
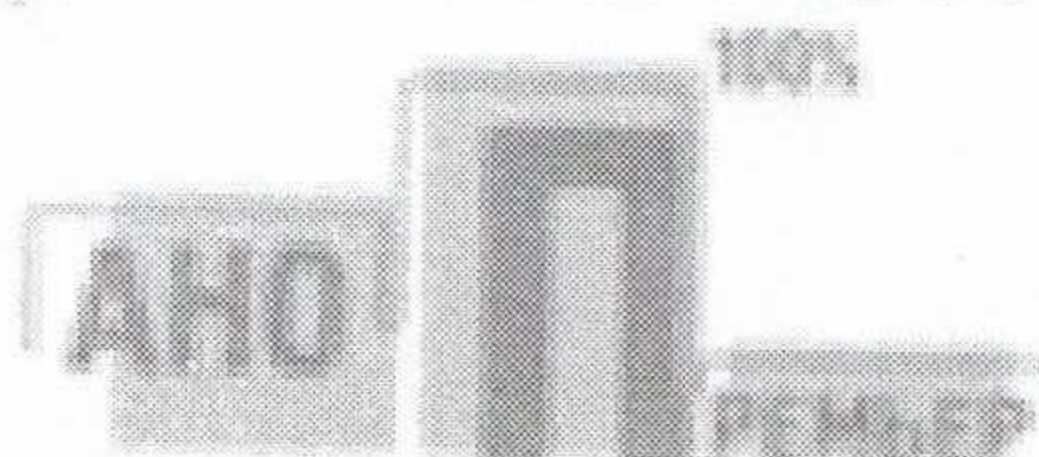


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Thus, regional and federal politics of social development of poverty alleviation, protection and support for the most vulnerable segments of society, have changed accents. Since the mid of 90's of the twentieth century. Was developed scheme of work for the implementation of measures aimed at improving the lives of marginal people through "education" of the younger generation and adults and providing them the skills for disease prevention, hygiene, health, healthy eating, organization's own micro business, providing vocational training. To successfully implement a new strategy for social protection of economic marginals, the governments of Latin America's countries were based on scientific and methodological developments, leading researches of the universities of this region: CREFAL, CEAAL and other institutions.

Therefore, our pedagogical research gives reasons to conclude that the epistemological foundations of building of professional education of marginalized populations in Mexico and Venezuela, are based on socio-critical paradigm, which involves into analysis of the phenomenon of education in three perspectives: critical, hermeneutic and interdisciplinary.

Interdisciplinarity and direct relationship with the social, economic, and political factors in the development of society, such as the dependence of teaching from educational factors, are important features of the problem of professional education of marginalized groups, the study of which requires the interaction of aggregate laws marginalism's sociology and psychology, economics, job psychology, ethnic science, social philosophy, sociology, cultural studies, political science, professional pedagogy and andragogy, each of which have its own conceptual scheme, forms, definition of the problem and the methodology of scientific research.

In the professional education of the most vulnerable segments of society in Mexico and Venezuela, the interdisciplinary perspective provides the consideration of this problem, on the one hand, as a social problem in the perspective of the socio-structural paradigm of European school (marginalism is the result of social and political processes), and on the other hand, as a professional pedagogy's problem. At the same time, the professional education includes both: the theory of adult learning - andragogics, and professional pedagogy, to which review we will devote our next study.

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Actualization of personal-centered pedagogy of Vasyl Sukhomlynskyi in the context of development of village school in Ukraine

The relevance of this problem is due primarily strategic guidelines of the development of educational system in Ukraine in the context of changes of collective on personal-centered educational paradigm, the necessity of developing the basic principles of the restructuring of school in countryside. The school in the country should not lag behind the civilization challenges and must have similar developing to urban schools. Personal-centered education and training of pupils is possible in conditions of functioning the educational environment which is in close cooperation with the social and cultural environments in countryside.

However, technological progress and the era of globalization along with its positive aspects have an ambiguous impact on educational field. By the definition of the classic of ukrainian educator V.O. Sukhomlynskyi, the idea of the school as an environment that provides the conditions for personal development partly lost. According to the imperatives of the teacher, the school — is a «figuratively speaking, a subtle and sensitive instrument that creates the melody of human harmony, which has an impact per each pupil, and works only when the instrument is well tuned, and personality of the teacher tunes it up»¹. The educational system of V.O. Sukhomlynskyi is an alloy of pedagogical practice, theoretical analysis and pedagogical talent, and the ideas of personal-centered education and training environment are relevant today.

Only teacher can direct a noble nature of communication between pupils. The teacher, who realizes the value of human dignity, uniqueness and can teach it its pupils. First, the teacher must feel the current needs of each person, everyone's problems, must be prepared to accept opposing views, actions of pupils without conviction. It is for bringing up a free and responsible person, capable and ready to make its choices in independent life.

Unfortunately, the teachers of village schools training to the practical implementation of educational heritage of V.O. Sukhomlynskyi is not up to standard, incidentally, not intentionally. The theoretical and practical heritage of V.O. Sukhomlynskyi in the context of personal-centered educational environment of village schools requires new reading now. Consideration of the appropriate positions of the teacher's study is the purpose of our research.

V.O. Sukhomlynskyi sets a task to educators about an individual approach to the pupils. He considers that an important component of basic individual approach is the knowledge about the psychological, emotional and anatomical and physiological development of the pupil at each stage of maturation².

The practical activity of Ukrainian educator and innovator V.O. Suhomlynskyi in Pavlyskyi high school of the Onufrievskyi district of Kirovograd region, if we ignore the time required for ideological layers, was riddled with the idea of personal-centered secondary education. The principle of personal-centered teaching and education permeates the artistic creation of Basil Suhomlynskyi for children³. Innovative pedagogy of V.O. Sukhomlynskyi based on the perception of personality such as it really is: "There are no two children identically in thinking in perception of the world, the individual characteristics of the mind, will, character, and each child — is a special, unique world. If you understand this world, know all his hiding places than you can bring up a personality and form a human soul."⁴

V.O. Sukhomlynskyi thought that the child's knowledge and everyone who is around the child — is the science of human, «Humanity». However, the knowledge about human virtues, the ways and conditions of their development begin to act only when the person becomes a stakeholder. Putting a child into the world of humanity awakens his thoughts, feelings, will to its own self-determination. The pupil cannot be indifferent to the stories (or any other information) about the great and value things. It is important that the information, which the teacher has, awakens personal interest and incentive to action. «I imagine the rising of human as deeply moral work of the mind and heart, the meaning of this work is that one is prepared spiritually, morally to self-expression to reveal itself.»⁵

¹ Сухомлинький В.О. Проблеми виховання всебічно розвиненої особистості/В.О. Сухомлинький//Вибрані твори. В 5-ти т. Т. 1. – К.: Рад. школа, 1976. – С. 197.

² Сухомлинький Василь Серце віддаю дітям/Василь Сухомлинький. – «Акта» видання, 2012. – С. 57.

³ Сухомлинький В.О. Вічна тополя. Казки. Оповідання. Етюди/Упоряд. О.В. Сухомлиньської, заг. ред., передм. Д.С. Чередниченко. – К.: Генеза, 2003. – С. 11.

⁴ Сухомлинький В.О. На нашій совісті - людина/В.О. Сухомлинький//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1977. -Т. 5. - С. 203–217.

⁵ Сухомлинький В, О. Людина - найвища цінність//Вибрані твори: В 5-ти т. - К.: Рад. школа, 1977. – Т. 5.- С. 446–472.

Special attention is given to the thought of V. O. Sukhomlynskyi about the interdependence of personal education in a group. The awareness of his spiritual unity with the group is in collective activities. The essence of such activity develops volitional sphere of personality because it leaves a mark at feelings and thoughts. The combination of different activities, attracting the pupils to those things which are interest to the modern man, is also the subject of pedagogical thinking, because the school has neutralize the negative factors that limit the development of the pupil, its entering into modern society as the subject of life. This problem is acute in the limits of village schools which is different from urban schools of remoteness from the centers of cultural life, the lack of choices in the process of creating someone's own educational way.

The leveling of inhibitory factors of influence is important for the activity of the village schools. This is such communication in small villages, outdated habits that may inhibit the development of social competence of the personality. Therefore it is necessary to create an environment for the individual work of pupils.

The involvement of pupils of different ages to work in the environment may be different. First of all an important thing for pupils is the research work, observations in nature, the implementation of projects (with personal and social significance), work at workshops (cutting, engaging pupils in crafts), restoration of the monuments of nature and culture. However, V. O. Sukhomlynskyi did not consider that a labor is a goal in itself. Only that labor can be pedagogically appropriate that brings joy and cheerfulness to personality, and understanding its significance. In this case, it is a condition for full mental and physical development of the personality, the formation of social activity.

A spiritual life of human is defined by the essence and nature of its relationship with other people, itself and its family, nature realized in the activity. The implementation of nature of the personality depends on the relationships that are prepared and developed in an educational environment: «for the successful solution of this problem should take into account the laws of spiritual life, which depends on the age of its features are determined by the complexity and diversity of forming the spiritual world of human.»¹

Putting students in spiritual, moral essence of life remains a priority for pedagogical creativity at village schools. And it is not necessary to bring there something «modern», artificial, that is not value to the individual, and can only transient situation. Pedagogical creativity is concerning a particular sphere of activity, it does not leave a mark in the material identification but leaves it in another human. Clear thoughts and judgments, deep feelings of the teachers are the invisible tools that are affecting the child's soul; reveal the different colors of the world of human. V. O. Sukhomlynskyi paid much attention to grounding of priority of cultural and educational activities of teachers. The problem of the importance of spiritual wealth and culture of the teachers who work at village schools is also relevant today. The representation of teachers as a carrier of knowledge elevates them at the eyes of pupils, creates their understanding of value for every personality, society, and stimulates students' curiosity, interest of new knowledge. Close cooperation between teachers and parents improves the quality of village schools functioning. At the same time it is understandable that an impact on families in the village school may be negative (because of asocial behavior, drunkenness, interference to the educational process, etc.). So Basyl Sukhomlynskyi thought: «to improve teaching, enhance the quality of knowledge at village schools is impossible without raising the quality of cultural and spiritual life of the village school, especially of the family which lives in village.»²

Pedagogical work requires a wide range of teacher's knowledge in psychology. It is important to raise the importance of knowledge in personal development, to show the way for searching of values, spiritual self-development. The connection of teaching staff and a family helps in convergence of educational goals that put the family and the school about their future — educating the younger generation. «A mighty spiritual power of education lies in the fact that children learn to see the world with the parents' eyes, the parents learn to respect the mother, grandmother, wife, human.»³

A human is truly educated only when transmits its knowledge, experience and craft to another person. A human begins to feel its creative powers, abilities, only when enters into moral relationship with another one. Obviously the respect to the personality is dominant in the professional activities of teachers at village schools. Rising of the person is by using the words that are the most important tools for teachers. The teacher does not just use the words, it directs them to “teacher's first word addressed to the mind, heart, soul of the pupils. The circumstances created by a group, collaboration, children's relationships with older people — all this points prove the human that it is — the creator, the holder of work. How to express it, to discover its potentialities, strength, ability, talent depends on human will, perseverance, diligence.”⁴ Good contact of village schools with the socio-cultural environment put on the teachers. The social environment of the countryside call for not only professional, but mostly mental, moral and ethical requirements.

Training a sense of humanity and freedom of choice is the condition for the development of personal dignity and honor of the pupils. Consideration of educational staff opportunities, educational environment and age-appropriate of the pupils is an integral part of the system of V. O. Sukhomlynskyi. Self-consciousness of the personality as the subject of the educational and socio-cultural environment of village schools depends on the sphere of spiritual life of the pupils and the factors which have an influence on personality development. V. O. Sukhomlynskyi — scientist, teacher-practitioner actualized the development of the personality of the pupil in the process of an independent activity and active participation in school or village life. He thought that spiritual and willful growth of the personality is the product of independent, value-conditioned, motivated activity of the pupil of village schools⁵. That is why it is important, he thought, to engage the pupils in activities and actions which are essential features of humanity and moral sense. The creating of the conditions for active detection of thoughts and feelings not only helps to stimulate the personality to independent activity, but also generates the feelings and beliefs. The awareness of personal spiritual forces develops a desire of the personality of willpower, self-organization and self-development, makes its own choice. Opening the prospects for serious work, of course, encourages young people not only to self-affirmation but also to the moral consciousness of its own dignity and its implementation in independent living.

Organization of the life and activities of the pupils begins with the teacher. For giving an advice to teachers, V. O. Sukhomlynskyi centered on the principles of humanistic pedagogy, focused on the personal-centered approach of education and importance of individual growth of the teacher as an example for the formation of the personality of the pupil⁶. Only spiritual wealth, moral beliefs, interest in the individual growth of each pupil is a young person's guide to the highest stage of humanity. The role of the personality of teacher which is a dominant of moral and ethical beliefs of the personality in forming the conscious of duty is determined. However, one teacher can not solve all the challenges

¹ Сухомлинський В. О. Духовний світ школяра/В. О. Сухомлинський//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1976. – Т. 1.- С. 233.

² Сухомлинський В. О. Особлива місія/В. О. Сухомлинський//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1977. – Т. 5.- С. 419.

³ Сухомлинський В. О. Моральні цінності сім'ї/В. О. Сухомлинський//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1977. – Т. 5.- С. 438.

⁴ Сухомлинський В. О. Піднесення людини/В. О. Сухомлинський//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1977. – Т. 5.- С. 465.

⁵ Сухомлинський В. О. Духовний світ школяра/В. О. Сухомлинський//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1976. – Т. 1.- С. 240.

⁶ Сухомлинський В. О. Сто порад учителю/В. О. Сухомлинський//Вибрані твори: В 5-ти т. – К.: Рад. школа, 1976. – Т. 2.- С. 419–454.

associated with the provision of the conditions of the personal development with high moral character. It requires combining teaching staff with common ideas and thoughts in creative work.

The direction of the activity of village schools depend on what is the main idea of living of teaching staff and which intellectual and spiritual wealth they are ready to give to young people. Every thought of the classic of Ukrainian education is a guide and the recommendations for school management in the article "Talking to young head of the school"¹.

Conclusions. So, the problem of creating an educational environment that would provide creative development of the personality in the system «student — the educational environment» is actualized in the context of village schools functioning. The multifunctional development of cognitive and individual spheres of a pupil needs to improve the educational environment focused on personal-centered basis as in a global sense that is a model for the development of adaptability, communication and social competence, moral and ethical internal code of the personality of the pupil. The personal-centered educational environment of village schools, based on the conceptual theoretical and practical heritage V. O. Sukhomlynskyi, needs clarification and update of personally significant meanings: informational and semantic, technological, subject-spatial and cultural components. The modern village school requires thoughtful reading of contemporary works of Basil Sukhomlynskyi and new methodological developments as for creating a productive personal-centered educational environment of each village school.

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Definition of the contents of the formation professional quality future teachers of the labor education

The Interaction of the person with society is marked notion "socialization", which has interdisciplinary status and is broadly used in pedagogy. However its contents is not stable and unambiguous.

The concept about socializations as process to full integration to personalities in social system, in the course of which occurs its adjustment, formed in structured-function direction to American sociology (T. Parsons, R. Merton). In tradition of this school socialization opens through concept "adaptation".

The concept adaptation, being one of the central notion to concept, means the adjustment of the alive organism to condition of the ambience. This notion was extrapolated in knowledge society and became to mark the process of the adjustment of the person to condition of the social ambience. So appeared the concept social and psychic adaptation, which result is adaptation personalities to different social situation, micro and macro group. By means of notions of the adaptation socialization is considered as process of the entering the person in social ambience and her (its) adjustments to cultural, psychological and sociological factor².

Otherwise is comprehended essence to socializations in humanistic psychology, who representative are A. Ollport, A. Butter, K. Rogers and others in her socialization is presented as process self-actualization "concept — me", self-realization by personality their own potency and creative abilities, as process overcoming negative influences of the ambience, disturbing her (its) self-development and self-affirmation. Here subject is considered as self-formation and self-development system, as product self-education.

These two approaches in determined degree divide and domestic sociologist, psychologist and teacher. Though priority is more often returned first (I. S. Horse, B. D. Parygin, A. V. Mudrik and others.).

The Observations show that named approaches exist and in pedagogical practical person, when абсолютизується the role one of the factor: or social ambience, or самовоспитания. Such абсолютизация is explained that that many researcher and practical person is not realized double-sided nature to socializations (G. M. Andreeva, B. F. Lomov).

The Society for the reason reproducing the social system, conservations of their own social structures tries to form the social stereotypes and standards (group, class, ethnic, professional and others), sample role behaviors. To be not in oppositions to society, personality adopts this social experience by entering in social ambience, system existing social relationships. The Trend social typification to personalities and allows to consider the socialization as process to adaptation and integrations of the person in society by assimilations of the social experience, valuables, rates, installation, inherent as society as a whole, so and separate group.

¹ Сухомлинький В. А. Розговор с молодым директором школы /В. А. Сухомлинький//Избранные произведения: В 5-ти т. - К.: Рад. школа, 1979. - Т. 4. Павлышская средняя школа. Разговор с молодым директором школы, 1980. - С. 413–628.

² Андриенко, Е. В. Психолого-педагогические условия формирования профессиональной зрелости учителя/Е. В. Андриенко//Педагогическое образование и наука. - 2002. - № 4. - С. 62–74.

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