



# **Professional development of the teacher in the light of European integration processes**

Професійний розвиток педагога в світлі  
євроінтеграційних процесів

Edited by prof. Tsvetkova Hanna

За наук. ред. проф. Ганни Цвєткової

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**Edited by prof. Hanna Tsvetkova**

За наукової редакцією професора Ганни Цветкової

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Монографія вміщує чотири розділи, кожен із яких висвітлює актуальну педагогічну проблему сучасної педагогічної освіти: підготовка майбутніх педагогів у світлі євроінтеграційних спрямувань; досвід європейських країн у підготовці педагогів; феномен дитинства та взаємодія з родиною в сучасному освітньому просторі; особистість в інноваційному просторі професійного розвитку. Видання адресоване ученим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, сучасного батьківства, розвитку освіти України в часи її сутнісного реформування, переносу навчальних пріоритетів, зміни освітньої парадигми, поступової адаптації до вимог сучасного суспільства.

The monograph contains four sections, each of which highlights the current pedagogical problem of modern pedagogical education: preparation of future teachers in the light of European integration goals; the experience of European countries in the training of teachers; the phenomenon of childhood and interaction with family in the modern educational space; personality in the innovative space of professional development. The publication is addressed to researchers, educators, teachers-practitioners, novice scientists and everyone who is indifferent to the problems of childhood, modern parenthood, the development of Ukraine's education in the time of its essential reformation, the transfer of educational priorities, changes in the educational paradigm, gradual adaptation to the requirements of modern society.

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mercy; to familiarize of pedagogues of boarding schools with pedagogical conditions of education of mercy among primary school students in extracurricular activities and a system of educational training “On the Pass to Mercy”.

**Key words:** teacher training, mercy, pedagogical mercy, primary school students, boarding school, extracurricular activity.

## **ПІДГОТОВКА ВИХОВАТЕЛІВ ШКІЛ-ІНТЕРНАТІВ ДО ВИХОВАННЯ МИЛОСЕРДЯ В УЧНІВ МОЛОДШОГО ШКІЛЬНОГО ВІКУ**

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**Анотація.** У дослідженні розкрито теоретичні та прикладні аспекти проблеми підготовки вихователів шкіл-інтернатів до виховання милосердя у молодших школярів.

На основі опрацювання наукових джерел уточнено сутність поняття «милосердя» та його структуру.

Розкрито зміст семінару для вихователів шкіл-інтернатів «На шляху до милосердя», основними завданнями якого були: розширити уявлення педагогів про сутність і структуру милосердя в учнів молодшого шкільного віку; актуалізувати проблему виховання милосердя в учнів молодшого шкільного віку в позаурочній діяльності шкіл-інтернатів; розкрити зміст, структуру та специфіку педагогічного милосердя; розглянути особливості виховання милосердя у зазначеного контингенту учнів; ознайомити педагогів шкіл-інтернатів з діагностикою рівнів вихованості милосердя в учнів молодшого шкільного віку шкіл-інтернатів; поглибити знання педагогів шкіл-інтернатів про форми і методи виховання милосердя; ознайомити педагогів шкіл-інтернатів із педагогічними умовами виховання милосердя в учнів молодшого шкільного віку в позаурочній діяльності та системою виховних годин «На шляху до милосердя».

**Ключові слова:** підготовка вихователя, милосердя, педагогічне милосердя, молодші школярі, школа-інтернат, позаурочна діяльність.

**Relevance of the research.** In modern Ukrainian society, crisis phenomena have caused the escalation of political and economic controversies, changes of the life values and ideals that have been expressed through hypocrisy, cynicism and cruelty in human relationships. Under these circumstances, the issue of education of mercy among the young generation as a person's moral quality based on love towards others which is manifested in

kindness, sympathy, empathy, sensitivity, care, selfless support for those who in need.

Moral education and education of mercy of the young personality are the priority areas determined by the following legal documents – the National Doctrine of Education Development in Ukraine, the National Strategy for the Development of Education in Ukraine for the period till 2021, as well as the Laws of Ukraine “On the Protection of Childhood”, “On Education”, “On General Secondary Education”, the Basic Guidelines for the Education of Students 1-11 grades of general educational institutions of Ukraine, the Concept of Civic Education of the Individual in the Conditions of Development of Ukrainian Statehood, Concept of Education of Humanistic Values of Students of Secondary School, Program “New Ukrainian School on the pass to values”.

The problem of education of mercy has a particular relevance for boarding school students, since most of them are pedagogically neglected children with negative life experience, who have a tendency to nervous breakdowns, high vulnerability, deprivation syndrome, lack of trust, feeling of loneliness, low level of empathy.

**Analysis of recent researches and publications.** The issue of training teachers to humanize the pedagogical process has shown on the researches of I. Buzhyna, A. Kramarenko, S. Martynenko, T. Moskvina, A. Sushchenko, etc.

The problem of education of humane feelings among primary schoolchildren has become the subject of scientific research of O. Bogdanova, I. Buzhyna, L. Kanishevskaya, V. Kyrychok, V. Novikova, D. Pashchenko, O. Savchenko, N. Khymych and others.

The pedagogical discourse involved some aspects of the problem of education of mercy among students, namely: pedagogical conditions of the formation of a sense of mercy of students of vocational schools (L. Babenko), education of mercy of primary schoolchildren in the cardiology sanatorium (Yu. Hlinchuk), pedagogical conditions of education and development of mercy of

primary schoolchildren (L. Oshchepkova); pedagogical conditions of education of mercy of children of primary school age (V. Shutova), etc.

**Formulating the aims of the research.** The purpose of the article is to present the contents of training of pedagogues of boarding school how to educate mercy among primary school students.

**Research results.** At the present stage, there is a system of boarding schools of different types. The main reasons are economic factors (financial difficulties of families, distribution of unemployment, weakening of the functions of state education institutions for children) and social factors (deprivation of moral responsibility of parents for education of their children, increase in the number of crisis families) [7, p.105].

The analysis of philosophical, psychological, and pedagogical scientific sources made it possible to clarify the essence of the concept of “mercy” as an integrative quality of the personality based on love towards others, which is manifested in kindness, sympathy, empathy, sensitivity, care for them; the ability to provide selfless support for those who in need; the ability to abandoned in favor of the bully as well as the ability to help and forgive the bully [1, p. 6].

It was proved that the main *components* of the structure of mercy are cognitive component, emotional-value component, and behavioral-activity component.

The cognitive component includes an understanding of the nature of mercy (knowledge about manifestations of kindness, sympathy, empathy, sensitivity, and care), the beliefs about the need for this quality, identification the situations and individuals who need mercy.

The emotional-value component consists of emotions, values, needs, motives of activity, aimed at the priority of humane relations with others; it is characterized by the ability to detect sensitivity, sympathy, empathy towards others, obtaining positive emotions from a display of mercy.



Behavioral-activity component is characterized by experience how to implement knowledge and skills in behavior; it is reflected in discovering kindness, caring, sympathy, empathy, sensitivity, ability to provide selfless support for those who in need; the ability to abandoned in favor of the bully, to help and forgive the bully.

The pedagogical impact on students occurs systematically in boarding school. The pedagogue is a central person in extracurricular, developmental and educational activity. The educator of boarding school organizes the students' activities of daily living, creates environment for psychological comfort and safety of children's everyday life and at leisure hours, provides safety and protects the primary student's' health; studies the individual and age characteristics of students and builds a system of educational work based on its features; establishes and maintains close contacts with teachers, psychologists, doctors, parents, foster parents; promotes to build a friendly and hard-working children's team; provides students' for self-service skills and habits; manages children during self-education, develops primary school students' skills for independent work, organizes support for those who have learning difficulties; develops children's careful attitude towards things, improves the skills how to use these things properly; educates the students' sense of responsibility for learning, labor, behavior, voluntary work [3, p. 80–81].

The nature of work of the pedagogue of boarding school is determined, firstly, by the specificity of the contingent of students, who are mostly pedagogically abandoned children with negative life experiences; secondly, students develops through a deformed process of socialization – in the conditions of boarding school where the family is completely replaced by an orphanage institution; social orphanhood; in the situation of restricting the spheres of social norms and social experience [3, p. 59–62].

There are a number of factors that directly complicate the process of education of mercy among the students of boarding schools (the features of the contingent; negative influence of the orphanage institution on children's mental

and social development; organization of students' life which has consequences in the form of orientation of the child's behavior on total control by teachers; prevalence of authoritarian pedagogy, formalism in educational work: "pedagogy of activities", lack of the individual approach towards the child [6, p. 215].

The pedagogue of boarding school should sincerely love and understand the children, sympathize with them, share their joy or sorrow, rely on the students' positive qualities, develop their kindness and mercy.

First of all, love for a child is a caring, sympathetic attitude, responsibility for her/his life, health, future; an important motive of pedagogical activity as well. The direct sign of love is selflessness.

The pedagogue's love for the student is an important means to overcome the exclusion, suggestion of faith in one's own strength, and hope for the better. Love for the child is valuable not only as "... an attitude towards student, which is a matter of course, but also as an educator's behavior, that allows the student to feel truly love" [8, p. 88].

The love between pedagogue and child is "... a source of the children's natural freedom of a mindset, sensuality, behavior and of their ability to make thoughtful decisions, courage and responsibility for them all along the path of their maturation – from the first conscious "worries" to mature designing deed" [8, p. 89]. Therefore, the pedagogues of boarding school should find in their soul sympathy, warmth and hearty words, because the confidence of the student in teacher's love is the main source of education [3, p. 261].

Only merciful educators will be able to educate mercy among primary school students in boarding schools.

Pedagogical mercy is a stable, integral positive moral quality of the pedagogue, who shares the ideas of humanism and non-violence in the pedagogical process. Moreover, the pedagogue is a carrier of these ideas. Showing pedagogical mercy, the teacher considers the child as a self-value, realizes universal moral values in the professional activity and encourages their

students to it. The merciful pedagogue relies on students' individual peculiarities, their age-related needs, opportunities, experience; helps children to become the subject of their own development in order to transform the collaborative living conditions into the conditions that are favorable for students' development. The pedagogue is ready assume the difficulties in solving the child's problems through an active pedagogical assistance, to show tolerance, kindness and interest in the students' results and achievements [11, p. 46].

Characterizing the essence of pedagogical mercy, L. Uvarova distinguishes three components of this phenomenon as:

- general – exteriorizations of moral norms;
- special – the ability to see and feel the state and experience of each students, to understand their determinants; desire and love for working with children; readiness for selfless support them;
- special – goal-setting and predicting in the students' interests, cooperation with them in the transformation of life circumstances into those that are favorable to further personal development [11, p. 54].

Accordingly, education of mercy among students of boarding school is grounded on the principle of humanization of the educational process, which involves the pedagogue's attention on the student's personality as a higher value, taking into account his/her age and individual peculiarities, inducing independence, satisfying the child's basic needs (in understanding, recognition, acceptance, fair treatment), stimulation of student's conscious attitude towards one's own behavior, activity, life choices [4, p. 90].

The important component of the pedagogue's image is a professional orientation – a set of motives and goals which direct teacher's work. The central problem of the teacher's professional orientation is the problem of a motive [3, p. 181]. Consequently, the main thing in the process of education of mercy among primary school students is the educator's emotional and positive motivation – love for the child, awareness of the relevance and necessity of

professional activity, desire to work effectively, knowledge about the essence of mercy and the peculiarities how to education it among students in boarding schools, the forms and methods of education of mercy.

We offer a seminar for pedagogues of boarding school “On the Path to Mercy”.

The tasks of the Seminar “Educate Mercy” were the following:

- to expand the teacher’s knowledge about the nature and structure of mercy among primary school students;
- to actualize the problem of education of mercy among primary school students in extracurricular activities of boarding schools;
- to reveal the content, structure and specificity of pedagogical mercy;
- to consider the peculiarities of education of mercy among primary school students;
- to familiarize the teachers of boarding schools with the diagnostics of the levels of education of mercy among primary school students of boarding schools;
- to deepen the pedagogues’ knowledge of boarding schools about the forms and methods of education of mercy among primary school students;
- to introduce pedagogues of boarding schools with pedagogical conditions for education of mercy among primary school students in extracurricular activities and in a system of educational hours “On the Path to Mercy”.

Here is a brief summary of the seminar.

The aim of the first (lecture) session of the seminar “The essence, structure of mercy among pupils of primary school students” was to reveal the essence, structure of the concept of “mercy” concerning primary school students of boarding schools.

The aim of the next session of “Educating Mercy” (the creative workshop for pedagogues of boarding school) was to reveal the significance of mercy in

modern life, to actualize the problem of educate of mercy among primary school students.

Therefore, during the creative workshop, the educators were asked to imagine one of their students and write in the left column those qualities that they would like to educate, and in the right column those qualities that would not belong to their students.

Let's give an example:

Kindness	anger
Sensitivity	indifference
Responsibility	egoism
Mercy	bullying, etc.

Afterward, participants of the creative workshop were asked to find out the associative series to the words of *kindness* and *mercy*.

Here are examples of received pedagogues' answers:

- kindness: care, help, humanity, sensitivity, etc.;
- mercy: compassion, love, care, goodness, etc.

Next, we emphasized the teachers' attention to the fact that there is a sharp shortage of careful attitude towards each other in our modern society. Unfortunately, indifference, evil, hate is very common in our lives. Only beauty and kindness will save the world.

Then, the pedagogues were divided into three groups. Each group was offered cards with controversial statements, for instance:

1) In modern society, a kind, merciful person sometimes has a hard time, so both parents and teachers, if they are concerned about the child, should not educate their mercy.

2) You should not give money to all poor people without exception: some of them use it for profit.

3) A truly humane, merciful person does not have to take care of own health, because it is a manifestation of egoism; it is necessary to devote all our

life to care for other people's health, to provide help to the sick people and people in need.

The groups of pedagogues prove the correctness or incorrectness of one of the proposed statements. Then, the participants of the creative workshop were distributed cards with the life situations for roleplaying ("In public transport", "Having a picnic", "An elderly person in family", "Relations at work") [10, p. 88].

The educators were asked to try themselves as actors, to perform certain life situations, to justify the motives of each hero's behavior.

After discussing the situations, we proposed pedagogues to think about the issues that concern us and, probably, society in general. Participants of the creative workshop were distributed cards with problematic tasks:

1. Leo Tolstoy, Martin Luther King, Mahatma Gandhi advocated the principle of non-violence, non-resistance to evil. Is it possible to defeat evil in such a way?
2. Is there a need for purposeful education of mercy in our society?
3. Can you consider a merciful person who does not do harm to anyone?

Then, the participants discussed and shared impressions about the creative workshop.

The next session was "The Content and Specificity of Pedagogical Mercy". The essence, structure and specificity of pedagogical mercy were revealed during the lecture.

The aims of the session "The Peculiarities of Education of Mercy among Primary School Students of Boarding Schools" were to consider the sensitivity of the primary school age in order to educate mercy; to reveal the peculiarities of the education of mercy among primary school students of boarding schools; to identify the factors that negatively affect education of mercy among the above-mentioned contingent of children; to identify the main tasks of boarding schools for the education of mercy among primary school students in extracurricular activities.

During the discussion of the factors contributing to education of mercy among primary school students of boarding schools, we emphasized the educators' attention to the anatomical, physiological and socio-pedagogical characteristics of primary school age indicating its sensitivity towards education of mercy:

- formation of high forms of feelings – intellectual, aesthetic, ethical; development of children's empathy;

- high plasticity of the primary school students' central nervous system, which provides the student with the ability to record the environmental influences, readiness to react to it, increase the mobility of the nervous processes and allow the child to change the behavior rapidly according to the educators' requirements and the communicative situation;

- intensive formation among primary school students thoughtful operations such as analysis, synthesis, comparison, abstraction, generalization, etc.;

- primary school students are interested in the content of moral rules of behavior;

- primary school students are sensitive and open-minded to the environmental influences; their behavior of these category of children is largely determined by imitation;

- development of reflection, which allows students to evaluate their actions objectively and provide a moral assessment of the actions of other people, etc.

Discussing the problem, pedagogues identified the following groups of factors that negatively affect the process of education of mercy among primary school students of boarding schools.

According to experts, one of the group includes the following factors: specifics of the contingent of students (biological, social orphans, children from low-income families, most children are pedagogically abandoned); bad genetics; deprivation syndrome; prevalence of emotional disorders (acute, prolonged post-

traumatic stress disorders, anxiety, impulsiveness, aggressiveness, fear of social interaction, psychological incompatibility with other people, etc.).

After that, pedagogues shared their views on the problem of “Finding the conditions for overcoming negative factors in the process of education of mercy of among primary school students of boarding schools”.

During this discussion, the attention was paid to the importance of establishing emotional and value relationships between children and pedagogues; using the potential of extracurricular activities; developing students’ emotional sphere; creating a comfortable environment of boarding school; mastering educators’ skills to diagnose the process of education of mercy, the forms and methods of educating this quality of personality of primary school students; involving primary school students of boarding schools in various types of joint emotional and value activities aimed at identification of mercy, the need for methodological support for the process of education of mercy among primary school students in extracurricular activities of boarding schools.

Pedagogues of experimental boarding schools developed the main tasks of boarding school for education of mercy among primary school students.

As a result, the tasks of boarding school for education of mercy among primary school students were the following:

- implementing a person-oriented approach in the relationship between “pedagogue and child”, “pedagogue and student group”.
- using the possibilities of educational subjects and extracurricular activities in the process of education of mercy;
- organizing the joint children’s emotional and valuable activities, providing interpersonal communication;
- optimizing the forms and methods of education of mercy among primary school students in extracurricular activities of boarding schools;
- well-timed diagnosis and correction of education of mercy among primary school students.



The purposes of the session “Diagnosing the levels of education of mercy among primary school students of boarding schools” were to familiarize the educators of boarding school with the criteria and indicators of education of mercy among primary school students; to provide them for methodology of diagnosing the levels of education of mercy among primary school students of boarding schools [2, p. 37].

Simultaneously, we consulted individually the participants of the seminar how to diagnose the levels of education of mercy among primary school students.

The aims of the session “Forms and methods of education of mercy among primary school students in the extracurricular activities of boarding schools” were to deep the boarding school educators’ knowledge regarding the forms and methods of education of mercy; to discuss a complex of pedagogical conditions for education of mercy among primary school students in extracurricular activities of boarding schools; to familiarize the pedagogues with the program of the educational hours a “On the Pass to Mercy” which we developed.

In order to humanize the relationships in the system of “teacher-student”, “student-student”, “teacher-teacher”, we conducted a small pedagogical council “Resources of boarding school for conflict prevention” [3, p. 189]. The tasks of the pedagogical council were the following:

- to consider types of pedagogical conflicts, to determine their peculiarities and causes;
- to analyze the educator’s behavior style in a conflict situation;
- to determine the personal resources of each pedagogue of boarding school in conflict preventing between the participants of the educational process;
- to create rules for everyday life in boarding school without conflicts and aggression.

During the small pedagogical council, the educators presented and discussed the following reports:

- 1) “Types of pedagogical conflicts and situations”;
- 2) “The peculiarities of pedagogical conflicts, their causes”;
- 3) “The style of interaction between pedagogue and student in conflict”.

The test “What is Your Conflict Personality” was carried out in order to determine the level of educators’ conflict [9, p. 57-58].

By means of the test “Strategy for Behavior in Conflict” were identified the forms of the pedagogue’s behavior in the conflict situation with students, colleagues, administration of the boarding school, as well as the educator’s attitude towards the joint activity [9, p. 55–57].

The next activity “Causes of Conflicts in the Boarding School” was conducted with pedagogues for organizing group work. As a result, the group of educators identified three resources for conflict prevention in boarding schools (with children, parents, colleagues, administration). In addition, the group members revealed the internal resources of each educator for preventing conflicts. For example, the necessary condition for preventing conflicts with children is kindness, trust and understanding in relationships with students, individual approach to students, mastery of art of communication, unity of pedagogical requirements, care, tolerance, etc.

The pedagogues were asked to add the rules for everyday life in boarding school without conflicts and aggression. As a result, the following rules were adopted [5, p. 121]:

- accept children for who they are whatever their success, abilities, behavior;
- provide the students with emotional comfort in boarding school, be a friend for children, take into account their individual abilities and character; manifest love, sensitivity, demanding, empathy, care, tolerance;
- demonstrate respect, value attitude towards students, and faith in their abilities;
- accept the dialogue form of communication with children, the ability to speak friendly, the ability to listen as the main means of mutual influence;

– promote the formation of humane relations in boarding school; prevent humiliation of the students' dignity.

### **Conclusions of the research and perspectives of further research.**

After conducting preparatory work, the vast majority of pedagogues have showed a high level of readiness for education of mercy among primary school students (64.77%) and the average level of readiness among educators (34.09%).

The obtained data indicate that our methodological work for training the pedagogues of boarding schools for education of mercy among primary school students contributed to the increase of emotional and positive motivation regarding the organization of this process, deep knowledge about the essence of mercy and the peculiarities of its education among primary school students, the ability to empathy, tolerant relations, the forms and methods of education of mercy among primary school students, increase the levels of readiness of educators of boarding schools for education of mercy among primary school students.

The current study was unable to analyze the complexity of theoretical and practical searches to solve this problem. Future research should therefore concentrate on the investigation how to improve the efficiency of postgraduate training of pedagogues of boarding school in order to educate mercy among primary school students and students of other age-related groups in boarding school (junior teenagers, senior teenagers).

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## **МЕТАФОРА В ПЕДАГОГІЧНОМУ ДИСКУРСІ ЯК ПОКАЗНИК ВИСОКОПРОФЕСІЙНОСТІ ПЕДАГОГА**

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**Анотація.** У дослідженні розкрито роль вербальної та невербальної метафор в педагогічному дискурсі. Доведено, що застосування метафори в педагогічному дискурсі сприяє узагальненню методичного матеріалу, активізації розумової та пізнавальної діяльності у реципієнтів навчального процесу. Установлюючи зв'язок між знайомими та незнайомими темами для слухачів, поєднуючи це все в метафоричних образах, педагог намагається полегшити аудиторії сприйняття інформації, дає їй можливість будувати образи у своїй свідомості. Метафора у мові педагога не лише прикрашає текст, а й робить його зміст більш влучним і зрозумілим, впливає на інтелект, почуття і волю реципієнта, влучно та ефективно виказує інформацію адресатові. А здійснення цього можливе за умови розуміння людського мислення, вивчення ментальних процесів і осягнення індивідуального, групового (класового та ін.) і національної самосвідомості. Тому, метафора є вагомим складовою самореалізації та професійного розвитку педагога, оскільки влучний добір візуальних та вербальних метафор вимагає від педагога не лише досконалого знання матеріалу, а й налагодження контакту з реципієнтами педагогічного процесу.

**Ключові слова:** педагогічний дискурс, метафора, професійний розвиток педагога, самореалізація, візуальна метафора, вербальна метафора, метафоризація, концепт, вербальні образи.

## **METAPHORA IN THE PEDAGOGICAL DISCOURSE AS AN INDICATOR OF THE PEDAGOGUE OF HIGH PROFESSIONALITY**

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The monograph contains four sections, each of which highlights the current pedagogical problem of modern pedagogical education: preparation of future teachers in the light of European integration goals; the experience of European countries in the training of teachers; the phenomenon of childhood and interaction with family in the modern educational space; personality in the innovative space of professional development. The publication is addressed to researchers, educators, teachers-practitioners, novice scientists and everyone who is indifferent to the problems of childhood, modern parenthood, the development of Ukraine's education in the time of its essential reformation, the transfer of educational priorities, changes in the educational paradigm, gradual adaptation to the requirements of modern society.

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