness. Modern modernization of the civil service in Ukraine is aimed at establishing it as a public, professional, politically impartial, and effective service oriented to citizens, which functions in the interests of the state and society.

This process should be based on the best practices of European countries, taking into account the national peculiarities that have historically developed, and the peculiarities of the present stage of statehood, as well as harmoniously entering into the value and legal European space.

It should be noted that the basis of the formation of the European (western) model of state service were generalized by M. Weber the principles of the relationship between political power and administration: the principle of subordination of the administration to the authorities (the administration carries out political decisions made by