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У монографії висвітлюються актуальні питання сучасного розвитку соціально-гуманітарної сфери України та світу. Досліджуються проблеми креативного розвитку педагогіки, соціології, філософії, психології, соціальних комунікацій, спорту, фізичної культури, туризму, мистецтвознавства, культурології, філології, історії, економіки, управління, права. Монографія буде корисною науковцям, викладачам, здобувачам вищої освіти, а також широкому колу осіб, які цікавляться питаннями сучасного розвитку соціально-гуманітарної сфери.

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**Розділ перший.****Педагогіка, соціологія, філософія, психологія,  
соціальні комунікації**

1.1.	Викладання дисципліни «Педагогіка» у форматі змішаного навчання	...	6
1.2.	Methodical approaches to the formation of geological and geomorphological skills of students in the study of school geography	...	9
1.3.	Cartometric knowledge and skills as a component of cartographic literacy of schoolchildren	...	16
1.4.	The role of industrial practice in the formation of professional and pedagogical competence of the future teacher of geography	...	21
1.5.	Formation of an athlete's personality and development of his human capital as an object of educational policy in the field of sports	...	29
1.6.	Features of the introduction of specialized training of high school students in sports	...	36
1.7.	Professional competence as a normative complex-integrative characteristic of the personality of a future physical education teacher	...	42
1.8.	The essence of professional training of future teachers of physical culture in a pedagogical institution of higher education	...	47
1.9.	Organizing and conducting physical education classes with students of the special medical group in higher education institutions	...	52
1.10.	Synergistic approach of improvement of professional competence of physical culture teacher	...	56
1.11.	Основні аспекти підготовленості фахівців економічного напрямку до дотримання культури професійного спілкування	...	64
1.12.	Освіта під прицілом: історія і сучасність	...	70
1.13.	Особливості вертикальної гендерної сегрегації в університеті (на прикладі Варшавського та Чернівецького університетів)	...	79

- |       |   |     |    |
|-------|---|-----|----|
| 1.14. | Application of integrated technologies in the system «General educational institution – institution of higher education» in preparing future specialists-teachers of ecological and biological industry | ... | 83 |
| 1.15. | V. O. Sukhomlynskyi ideas in the modern educational space of preschool education institution (Online club "Vasil Sukhomlynskyi and the present")  | ... | 89 |

## **Розділ другий.**

### **Мистецтвознавство, культурологія, філологія, історія**

- |      |  |     |     |
|------|--|-----|-----|
| 2.1. | Концептосистема матримоніального конфліктного розмовного дискурсу                                      | ... | 97  |
| 2.2. | Знахідки мечів у скарбах доби бронзи Закарпаття  | ... | 103 |
| 2.3. | Секуляризація культури та формування «секулярних релігій» у сучасній культурі                          | ... | 111 |
| 2.4. | Особливості дизайн-проектування рекламних фотографічних композицій                                     | ... | 116 |
| 2.5. | Категорія дивного у мовній картині світу Р. Рігза («Казки про дивних»)                                 | ... | 124 |
| 2.6. | Вплив соціолінгвістичних чинників на запозичення в англomовному медичному дискурсі                     | ... | 131 |
| 2.7. | Особливості людиноцентризму як сучасного інструменту розвитку культурно-креативного простору в Україні | ... | 139 |

## **Розділ третій.**

### **Спорт, фізична культура, рекреація, туризм**

- |      |  |     |     |
|------|--|-----|-----|
| 3.1. | Напрями впровадження інновацій в туристичному бізнесі  | ... | 144 |
| 3.2. | Training tools and the direction of their use in improving the physical qualities of wrestlers | ... | 149 |
| 3.3. | Характеристика екотуристичного потенціалу України в умовах війни                               | ... | 154 |
| 3.4. | Organization of animation programs in different types of youth tourism                         | ... | 162 |
| 3.5. | Гастрономічний туризм: поняття та класифікаційні ознаки  | ... | 169 |
| 3.6. | Vaccination as one of key elements of health save  | ... | 174 |
| 3.7. | Розвиток системи пілатес в історичному контексті   | ... | 178 |

**Розділ четвертий.**  
**Економіка, юриспруденція, політика,**  
**публічне адміністрування**

4.1.	Проблеми становлення та перспективи ефективного розвитку репутаційного менеджменту українських підприємств і організацій за глобалізаційних умов	...	184
4.2.	Застосування уніфікованих стратегій розвитку моніторингу логістичної діяльності українських підприємств та європейської співдружності	...	189
4.3.	Характеристика державного регулювання господарської діяльності	...	198
4.4.	Соціальний збиток від дорожньо-транспортних пригод на автомобільному транспорті в Україні	...	205
4.5.	Біоекономіка: соціально-економічний аспект	...	209
4.6.	Фінансовий потенціал підприємства: сутність та підходи до оцінювання	...	217
4.7.	Вплив війни на туристичний бренд України	...	223
4.8.	Financial instruments as a tool to support the economy: Ukrainian and international experience	...	227
4.9.	Ensuring competitiveness and development of self-government through mechanisms of management of health and sustainable education	...	233
4.10.	Теоретичні аспекти організаційно-економічного забезпечення інноваційного розвитку	...	237
4.11.	Інновації – основа розвитку економіки України	...	247
4.12.	Економічна наука в Харкові (від Т. Степанова до І. Сокальського)	...	255

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## **1.6. Features of the introduction of specialized training of high school students in sports**

Profile education is a type of differential education that takes into account the educational needs, inclinations and abilities of students and creates conditions for high school students to study in accordance with their professional self-determination, provided by changes in goals, content, structure and organization of the educational process.

The purpose of specialized training is to provide opportunities for equal access of student youth to general secondary and initial pre-vocational training, lifelong learning, capable of self-realization, professional growth in modern society. Profile training is aimed at the acquisition by high school students of skills of independent scientific and practical, research activities, development of creative, moral, physical qualities, the desire for self-development and self-education. The main tasks of specialized training are: creating conditions for consideration and development of educational and cognitive and professional interests of high school students in the process of general education, the formation of readiness for conscious choice and mastery of future professions. Profile training is based on the following principles: furcations (distribution of students according to the level of educational training, interests, needs, abilities and inclinations); variability and alternatives (educational programs, learning technologies and educational and methodological support); continuity and continuity (between pre-professional training and specialized training, vocational training); flexibility (content and forms of organization of specialized training, including distance learning; providing the possibility of changing the profile); diagnostic and prognostic feasibility (identification of students' abilities for the purpose of their reasonable orientation to the learning profile).

The structure of profile education is dominated by the profile, which provides in-depth study of the cycle of related subjects: basic, profile and elective courses. Basic (general education) subjects are required for all profiles. Profile general education subjects realize the goals, tasks and content of each specific profile (social-humanitarian, natural-mathematical, technological, artistic-aesthetic, sports). In our case, the basic general

education subject is physical culture, and the profile general education subjects within, for example, gymnastics profile in sports are fitness, various types of aerobics, choreography, dance, rhythmic, sports, art, athletic and aesthetic gymnastics. Profile subjects are studied in depth and provide an applied focus of learning through the integration of knowledge, motor skills, development of physical qualities.

Ukraine has experience in developing specialized training in sports, which focuses on acquainting high school students with the main forms of professional activity of a physical education teacher or coach in the chosen sport. This contributes to the development of individual professional abilities and the expansion of ideas about the specifics of physical culture and health and sports activities.

In the program of specialized training in physical culture, physical training is of great importance as a process of developing physical qualities and improving the functional capabilities of the body, influencing the creation of favorable conditions for improving all aspects of training and education of high school students.

One of the main directions of reforming general secondary education in Ukraine is the introduction of specialized education in high school, the planned transition to which began in 2003.

The adoption of the Laws of Ukraine «On Education», «On General Secondary Education», the Concept of specialized education in high school, the National Doctrine of Educational Development, became the basis for the introduction of specialized education in secondary school. In pursuance of the above documents, the Institute of Pedagogy of the Academy of Pedagogical Sciences of Ukraine has developed a Concept of specialized training. According to current documents, the senior school should function as a profile, which creates favorable conditions for taking into account the individual characteristics, interests and needs of students and orients students to one or another type of future professional activity [7, 9].

The main tasks of specialized training are: creating conditions for consideration and development of educational and cognitive and professional interests of high school students in the process of general education, formation of readiness for conscious choice and mastery of future profession [2, p. 21].

Recent publications, which have begun to solve this problem, suggest that the problem of specialized education in high school is being developed by teachers from around the world: France, Sweden, England, USA. They proved that the differentiation of education is one of the main organizational principles of secondary schools abroad for many decades. In Ukraine, the

study in gymnasiums, lyceums, colleges, specialized schools was considered by such scientists as N. Bibik, L. Denysenko, M. Zubaliy, L. Ivanova, P. Sikorsky, N. Shiyan and defined it as specialized [3, 4, 5. 12]. Today, the profiling of high school is the dominant direction of the school in the structure of which is allocated to the specialized training of high school students in order to assist them in choosing the direction of further specialized education [11, p. 180]. However, in the field of theory and methods of physical education, some issues remain unresolved. In pedagogical science, the issues of preparation of future physical education teachers for specialized training in high school in the field of sports have not been studied.

The purpose of specialized training, as stated in the Concept, is to provide opportunities for equal access of young students to general education and initial pre-vocational training, lifelong learning, education of individuals capable of self-realization, professional growth and mobilization in reform. modern education [3, p. 2-3].

Each region has the peculiarities of the development of the education sector and, accordingly, its own ways of solving the problem of profile differentiation. Therefore, each educational institution must provide a variety of specialized training in primary school, to determine its content and scope, because the conscious choice of the child depends on the correct orientation of her further education.

The form of implementation for specialized training is the introduction of elective courses and training differentiation. The content for specialized training should contain not only a list of special courses or electives, but also information, counseling, psychological and pedagogical diagnostics, ie analogous to career guidance work in senior classes, which provides a «field of broad activity» [12, p.40].

To solve a number of problems identified by this article, it is necessary to explore the following theoretical and practical areas:

1. In contrast to in-depth study, in which one or two subjects are studied more widely than provided by the curricula of secondary schools, and other subjects are studied at the general level, specialized training involves creating conditions for specialized, in-depth training of students to continue education or conscious choice of professional activity.

2. General profile and initial pre-professional training of students, aimed at creating conditions for the education of individuals capable of self-realization and self-actualization, professional growth and mobility in a market, high-tech economy, the formation of students' scientific-practical and research opportunities, and ability to self-development and self-education.



3. The organization of specialized training involves the use of various forms, the choice of which is determined by the following factors: the number of classes in parallel, the number of profiles, staffing, interests of students and their parents, material and technical base [1, pp. 49-55].

Of course, in the city, district center, rural area are completely different educational networks. Accordingly, the real opportunities for high school students are so qualitatively different that it is necessary to prepare students for the choice of study profile, taking into account these differences, specifics. However, the analysis of our survey of students does not reveal much difference in their pre-vocational orientation of rural and urban schools. Out of 24 profiles (excluding the universal profile) of further education, secondary school students identified as the most priority (social-humanitarian, natural-mathematical, technological, artistic-aesthetic, sports) and current areas of profile differentiation. At the same time, the tendency to ignore professional directions of sports profile is clearly determined, which demonstrates the low popularity of this direction within the secondary school [8].

Profile training should be introduced only in those educational institutions where there is a proper material and technical base, software and methodological support, teachers have certain learning technologies and students have motivation. Profiles of study are chosen by the school itself according to its capabilities, desires and interests of students and parents [10].

The use of various forms of organization of specialized education in high school requires the formation of internal factors – specialized classes in secondary schools; profile groups in multidisciplinary secondary schools; profile training according to individual curricula, and external factors – interschool profile groups, profile boarding schools, support schools, educational complexes [5, p. 5-6].

The introduction of specialized training requires a review of the content of the educational process, aimed at transforming from reproductive to productive and able to prepare students not only for the creative application of acquired knowledge and skills, but also continuous self-improvement.

Let's focus on the conditions that, in our opinion, will contribute to the effective implementation of specialized training at the senior level of general secondary education.

First – in order to provide educational space to reveal the abilities of students in a particular activity and their personal growth, it is necessary to form specialized classes (or within them – diverse groups) taking into account

the infrastructure of settlements and the labor market for promising professions;

Secondly, – to pay attention to out-of-school institutions as a basis for creating conditions for the organization of specialized training;

Third – to assign a special role in the formation of a specialized school to training and retraining of teachers who must have non-traditional teaching technologies;

Fourth, teachers who teach disciplines in specialized classes should be aware of the role of elective courses in shaping the professional orientation and pre-professional competence of students. In this regard, it is desirable to have a comprehensive curriculum of profile subjects, supplemented by author's courses with justification of the value for each profile;

Fifth, to bring the current legal framework for the development of specialized education to the current legislation: to do this, it is necessary to amend the statutes of secondary schools in order to provide specialized training at the in-school and out-of-school levels [6, p. 32].

As we can see, today we can talk about a qualitatively new stage in the development of ideas in Ukraine for the profiling of high school. At the same time, the analysis of scientific sources provided an opportunity to identify the main areas of research of Ukrainian scientists related to the implementation of the Concept of specialized education in high school. As a result, scientifically sound systems for specialized and specialized education in secondary schools of II-III degrees have been developed and created.

However, at the practical level, the issue of high school profiling still needs to be resolved. It is necessary to develop scientific and methodological support for this process, experimentally test the model of training and technology of organization of specialized training in secondary schools.

Today, the problem of providing general education in urban and rural schools with highly qualified physical education teachers is a particularly acute problem. This is due to the long-term practice of training teachers in traditional fields (philologists, mathematicians, humanities) and the lack of attention to the formation of highly professional staff of secondary school teachers, which led to this problem nationwide. The current practice in pedagogical higher educational institutions forms a low social status of a physical education teacher. As a result, there is a clear decrease in interest in this professional activity, the traditions of the national school of physical education are becoming weak and destroyed, the prestige of the profession of physical education teacher is declining. Under the influence of modern educational doctrines and long-term comprehensive programs, this situation must change radically [4, p. 1-5].

The problematic situation at the regional level is confirmed by the data obtained from the survey. According to the results of the survey, some trends can already be said today, namely: only 14% of surveyed schools (10 schools in total) have documented sports profiling in the following physical education courses and elective courses – volleyball, basketball, tennis, football and rhythmic. Thus, in recent years, physical education lags far behind other educational areas.

But despite this, the interest of many physical education teachers, school administrators and some parents is growing. Many of them are concerned about the organization of specialized training in physical education in sports.

Particular attention should be paid to the problem of contradictions between the need to provide the population with a wide range of high quality educational services and the inability to do so at the level of each secondary school.

We believe that the organization of specialized training of high school students in secondary schools will be effective under the following conditions:

- creation of a unified management system for the high school profiling process;
- development of the necessary tools for identifying educational conditions, forecasting the demand for certain profiles, as well as determining the optimal forms of organization of specialized training in secondary schools of each district (city) region;
- creation of original models of organization of profile training;
- taking into account global trends in the development of specialized schools: improving the quality of basic secondary education and optimizing the structure of specialized education in high school;
- modernization of the system of professional development of pedagogical and managerial staff of education, aimed at ensuring the readiness of educators to work in a specialized school;
- creation of a system for monitoring the quality of specialized training.

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## **1.7. Professional competence as a normative complex-integrative characteristic of the personality of a future physical education teacher**

A physical education teacher is a pedagogical worker, a specialist in physical culture and sports, who has higher or special pedagogical education and the appropriate educational and qualification level, who organizes and carries out educational work with students of secondary schools to form their physical culture, promote harmonious development of personality, formation of positive character traits, strengthening of health, improvement of physical and psychological preparation for active life.

Dynamic social and cultural transformations, deep transformations in the educational sphere, accompanying the integration of Ukraine into the European educational community, cause continuous changes in the professional activities of modern teachers. It is impossible for a modern specialist to prepare for the requirements of the present only by expanding the subject content of professional training, because they have a supra-subject character and have a certain universality. Preparedness for professional activity today is not limited to a systematic set of knowledge, skills and abilities – it requires certain socially and professionally significant qualities, established motives, a conscious need for professional growth and self-development and more. This objectively determines the reorientation of education systems to the competency paradigm [11].

In modern pedagogy, the professional competence of teachers is actively studied, and approaches to the disclosure of its essence and