

вирішувати конфлікти і співпрацювати. Вважаємо за потрібне у подальшому зробити спробу адаптувати дану форму аудиторних занять із майбутніми педагогами в умовах закладу вищої освіти.

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PEDAGOGICAL VIEWS OF V. SUKHOMLYNS'KYI AND THE DEVELOPMENT OF CREATIVE PERSONALITY OF STUDENTS IN THE EDUCATIONAL PROCESS OF XXI CENTURY

Modern changes in the Ukrainian school have raised the problem of forming the competence of a student of a comprehensive educational institution. One of the key competencies of students now is the need to study throughout their lives. How is it related to the

student's creative thinking? If a student can apply acquired knowledge in practice, he will understand that with time such knowledge is not enough for him and he will continue his education. At the same time, he will try to find some creative approach to studying.

We find it necessary to show how the concept of creativity in modern pedagogical science is interpreted. Creativity (from Latin *creatio* – creation) is a creative, innovative activity; creative abilities of the individual which are characterized by the ability to produce fundamentally new ideas, they are a part of the structure of giftedness as an independent factor. Under creativity we understand the ability to generate unusual ideas, to deviate from the traditional schemes, to solve problem situations quickly [3].

Creative abilities are considered as individual psychological abilities of a person that meet the requirements of creative activity and are a condition for its successful implementation; they are associated with the creation of a new, original product, with the search for new means of action, etc.

Today, both in pedagogy and psychology, as well as in the teaching methods of certain subjects, creativity and art are considered to be synonyms and are used as one unit.

Modern legislative and regulatory documents, in particular the Law of Ukraine «On Education», the National Strategy for the Development of Education in Ukraine for 2012–2021, the National Doctrine of Education Development, the Concept of profile education in high school, and the reform of the Ministry of Education and Science of Ukraine «New Ukrainian School» show a special interest of the state in the formation of a highly developed personality, who combines obtained knowledge with the ability to study for his/her whole life.

All these innovations are completely in line with V. V. Sukhomlynskyi's main conceptual ideas regarding the formation of a student's creative personality.

We can name a lot of scientists I. Bekh, I. Ziaziun, O. Ya. Savchenko, O. V. Sukhomlyns'ka, V. K. Buriak, L. V. Babich and others, who thoroughly analyzed the pedagogical views of V. O. Sukhomlyns'kyi on the development of a creative personality. However, this problem is of interest to us from the standpoint of the formation of such a person in terms of the development of innovative and information technologies.

Therefore, the purpose of our scientific research is to study how V. O. Sukhomlynskyi's views on the development of a creative personality can be put into practice in the 21st century. To accomplish this goal, it is necessary to do the following tasks: 1) to single out the approaches to learning that V. O. Sukhomlynskyi developed and introduced into the educational process; 2) to offer our own models of work with students which contribute to the formation of a student's creative personality.

Every modern teacher is familiar with

humanistic pedagogy of V. O. Sukhomlyns'kyi, which is based on respect for the student, the ability to see in him/her a unique personality, to appreciate the freedom and dignity of the child, the ability to create appropriate pedagogical conditions for the development of a fully developed person.

Nowadays, it is one of the most important slogans of the New Ukrainian School, where education focuses exclusively on the formation of a child's personality, on integrated education without overlearning and will be aimed at the development of individual vital competencies. Since we are not working in this educational experiment, we can not give definite examples of the practical application of the stated issues.

However, personally oriented training, which takes into account the individual peculiarities, age, physical and physiological characteristics of each child, is currently one of the most common technologies for teaching students in secondary and high schools. Where and how can we observe it?

For example, in Ukrainian / English lessons. Each student today has almost perfectly knowledgeable skills. So why not ask him to prepare his own vision for the problem in the form of a presentation or a scientific report based on the research? This is an example.

We suggest the example of the integrated lesson of Ukrainian and English. Subject: Lexicology. The Ukrainian and borrowed words. Neologisms, the 10th grade.

We combine the students into three groups, each group is offered the following tasks: the 1st group creates a dictionary of cyber neologisms; the 2nd group records videos based on interviews with their parents and teachers regarding the use of English words in everyday life, at work, in communicating with friends, etc.; the 3rd group produces a list of modern political vocabulary.

Although, this is not a lesson in nature, as V. O. Sukhomlyns'kyi practiced in Pavlysh secondary school, but for today's children it is absolutely natural to have an online environment, then why not use it for educational purposes.

When giving instructions to his teachers, the headmaster V. O. Sukhomlyns'kyi wrote: «The development of curiosity, consistency, flexibility, independence of mind is facilitated by such methods of influence on internal psychical processes in which the student contemplates examining a wide range of facts, phenomena for studying the problem» [6, p. 251]. From this quotation it is quite clear that the well-known teacher on the basis of any training set the principle of studying the material. And it follows from this systematic education.

At present, research interest is one of the most conducive factors in the development of mental abilities of students. Let us consider the

application of the research method of teaching on the example of studying monosyllable and incomplete complex sentences in the Ukrainian language.

Modern textbooks in the Ukrainian language for the 8th form give such a definition of one-member sentences: one-member sentences are divided into two types: with the main part of sentence – a predicate; with the main part - a subject [2, s. 130]; ... in which there is only one main part of sentence, in the form of a subject or a predicate, for understanding the meaning of the statement [1, s. 102]; sentence, the grammatical basis of which consists of one main part of the sentence, is called one-member. The second main part of sentence is not required for such sentence, since the meaning of the sentence is clear. [4, p. 72].

Therefore, many students form a clear idea that the one-member is a sentence, which has only one main part of the sentence. It is the emphasis on the presence of only one component of the grammatical basis of the sentence and leads to a confusion of concepts simple and incomplete two-member sentences. In order to teach students to distinguish them, the teacher should focus not on the number of components of the predicative center, but on the need to update another missing member of the sentence. For example, in the sentence *Спокійні очі. Сива голова (Л. Костенко)* is only one main member of the sentence – subject, and there is no need to understand the meaning of this sentence, since there is no secondary member of the sentence that would presuppose a predicate. This, of course, is a one-member nominative sentence.

In order to prove that the sentence *Я вперше в Києві (Л. Костенко)* is an incomplete two-member sentence, students need to conduct a linguistic study: to establish, whether or not it is necessary to use a predicate in this sentence. How to do it? First, determine whether the meaning of the sentence is understandable. Next, you need to check if there are no such secondary parts in the sentence, which may depend only on the predicate. Consequently, although this sentence contains only one main part and the meaning of the whole sentence is quite understandable, but the construction of the sentence itself requires the addition of a missed predicate, which makes a one-member sentence incomplete two-member sentence. So, conducting such or any other study is intended to form certain training competences for students.

V. O. Sukhomlyns'kyi's views on the development of students' creativity are also interesting and absolutely unique. The great teacher wrote: «creativity does not come to children with some inspiration ... Creation must be taught ... At first, the children repeated my own works, gradually they went to an independent

description of the paintings of nature that excited them – the individual process of children's creativity began» [6, p. 206]

At present, for the purpose of forming the language competence of students by school programs in Ukrainian and English, it is necessary to perform various creative tasks, such as: work-descriptions of the subject, interior; work-reflection; create stories about an event about the life, etc. In our opinion, a special place in our modern language learning system is essays, which, according to a new program in the Ukrainian language and literature, pupils have to write in secondary schools. And the process of checking the students' creative abilities completes the work with the IEE: for the Ukrainian language it is a composition, and for English it is a letter.

An essay is a small piece of work in which the author must outline his own vision of the problem, give his/her point of view. The essay has a special structure and form: it is mainly a story with questions that are not always answered. In this work, the paragraphs may not be related, but all content must reflect the views or reflections of the author. Such a genre of creative work can systematize knowledge, and maybe «reveal» a certain problem, which is no less important for the present.

There are some reasons why we are interested in writing essays. Firstly, because such a work can not be found on the Internet or in mass prints such as the «Golden Series of Student Works». And secondly, with the help of an essay it is possible to trace the student's ability to think, the level of fluency, vocabulary, and so on.

Consequently, the 21st century does not deny the views by V. O. Sukhomlyns'kyi in the middle of the previous century on the development of students' creative abilities, but rather broadens and improves the range of such work and brings it to the formation of speech competence. Reflections of the teacher and the headmaster of the Pavlish School, of course, can form a professional image of the teacher for several centuries, and the pedagogical heritage V. O. Sukhomlyns'kyi can still be investigated by scientists.

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**ТЕОРІЯ ПРИРОДОВІДПОВІДНОГО ВИХОВАННЯ У ПЕДАГОГІЦІ
ВАСИЛЯ СУХОМЛИНСЬКОГО**

Постановка та обґрунтування актуальності проблеми. У нове тисячоліття людство увійшло, відпрацювавши загальні принципи організації суспільного життя, які визнані абсолютною більшістю країн світу. Це – демократія, гуманізм, дотримання прав людини, визнання інтересів особистості пріоритетними в суспільстві, створення

можливостей для самореалізації кожної особистості, екологізм людської життєдіяльності. Наразі, перед українською освітою постали нові важливі завдання, від вирішення яких залежить майбутнє держави. По-перше, це необхідність реформування системи освіти у відповідності до нових суспільних вимог. По-друге, виходячи із