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This Journal, the *Scientific Letters of Academic Society of Michal Baludansky* has been conceived by the founders of Academic Society of Michal Baludansky as a printed platform for exchanging knowledge between university scholars and experts from different countries who take a keen interest and activities of the outstanding scientist, educator and statesman Michal Baludansky.

Шановний читачу,

пропонований журнал «*Scientific Letters of Academic Society of Michal Baludansky*» задуманий засновниками Академічного співтовариства Михайла Балудянського як друкування видання з обміну знань між вченими і фахівцями університетів різних країн, що мають безпосереднє відношення до життя і діяльності видатного вченого, педагога і державного діяча Михайла Балудянського..

Lenka Dubovicka,
editor

CONTENTS

- 08 Absaliamova Yana**
THE FACTORS OF INFLUENCE ON PROFESSIONAL SELF-REALIZATION OF THE FOREIGN LANGUAGE TEACHER OF A TECHNICAL HIGHER EDUCATIONAL ESTABLISHMENTS
- 11 Adamovska Marianna**
UKRAINIAN TOURISM IN THE CONTEXT OF DIGITAL REALITY: TRENDS AND PROSPECTS
- 17 Afonina Olena**
CHOREOGRAPHIC ART OF POSTMODERNISM
- 20 Balatska Natalia, Kozeletska Iryna**
SUCCESSFUL EXPERIENCE OF ENGLISH SCHOOL VOCATIONAL GUIDANCE IN THE CONTEXT OF ADVANCED EDUCATIONAL APPROACHES
- 24 Drozdova Iryna, Shcherbyna Ella**
MODERN PROBLEMS OF THE THEORY OF ARTS IN THE CONTEXT OF DECOMMUNION
- 28 Fedchyshyn Olha**
SPECIFIC ASPECTS OF HUMANIZATION AND HUMANITARIZATION OF PHYSICS IN PREPARATION OF THE MODERN PUPIL
- 32 Gorlatova Olena**
FIRST UNIVERSITIES OF THE MIDDLE AGES
- 35 Huliienko Serhii, Leschenko Oksana**
EXPERIMENTAL DETERMINATION OF HYDRAULIC RESISTANCE OF SPIRAL-WOUND MEMBRANE MODULES
- 42 Hurska Olena**
FORMING PROFESSIONALLY SIGNIFICANT QUALITIES OF FUTURE IT SPECIALISTS IN THE PROCESS OF FOREIGN LANGUAGE TRAINING
- 46 Ivanova Tetiana**
SOCIALLY RESPONSIBLE INVESTMENTS OF ENTERPRISE IN THE CONTEXT OF INTERNATIONAL INTEGRATION
- 50 Kachmarchyk Svitlana, Khrystiuk Svitlana**
PEDAGOGICAL CONDITIONS AND METHODOLOGY OF PROFESSIONAL COMMUNICATION CULTURE FORMING OF FUTURE MANAGERS OF FOREIGN ECONOMIC ACTIVITY
- 56 Kazak Iryna**
IMPROVEMENT OF THE DESIGN OF AN ELECTROMAGNETIC VIBRATOR OF THE ELECTROVIBRATOR FEEDER WITH A GOAL OF INCREASING EFFICIENCY
- 60 Khomenko-Semenova Lesia, Kokareva Anzhelika**
DEVELOPMENT OF CREATIVITY IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE PRACTICAL PSYCHOLOGISTS
- 65 Viktoriia Khrutba, Andriy Khrutba, Margaryta Rayets**
PROJECT-RELATED APPROACH OF COMMUNICATION MANAGEMENT IN SOLVING LOCAL ENVIRONMENTAL PROBLEMS
- 70 Kononenko Ganna**
TOPICAL PROBLEMS OF DEVELOPMENT OF HIGHER EDUCATION IN UKRAINE
- 74 Kovtun Eduard**
ACTUALITY OF THE IMPACT OF QUALITY OF ADMINISTRATIVE DECISIONS ON THE MANAGEMENT SYSTEM OF THE ENTERPRISE
- 77 Kozlova Olga**
VIOLATION OF COMMUNICATIVE PRINCIPLES BECAUSE OF THE OPPOSING VIEWS OF THE SPEAKERS
- 80 Lysak Olga**
INTERNATIONALIZATION OF LEARNING CONTENT OF FUTURE SPECIALISTS IN UKRAINIAN HEI
- 84 Mazur Inna**
INFLUENCE IN ADMINISTRATIVE TRANSFORMATIONS IN 20S OF THE XX CENTURY ON DEVELOPMENT OF PROVINCE CITIES UKRAINE
- 87 Melnychuk Oleh, Melnychuk Olha**
LEGAL REGULATION OF SOCIAL INSURANCE IN GERMANY IN THE 20'S. XX CENTURY

ЗМІСТ

- 08 **Абсалямова Яна**
ФАКТОРИ ВПЛИВУ НА ПРОФЕСІЙНУ САМОРЕАЛІЗАЦІЮ ВИКЛАДАЧА ІНОЗЕМНИХ МОВ
ТЕХНІЧНОГО ВИШУ
- 11 **Адамовська Маріанна**
УКРАЇНСЬКИЙ ТУРИЗМ В КОНТЕКСТІ ЦИФРОВОЇ РЕАЛЬНОСТІ: ТЕНДЕНЦІЇ І ПЕРСПЕКТИВИ
- 17 **Афоніна Олена**
ХОРЕОГРАФІЧНЕ МИСТЕЦТВО ПОСТОМОДЕРНІЗМУ
- 20 **Балацька Наталія, Козелецька Ірина**
УСПІШНИЙ ДОСВІД ПРОФОРІЄНТАЦІЙНОЇ РОБОТИ В ШКОЛАХ АНГЛІЇ В КОНТЕКСТІ
ЗАГАЛЬНИХ ОСВІТНИХ ТЕНДЕНЦІЙ
- 24 **Дроздова Ірина, Щербина Елла**
СУЧАСНІ ПРОБЛЕМИ ТЕОРІЇ МИСТЕЦТВА КОНТЕКСТІ ДЕКОМУНІЗАЦІЇ
- 28 **Федчишин Ольга**
ОКРЕМІ АСПЕКТИ ГУМАНІЗАЦІЇ ТА ГУМАНІТАРИЗАЦІЇ ФІЗИКИ У ПІДГОТОВЦІ СУЧАСНОГО
УЧНЯ
- 32 **Горлатова Олена**
ПЕРШІ УНІВЕРСИТЕТИ СЕРЕДНЬОВІЧЧЯ
- 35 **Гулєнко Сергій, Лещенко Оксана**
ЕКСПЕРИМЕНТАЛЬНЕ ВИЗНАЧЕННЯ ГІДРАВЛІЧНОГО ОПОРУ СПІРАЛЬНИХ МЕМБРАННИХ
МОДУЛІВ
- 42 **Гурська Олена**
ФОРМУВАННЯ ПРОФЕСІЙНО ВАЖЛИВИХ ЯКОСТЕЙ МАЙБУТНІХ ФАХІВЦІВ У ГАЛУЗІ
ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ В ПРОЦЕСІ ІНШОМОВНОГО НАВЧАННЯ
- 46 **Іванова Тетяна**
СОЦІАЛЬНО ВІДПОВІДАЛЬНІ ІНВЕСТИЦІЇ ПІДПРИЄМСТВА В КОНТЕКСТІ МІЖНАРОДНОЇ
ІНТЕГРАЦІЇ
- 50 **Качмарчик Світлана, Христюк Світлана**
ПЕДАГОГІЧНІ УМОВИ ТА МЕТОДИКА ФОРМУВАННЯ КУЛЬТУРИ ПРОФЕСІЙНОГО
СПІЛКУВАННЯ У МАЙБУТНІХ МЕНЕДЖЕРІВ ЗОВНІШНЬОЕКОНОМІЧНОЇ ДІЯЛЬНОСТІ
- 56 **Казак Ірина**
УДОСКОНАЛЕННЯ КОНСТРУКЦІЇ ЕЛЕКТРОМАГНІТНОГО ВІБРАТОРА
ЕЛЕКТРОВІБРАЦІЙНОГО ЖИВИЛЬНИКА З МЕТОЮ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ РОБОТИ
- 60 **Хоменко-Семенова Леся, Кокарева Анжеліка**
ПРОФЕСІОНАЛЬНА ПОДГОТОВКА БУДУЩИХ ПРАКТИЧЕСКИХ ПСИХОЛОГОВ:
КРЕАТИВНИЙ КОНТЕКСТ
- 65 **Хрутьба Вікторія, Хрутьба Андрій, Расць Маргарита**
ПРОЕКТНО-ОРІНТОВАНИЙ ПІДХІД УПРАВЛІННЯ КОМУНІКАЦІЯМИ ПРИ ВИРШЕННІ
МІСЦЕВИХ ЕКОЛОГІЧНИХ ПРОБЛЕМ
- 70 **Кононенко Ганна**
АКТУАЛЬНІ ПРОБЛЕМИ РОЗВИТКУ ВИЩОЇ ОСВІТИ В УКРАЇНІ
- 74 **Ковтун Едуард**
АКТУАЛЬНІСТЬ ВПЛИВУ ЯКОСТІ УПРАВЛІНСЬКИХ РІШЕНЬ НА СИСТЕМУ МЕНЕДЖМЕНТУ
ПІДПРИЄМСТВА
- 77 **Козлова Ольга**
ПОРУШЕННЯ МАКСИМ ПРИНЦИПУ СПІЛКУВАННЯ ЧЕРЕЗ ПРОТИРІЧЧЯ СУБ'ЄКТІВ
- 80 **Лисак Ольга**
ІНТЕРНАЦІОНАЛІЗАЦІЯ ЗМІСТУ НАВЧАННЯ МАЙБУТНІХ ФАХІВЦІВ УКРАЇНСЬКИХ ВНЗ
- 84 **Мазур Інна**
ВПЛИВ АДМІНІСТРАТИВНИХ ТРАНСФОРМАЦІЙ 1920-Х РР. НА РОЗВИТОК ГУБЕРНСЬКИХ
МІСТ УКРАЇНИ
- 87 **Мельничук Олег, Мельничук Ольга**
ПРАВОВЕ РЕГУЛЮВАННЯ СОЦІАЛЬНОГО СТРАХУВАННЯ В НІМЕЧЧИНІ У 20-Х РР. ХХ СТ.

Fedchyshyn Olha

SPECIFIC ASPECTS OF HUMANIZATION AND HUMANITARIZATION OF PHYSICS IN PREPARATION OF THE MODERN PUPIL

Abstract

Humanization and humanitarization of education belong to the global problems of our time. They define certain content, the essence and purpose of the new paradigm – social and personal education. The concept of the modern paradigm of education is, first of all, that education is seen as an activity the purpose of which is the development of personality. The basis of the educational process is not an abstract social order, but a program of a child's development as a personality. The problems of humanization and humanitarization of education are of great scientific and practical importance, they cause a keen interest of scientists and teacher-practitioners and are the subject of extensive discussion in the scientific literature. Humanization of education draws the attention of the school and teachers to the personality of the child, the trust in him/her, the adoption of his/her personal goals, requests and interests; creation of the most favorable conditions for the disclosure of the abilities and talents of the child for her full-fledged life at each age stage, and for his/her self-determination. Humanitarization of education is reorientation of education from the substantive content principle of teaching the foundations of science to the study of the integral picture of the world and above all the world of culture, the human world, the formation of pupils' humanitarian and systematic thinking; a system of measures aimed at the priority development of general-cultural components in the content, forms and methods of teaching, and thus on the formation of a personal maturity of pupils, the development of their creative abilities

The article is devoted to the actual problem of implementation of the principles of humanization and humanitarization in the study of disciplines of the natural-mathematical cycle, and physics in particular. The emphasis is placed on the meaning of humanization for the development and self-development of modern pupils; the directions of humanization and humanitarization of physical education are singled out; the principles of humanization and humanitarization in the educational process; the role and functions of the teacher in realizing the humanistic approach in the educational process are highlighted.

Keywords: humanization of education; humanitarization of education; educational process; process of teaching physics.

Федчишин Ольга

ОКРЕМІ АСПЕКТИ ГУМАНІЗАЦІЇ ТА ГУМАНІТАРИЗАЦІЇ ФІЗИКИ У ПІДГОТОВЦІ СУЧАСНОГО УЧНЯ

Анотація

Гуманізація та гуманітаризація освіти належать до глобальних проблем сучасності. Вони визначають певний зміст, суть і мету нової парадигми – соціально-особистісної освіти. Концепція сучасної парадигми освіти полягає, насамперед, у тому, що освіта розглядається як діяльність, мета якої – розвиток особистості. В основі навчально-виховного процесу лежить не абстрактне соціальне замовлення, а програма розвитку особистості дитини. Проблеми гуманізації та гуманітаризації освіти мають важливе наукове та практичне значення, вони викликають жвавий інтерес науковців і педагогів-практиків та є предметом широкого обговорення у науковій літературі. Гуманізація освіти привертає увагу школи й педагогів до особистості дитини, довіру до неї, прийняття її особистісних цілей, запитів і інтересів; створення максимально сприятливих умов для розкриття здібностей і обдарувань дитини для її повноцінного життя на кожному з вікових етапів, для її самовизначення. Гуманізація освіти ґрунтується на відображенні в освітньому процесі гуманістичних тенденцій, які визнані найвищою цінністю людської особистості.

Гуманітаризація освіти передбачає переорієнтацію освіти з предметно-змістового принципу навчання основ наук на вивчення цілісної картини світу, на формування в учнів гуманітарного й системного мислення; розвиток загальнокультурних компонентів у змісті, формах і методах навчання, на формування особистісної зрілості учнів, розвиток їх творчих здібностей.

Стаття присвячена актуальній проблемі реалізації принципів гуманізації та гуманітаризації при вивченні дисциплін природничо-математичного циклу, зокрема фізики. Акцентовано увагу на значенні гуманізації для розвитку та саморозвитку сучасних учнів; виокремлено напрями гуманізації та гуманітаризації фізичної освіти; принципи гуманізації та гуманітаризації в освітньому процесі; висвітлено роль та функції вчителя при реалізації гуманістичного підходу у навчально-виховному процесі.

Ключові слова: гуманізація освіти, гуманітаризація освіти, освітній процес, процес навчання фізики.

Relevance of the problem

Humanization and humanitarization of education belong to the global problems of our time. They define certain content, the essence and purpose of the new paradigm – social and personal education. The concept of the modern paradigm of education is, first of all, that education is seen as an activity the purpose of which is the development of personality. Consequently, the basis of the educational process is not an abstract social order, but a program of a child's development as a personality. The modern educational system in Ukraine aims to ensure that every pupil has favorable conditions for his/her development and self-development.

That is, the task of a modern Ukrainian school is the formation of a harmoniously developed personality, the formation of a humanistic world outlook, the spiritual world of a pupil who is aware of his/her belonging to the

world community, his/her morality, general culture, that is, in the learning process elements of the natural sciences and humanitarian components of the world culture must form a coherent image of reality that will allow pupils to navigate freely in the world around them. This, first of all, is relevant in the study of subjects in the natural and mathematical cycle.

That is why physics should be considered in all its forms and manifestations, as well as depending on other aspects of human being. In other words, modern teaching of physics at school should be somehow humanized.

Theoretical and methodical aspects of humanization and humanitarization in the educational process

Humanization of education is based on the reflection in the educational process of humanistic tendencies that are recognized as the highest value of the human person.

The purpose of the article is to highlight the main ideas of humanization and humanitarization in the study of physics by pupils in modern conditions. The problems of humanization and humanitarization of education are of great scientific and practical importance, they cause a keen interest of scientists and teacher-practitioners and are the subject of extensive discussion in the scientific literature.

Domestic and foreign teachers consider humanization and humanitarization of education as a way of implementing the general-didactic principle of humanism. This is outlined in the writings of the Renaissance philosophers: R. Agricola, L. Bruni, H. Vives, T. More, F. Rabelais, I. Reichmann, E. Rotterdam, as well as in the works of philosophers, writers and teachers: P.A. Grabovskiy, E. Kant, M.I. Pirogov, M.G. Smotrytskyi, L.M. Tolstoi, K.D. Ushynskiy and others [6].

The general problems of humanization and humanitarization of education were covered by Sh.O. Amonashvili, Yu.K. Babanskyi, O.I. Bugayov, S.U. Goncharenko, V.R. Ilchenko, B.T. Likhachov, V.G. Razumovskiy, L.V. Tarasov, M.I. Romanenko, I.A. Ziaziun, G.O. Ball, V.G. Kremen and others.

As Honcharenko S.U. notes, the humanization of education is a central component of the new pedagogical thinking, which involves a review of reassessment of all components of the pedagogical process in the light of their human creative function. Humanization of education draws the attention of the school and teachers to the personality of the child, the trust in him/her, the adoption of his/her personal goals, requests and interests; creation of the most favorable conditions for the disclosure of the abilities and talents of the child for her full-fledged life at each age stage, and for his/her self-determination. Humanization of education considers the development of a student as the main meaning of the pedagogical process [2].

Humanitarization of education is reorientation of education from the substantive content principle of teaching the foundations of science to the study of the integral picture of the world and above all the world of culture, the human world, the formation of pupils' humanitarian and systematic thinking; a system of measures aimed at the priority development of general-cultural components in the content, forms and methods of teaching, and thus on the formation of a personal maturity of pupils, the development of their creative abilities [2].

Humanitarization involves significant changes in the content and processes of teaching. One of the practical directions of the humanitarization of education in Ukraine is to increase the share in the structure of teaching subjects of the humanitarian cycle and increasing their role. The humanitarization of education also involves the synthesis of humanities, natural sciences and technical knowledge, their organic combination, which forms the basis of forming a coherent picture of the world; the study of humanities, social humanitarian subjects, as well as the effective use of the humanitarian potential of the subjects in the natural and mathematical cycle [5].

Among the general directions of humanization and humanitarization of physical education one can single out:

- an increase in the content of education of knowledge about man, mankind and humanity;
- allocation of the humanitarian aspect of all educational subjects;
- inclusion in the training courses of the elements of history, philosophy, theory of knowledge, and methodology of science;
- disclosure of the social and cultural importance of physical education.

The principles of humanization of the educational process include: formation of cooperation relations between all participants in the pedagogical process; education in participants of the pedagogical process of moral and emotional culture of relationships; formation of pupils' emotional and valuable experience of understanding a human being; creation of material and technical conditions for the effective functioning of the pedagogical process, which brings up a humane personality – sincere, humane, friendly, with a developed sense of self-esteem and respect for the dignity of others [1].

However, in order to make scientific knowledge perceived by contemporary pupils at the proper level, it is necessary to exercise flexible and tactful influence on the intellectual and emotional world of the pupil, as well as to reveal the contents of the training course so that the cultural, and, accordingly, personal value of physical education will become apparent for the pupil. Such a transformation is achieved with the help of historical, scientific and socio-cultural approaches in the consideration of fundamental physical concepts, ideas and notions.

In recent years, the ideas of – humanizing school education and teaching physics have been developing significantly. At the same time, some general trends in the humanization of teaching of physics in school have been determined: the inclusion in the curriculum of the elements of the history of philosophy, the theory of scientific knowledge, the methodology of science, the disclosure of the social and cultural significance of physics; the teaching material for the lesson should be selected so that simultaneously with the information on the phenomena and processes of nature, the methods of its learning one could form the ability to view the laws of nature through universal human values. Natural sciences and humanities have their own specific features that distinguish them and, at the same time, tie each other. Specificity, for example, of physical scientific knowledge lies in their high

objectivity, logic and reliability. At the same time, physics as a science has a humanitarian potential, which, as yet, is not widely used in mass pedagogical practice. The reason for this phenomenon is that this problem is not sufficiently worked out at the technological level. First of all, there should be a «pedagogical intervention» in the content of educational material in physics with an emphasis on its humanization.

The problem of humanizing education cannot be solved without proper training of teachers.

Realizing the basic ideas of humanization and humanitarization of physics, in educational activities, teachers should distinguish the following goals of teaching physics:

- mastering a complex of physical knowledge, skills and abilities necessary for: a) daily life at a high quality level and professional activity whose content does not require the application of knowledge in physics that goes beyond the needs of everyday life; b) studying at the modern level educational subjects of natural sciences and humanitarian cycles;
- realization of the possibilities of physics in shaping the outlook of pupils, forming of their scientific picture of the world;
- familiarization with the role of physics in the development of human civilization and culture, in the scientific and technological progress of society, in modern science and technology [9].

In order to increase the initiative, responsibility, and pupils' autonomy, teachers pay special attention to the model of organization and interaction of teachers and students at the lesson. To this end, the teacher in the educational process should systematically focus pupils' attention on the issues that reveal the content of physics as a science (the essence of scientific knowledge, methods of its research); as a type of activity; 'beauty' of the experiment and theoretical constructions; the ratio of rational and intuitive in the research process; connection of achievements of science with 'inaccuracies'; paradoxes in the development of science; confrontation of science and anti-science; the specifics of the activities of the scientist; the benefits of science for an individual and for mankind as a whole.

In the implementation of the humanistic approach in the educational process in physics, the role and functions of the teacher are as follows:

- the teacher is the carrier of the necessary information for pupils on the subject when studying the new educational material;
- the teacher acts as an observer if the pupils work in small creative groups and provides them with individual counseling assistance.
- the teacher is a consultant in case pupils are working on a particular project, situational tasks and need advice and recommendations on the content of the tasks;
- when performing educational activities the teacher should be a psychologist and determine the mood, state of health and activity of pupils. With the help of pedagogical and psychological techniques, the teacher should be able to maintain a high level of their physical and mental ability to work at the lesson.

The theory and practice of the humanistic concept is oriented on the individualization and differentiation of teaching, strengthening of positive motivations of learning, activating the creativity of a contemporary pupil, taking into account individual abilities in the formation of self-learning and self-education mechanisms, creating favorable conditions for the individual development of each pupil [3].

The humanitarization of education also involves the synthesis of humanities, natural sciences and technical knowledge, their organic combination, which forms the basis of forming a coherent picture of the world; the study of humanities, social and humanitarian subjects, as well as the effective use of the humanitarian potential of subjects in the natural and mathematical cycle. Physics should be considered in conjunction with other aspects of human life. At the lessons, in order to increase the effectiveness of teaching physics, one should consider a person as an object of physical knowledge, reveal the relationship between science, philosophy and religion, science and state policy; the role of physical achievements for the development of science and technology, in explaining phenomena, reflection of science in literature and art, etc. It is important to show students the wide use of physical knowledge, methods in various fields of modern human activity, while demonstrating and substantiating the cultural value of physics as a science on the examples of studying specific educational subjects.

Therefore, in order to stimulate the students' creative activity during the study of physics, it is necessary to emphasize the methodological and philosophical principles and to teach physics in this regard without interruption from common cultural values (philosophy, history, technology, art), demonstrating its place in the world culture. In the lessons of physics, it is important to emphasize the significant influence both on scientific and technological progress, and on all aspects of society's life, in particular on human culture.

Conclusion

Humanization and humanitarization of education determine the orientation of the goals, content, forms and methods of teaching on the personality of the pupil, harmonize his/her development, envisaging the recognition of the uniqueness of the pupil, his/her activity, inner freedom, and spirituality. The essence of the educational process is the purposeful transformation of social experience into the experience of personal, the involvement of a person to the entire wealth of culture.

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