ПРОБЛЕМИ, НАДБАННЯ
І ПЕРСПЕКТИВИ ВІТЧИЗНЯНОЇ
ТА ЗАРУБІЖНОЇ ПРОФЕСІЙНОЇ ОСВІТИ

ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ ФОРМУВАННЯ ЦІННОСТЕЙ МАГІСТРІВ ГУМАНІТАРНОЇ ГАЛУЗІ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

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У статті з'ясовано перспективність для процесу підготовки магістрів гуманітарної галузі тих традиційних педагогічних технологій, що містять сукупність методів, форм, прийомів і засобів, спрямованих на формування цінностей загальної культури і професійної діяльності: модульних, тьюторських, проєктувальних, індивідуальних як найбільш уживаних у світовій та вітчизняній практиці підготовки фахівців магістерського рівня. Визначено, що у процесі вибору освітніх технологій як структурних компонентів системи підготовки магістрів гуманітарної галузі (спеціальностей 031 Релігієзнавство, 032 Історія та археологія, 034 Культурологія, 033 Філософія, 035 Філологія) на аксіологічних засадах формується інноваційне освітнє середовище, ґрунтоване на принципах: відкритого навчання; опертя на інформаційні технології; проєктування інтегрованого змісту освіти; застосування інноваційних педагогічних підходів до формування й розвитку загальнолюдських і професійних цінностей; зміни традиційної ролі університетського викладача із транслятора знань на освоєння ним місії наставника, консультанта, старшого колеги. Доведено необхідність креативного застосування сугестивно-педагогічної технології розвитку цінностей гуманітаріїв у єдності трьох напрямів: пряме навіювання (імперативне й мотивоване); використання каталізаторів ефективності (музика, рольова гра, театралізація); аналіз власного ціннісного досвіду. До перспектив дослідження віднесено обґрунтування в контексті обраної проблеми інноваційних аспектів технології, асинхронного навчання та пошук методичних основ реалізації сугестивно-педагогічних методик на засадах аксіологічного наукового підходу.

Ключові слова: педагогічні технології, професійна підготовка, магістри гуманітарної галузі, загальнолюдська культура, фахові цінності, сугестивно-педагогічна технологія професійної діяльності.

Formulation of the problem. The task of master's degree efficiency in the system of humanitarian higher education is currently intensifying the search of modern means of training competitive personnel by universities, which leads to the design of an axiologically oriented educational process, the leading feature of which is appropriate traditional and innovative educational technologies. Educational sciences have developed fundamental ways of substantiating and implementing technologies that are called pedagogical or educational, that is, those that ensure the formation of certain significant competencies and the systematic identification of aspects of the quality of professional training. With regard to the concept of «pedagogical technologies», it is known that a characteristic feature of modernization processes in the field of professional education is their implementation on the basis of a technological scientific approach, the essence of which is that personality formation is considered as a technological process thanks to a clearly defined sequence of steps aimed at achieving the planned goal, which allows you to obtain results with predetermined quantitative and qualitative parameters.

The analysis of the latest researches and publications makes it possible to state that in our country a significant number of works devoted to the implementation of the technological approach in education, the study of its genetic aspects, the substantiation of scientific positions regarding classification, the definition of the conceptual and terminological apparatus and the essence of educational technology as a field of pedagogical knowledge have been published (V. Bespalko, V. Bondar, V. Hrevtseva, L. Kravchenko, O. Pekhota, etc.). One of the most important tasks of designing educational technology as a field of scientific knowledge and a tool of professional activity is to clarify its criteria and structure. The structure of educational technology from the standpoint of a systemic vision of this phenomenon was developed by V. Bespalko (Беспалько, 1995) and H. Selevko (Селевко, 2006). Scientists (O. Pekhota, M. Rahozin, O. Sukhomlynska) emphasize that the following components must be taken into account in the structure of pedagogical technology: organizational forms, the specifics of the educational process, the readiness of teachers and appropriate teaching tools (Пехота, 2000; Сухомлинська, 1997).

Currently, there are a significant number of definitions of the concept of «pedagogical (educational) technology» based on various scientific positions; scientists systematize them as follows: 1) interpretation, where pedagogical technology is considered as a component of pedagogical science, which studies and develops the purpose, content and methods of teaching (N. Demyanenko, O. Savchenko, H. Selevko, N. Shchurkova); 2) the organizational concept, when pedagogical technology is interpreted as a method of organization, a model of the educational process that guarantees obtaining the planned result (V. Bondar, I. Volkov, V. Lozova, V. Monakhov, P. Samoilenko); 3) a toolkit of the pedagogical process, a system of instructions aimed at ensuring the effectiveness and efficiency of education (V. Bespalko, P. Husak, B. Lykhachev, S. Sysoyeva); as a basis for systematization, they recommend the definition given in the Pedagogical Dictionary edited by M. Yarmachenko, where educational technology is interpreted as a set of means and methods of reproduction of theoretically grounded learning and upbringing processes that allow the successful implementation of educational goals (Ярмаченко, 2001), therefore they believe that Pedagogical technology provides for a situation in which goals are set unambiguously, the possibility of objective step-by-step measurements and final assessment of the achieved results remains (Дем'яненко, 2013).

Theoretical aspects of the use of suggestive-pedagogical technologies of the method in the educational process are studied in the works of S. Honcharov, H. Kytayhorodska, H. Lozanov, S. Nikolayeva, S. Palchevsky, O. Pekhota and other scientists; the classification of suggestive-pedagogical suggestions was proposed in the studies of V. Zuhar, S. Nikolayenko, A. Syrotenko, V. Tatenko, I. Shvarts, and others; modern approaches to the use of the main types of suggestions are offered by J. Becchio, H. Goncharov, M. Gordeev, V. Yevtusheno, I. Melekhov, E. Rossi, M. Yapko, and others.

The aim of this article is to clarify the prospects of those traditional and innovative educational technologies for the process of training Masters in the Humanities that contain a set of methods, forms, techniques and means aimed at forming the values of general culture and professional activity – modular, tutoring, project-based, individual as the most widely used in the world and domestic practice of training specialists at the Master's level and suggestive-pedagogical, which have an innovative character.

Presenting main material. We consider the modular technology of designing the content and training organization to be the most common nowadays in the educational process of the master's degree in humanitarian specialties. The directions of introduction of the credit-module system in the process of professional training of Masters in the field of Humanities and the possibilities of operational control are determined by the scientists:

– the unity of educational and professional training goals with the integrative organization of content modules in accordance with current social, cultural, scientific achievements and educational reforms;

– the possibility of updating, supplementing and structuring educational material in the synthesis of ethno-cultural, philosophical and special knowledge;

– a combination of the subject and operational aspects of each module, the optimal amount of educational information and the determination of control methods within the modular units (Дем'яненко, 2013).

The universally recognized universals of modular training have become: purposeful selection, completeness of academic material and its grouping into target blocks, comprehensiveness and integrative structure; ensuring the relative independence of each module, its logical completeness; and methodical support of the process of assimilation of the material by students of higher education and feedback from the teacher (Алексюк, 2001; Сухомлинська, 1997). According to the scientists, the problem-oriented design of the content and methodical tools of each module will stimulate personal creative actions and corresponding value attitudes of the processes of knowledge and self-development of humanitarians in the profession.

In this context, we consider the methodological goals of developing knowledge modules to be the grouping of individual components of the content of each discipline in accordance with professional and educational tasks, the selection of appropriate types, forms and methods of pedagogical work for each module, their coordination in time and the formation of the resulting integrated professional education – competence on the basis of appropriate values. A requirement for the creation of a modular complex of training is the variability of the construction of modules, which reflects the specifics of the educational process in terms of changes in the amount of material, the length of time to learn each topic, an appropriate method of sequential systematization of tasks, the adaptability of pedagogical methods to the individual needs, pace and educational interests of each student, the mobility of updating educational information, material and methodological tools, avoiding outdated forms of education.

In our opinion, the modular technology of the organization of the professional training process for future Masters in the field of Humanities has a powerful axiological potential: in the sense of universal human values, it directs Master's students to self-improvement throughout life, responsibility, systematicity, consistency in achieving life goals; the professional value attitudes of specialists become competence, and the desire to build one's own life and professional trajectory, if necessary, to promptly respond to external challenges regarding the renewal or change of professional activity by educational means.

We consider tutoring to be the next traditional training technology, which is based on the academic support of the individual educational trajectory of the future specialist by a teacher as a competent carrier of knowledge and experience in the process of classroom or remote, paired, individual or group work. There are classical (universal) tutoring (implies direct pedagogical interaction of the tutor with master's students), remote online or offline tutoring

through the mediation of information technologies (Бочкарева, 2011). Classical tutoring is regular individual and group classes of a teacher-tutor with several graduate students attached to him for the entire period of study, when the tutor is considered as a coach, leader, mentor who accompanies the formation of the student's personality in the process of his professional training.

In the distance education of masters, the tutor implements educational, social, managerial, technical functions and acts in the roles of moderator, motivator, expert, and advisor (Бондар, 2005). Contact and audiovisual tutorials are the leading forms of remote tutoring. Tutoring technology as a unique system of educational support and mentoring is based on all possible types of tutor-teacher assistance in the form of face-to-face consultation or remote tutorial; we consider it to be particularly promising in correspondence or stationary-correspondence education of future masters, when, for example, a distance learning site allows the implementation of didactic innovations, creates conditions for practical training in the process of professional training of new professional skills, approbation of experience and a valuable attitude towards it.

At the Master's level, the technology of asynchronous learning is also considered effective, under which Master's students receive the right and the opportunity to independently determine their own individual trajectory of professional training. The non-linearity of education in this technology has significant advantages: flexibility, an individual approach to the master's degree, the possibility of obtaining two or more specialties at the same time, shortening the study period, etc. According to this technology, groups of disciplines are determined in the individual educational program of the student of higher education: mandatory for study at a fixed time; mandatory for study in terms chosen by the future specialist; elective courses. In most cases, the construction of an individual educational trajectory is carried out jointly by a master's student and a scientific supervisor (teacher, curator), who diagnoses the cognitive interests of the ward, creates conditions for his development in the process of carrying out master's scientific research, and provides end-to-end consulting for the entire educational-professional or educational-scientific program of the chosen specialty. In this way, the axiological orientations of both the teacher and the future specialist interact on the mutual attitude towards another person as a value, respect for the subjective experience of the individual, a sense of cooperation and co-creation, enrichment of the intellect; communications of mentoring, support, mutual assistance, coordinated and harmonious interaction are generated and developed (Дем'яненко, 2010).

The technology of research design can also be considered traditional − a set of consistently applied research, search, problem-solving educational procedures. This technology involves a combination of educational and cognitive techniques that allow the Master's student to independently solve this or that problem, with a mandatory presentation of the results. The algorithm of design technology includes: formation of a problem (task), which requires integrated knowledge, research and creative search for its solution; determination of the practical, theoretical, cognitive significance of the expected results; planning the independent activity of the student of higher education, involving colleagues in it (as needed): structuring the content part of the project (with an indication of phased results); elucidation of the effectiveness of research methods that determine the sequence of project actions (determination of the goal and tasks of the research; formulation of the hypothesis; selection, systematization, analysis of the obtained data; summarization, formulation of the results, their presentation; substantiation of prospective aspects of the research problem).

The choice of subjects for research projects of masters in the field of humanities depends on the educational situation (the need for the integration of knowledge, its practical application, the formation of research skills on axiological bases), on professional interests (creative, cognitive, applied). The criteria for the external assessment of the project include: the significance and relevance of the chosen problem, their relevance to the research topic; correctness and effectiveness of research methods used by the designer and processing of the

obtained results; implementation by the author of the project of his own individual capabilities in the process of its implementation; involvement of knowledge and technologies from other scientific fields; proof of presentation (defense), ability to argue conclusions; clarity and aesthetics of design of project results; ability to answer opponents' questions, brevity and reasoned answers (Дем'яненко, 2013).

In general, educational design technology allows solving the task of forming and developing intellectual skills, values of critical and creative thinking of each student, encourages interaction, philosophical reflection, consideration of another person's opinion, discussion of value priorities of the problem under consideration. This contributes to the emergence of an individual life and professional position of the future Master of the Humanities, based on professional values, and allows to build an effective intellectual process for the formation of his axiosphere.

At the same time, the interdisciplinary integration, democratization, and axiologisation of higher education currently contribute to increasing the demand for the use of innovative educational technologies in the process of developing the value systems of specialists. In particular, for more effective assimilation of significant volumes of educational information (for example, in a foreign language) or for subconscious consolidation of the content of basic values by Master's students, teachers use suggestive technologies and methods. The implementation of suggestive-pedagogical influence in the learning process is defined today as one of the promising technologies for the professional training of humanitarian specialists in Ukraine.

The suggestive method (method of suggestion), created in the second half of the 20th century at the Sofia Institute of Suggestology (Bulgaria) and named after its inventor, the psychotherapist Georgy Lozanov, who came to a conclusion about the possibilities of using the reserve capabilities of the human subconscious in the educational process, involves the direct influence of the teacher on the students of higher education (Лозанов, 1973). At this time, the subjects of education are in a state of «pseudo-passivity», and the suggestive action of the teacher should contribute to the avoidance of psycho-traumatic factors (stiffness, fear, isolation, fear of possible mistakes, incommunicability, difficulties in overcoming stereotypes of the native language and the language barrier of a foreign language languages, etc.). According to G. Lozanov, this influence creates favorable conditions for the organization of speech communication, helps to reveal the potential opportunities of the student of education, in terms of memorizing significant amounts of information (Лозанов, 1977; Методика навчання іноземних мов у середніх навчальних закладах, 1999, с. 301).

Suggestive pedagogy today is a psychotherapeutic direction in pedagogy that purposefully uses the means of suggestion for educational purposes and is divided into hypnopedia, relaxopedia, and suggestopedia. Accelerated learning methods are being developed within this direction, and the amount of material (information) significantly exceeds generally accepted norms (Пальчевський, 2005, с. 36).

Suggestive technology as learning based on emotional suggestion in the waking state, causing super-memory, contains the complex use of all verbal and non-verbal, external and internal means of suggestion. The implementation of such technology involves the creation of special psychological and pedagogical conditions for human learning (Гончаров, 2008, с. 78). According to G. Lozanov, this technology during the study of globalized educational topics has pre-session and post-session phases and the so-called concert session, which separates them. During the pre-session phase, a preliminary familiarization with new information is carried out; students of higher education prepare for immersion in a state of psycho-relaxation by means of involuntary reactions and arbitrary tuning; unconscious mental activity is activated, the general suggestive background increases; educational information acquires a suggestive and axiological character. The suggestive background of the lesson at this time and later exists in the memory program itself, the intonation presentation of the new educational material, the rhythm of the educational process, the artistry of the teacher, etc. (Лозанов,1973).

The use of suggestive means in the practice of professional training can be aimed at the stages of the pedagogical process: the preparatory stage, the stage of assimilation of educational material, the stage of active reproduction of acquired knowledge. Since the basis of the suggestopedic method was the hypothesis of unconscious mental activity, which, in direct connection with the conscious activity of the individual, is the carrier not only of intensive tendencies, but also of secondary-automated activity that determines any training and any development of a person, then the unconscious mental activity is considered an important carrier of species and individual memory (Гончаров, 2008, с. 95).

In the implementation of the educational task of developing universal and professional values of future Masters in the Humanitarian field, it is of crucial importance that direct suggestions presuppose an understanding of the purpose of suggestive influence by students of higher education, clearly indicating the expected action or psychological reaction on their part. To a large extent, this belongs to the conscious experience of graduate students and usually provides specific solutions to problems, as well as detailed instructions on how to respond to the recommendations and questions of the instructor (Япко, 2002). This type of suggestion, in accordance with its psychological nature, can be considered in two aspects: 1) in the aspect of influencing emotions, attitudes, unconscious motives (in the form of the suggestor's instructions); 2) in the aspect of influence on the components of the students' behavior (in the form of suggestive commands and teacher's orders).

Direct suggestion can be motivated and imperative. Motivated suggestion contains elements of clarification and persuasion. Suggestive affecting emotions, attitudes, and motives of behavior are done in a calm tone in the form of soft, soothing phrases, which are usually repeated several times (sometimes motivated suggestion is called the "motherly" method of suggestion). Imperative suggestion (suggestive commands and orders) is made in a commanding, emotionally saturated tone that does not allow for doubts; direct suggestion is carried out in the form of short, understandable phrases for undergraduates with repetition of key words and expressions, which are reinforced and reinforced by non-verbal signals. Imperative suggestion is a stressful type of influence on a person (it is also called the «parental» method of suggestion) (Гончаров, 1995).

Ukrainian scientists highlight the main advantages of suggestive technology:

– activation of the content of the training takes place with the help of dramatization, games, songs, various exercises, while students perform different roles, widely use non-verbal means of communication;

– favorable conditions are created for students of higher education to master oral communication by eliminating psychological barriers that arise in learning situations;

– more attention is given to the connections of the educational process with the personal interests, motives and values of the Master's students;

– trusting relationships are established between the teacher and students, which contribute to successful cognitive interaction;

– information is learned in the atmosphere of the game, reincarnation, using language and movements, as well as dramatization of works of art, which helps to switch the attention of master's students from the form to the communication process itself.

Conclusions. In the process of choosing educational technologies as structural components of training system for Master's in the Humanities (specialties 031 Religious studies, 032 History and archeology, 034 Cultural studies, 033 Philosophy, 035 Philology) an innovative educational environment based on axiological principles is formed with orientation at: reliance on information resources; designing the integrated content of education; application of innovative pedagogical approaches to the formation and development of universal and professional values; changes in the traditional role of a university teacher from a translator of knowledge to mastering the roles of mentor, consultant, senior colleague. Therefore, traditional educational technologies have been identified as promising for the implementation of the axiological principles of the training of Masters in Humanities: modular

structuring of the content and practical aspects of training disciplines; pedagogical support and support in the form of tutoring; asynchronous learning; and research design.

We consider the technology of suggestive-pedagogical influence to be innovative, because the use of suggestive pedagogy involves suggesting to the student of higher education the necessary information at the subconscious level; the basis of such activity is the phenomenon of «super-memorization», the activation of reserves of which helps to achieve greater results in a fairly short period of time, to use the hidden potentials of the consciousness of Master's students, to use theatrical actions, music, game methods as peculiar catalysts of efficiency. At the same time, the qualification of the teacher teaching using this technology is very important, because the author's suggested pedagogical methods bring results only when the training is organized by an inspired and qualified teacher. In the process of professional training of Masters in the Humanities, it is possible to use direct and indirect types of instillation of universal and professional values; at the same time, direct suggestions are useful in that they have a direct connection with the problems of the graduate student, clearly define and constantly remind him of the goal towards which he is moving, directly and actively introduce him as a hint into the process of suggestive transformation of his own values, can serve as a model for solving future complications that will sometimes arise with a conscious approach to the problem of values. Indirect suggestions, on the other hand, make it possible to make fuller use of the unconscious reserves of the psyche, actualize resource memories, feelings and associations that can have axiological and educational significance, increase the time period between the teacher's suggestion and the corresponding reactions of the master's student, which reduces the need for the latter to activate their own protective barriers.

The prospects of the research include the justification in the context of the selected problem of innovative aspects of asynchronous learning technology and the search for methodical foundations for the implementation of suggestive-pedagogical methods based on the axiological scientific approach.

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TRADITIONAL AND INNOVATIVE PEDAGOGICAL TECHNOLOGIES FOR THE FORMATION OF VALUES OF MASTERS IN HUMANITIES IN THE PROCESS OF PROFESSIONAL TRAINING

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The article clarifies the prospects for the process of training Masters in the field of Humanities of those traditional pedagogical technologies that contain a set of methods, forms, techniques and tools aimed at forming the values of general culture and professional activity:

modular, tutoring, project-based and individual as the most widely used in the world and the domestic practice of training specialists at the Master's level. It was determined that in the process of choosing educational technologies as structural components of the system of training Masters in the humanitarian field (specialties 031 Religious studies, 032 History and archeology, 034 Cultural studies, 033 Philosophy, 035 Philology) on axiological principles, an innovative educational environment is formed based on the principles of: open learning; reliance on information technologies; designing the integrated content of education; application of innovative pedagogical approaches to the formation and development of universal and professional values; changes in the traditional role of a university teacher from a translator of knowledge to mastering the mission of a mentor, consultant, and senior colleague. The necessity of creative application of suggestive-pedagogical technology for the development of humanitarian values in the unity of three directions is proven: direct suggestion (imperative and motivated); use of efficiency catalysts (music, role-playing, theatricalization); and analysis of own valuable experience. The prospects of the research include the justification in the context of the selected problem of innovative aspects of technology / asynchronous learning and the search for methodological foundations for the implementation of suggestive-pedagogical methods based on the axiological scientific approach.

Keywords: *pedagogical technologies, professional training, Masters in the field of Humanities, general human culture, professional values, suggestive pedagogical technology of professional activity.*