

Abstract. Gerasymova I. V., Gerasimova N. E. On the issue of organizational structure and educational model of communicative skills of future managers.

Introduction. Mastering the future of professional managers of hotel and tourism industry provides application readiness communicative skills related to personal Selector, reflection, of sense, organizational and other functions manager. Of particular interest is the problem of communicative self-esteem due to personal professional development of young specialists.

Scientific research, conducted recently showed that young managers of the hotel and tourism industry with a sufficient level of professional achievement usually have high requirements for ourselves and appropriate stable, adequate self-esteem. This is natural, given that such important personality traits are influenced by real professional achievement and assessment of the immediate environment (for example, while studying at the university).

Purpose. The article aims to clarify the structure of the pedagogical model of communicative skills of future managers.

Methods: theoretical analysis, system analysis, questioning, testing, methodological analysis.

Results. The theoretical and empirical research allowed to develop organizational and pedagogical model of communicative skills of future managers of hotel and tourism industry in the course of their studies at university.

Originality. Investigated that the efficiency of forming personal and professional qualities of future specialists-managers of hotel and tourism industry based on their gender characteristics, the level of communication skills in the training depends on a number of subjective and objective factors.

Conclusion. The theoretical and empirical research allowed to develop organizational and pedagogical model of communicative skills of future managers of hotel and tourism industry in the course of their studies at university. It is proved that the organizational and pedagogical model professional manager of hotel and tourism industry as a variant of sexual identity reflects the quality professional in a broad sense to effectively operate in a dynamic world, and includes the following components: cognitive, personal, operational, motivational-value.

Keywords: manager; hotel and tourism industry; organizational and pedagogical model; communicative skills; sexual identity; gender approach.

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THE EMOTIONAL COMPONENT OF A FAMILY EDUCATION PROCESS

Анотація. Проаналізовано емоційний складник основних понять педагогіки сімейного виховання, а саме: процесу родинного виховання, виховного потенціалу родини, методів родинного виховання, батьківської позиції у вихованні, виховного середовища сім'ї. Визначено чинники, що впливають на розвиток і збагачення емоційної сфери дитини: емоційний стан матері і батька, стосунки між подружжям, емоційний тон спілкування матері і батька з дитиною, предметно-просторове середовище дитини, природа.

Ключові слова: сім'я; процес родинного виховання; методи виховання; батьки; вимога; стиль спілкування батьків з дітьми; тон мовленнєвого впливу; емоційне виховання дітей у родині.

Introduction. An important task of family education pedagogic is the argumentation of correlation of social and family education and investigation of its rules.

Comparison of two forms of educational activities makes it possible to establish a number of differences between them. In general, they can be described as a clear goal-setting, scientific substantiation, planning, consistency in achieving objectives in public educational system; naturalness, emotionality, informality in the process of family education. All these components are integral parts of family life.

Pedagogical impact in family is emotional, intimate, and personality-centered in character. Family education is full of human feelings, chiefly parents' love to children. Taking into account all mentioned above we should say that the problem of child's emotional development in a family is quite relevant.

These features of family education influence the conceptual framework of the family education pedagogic. Thus, such concepts as «family as a social and educational system», «educational potential of family», «pedagogical culture of parents», «parental authority» are used along with the terms that carry emotional component in their contents: «parental love», «style of parental behavior», «parental attitude» and others.

The **purpose** of the article is to analyze the emotional component of the basic concepts of family education pedagogic.

Results. Features of emotional sphere of children have been investigated in psychology (I. Bech, L. Vygotsky, A. Zaporozhets, O. Kulchytska, J. Neverovych, I. Soprun and others) The education of the child's emotional attitude towards himself and peers (S. Ladyvir, T. Pyrozhenko Z. Plokhii, T. Ponimanska, I. Lapchenko and others); emotionally – valued attitudes to nature (V. Marshytska) elder preschoolers' and junior schoolchildren's sense of humor (N. Starovojtenko) were analyzed in some pedagogical research papers. A. Surzhenko's thesis is the subject of interest for our study as well (Education of a Happy Child in a Modern German Family).

Originality. Pedagogic in general and pedagogic of family education in particular, use quite delicately concepts that characterize the emotional component of various educational processes. According to Charles A. Amonashvili there are no concepts: «heart», «love» in textbooks of pedagogic, because they are not measured, they are non-material, they can't be the object of scientific studies [1].

However, taking into consideration specific character of a family as a social and pedagogical system, most of the concepts of pedagogic of family education are directly or indirectly connected with emotions and feelings. Description of specifics of family education, personalities (father, mother, grandfather, grandmother, etc.) is impossible without the use of such terms.

In the course of investigations of the features of family education process, communication of parents and children, and family breeding, the researchers emphasize their personality-oriented nature (E. Sermiyazhko, V. Chechet, P. Shcherban and others). In particular, V. Chechet indicates an exclusiveness of family education because of its emotional nature. It is the author's opinion that it contributes «satisfaction of personality's needs of respect, recognition, sympathy, support, psychological protection. It provides emotional stabilization and retains and strengthens the psychophysical health of each family member; makes it possible to understand correctly the spiritual world of other people» [10, p. 6].

One of the fundamental concepts of family pedagogic is the process of family education. Pedagogical (educational) interaction between teachers and pupils can be considered as micro-model of the process. Verbal and nonverbal mutual influences in the system «parents – children» are used in the process of this interaction. They are accompanied by certain emotions.

The child follows adults the ways of partnership, adopts their linguistic culture and communication style (A. Goncharenko). That's why the obligatory element of teacher's speech is its expression (emotion), that is the pronounced attitude to what's going on, and to whom it appeals. Expression is achieved by the parents' ability to pick and choose the exact word; by phrase construction; by usage of literary facilities: adjectives, metaphors, comparisons, hyperbole, proverbs and variety of intonations (A. Bogush) The researcher [2] stresses that

emasculation, emotionality, vividness and verbal support of joint actions with a child inherent to Ukrainian family communication, national education and training methods.

Describing teaching requirements as a method of family education T. Kravchenko and I. Trubavina [11] distinguish 4 tones of speech effect of adults on children:

«Strict» – with appropriate facial expression, mimicry; that is remarkable for brief, convincing, slow tempo of speech (laconic, non-loud);

«Indifferent» – without emotional coloring, monotonous;

«Hysterical», accompanied by shouts, threats, demonstrates the teacher's incontinence, his irritability, unfriendliness, lack of logic and inconsistency of actions and, therefore, uncertainty, confusion of parents in a particular situation;

«Pleading», that conveys uncertainty of parents in fulfillment of the requirement. It in some way diminishes the role as an adult educator.

The concept of tone to characterize the level (degree) of the emotional state of relations in the children's group was introduced into pedagogic by A. Makarenko. The educator has identified the following styles of children's group: excited, brash, loud, sorrowful, understated, pessimistic, major. The last one was characterized by cheerfulness, merry mood, and constant readiness for action [9]. Described emotional tones can be transferred to the family.

Based on this thesis, the given classification can be completed by «harmonic» tone of parents' communication, that provides quiet, gentle tone, kind smile, demonstrates friendliness, affection, concern and respect to the child as a companion. Non-verbal expressions of parental love, attention and support are very important for a child: friendly and open look, mimic approval of child's action, smile; embrace that remove fear, anxiety, worry, and self-doubt.

Pedagogic of family education is based on the classification of the types of fathers' and mothers' roles offered in psychology. Among them there is a well known classification of roles for mothers W. Levy [2]. A neutral role in it could easily turn into a negative, built on emotional dependence «mother – child» (e.g., mother – nurse – maid – servant ...; mother – teacher – leader – the owner – a tyrant ...).

A. Barkan, T. Kulikova distinguish types of mothers according to the relationship styles with children: calm, balanced; careful, melancholic, confident, imperious; as parents: «Dad – Mom», «Mom – Dad», «Karabas – Barabas», «skipjack – grandmother», «good fellow», «under the heel», which are built on the emotional attitude to a child, to the world. Calm and balanced mother is described by the authors as a model, optimum alternative of the behavior. Among the proposed types of parents none is recognized as the best.

P. Shcherban [13] describes a woman – mother as an inexhaustible source of goodness and forgiveness and emphasizes the matriarchal nature of Ukrainian families and equal position of women in the family.

A. Kuzminsky, V. Omelianenko [5] in their textbook determine the desired traits of a father – kind, fair, smart, strong, brave, hardworking, careful; attention is played to the child's attitude to him – loved, respected.

B. Kovbas, V. Kostiv [4, p. 86] underline differences between father's and son's communication style and mother's one in the level of emotion. They point out such components as kindness and strictness, humor and gentleness, reproach, sincerity. The authors characterize father's features: conciseness, reticence of feelings, and moderation in actions.

S. Zhyhalin [3] differentiates between father's and mother's role when describing father's attitude. Father's attitude is manifested in the dominance of subject-instrumental function in education; mother's determinative function is expressive and emotional one.

Thus, the scientists emphasize the importance of family's emotional state, mother's in particular, in the educational process.

Mother is the primary child's teacher. The well-known educators Y. Komensky, A. Makarenko, J.-H. Pestalozzi, V. Sukhomlinsky emphasized it. People's pedagogics confirms this thesis too. Mother opens the world to the child, she introduces a child to the environment;

creates the conditions for interaction between the child and the environment; she defends and protects the child. Love, kindness, gentleness, peace, happiness – these features are appreciated today, they build up the «ideal» woman, mother, grandmother. These features have been cherished in people's pedagogic. The «ideal» mother is a woman who is in harmony with herself and the world. A mother, according to V. Sukhomlinsky, with «blind maternal love» doesn't always feel harmony and scope in relations with a child. She doesn't even look for it, but acts conventionally by copying her mother. Thus she considers her actions absolutely correct, indisputable. She is not able to introspect and transform her own thoughts and actions. The emotional state of such mothers increases the «educational» effect.

Mother's emotions form the emotional sphere of a child. Psychological researches focused on the study of the emotional state of pregnant women (A. Zakharov, S. Meshcheryakova, G. Filippova and others). The emotional state of women, mothers today is complicated, unstable, it significantly affects the emotional state of children, the relationship with a husband and children, the educational process in general. However, the problem of the emotional state of modern mothers of all age groups and possible ways of its stabilization requires further investigations. Traditionally, a mother in a Ukrainian family is a keeper who has always created a positive emotional and moral-psychological atmosphere; a father has always tried to educate children with love and respect to their mother. [8] A woman has always brought up children with respect to their father.

V. Sukhomlinsky glorified the beauty of human relationships in the family. He underlined their role in bringing up emotionally stable, happy personality. In a great number of V. Sukhomlinsky's works, which are devoted to family education and «parent pedagogic», the concepts of humanistic pedagogic are used; a high sense of «parental love» is among them. V. Sukhomlinsky wrote in «Parental pedagogic» [10] that «we create a man with the help of love – the love of mother and father, father's and mother's love for people, a deep lively faith in the beauty and dignity of a man. Beautiful children are growing up in those families where both parents love each other and at the same time love and respect people. I immediately see a child whose parents love each other deeply, beautifully and faithfully. This child is full of peace and harmony, deep mental health, open-hearted believe in good, faith in human beauty ...».

One of the educational functions of parents is a result of parental love. P. Shcherban [13] when characterizing these functions, underlined that parents should act to be for the child: first, the source of emotional warmth and support; second, a higher court authority, manager of benefits; thirdly, a model and example to follow; fourth, a friend and an advisor.

The emotional relationship between parents, love, affection, kindness, happiness and pleasure of communication in a happy family form the unique feeling of warmth and comfort of the native place, the desire of a child to create the same conditions for his or her children in the future. To paraphrase Célestin Freinet, happy parents bring up happy children.

Expressions of happiness in the family, such as laughter, good humor, smile also play an important role in education. Reflecting on the pedagogical value of a smile, Sh. Amonashvili says that it has no place in the strict hierarchy of scientific terminology, it can be called neither method nor principle or law of training and education. However, laughter brings together, restores the lost emotional ties, creates common happiness among relatives.

Positive emotional relationships between relatives are born from a single source – love, and serve an integral part of the educational environment of the family, namely its social and behavioral parts.

Social and behavioral environment of the child is produced on the basis of examples of communication, models of parents' behavior and other relatives in the family life; the object-spatial environment includes the objective environment. Native home decoration was of great significance for creating emotionally positive, cheerful educational environment in Ukrainian family: carved furniture, embroidery and decorative painting introduced beauty, sense of happiness, life optimism.

The nature itself, mother earth, flowering gardens, sun, sky, stars, rivers, lakes, streams and springs carried away the beauty, filled the child with joy and love, inspiration to create; and then the heart and hands created beauty, bearing the good to the world.

So powerful resources and educational family environment nurtured, strengthened the educational potential of Ukrainian families. Mostly, it relied on emotional and positive educational environment, creating optimal conditions for the family education process.

Conclusion. Thus, most papers on family education pedagogic give descriptions of features and optimal emotional state of parents, based on their images, that were created in folk pedagogic. Psychological research of these problems adds to the investigations. Among the main factors that influence the development and enrichment of the emotional sphere of a child we can identify emotionally positive educational environment that is created by positive emotions of parents and children in the process of their communication; by aesthetic object-spatial environment, and happy communion with nature.

In our opinion, further studies of emotional component of family education pedagogic concepts promote the development of the conceptual apparatus of this scientific field.

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Abstract. Demidenko Tatiana. The emotional component of a family education process.

Introduction. *The article analyzes the emotional component of the basic concepts of pedagogic of family education: the process of family education, family educational potential, methods of family education, parental position in education, the educational environment of the family in particular. The factors that influence the development and enrichment of the child's emotional sphere are defined: mother's and father's emotional state, relationships between spouses, the emotional tone of mother's and father's communication with a child, object-spatial environment of the child, nature.*

The purpose of the article is to analyze the emotional component of the basic concepts of family education pedagogic.

Results. *Features of emotional sphere of children have been investigated in psychology. The education of the child's emotional attitude towards himself and peers; emotionally – valued attitudes to nature elder preschoolers' and junior schoolchildren's sense of humor were analyzed in some pedagogical research papers. A. Surzhenko's thesis is the subject of interest for our study as well (Education of a Happy Child in a Modern German Family).*

Conclusion. *Thus, most papers on family education pedagogic give descriptions of features and optimal emotional state of parents, based on their images, that were created in folk pedagogic.*

Psychological research of these problems adds to the investigations. Among the main factors that influence the development and enrichment of the emotional sphere of a child we can identify emotionally positive educational environment that is created by positive emotions of parents and children in the process of their communication; by aesthetic object-spatial environment, and happy communion with nature.

In our opinion, further studies of emotional component of family education pedagogic' concepts promote the development of the conceptual apparatus of this scientific field.

Key words: family; process of family education; parenting practices; pedagogical methods; demand; communication style of parents with children; emotional education of children in the family.

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СТРАТЕГІЧНІ НАПРЯМИ РЕФОРМУВАННЯ ПЕДАГОГІЧНОЇ ОСВІТИ І МОДЕЛЕЙ МОДЕРНІЗАЦІЇ УПРАВЛІННЯ ОСВІТОЮ В ЗАРУБІЖНИХ КРАЇНАХ

Анотація. Розглянуто міжнародний досвід підготовки майбутніх учителів. Проаналізовано специфічні внутрішні національні, зовнішні загальноєвропейські та світові напрями розвитку вищої педагогічної освіти. Виявлено тенденції впливу інтеграції та транснаціоналізації на механізм забезпечення якості педагогічної освіти. Визнано необхідним поєднувати національні та загальноєвропейські стандарти освіти. З'ясовано особливості змісту професійної підготовки вчителів, формування їхньої професійної компетентності. Акцентовано увагу на тому, що зміст шкільної української освіти має бути основним дієвим інструментом її реформування та приведення у відповідність до загальноєвропейського контексту, потреб сьогодення. Зазначено, що дуальний характер будь-якої національної освіти полягає, з одного боку, у збереженні доброго міцного коріння національної культури, з другого – у адекватному оновленні, що спрямоване на підготовку особистості до життя в динамічному взаємозалежному світі. З'ясовано, що на модернізацію європейської освіти значною мірою вплинули географічні та суспільно-економічні трансформації, які привели до підвищення мобільності європейських громадян. Доведено, що провідна ідея підготовки майбутніх учителів до міжкультурної взаємодії ґрунтується на необхідності врахування світових глобалізаційних та інтеграційних процесів розвитку теорії й практики педагогічної освіти, принципів мультикультурності, поліетнізму в поєднанні з тенденціями регіоналізації. Досліджено і проаналізовано три групи нових професійних компетентностей сучасного вчителя. Обґрунтовано можливі шляхи творчого використання прогресивних ідей зарубіжного досвіду в Україні.

Ключові слова: інтеграційні процеси; загальноєвропейські компоненти; європейські цінності та орієнтири; стандарти країн ЄС; мультикультурність; поліетнізм; глобальні тенденції; модернізація; компетентності; креативність; інноваційність; комунікативність; професіоналізація; практично-орієнтована освіта.

Постановка проблеми. Теоретичні розробки науковців різних галузей наукових знань у цілому створюють можливості для реформування сфери освіти, оновлення теоретико-методологічної бази задля системних пошуків стратегій реформування освіти і моделей модернізації управління освітою, що дозволять раціонально розв'язувати