

Periodyk Naukowy Akademii Polonijnej, Częstochowa, 2020, 38 (2020) nr 1-2, s. 328.

### PARTNERZY / PARTNERS



Scientific journal has the scores, is available in the Open Journal Systems database (<http://pnap.ap.edu.pl/index.php/pnap>) and has the DOI prefix.

PNAP – Scientific Journal of Polonia University is admitted to the following international scientific databases :

- DOAJ (Directory of Open Access Journals)
- Polish scientific and professional electronic journals;
- General Impact Factor;
- Punktacjczasopism;
- UlrichsWeb;
- CiteFactor;
- DRJI;
- Nukat;
- Sindexs;
- ROAD;
- IndexCopernicus
- Crossref;
- WorldCat;
- Universitätsbibliothek Leipzig;
- TIB;
- ESJI;
- PBN;
- Scilit;
- TIB;
- JIFactor;

The paper version of the Journal is the original version. The Journal is available in the electronic form on the website : [www.pnap.ap.edu.pl](http://www.pnap.ap.edu.pl)

ISSN 1895-9911 Print

ISSN 2543-8204 OnLine

© Copyright by Publishing House of Polonia University „Educator”, Czestochowa 2020



Wydawnictwo Akademii Polonijnej „Educator”  
 ul. Pułaskiego 4/6 42-200 CZĘSTOCHOWA  
 tel: +48 530 137 864, kancelaria@ap.edu.pl, www.ap.edu.pl

**PRZEWODNICZĄCY RADY REDAKCYJNEJ / HEAD OF EDITORIAL COUNCIL**

**Andrzej Krynski**, Prof. PhD, ThDr., Dr h.c. mult., Rector of Polonia University in Czestochowa, Poland

**REDAKTOR NACZELNY / EDITOR IN CHIEF**

**Oksana Babelyuk**, Doctor of Philology, Professor, Polonia University in Czestochowa, Poland, <https://orcid.org/0000-0003-4837-1225>

**ZASTĘPCA REDAKTORA NACZELNEGO / DEPUTY EDITOR IN CHIEF**

**Wladyslaw Majkowski**, Prof. PhD, Polonia University in Czestochowa, Poland, e-mail: [majk@wa.onet.pl](mailto:majk@wa.onet.pl), <https://orcid.org/0000-0002-3382-4511>

**SEKRETARZ / RESPONSIBLE SECRETARY**

**Mirosława Skalik**, Prof. PhD, Polonia University in Czestochowa, Poland, e-mail: [mskalik@ap.edu.pl](mailto:mskalik@ap.edu.pl), <https://orcid.org/0000-0002-6259-4794>

**REDAKTOR TECHNICZNY / TECHNICAL EDITOR**

**Oleg Golovko**, PhD, e-mail: [golovko@helvetica.com.ua](mailto:golovko@helvetica.com.ua)

**RADA NAUKOWA / EDITORIAL BOARD**

**Andrzej Krynski**, Prof. PhD, ThDr., Dr h.c. mult., Polonia University in Czestochowa, Poland, e-mail: [akrynski@ap.edu.pl](mailto:akrynski@ap.edu.pl), [orcid.org/0000-0001-9635-023X](https://orcid.org/0000-0001-9635-023X)

**Iveta Mietule**, Prof. PhD, Rezekne Academy of Technologies, Latvia / Visiting Professor of Polonia University in Czestochowa, Latvia, e-mail: [mietule@inbox.lv](mailto:mietule@inbox.lv), [orcid.org/0000-0001-7662-9866](https://orcid.org/0000-0001-7662-9866)

**Mykola Palinchak**, Prof. PhD, Uzhhorod National University, Ukraine, e-mail: [palinchakmm@gmail.com](mailto:palinchakmm@gmail.com), <http://orcid.org/0000-0002-9990-5314>

**Ricardo Villanueva Lomeli**, Prof. PhD, Universidad de Guadalajara, Mexico, email: [lomeli@cgci.udg.mx](mailto:lomeli@cgci.udg.mx), [orcid.org/0000-0002-7425-3030](https://orcid.org/0000-0002-7425-3030)

**Pawel Czarnecki**, Prof. PhD, Collegium Humanum – Warsaw Management University, Poland, email: [rektorat@humanum.pl](mailto:rektorat@humanum.pl)

**Geert Demuijnck**, Prof. PhD, EDHEC Business School, France, e-mail: [geert.demuijnck@edhec.edu](mailto:geert.demuijnck@edhec.edu), [orcid.org/0000-0002-9475-1897](https://orcid.org/0000-0002-9475-1897)

**Ioan Horga**, Prof. PhD, The University of Oradea, Romania, e-mail: [ihorga@uoradea.ro](mailto:ihorga@uoradea.ro), [orcid.org/0000-0001-8791-5243](https://orcid.org/0000-0001-8791-5243)

**Andre Kadandji**, Prof. PhD, Saint Jerome Catholic University of Douala, Cameroon, e-mail: [akadandji@univ-catho-sjd.com](mailto:akadandji@univ-catho-sjd.com), [orcid.org/0000-0002-8463-5585](https://orcid.org/0000-0002-8463-5585)

**Maciej Rudnicki**, Prof. Ph.D, Polonia University in Czestochowa, Poland, e-mail: [kancelaria.rudnicki@poczta.fm](mailto:kancelaria.rudnicki@poczta.fm), [orcid.org/0000-0002-0019-3469](https://orcid.org/0000-0002-0019-3469)

**Waheeda Khan**, PhD, Shree Guru Gobind Singh Tricentenary University, New Delhi, India, email: [dean.ir@sgtuniversity.org](mailto:dean.ir@sgtuniversity.org), [orcid.org/0000-0002-4384-7047](https://orcid.org/0000-0002-4384-7047)

- George Padikara**, PhD, Sampurna Montfort College, Bangalore, India, email: padikara@hotmail.com
- Bancha Saenghiran**, Prof. PhD, Assumption University of Thailand, Bangkok, Thailand, email: bancha@au.edu
- Shukhrat Jumayevich Tshaev**, Prof. PhD, Bukhara State Medical Institute named after Abu Ali ibn Sino, Bukhara, Uzbekistan, email: bumi\_info@edu.uz, <https://orcid.org/0000-0001-7313-9888>
- Augustin Guy Heffa Nyamsi**, PhD, John Paul II International University of Bafang, Cameroon, email: augustinheffa@yahoo.fr, <http://orcid.org/0000-0001-8132-2148>
- Rasa Subačienė**, Prof. PhD, Vilnius University, Lithuania, e-mail: rasa.subaciene@evaf.vu.lt, [orcid.org/0000-0001-6559-8478](https://orcid.org/0000-0001-6559-8478)
- Jordan Zjawiony**, Prof. PhD, University of Mississippi, United States, e-mail: jordan@olemiss.edu, [orcid.org/0000-0001-5242-2799](https://orcid.org/0000-0001-5242-2799)
- Abdelaziz Benjouad**, PhD, International University of Rabat, Morocco, email: contact@uir.ac.ma, [orcid.org/0000-0002-0459-4219](https://orcid.org/0000-0002-0459-4219)
- Goran Stojiljkovic**, Prof. PhD, University of Novi Sad, Serbia, [goran.stojiljkovic@mf.uns.ac.rs](mailto:goran.stojiljkovic@mf.uns.ac.rs), [orcid.org/0000-0002-5675-2418](https://orcid.org/0000-0002-5675-2418)
- Piotr Stec**, Assoc. Prof. PhD, University of Opole, Poland, e-mail: [pstec@uni.opole.pl](mailto:pstec@uni.opole.pl), [orcid.org/0000-0003-3797-1321](https://orcid.org/0000-0003-3797-1321)
- Bogdan Piotrowski**, Prof. PhD, Universidad de La Sabana, Colombia, e-mail: bogdan.piotrowski@unisabana.edu.co, [orcid.org/0000-0003-1124-1179](https://orcid.org/0000-0003-1124-1179)
- Michal Soltes**, doc. Ing. PhD, Technical University in Kosice, Slovakia, e-mail: [michal.soltes@tuke.sk](mailto:michal.soltes@tuke.sk), [orcid.org/0000-0002-1421-7177](https://orcid.org/0000-0002-1421-7177)
- Jan Mazur**, Prof. PhD, The Pontifical University of John Paul II, Poland, e-mail: [jm.osppe@wp.pl](mailto:jm.osppe@wp.pl), [orcid.org/0000-0002-0548-0205](https://orcid.org/0000-0002-0548-0205)
- Jiří Krupka**, Prof. PhD, University of Pardubice, Czech Republic, email: [jiri.krupka@upce.cz](mailto:jiri.krupka@upce.cz), [orcid.org/0000-0002-3385-2774](https://orcid.org/0000-0002-3385-2774)
- Martin Rusnák**, Prof., MD, CSc, Trnava University, Slovakia, e-mail: [martin.rusnak@truni.sk](mailto:martin.rusnak@truni.sk), [orcid.org/0000-0003-3321-1042](https://orcid.org/0000-0003-3321-1042)
- Alla Denysova**, Prof. PhD, Odessa National Polytechnic University, Ukraine, e-mail: [alladenysova@gmail.com](mailto:alladenysova@gmail.com), [orcid.org/0000-0002-3906-3960](https://orcid.org/0000-0002-3906-3960)
- Viktória Albert**, PhD, Kodolányi János University of Applied Sciences, Hungary, e-mail: [dr.albertviki@gmail.com](mailto:dr.albertviki@gmail.com), [orcid.org/0000-0001-7059-3946](https://orcid.org/0000-0001-7059-3946)
- Alla Mykhatska**, PhD, Borys Grinchenko Kyiv University, Kyiv, Ukraine, email: [a.mykhatska@kubg.edu.ua](mailto:a.mykhatska@kubg.edu.ua), [orcid.org/0000-0002-8886-7877](https://orcid.org/0000-0002-8886-7877)

## CONTENTS

## PHILOLOGICAL SCIENCES

**Yevheniia Bila**

COGNITIVE ONOMASTICS: SEMANTIC GESTALTS  
OF THE ASSOCIATIVE ONYMIC FIELD OF AROMATONYMS.....9

**Tamara Goli-Oglu, Liudmyla Borodenko**

REALIZATION OF THE CATEGORY OF ABSTRACT IN A FICTIONAL TEXT.  
LEXICAL, SEMANTIC AND DERIVATIONAL DIMENSIONS.....19

**Marta Heronovych**

THE IMAGE OF ELEKTRA IN ANCIENT GREEK TRAGEDY.....28

**Olena Ishchenko**

POST-NATIONAL IDENTITY OF THE PROTAGONISTS  
IN THE NOVELS BY MYROSLAV DOCHYNETS.....37

**Mariia Ivanchenko**

THE CHARACTERISTICS OF ENGLISH TERMS STRUCTURE  
IN ARCHITECTURE AND CONSTRUCTION INDUSTRY.....44

**Roksoliana Kohan**

'QUANTUM – COMPUTER – GENE',  
OR FOR THOSE WHO 'ALREADY KNOW EVERYTHING':  
POST-NON-CLASSICAL DISCLOSURES OF THE ARTISTIC PARADIGM OF JOY  
(J. S. FOER'S "EXTREMELY LOUD AND INCREDIBLY CLOSE").....49

**Yulia Kovalchuk**

INTERTEXTUAL LITERARY SOURCES COLLECTIONS OF STORIES  
"LEGENDS OF THE ANCIENT KYIV" BY NATALENA KOROLEVA.....54

**Tetyana Lunyova**

SELF-REFLEXIVE SCHEMATA OF EKPHRASIS IN COLLECTIONS  
OF ESSAYS ABOUT PAINTING: COGNITIVE AND LINGUISTIC ASPECTS.....61

**Malvina Marinashvili**

AVERAGE WORD LENGTH AND TEXT REDUNDANCY VARIABILITY:  
FRENCH TEXTS CASE STUDY.....70

**Svitlana Maslova**

GENRE PECULIARITIES AND THE SYSTEM OF CHARACTERS  
IN THE PLAY A MIDSUMMER NIGHT'S DREAM BY W. SHAKESPEARE.....79

**Mariya Moshnoriz**

THE ASPECTS OF THE MYTHOLOGICAL DISCOURSE  
OF ONE-ACT DRAMAS BY S. CHERKASENKO.....86

**Oleksandra Palchevska, Viktoriia Shabunina, Oksana Labenko**

PRAGMATIC ORGANIZATION OF MEDICAL SPELLS  
IN THE ENGLISH AND FRENCH LANGUAGES.....92

**Marharyta Sterlikova**

SEMANTIC PROPERTIES OF THE NOMINAL PARTS OF SPEECH  
IN THE LYRICS OF THE 2000s BRITISH INDEPENDENT SCENE.....98

**Olena Tsvetaeva, Tetiana Prishchepa**

SPORTS IDIOMS IN EVERYDAY SOCIAL AND POLITICAL LANGUAGE.....105

**Yevheniia Vasianovych**  
PEACE AND WAR ASSOCIATIONS  
OF UKRAINIAN HUMANITIES STUDENTS.....113

**Yassin Mohamed Ali Abdel**  
FACTORS OF A HEALTHY WAY OF LIFE OF UKRAINIAN SCHOOLCHILDREN  
IN INSTITUTION OF GENERAL SECONDARY EDUCATION.....120

### **PEDAGOGICAL SCIENCES**

**Diana Dobrovolska, Liudmyla Dobrovolska**  
METHODOLOGY OF ESP TEACHING  
IN MULTICULTURED UNIVERSITY GROUPS .....130

**Oksana Havryshkiv**  
THE ISSUE OF READINESS FOR PROFESSIONAL ACTIVITY:  
THEORETICAL ASPECTS.....136

**Mykola Korets, Svetlana Ishchenko**  
TRAINING OF PROFESSIONAL FOOD TECHNOLOGIES TEACHERS  
AS A DIDACTIC PROBLEM.....147

**Alla Kulichenko**  
THEORIES OF INNOVATION DEVELOPMENT:  
APPLICATION IN HIGHER MEDICAL EDUCATION.....153

**Nataliia Lyubchak**  
THE ROLE OF PROJECT AND PROBLEM LEARNING IN DEVELOPING  
THE RESEARCH COMPETENCE OF STUDENTS.....160

**Roman Nevzorov**  
A THEORETICAL MODEL OF PREPARATION  
OF FUTURE MILITARY PILOTS FOR COMBAT FLIGHTS.....167

**Tamara Pahuta**  
FOREIGN EXPERIENCE OF IMPLEMENTING THE SYSTEM  
OF AESTHETIC EDUCATION OF THE YOUNGER GENERATION.....172

**Anatoliy Podufalov**  
FORMATION OF THE CULTURE OF BRAIN WORK  
OF PRIMARY SCHOOLCHILDREN IN THE CONTEXT  
OF INCLUSIVE ENVIRONMENT.....181

**Tetyana Rozvadovska**  
DEVELOPMENT OF RESPONSIBILITY OF STUDENT YOUTH  
AS ONE OF THE UNIVERSITY TASKS.....193

**Olena Semenog, Kateryna Shamunova**  
THE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS  
FOR PEDAGOGICAL INTERNSHIP DURING COVID-19:  
CHALLENGES AND POSSIBLE SOLUTIONS.....199

**Tetiana Shynkar**  
ORGANIZATION OF PRESCHOOL EDUCATION IN UKRAINE:  
METHODICAL SUPPORT.....207

**Tamara Skoryk, Nadiia Grytsyk**  
THEORETICAL ANALYSIS OF THE FACTORS INFLUENCING  
MODERN TEACHERS' PROFESSIONAL SUCCESS.....212

<b>Galyna Solovey</b> PRACTICES AND CHALLENGES OF GOVERNMENT SCHOLARSHIP FOR FOREIGN STUDENTS PROGRAMS IN EUROPEAN UNION, RUSSIA, AND CHINA: COMPARATIVE ANALYSIS AND LESSONS FOR UKRAINE.....	217
<b>Yuliia Tkachenko</b> METHODOLOGICAL BASIS FOR THE FORMATION OF PUPILS' KNOWLEDGE ABOUT NANOTECHNOLOGY IN THE PROCESS OF TEACHING PHYSICS.....	228
<b>Kateryna Yakushko</b> THE ANALYSIS OF THE BASIC LAND MANAGER'S VOCABULARY NESTING MORPHEMES.....	237
<b>Anna Zaika</b> THE EFFECTIVENESS OF THE PEDAGOGICAL SYSTEM OF PREPARATION OF FUTURE TEACHERS-PHILOLOGISTS FOR RESEARCH ACTIVITY.....	244

## SOCIAL SCIENCES

<b>Olena Naumenko</b> THE REPATRIATION OF <i>DPs</i> THROUGH THE ACTIVITIES OF INTERNATIONAL ORGANIZATIONS (1946–1951).....	250
<b>Mariana Palchynska</b> THE PHENOMENON OF VIRTUAL COMMUNICATION UNDER THE CONDITIONS OF THE BECOMING AN INFORMATION SOCIETY.....	257
<b>Yuriy Romanenko, Ivan Svyatnenko</b> CULTURAL AND SOCIO-SYSTEMOLOGICAL MODEL OF PRINCIPLES OF SOCIOLOGY OF GENDER CULTURE OF UKRAINE AND UNDERSTANDING OF ITS SUBJECT: ACCORDING TO THE RESULTS OF THE DOCTORAL DISSERTATION.....	264
<b>Pavlo Satskyi</b> THE QUALITY OF LABOR RESOURCES OF AGRICULTURAL ENTERPRISES OF THE CRIMEA AND THE SOUTHERN REGIONS OF THE UKRAINIAN SSR IN 1945 – THE EARLY 1950s.....	271
<b>Antoni Stadnicki, Anna Stadnicka, Józef Kurek</b> ANEMIA IN PATIENTS WITH ACTIVE ULCERATIVE COLITIS.....	281
<b>Andrii Sukharyna</b> THE MAIN PROBLEMS OF THE IMPACT OF IDEOLOGY ON THE IMPLEMENTATION OF EVIDENCE-BASED POLICY.....	288
<b>Kseniia Tsytsiura, Gao Wanquan</b> INTERNET PLUS STRATEGY AS A FACTOR OF DEVELOPMENT OF ECONOMIC EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA.....	294
<b>Larysa Yepyk, Nataliia Petrenko</b> ORGANIZATION AND MATERIAL SUPPORT OF THE EDUCATIONAL PROCESS AT PRIMARY EDUCATION INSTITUTIONS FOR ADULTS IN SUMY REGION IN THE 20-30s OF THE XXth CENTURY.....	304
<b>Oksana Zakharova</b> INAUGURATION CEREMONY IN UKRAINE AS A FACTOR OF CULTURAL DIPLOMACY.....	315

## INTRODUCTION

Dear colleagues, authors and readers of the Scientific Journal of Polonia University (PNAP – *Periodyk Naukowy Akademii Polonijnej*)!

Congratulation on the release of a new PNAP 38 (2020)!

In this issue we are presenting contemporary scientific papers, discussing important problems of philology, social and pedagogical sciences.

The integrated unity of scientific and poetic understanding of the world allows contemporary linguistic studies to explore different areas of human existence, designated by rational and emotional vision. The current state of linguistic knowledge presupposes the synergetic unity of different spheres of scientific activity, which is the goal of numerous linguistic researches of this issue.

The authors of pedagogical sciences concentrate on the point how to create and develop effective education in general, and modern educational techniques in particular, to realize up-to-day objectives, that would reflect its essence. In current education, the hierarchy of values, that should be set and implemented, is asymmetrically positioned. In successful educational process, the student should become the meaning and the purpose of the content, that will introduce him/her into the world of competition, and competence in order to enable successful communication with it. How can the educational process become a workshop, in which new ideas, creative solutions, new forms of research, and new knowledge are being undercrossed are being discussed in the suggested articles.

Our scientific issue also provides a forum for disseminating and enhancing theoretical, empirical and/or pragmatic research across the social sciences and related disciplines. Reflecting the objectives of the suggested articles, the current issue highlights the implications of that work for policy and professional practice.

We do thank our authors who have already established cooperation and those who will do so in terms of submission of their publications. We would also like to express particular gratitude to the members of the Scientific Council, who kindly accepted the invitation to work together and to contribute to the creation of PNAP.

**Andrzej Kryński**, Head of Editorial Council,  
Prof. PhD, ThDr., Dr h.c. mult.,  
Rector of Polonia University in Czestochowa  
**Oksana Babelyk**, Editor in Chief,  
Doctor of Philology, Professor,  
Polonia University in Czestochowa

## ORGANIZATION OF PRESCHOOL EDUCATION IN UKRAINE: METHODOLOGICAL SUPPORT

**Tetiana Shynkar**

Lecturer at the Department of Preschool Education of Pedagogical Institute,  
Boris Grinchenko Kyiv University, Ukraine  
e-mail: t.shynkar@kubg.edu.ua, orcid.org/0000-0002-5656-2032

### Summary

The success of a preschool institution depends on the level of professional and pedagogical competence of preschool teachers. Therefore, the primary task is high-quality methodological support – providing systematic, timely assistance to teachers. Despite a number of research studies and the existing focus of attention to the problem of methodological support in educational institutions, there are currently almost no scientific studies devoted to the current state of the problem and its ways of reform. The analysis of periodicals of Ukraine is made, which is a reference point in the methodological work, contains useful recommendations, answers to important questions, tools for working with children, and is authoritative among teachers of the first link of education. The author specifies the approaches to aspects of methodological support in modern preschool educational institutions of Ukraine, namely: planning of methodological work; the image of the methodologist; use of innovative and interactive methodological forms in professional training of teachers.

**Keywords:** preschool educational institution, methodological work, methodological service, methodologist, periodical.

DOI: <https://doi.org/10.23856/3867>

### 1. Introduction

In modern conditions of education restructuring there is a need to change approaches to the activities of the methodological service in general and the organization of methodological support of preschool education in particular. Obviously, there should be a constructive and analytical review of the basic approaches, concepts, positions and strategies for the role, main tasks and functions of methodological support of preschool education. The National Doctrine of Education Development of Ukraine in the 21<sup>st</sup> century and the Law “On Preschool Education” identify priority areas for the development of preschool education, focusing on the need for its scientific and methodological support, introduction of new educational technologies, updating educational programs and methodological support for preschool educational institutions.

General theoretical aspects of methodological support in educational institutions are clarified in the works of I. Zhernosek, S. Maidanenko, V. Pavlenko, etc.; the content, forms and features of the organization of methodological work in modern preschool educational institutions are revealed in the works of Ya. Bentsyon, H. Bieliienka, K. Bila, A. Bohysh, O. Dolynna, I. Zhernosek, N. Havrysh, O. Kononko, V. Kryzhko, K. Krutii, A. Morozova, N. Savinova, L. Shvaika and others.

### 2. The concept of methodological support

Methodological support is a multifaceted concept involving a number of important tasks in preschool educational institution. Before identifying effective steps towards restructuring, we outline the conceptual apparatus.



Support is an action with the meaning “to go near” (*Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2001*).

Methodical support is a holistic systematic interaction of a methodologist and a teacher, aimed at helping to choose the most optimal way to solve a professional problem based on their professional and life experience in the conditions of a concrete educational institution (*Kylynych, 2016*).

Methodical service is a complex pedagogical system, which is an integral part of the system of professional development of teachers without leaving the main place of work.

Methodical work is a system of interrelated activities aimed at improving the pedagogical skills of preschool teachers, preschool specialists, the development of their creative potential, which greatly contributes to the growth of education and politeness of children (*Metodychnyi kabinet u dytyachomu sadku, 2008: 101*).

Methodical work is a systematic collective and individual activity of teachers, aimed at improving their qualification and professional skills (*Shvaika, 2007: 152*).

Methodical support in the preschool educational institution is provided by the director of the institution and the methodologist. Their task is to use accessible and at the same time effective methods of improving pedagogical skills, which will encourage teachers to improve their professional level, will enrich their pedagogical experience, will form their skills of independent analysis of their own professional competence.

Methodologist comes from the term “methodology”, a teacher with appropriate qualifications and pedagogical experience (*Slovnyk inshomovnykh sliv, 1985*).

Methodologist is a direct organizer of professional development of teachers, directs their self-education; organizational, methodological and managerial skills are important for the implementation of the main functions of methodologist (*Zhernosek, Kolibabchuk, 2001*).

The structural components of typical methodical work over the decades were: 1) group forms of methodical work (methodical associations of teachers, school for young preschool teachers, workshops, seminars, creative groups, counseling centers, pedagogical studios, interest clubs, etc.); 2) mass forms of methodical work (conferences, pedagogical readings, weeks of pedagogical skills, fairs of pedagogical ideas, methodical weeks, etc.); 3) individual forms of methodical work (internships, mentoring, independent work, consultations, competitions, elaboration of professional literature, etc.) (*Zhernosek, Kolibabchuk, 2001*).

H. Bielienska’s (2001) views should be taken into account by methodologists when planning work with teachers: in a structured form the professional competence of a preschool teacher looks like a “three-step pyramid” which is based on professional knowledge, on the basis of which skills are formed; individualization and their interpretation by personality become the basis for the development of professional abilities.

### 3. Regulatory and legal support

Methodical support as an important component of preschool education is directly related to the level of its organization, which requires analysis of regulations.

Methodical work is an important indicator of the success of a preschool educational institution and one of the main ways to reform education, defined by the State National Program “Education” (“Ukraine of the 21<sup>st</sup> century”), Laws of Ukraine “On Education”, “On Preschool Education”, “Basic Component of Preschool Education”.

The Law of Ukraine “On Education” gives organizational, personnel and academic autonomy to each educational institution. The teaching staff is responsible for the process and

result of the educational process of the preschool educational institution and methodical service in particular (*Zakonodavstvo Ukrainy*).

The Law of Ukraine “On Preschool Education” defines the tasks of scientific and methodical support of the preschool educational system and the structural departments of the education system of Ukraine that provide scientific and methodical support to the preschool education system:

- the central executive body that implements the state policy in the field of education, subordinated to it scientific and methodological institutions and higher pedagogical educational institutions, as well as research institutions of the National Academy of Pedagogical Sciences of Ukraine and the National Academy of Sciences of Ukraine;

- Central Institute of Postgraduate Pedagogical Education National Academy of Pedagogical Sciences of Ukraine;

- methodical offices and other scientific and methodical institutions subordinated to local education management bodies (*Zakonodavstvo Ukrainy*).

The activity of methodical support is concentrated in the methodical office of the preschool educational institution. The work of the methodical office is regulated by the Model Regulations on the methodical office of the preschool educational institution.

One of the tasks of methodical support is the implementation of internal monitoring of the quality of education in order to identify and track tendency in the development of the quality of education in the institution, establishing compliance of the actual results of educational activities within the state requirements for the content, the level of its volume of preschool education (Basic component of preschool education”) to its stated goals, as well as assessing the degree, direction and causes of deviations from the goals (*Ministerstvo osvity i nauky Ukrainy*).

#### 4. Periodicals as a component of methodical support

We believe that the components of methodical support in preschool education include publications of scientists and practitioners in periodicals of Ukraine, such as “Vykhovatel-metodyst doshkilnoho zakladu [Methodologist of preschool educational institution]”, “Metodychna skarbnyhka vykhovatel'ia [Methodical treasury of preschool teacher]”, “Praktyka upravlinnia doshkilnym zakladom [Practice of preschool institution management]”, “Doshkilne vykhovannia [Preschool education]”, “Palitra pedahoha [Palette of the teacher]” and others.

Monthly, the only specialized magazine in Ukraine for methodologists of preschool educational institutions “Vykhovatel-metodyst doshkilnoho zakladu [Methodologist of preschool educational institution]” is a reference point in methodical work, contains useful recommendations, answers to important questions, tools for working with children. In particular, the following important issues are raised: Generalize pedagogical experience without mistakes (*O. Staienna, 3, 2020*); Methodical week, or Life hacks of methodical support of teachers (*O. Polovina, N. Savinova, 12, 2018*); Secrets of operational management for a methodologist (*O. Sviatenko, 1, 2018*); SWOT-analysis as a tool of strategic planning of methodical work (*Ya. Draliuk, L. Hrynenko, 4, 2018*); To the methodologist for the new school year: an excerpt from normative documents (*N. Omelianenko, 9, 2017*); Methodical form of work on improving the professional skills of preschool teachers (*Yu. Tuzhenkova, 8, 2014*); Professional reflection of a methodologist as a tool for correcting interaction with teachers (*I. Kondratets, 10, 2014*); Interactive forms of work with teachers in the intertest period (*A. Kovalenko, 11, 2013*); Interactive methods in the system of improving the professional skills of teachers (*I. Kindrat, 6, 2012*); Portfolio as a means of teacher self-improvement (*M. Haliapa, 1, 2011*), etc.

The magazine “Metodychna skarbnyhka vykhovatel'ia [Methodical treasury of preschool teacher]” is useful in creating your own methodical treasury of the preschool educational institution to design the educational process, taking into account the characteristics of preschool children and the potential of pedagogical staff. The pages of the magazine cover the issues of planning and organization of work with children, presentation of traditional and new forms of work with children in accordance with the educational lines of the Basic component of preschool education (new edition).

The specialized magazine for the head of the preschool educational institution “Praktyka upravlinnia doshkylnym zakladom [Practice of preschool educational institution management]” is useful not only in managerial activity, but also in methodical work as well. In particular, articles: Seminars, webinars or courses: is it possible to choose the form of advanced training “to your mind” (*V. Bozhynskyi*, 3, 2020); Educational program: to compose or not? (*S. Nerianova*, 10, 2019); The concept of development of pedagogical education: emphasis on practice (*N. Omelianenko*, 9, 2018); Methodical autonomy or execution according to instructions, or the right of an educational institution to choose a program (*T. Nosacheva*, 1, 2018); Educational platform – the environment for becoming a successful education manager (*T. Pyroh*, 4, 2017); Self-education of teachers (*T. Hurkovska*, 7, 2016), etc.

Magazines “Doshkilne vykhovannia [Preschool education]”, “Palitra pedahoha [Palette of the teacher]” are also popular in Ukraine.

Researchers N. Havrysh and V. Zhelanova (2009) in the article “Understand another to get closer to yourself” propose to use videos of various forms of educational process, followed by the inclusion of teachers during training sessions in reflective-analytical activities. The authors believe that traditional forms of methodical work in preschool educational institutions, such as attending open classes and other forms of work have lost their professional development potential, the analytical aspect of this work has become purely formal, and the classes themselves have become a demonstration “show” of a preschool teacher's self-presentation.

O. Staienna (2020) in the article “Generalize pedagogical experience without mistakes” provides beginner methodologists with life hacks that will help structure the work and avoid mistakes in describing and presenting promising pedagogical experience.

As a result of the analysis of periodicals in Ukraine on preschool education, we can define approaches to aspects of activity of methodical support in modern institutions of preschool education: planning of methodical work; the image of the methodologist; use of innovative and interactive methodical forms in professional training of teachers.

## 5. Conclusions

Summarizing stated above, we can assume that high-quality methodical support should not provide methodical assistance, but create conditions for the development and improvement of pedagogical activities of the staff of preschool educational institution. Radical changes in the activities of the methodical service, in our opinion, lie in the plane of three vectors: reforming the structural system and directing the activities of the methodical service (shifting the emphasis in the implementation of methodical support for professional development of teachers); functional updating of the content and activity of the methodologist; the need to align traditional methodical forms of work with teachers and new challenges and contents of education. We consider the specified vectors of changes of activity of methodical service as perspectives of the further researches.

## References

- Bielienska, H.V. (2011). Formuvannia profesiinoi kompetentnosti suchasnoho vykhovatelya doshkilnoho navchalnoho zakladu: monohrafiia [Formation of professional competence of a modern educator of a preschool educational institution: monograph] – Kyiv: Universytet [in Ukrainian].*
- Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy [Large explanatory dictionary of the modern Ukrainian language] (2001) Busel, V. (Ed.). Kyiv: VTF Perun [in Ukrainian].*
- Havrysh, H.V., Zhelanova, V. (2009) Zrozumity inshogo, shchob nablyztyts do sebe [Understand another to get closer to yourself] // Vykhovatel-metodyst doshkilnoho zakladu, 6: 7–13 [in Ukrainian].*
- Kylynych, O.A. (2020) Metodychnyi suprovid uprovozhdzennia innovatsiinykh tekhnolohii u navchalnyi protses [Methodical support of introduction of innovative technologies in educational process]. Retrieved from: [http://nmc-pto.zp.ua/wp-content/uploads/2015/04/Kulinich-O.A.\\_Metodychnyj-suprovid-uprovozhdzennia-innovatsiinykh-tehnolohij-u-navchalnyj-protses.pdf](http://nmc-pto.zp.ua/wp-content/uploads/2015/04/Kulinich-O.A._Metodychnyj-suprovid-uprovozhdzennia-innovatsiinykh-tehnolohij-u-navchalnyj-protses.pdf) (date of application: 28.04.2020) [in Ukrainian].*
- Metodychnyi kabinet u dytyachomu sadku [Methodical office in preschool institution] (2008). Kyiv: Shkilnyi svit [in Ukrainian].*
- Metodychna robota v DNZ [Methodical work in preschool educational institution] (2007) Shvaika, L.A. (Ed.). Kharkiv: Vyd. hrupa “Osnova” [in Ukrainian].*
- Nakaz ministerstva osvity i nauky Ukrainy “Pro zatverdzhennia pryirnogo Polozhennia pro metodychnyi kabinet zakladu doshkilnoi osvity” [Order of the Ministry of Education and Science of Ukraine “On approval of the model Regulations on the methodical office of the preschool educational institution”] № 372 (2018, April 14). Ministerstvo osvity i nauky Ukrainy. Retrieved from: <https://mon.gov.ua/ua/npa/pro-zatverdzhennia-primirnogo-polozhennia-pro-metodychnyj-kabinet-zakladu-doshkilnoyi-osviti> (date of application: 15.03.2020) [in Ukrainian].*
- Slovnnyk inshomovnykh sliv [Dictionary of foreign words] (1985) Melnychuk, O.S. (Ed.). Kyiv. Retrieved from: <https://zakon.rada.gov.ua/laws/main/2628-14> (date of application: 02.05.2020) [in Ukrainian].*
- Staienna, O. (2020) Uzahalniuete pedahohichniy dosvid bez pomylok [Generalize pedagogical experience without mistakes] // Vykhovatel-metodyst doshkilnoho zakladu, 3: 7–13 [in Ukrainian].*
- Zakon Ukrainy “Pro doshkilnu osvitu [Law of Ukraine “On Preschool Education”]. Zakonodavstvo Ukrainy. Retrieved from: <https://zakon.rada.gov.ua/laws/main/2628-14> (date of application: 14.03.2020) [in Ukrainian].*
- Zakon Ukrainy “Pro osvitu” [Law of Ukraine “On Education”]. Zakonodavstvo Ukrainy. Retrieved from: <https://zakon.rada.gov.ua/laws/show/2145-19> (date of application: 14.03.2020) [in Ukrainian].*
- Zhernosek, I.P., Kolibabchuk, V.I. (2001) Orhanizatsiia viddilom osvity naukovo-metodychnoi roboty v raioni: navchalno-metodychnyi posibnyk [Organization of scientific and methodical work in the district by the department of education: Educational and methodical manual]. Kyiv [in Ukrainian].*