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"DEVELOPMENT OF LEADERSHIP
SKILLS IN STUDENTS OF
GENERAL SECONDARY
EDUCATION INSTITUTIONS
METHODICAL GUIDE"



Vasyl Kovalchuk, Tetiana Yermak

DEVELOPMENT OF LEADERSHIP SKILLS IN STUDENTS OF GENERAL SECONDARY EDUCATION INSTITUTIONS

Methodical Guide
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The methodical guide contains reference information about leadership skills (personal, social, cognitive, civic) and the methodology of their formation in students of general secondary education institutions, in particular the purpose, tasks, forms, and methods of work that are effective for their development.

The guide is intended for practicing teachers of general secondary education institutions, higher education applicants, and all who are interested in the issue of leadership.

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INTRODUCTION

In today's democratic society, there is an increasing demand for a new generation of leaders who are required in every sector of the economy. Leaders are change agents; their actions significantly impact others.

A leader is a socially active individual who possesses the necessary leadership skills that contribute to a positive influence on another individual or group, organizing them to achieve socially significant goals for changing certain social situations.

Modern schools are obligated to provide students not only with specific knowledge and skills but also to develop their abilities and cultivate a sufficiently socially adapted and publicly active personality who will be successful in life after finishing school. In the education system, for the targeted development of necessary professional and socially significant personal traits and qualities in students, it is essential to reinterpret and imbue the phenomenon of leadership with new meaning.

General secondary education institutions should teach leadership to students and form the experience of leadership behavior in modeled situations of the educational process, thereby developing leadership skills relevant for today.

By leadership skills in students of general secondary education institutions, we mean a certain set of stable personality characteristics that ensure significant activity effectiveness and help not only to assume but also to maintain the position of a leader in the group, manifested in organizational abilities and the capacity to significantly influence the behavior, mood, and emotions of people, as well as to be an example to follow.

Leadership skills are an integrative quality; specifically, they encompass personal, cognitive, social, and civic skill groups. Components of these include knowledge acquired during the learning process, as well as abilities developed through individual or group activities aimed at the implementation of the leadership role by students.

Personal skills are qualities that characterize the student's personality in a particular way. The group of personal skills includes the following: initiative, time management, flexibility, goal orientation, responsibility, continuous personal growth, and importantly in current realities, resilience.

Cognitive skills are a set of mental abilities that allow students to process information about the surrounding world and solve various problems. Included in cognitive skills are critical thinking, creativity, problem-solving skills, self-learning and self-development, and necessarily digital literacy and media literacy.

Social skills are the ability to interact successfully and effectively with specific people or different groups, competently perform social tasks, achieving set goals. This group includes emotional intelligence, communicativeness, the ability to work successfully in a team, as well as social responsibility and the ability to act autonomously.

Civic skills are skills through which the social and civic activity of students as responsible citizens are realized. Civic skills include civic awareness, volunteering, safety, participation in community life, and tolerance.

The development of leadership skills involves qualitative and quantitative changes in the personality structure, which are clearly manifested in the ability to perform leader functions and successfully carry out socially significant community activities. This guide provides information that highlights each skill and recommendations on how they can be

developed within the educational process. The proposed resources will help expand knowledge about skills and enrich educators with practical experience. We hope that this guide will become a valuable assistant for teachers in developing leadership skills in students — the future builders of the Ukrainian state.

With respect

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Section 1. Development of Personal Skills

INITIATIVE

Objective : to develop the skill of initiative in students.

- Tasks:**
- to form knowledge about initiative
 - to develop the ability to demonstrate initiative;
 - to form attitudes towards:
 - responsibility;
 - teamwork;
 - implementation of ideas.

Information about the skill

INITIATIVE

A unique creative manifestation of activity, inclination to propose ideas and suggestions;

the ability to use one's judgment to make decisions and act without needing specific instructions; purposeful activity, offering something new; initiative, leading role in any action;

enterprise; the ability to undertake independent active actions;

the ability to be inventive and work without guidance, use one's intellect and have the desire to achieve goals, do something without being asked, solve problems that others may not have noticed, and make all efforts to continue learning and developing.

Initiative allows an individual to bring conceived ideas to life. It primarily encompasses aspects such as continuous creativity, a drive for innovation, and the ability to plan actions and implement them. People who possess this skill tend to be inclined towards active and independent actions.

The manifestation of initiative helps individuals not only in their everyday personal and social lives but also in the workplace, encouraging them to understand the context of work and the ability to seize opportunities; it forms the basis for more specific skills and knowledge necessary for those who carry out or participate in social or commercial activities.

Considering the moral aspect, initiative is characterized more by a sense of responsibility than by mere adherence to societal norms. Therefore, the true initiative is formed by an individual's ability to show initiative, undertake independent social initiatives, constant activity, and considerable inventiveness.

The importance of developing initiative in students is also emphasized in the concept of the "New Ukrainian School," where entrepreneurship and initiative are highlighted among the ten key competencies. Under these concepts, it is understood as the ability to constantly generate new ideas, introduce initiatives, and implement them in life to enhance not only one's own social status and well-being but also the development of civil society and the state.

Developed initiative in students will help them think unconventionally, developing non-traditional abilities and skills, create opportunities for development, ensure social justice, and instill confidence in their own capabilities.

Teachers should encourage students so that they are not afraid to take risks and make mistakes. In the process of solving problems in unconventional ways, students gain

experience that inspires them, making them creative, inventive, and initiative-driven.

Methodology for Developing Initiative

Initiative in students is formed in individual and group work where they have the opportunity to propose and defend their own ideas, solve problem questions.

Initiative and self-directedness are expressed in the student's ability to show initiative in various situations; striving to objectively assess one's strengths, knowledge, and skills; the ability to manage one's learning, formulate one's educational goals; being able to plan one's learning trajectory according to one's educational goals. For this, one can use online services that allow collecting, organizing, and arranging information for one's research work from different types of sources such as Zotero, bookmark services on useful resources Symbaloo, mental maps Spicynodes, and Mindmeister, etc.

Participation of students in various internet projects contributes to the formation of skills of independent work and initiative. It is in the process of project work that responsibility falls on the student as an individual.

The most important thing is that the student, not the teacher, determines the content of the project, how it should be presented, and how its presentation should proceed. In the project, students express their own ideas in a form that is convenient for them and creatively thought out.

To form responsibility and initiative in students, it is worth giving them the opportunity to choose and make decisions in educational activities and school life.

Moreover, responsibility and initiative are also formed during group work. For the development of initiative, every student should have the opportunity to perform different roles in the group, especially trying the role of a leader or organizer. For the development of initiative

every student should be given the opportunity to perform different roles in the group, especially to try out the role of a leader or organizer. It will also be quite effective to direct them towards creating projects—both collective, group, and individual ones.

Interactive exercises, participation in discussions, and brainstorming sessions will also be beneficial. It is in these types of activities that skills are well-formed, and students gain experience in showing initiative, clearly formulating, arguing, and defending their own opinion, and taking responsibility for the decisions made.

A teacher fostering initiative in students should prepare them for independent acquisition of knowledge and skills. Furthermore, the teacher is not only an organizer but, to a significant extent, a co-performer of the learning process through students' exploration of the surrounding world and reality. The teacher supports the development of participants, cares about their proficiency, sense of dignity, prepares for dialogue in a diverse environment, cooperation in a team, organizes information, concerns about safety, and encourages new experiences perceived as a challenge and an opportunity to improve skills.

The formation of students' initiative is also facilitated by supporting their charitable initiatives and projects aimed at solving the current problems of the community.

Directing the initiative of student youth towards charitable activity can be beneficial not only for the personality of the student but also for the community as a whole. In charity, personal interests are combined with community interests, demonstrating a creative, active, and caring attitude towards the surrounding world, striving for self-improvement, and self-development.

An initiative person, having motivation, shows a strong, stable desire to influence social processes by participating in public affairs, trying to change,

improve, or conversely, preserve and strengthen the existing social order, its forms, and elements.

One of the ways to form initiative in student youth may involve their involvement in charitable activities. Such activity is aimed at solving urgent problems that often arise in various spheres of social life, as well as providing disinterested assistance to different categories of the population who need it especially.

The program for the formation of student youth initiative in charitable activities includes activities conducted with students by a social educator, psychologist, or class teacher. These activities include:

1. The training program "School of Charitable Deeds or How to Create and Implement a Charity Project," which involves forming a team of like-minded people to create and implement a charity project. The educational process is directed at revealing the essence and innovative potential of the charity project, developing a plan for the project stages, identifying the most necessary resources and sources for their acquisition to implement the charity project, determining various informational sources for project promotion, and forming skills for evaluating the project and analyzing the prospects for its development.

2. Educational activities on charity (using interactive exercises, the case study method, playing out problematic situations) aimed at forming an awareness of the essence of charitable activity and motivating student youth to actively participate in it; realizing one's initiative in group charitable activities as an opportunity to change for the better, solve a problematic situation, increase one's own level of communicative culture, organizational skills, and establish relationships with peers, the ability to help others.

organizational skills, establishing relationships with peers, and the ability to assist others.

1. The implementation of charitable projects, actions, and events developed by students contributes to acquiring practical skills in implementing a social project; developing communicative and organizational skills; and forming students' social competence.
2. Meetings-consultations aimed at supporting and supervising student youth during the implementation of charitable activities.
3. The charity fair "Kindness Begins with Me" involves the presentations of charitable deeds, actions, projects among school students. Such activity will help increase motivation for implementing charitable activities both among participants of social projects and visitors of the fair, popularize the charitable activity of students, and present the charitable achievements of student youth.

During the implementation of these activities, it is advisable for teachers to introduce various forms and methods according to the age category of students and the tasks of the project

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RESOURCES



Learning to Learn:
How Teachers Can
Help Children
Acquire This Skill?
New Ukrainian
School



New School. Space
for Educational
Opportunities.
Electronic Resource



EdCamp Ukraine
2019 — How to
Foster Curiosity
and Initiative



21st Century Skills
and Conditions for
Their Formation
and Development
for Youth

TIME-MANAGEMENT

Objective: to develop time management skills in students.

- Tasks:**
- to form knowledge about time management;
 - to develop the ability to control time and use it correctly;
 - to form attitudes towards:
 - time management;
 - time adjustment;
 - restructuring time for specific work segments.

Information about the skill

TIME-MANAGEMENT

The process of effective time management ensures that the necessary time is allocated to the necessary activity: effective time management allows people to set specific time intervals for activities according to their importance: optimizing the use of time since time is always limited.

The process of planning and controlling how much time to spend on specific activities; successful time management allows a person to accomplish more in a shorter period of time, reduces stress, and promotes career success; effective time management leads to increased efficiency and productivity, reduced stress, and success in life.

A set of techniques for the optimal organization of time to complete current tasks, projects, and calendar events.

Thanks to a better understanding of time, students can plan and prioritize their work in a way that promotes success in their studies.

Successful students can effectively use their time to complete their work. Teachers often encourage students to use their time wisely and be efficient in their work tasks without explicitly telling them how to do it. Providing detailed recommendations on understanding time can be particularly challenging for young teachers, but there are several simple ways to teach students to perceive time. These recommendations will significantly ease self-control for students and improve the organization of their time.

The technology of time planning, both work and personal, is applied to increase the efficiency of its use. Clearly, time, as an objective reality, cannot be owned, therefore

time management is the science and art of effective self-management by an individual, rational use of one's own time and others' time.

The category "time" acts as an external and independent factor in the organization of human activity.

It is worth noting that time management is a complex skill (see Fig. 2.1).

Time management for children is rational planning of a child's time. Good education and comprehensive development of the child are the priority wishes of all parents. Sometimes, due to training, attending clubs, tutoring, a child may not have enough time for games, socializing with friends, or rest. Coping with such excessive physical and psycho-emotional stress can be aided by children's time management.

n Organization	— The ability to plan and organize activities rationally
Prioritization	— The ability to determine priorities and key tasks.
Setting and Planning	— The skill of delegating tasks to achieve a goal.
Delegation	— a tool for transferring specific tasks and responsibility for their execution.
Stress Management	— self-regulation and the ability to manage the state of emotional stress under various circumstances.
Communication	— building effective interactions with others.

Methods of time management formation

Teachers use various approaches to develop the skill of time management. Let's consider some of them.

First approach:

1. Encourage estimation. Before students begin a task, ask them to estimate how much time they think it will take. After they complete the task, ask them to note how much time it actually took and evaluate what happened. Often, students expect a task to take less time than it actually requires. As a result, they cannot allocate enough time for a given task. Conversely, if a student knew a task could be completed quickly, they might prioritize their work differently. As students progress through school, we want them to better organize their schedules and prioritize tasks. When students estimate and then analyze, they can become more aware of how long tasks take to complete and accordingly forecast time. It's best to practice initially with classroom assignments. After students have practiced, this can be extended to homework.
2. Use visuals. Use a timer that gives students a visual representation of the duration of time. This helps students focus on tasks and allows them to organize their time effectively. For example, if a student has 10 minutes to finish four short written answers, when the timer reaches 5 minutes, participants should remember that
3. they should be about halfway done. If this becomes routine in the class, students may begin to organize and prioritize work they do independently.
4. Set a minimum. Teachers often limit the time students can use, for example: "You have 30 minutes to complete this task." Instead, try setting a minimum, not a maximum. Informing participants that a task should take no less than 20 minutes encourages them to slow down and be sequential. Students might confuse speed with success. They are eager to declare, "I'm done," and thus rush through the process.
5. Moreover, the teacher can introduce other methods and systems that help students focus both on the process and the outcome. For example, the teacher can give a test that students must complete successfully, thus considering both the time to complete and the result. This creates natural moments for a comprehensive approach to understanding the essence of the issue.
6. Include silent time. Time or the feeling that time is calculated can cause an increase in carefreeness. As stress increases, the ability to use one's executive functions decreases. At the start of a task or assessment, set a timer for a short period of silence, like 5 minutes. During this time, students are not allowed to ask questions. You may find that within 5 minutes, students have filtered their questions and either have started working or have identified that they are confused. Using silent time encourages students to independently implement a plan and initiate a task.
7. Try half in time, half not. When giving students a task, such as recalling math facts, ask them to write their answers in pen for the first minute. Then allow students to continue working in pencil without considering time. This allows them to distinguish automatism from



Obligation of performing work within a specific time frame. Often, stress due to time constraints can negatively affect students' ability to demonstrate their knowledge. Using both pencil and pen also allows students to reflect on how time limitations impact their learning.

Students need to learn to organize their time to be effective and productive. Fifteen minutes of playtime and study time feel different. When a teacher clearly and understandably teaches students how to use their time and gives them significant practice, students can independently plan and prioritize tasks.

As students progress in their studies, they eventually need to not only plan and prioritize tasks but also plan and prioritize multiple tasks over several weeks. To succeed, students must learn to effectively organize their time and use it efficiently. If students can organize their time working on one task and succeed, they can begin to generalize this skill and apply it to their independent tasks.

6. Delegation. This is a means of effective time management, where tasks, as well as authority and responsibility for their execution, are transferred to other individuals. The ability to concentrate on the main tasks without being distracted by secondary ones is the most important practical skill that helps solve priority tasks. One of the most effective techniques for freeing up time is delegation. This is a component of classical management; it is a way to delegate some of our tasks to other people.

Examples can include:

- Preparing for an extracurricular event;
- Conducting a communication hour;
- Pre-emptive tasks.

Another important skill for real-time saving is the ability to say "no." This does not mean

refusing everyone.

The ability to say "no" primarily concerns those people and tasks that drain our energy and time resources without giving anything in return.

Therefore, it is important to teach students:

- To make a weekly plan;
- To make a monthly plan;
- To plan tasks for the upcoming year;
- To set goals;
- To create task lists and visual schedules;
- To keep a diary.

Formulating plans helps coordinate the learning process. The student must make them independently, and parents can only assist without imposing their opinions. Independent actions teach students to be responsible for their decisions and actions and to analyze their consequences.

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STUDENT TIME
MANAGEMENT (
SYSTEM OF SELF-
MANAGEMENT) –
THE FIRST STEP TO
SUCCESS



Time Management:
Time's Up. How to
Properly Plan and
Use Your Time



Time
Management:
How to Teach a
Teenager the Art
of Planning



Time Management
for Children:
Managing Time –
Tasks

NOTES

FLEXIBILITY

Goal: To develop flexibility skills in students.

Tasks: To develop knowledge about flexibility;
To develop the ability to quickly adapt to changes;
To cultivate attitudes towards:

Solving new problems;

Adapting to changes;

Thinking outside the box.

A strategy for responding to changing circumstances and expectations;

Information

The ability to adapt to changes and successfully solve new problems;

Willingness to change or compromise;

An integral characteristic of personality, representing a harmonious combination of three interdependent and mutually influencing personal qualities: emotional, behavioral, and intellectual.

The most common manifestations of flexibility are emotional, behavioral, and intellectual.

Emotional Flexibility is demonstrated by an individual's awareness of the role and significance of affect, as a specific sphere of personality, in optimizing activities, communication, and their mental and physical health. The dynamics of emotional flexibility are defined by the harmonization and complication of its affective manifestations, namely the ability to "animate" genuine emotions, evoke positive emotions, control negative ones, and thus exhibit behavioral flexibility, unconventionality, and creativity.

Behavioral Flexibility is closely related to emotional flexibility and is understood as the ability of a person to avoid behavior that is inappropriate to the situation, and to develop or apply new, original approaches to solving problematic situations while maintaining unchanged principles and moral foundations of life. Behavioral flexibility is the optimal (most harmonious) combination of individual effective (principally significant) behavioral patterns and various (original) methods of role interaction.

Intellectual Flexibility is an invariant personal characteristic, whose structure is an optimal combination of two groups of qualities: ease, agility, initiative, originality in decision-making on one hand, and autonomy, independence in judgments, critical thinking, and tolerance of pluralism of opinions on the other. The main criterion for intellectual flexibility is such indicators as the purposeful variation of ways of actions, as well as the change of those ways of action that cease to be effective. These results indicate that flexibility is a psychological phenomenon that, manifesting in a problematic situation, forces

the subject, who has experience in mental operations, to restructure them.

Intellectual Flexibility plays a significant role in learning and the ability to solve complex problems. It helps students choose the strategy they should follow to adapt to the various circumstances they encounter. This allows them to receive information from the environment and respond flexibly to it, adjusting their behavior according to changes and demands of the situation. With well-developed flexibility, students can quickly adapt to changes in the environment, accept changes that may arise in the process of problem-solving or task execution, find alternatives, switch from one type of activity to another, behave appropriately in any situation, and identify hidden connections, which provides the opportunity to find several solutions to one problem, and more.

Methodology for Developing Flexibility Such a personal skill as flexibility is developed through the necessity to adapt to changing conditions during learning and work. It is best developed directly in the process of activities aimed at solving various problems, as well as during group work, where the need to adapt to unusual conditions and consider the opinions of others is most evident.

As for **Behavioral Flexibility**, the psychological condition for its development is the awareness of the role and significance of the behavioral sphere of the individual in optimizing activities, communication, and their mental and physical health. The most effective means of developing behavioral flexibility are primarily: a) training in methods and techniques of self-regulation; b) organizing social-role training aimed at forming flexible role behavior in students.

Developing intellectual flexibility is challenging but possible. A person develops mental flexibility from birth throughout their life, but some handle it well, while others find it difficult. Cognitive flexibility is an innate instinct that allows us to see and adapt to alternatives in any situation. However, practicing some exercises alone is not enough to develop it fully.

The key is to create an environment where students can practice this skill. Such situations usually occur when a person is on the edge. Under these conditions, the brain starts thinking more actively about where to find resources.

In addition to creating the right environment, you can try several interesting methods to develop cognitive flexibility:

Brainstorming. If a student finds only one correct solution to a problem, it means they lack sufficient mental flexibility. To develop it, one should always try to find multiple correct solutions to have options. By brainstorming, we mean the idea that a specific student should consider the problematic situation from all possible angles, trying to find as many solutions as possible. Even if it doesn't work at first, persistence is key. Only through mental effort and self-discipline can the desired result be achieved.

Exercises for Developing Mental Flexibility:

1. **Binom.** Choose two unrelated words, such as "airplane" and "lake," and come up with at least ten sentences using them. The first 4-5 options are quite standard (our brain produces them on 1, 2, 3), but each subsequent one requires more effort.
2. **Focal Links.** This exercise is a bit more complex and suitable for both students and adults. Again, pick two maximally different words (e.g., onion, gym) and create several sentences with

them. For example: "I love going to the gym. The way there passes by a small vegetable store. There are always several kinds of onions on display, which are impossible to miss."

3. **Words Backwards.** When in transport or on the street, read signs backward. This will be very difficult at first. Initially, only short words will work, but gradually you will master the ability to read entire phrases! Why? This excellent brain training shows that there are alternatives. When faced with a problematic situation, it will be easier to see other solutions.
4. **What If...** In any free moment, engage your brain with the question: "What if?" For example: "If I wrote a book, what would it be about?" Then try to explain to yourself in two sentences why you made this choice. Why? This allows the brain to find an unusual way to solve a simple task, "talk to itself," and analyze plans you may have forgotten.
5. **Reading from the End.** Besides the obvious difficulties with this task, there are other nuances. Why? Our brain is accustomed to the idea that a resolution can only come from specific actions. But, as in life and in books, this is not always correct. Sometimes the most unexpected events lead to the results we wouldn't have anticipated. Gradually moving from the resolution to the preface helps debunk assumptions and learn abstract thinking, developing flexibility and adaptability of thought.

Stop the Inner Dialogue. While walking on the street or in public transport, start bending and straightening the fingers of one hand (say, the left hand) one by one. Do not think about anything else. The inner dialogue stops instantly. Of course, at first, tunes and other thoughts will inevitably pop into your head, but over time, this will happen less frequently and eventually stop altogether. The goal is not to concentrate on this action itself, as it will distract you from important moments and actions. Why? Ten minutes of this exercise ensures at least half an hour of inner silence even after stopping, which will train attention and teach concentration.

Start Learning Something New. Choose a field of knowledge that is completely unfamiliar to you. To develop mental flexibility, open yourself up to something new. For example, if you love mathematics, try drawing. If you love design, read a book on psychology. When we constantly engage in the same activities and surround ourselves with people with similar interests, we seemingly stop expanding our horizons. We confine ourselves to one or two specialized areas of knowledge, which forms a narrowness of views and thinking.

Perform Routine Actions with the Other Hand. Such a simple exercise can improve brain function and productivity. This concept was popularized by neurobiologist Dr. Lawrence Katz and his colleagues. For example, if you are right-handed, use your left hand every time you dial a phone number, brush your teeth, or perform other routine actions. The idea is that when we do everything with one hand throughout our life,

we engage certain areas of the brain and do not give load (and therefore development) to other "brain pathways." By starting to perform familiar actions with the opposite hand, we begin to stimulate the production of new chemicals involved in the development of new brain cells.

Challenge Your Weakness. Everyone has their strengths and weaknesses—this is normal. People with a fixed mindset tend to avoid areas where they are weak and focus exclusively on their strengths. To develop mental flexibility, try to tackle tasks that seem difficult for you. For example, if you find it hard to work with numbers, try solving math problems. If reading is difficult for you, buy a book and read it.

Engage All Your Five Senses. Another method aimed at developing flexible thinking is to engage the senses in unconventional and atypical situations. The fact is, we are used to automatically concentrating our senses appropriately to the situation and temporarily turning off others. For example, close your eyes while having a meal and try to identify the ingredients by taste. Or, when you come home from work, walk around your apartment with your eyes closed, using your sense of touch.

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RESOUR



21st Century Skills and Conditions for Their Formation and Development for Youth



How to Think Effectively in Wartime? Development of



Report: "Nurturing a Competitive Personality"

NOTES

PURPOSEFULNESS

Objective: To develop students' goal-oriented skills.

- Objectives:
- to form knowledge about purposefulness;
1. develop the ability to set goals and achieve them;
 2. Form installations to:
 1. Perseverance;
 2. Determination;
 3. Analysis.

Skill Information

PURPOSEFULNESS

a high degree of understanding of what you're going to do or behaviors that demonstrate it;

a clear understanding of what exactly the goal is;

the ability to implement the plans, the ability to overcome obstacles that arise, the ability to start over if the result is temporarily not achieved.

If a person knows how to set goals and achieve them easily, he will certainly come to success. Purposefulness is not an innate quality.

This is one of the many good habits, the result of proper upbringing and development of a child. In order to make a child purposeful, he must be taught from early childhood to work himself, to be decisive in the struggle against difficulties for the sake of his goals.

Purposefulness helps us not to stray from the intended path, despite the obstacles and difficulties, etc.

Purposefulness is the driving force behind human progress. There is a strong motive behind every activity. Purposefulness develops when the child sees a practical connection between goal and personal values. The more such values are attached to the result, the more the child will show his or her will. *The strongest motives are the inner needs of the child.*

Motivation helps to develop goal-oriented if:

1. The motive has a positive basis (I want to create). Any intention or motive with the negative particle "not" does not work (for example: do not worry before the speech, do not sit at the tablet, etc.);
2. If what the student is going to do smoothly turns from the category of duties into the category of personal interests.

For parents, teachers and educators, an important task is to teach the child to set goals correctly, determine the benefits of their achievements, interest in the action performed and reward for the results.

Purposefulness for an adult is the ability to remember the plans and not lose sight of the formulated goal, the ability to overcome obstacles that arise and not to give up when difficulties arise.

Purposefulness for a student is the achievement of results with the efforts of memory, attention, will, intention, perseverance.

For purposefulness, it is important to set specific and measurable goals, so that when they are achieved, it is possible to determine and analyze the result achieved.

It is important to answer the questions you have asked yourself: "How important is this to me? Am I willing to expend my resources to achieve them? How can these resources be minimized?" The answers received will help to draw up a plan for future actions. It is good to have a plan if necessary, but important milestones should be marked at the very beginning. It is also necessary to outline the main points and theses.

As a result of not achieving goals or obtaining an undesirable result, depression, bad mood, and disappointment arise.

Methods of forming purposefulness

Purposefulness develops from an early age through the formation of the ability to complete the implementation of tasks that are feasible for the child. At the same time, significant goals and awareness of duty and responsibility for the entrusted work play a positive role. It is important to teach the child not to stop achieving goals when obstacles arise.

To teach a student to succeed in achieving goals, you need to:

1. to give freedom to his will, to encourage the desire for independence;
2. to tune in to the fact that mistakes and failures are not problems, but tasks that can and should be solved;
3. to accustom to constant work, forming an understanding that any good is the result of desire, multiplied by the efforts made;

of self-education, but

1. harmoniously develop the mind, talents of the student, teach curiosity, learning skills;
2. when a student is good at something and thereby raises his own bar of possibilities, be sure to praise him;
3. do not demand more or less from the student than he can do, but at the same time gradually increase the level of difficulty of the tasks.

Methods of education that always interfere with the development of children's purposefulness for learning:

4. devaluation of achievements, criticism, punishment for mistakes;
5. excessive care, the desire of parents to protect the child from any difficulties, to solve all household and educational problems for him/her;
6. formation of a negative attitude towards learning.

The formation of purposefulness should be separated from the formation and development of the motivational sphere. Therefore, it is necessary to begin the self-education of perseverance with the solution of daily educational tasks and family errands. Only then can you proceed to special exercises.

The formation of perseverance is also associated with the emotional and volitional sphere of the person. Therefore, the pupil should be told about the methods of educating the will and helped to develop and strengthen it. However, it is not desirable that the cultivation of perseverance should be associated only with a feeling of tension or with the painful overcoming of external and internal difficulties.

It is necessary to try in every possible way to facilitate the task of the student, helping him to form the inner motives of activity, the long-term perspective of the personality, the ability to manage his attention, to evoke positive emotions. Not only will they be of great help to the process

they will also make it enjoyable to a certain extent.

The education of purposefulness is directly related to the formation of other character traits: activity, organization, perseverance, self-confidence, awareness (avoidance of "Sisyphean work"), etc.

Often there is a conflict between the long-term dominant, which reflects the child's goal-oriented orientation, and situational interests, desires, and needs, which reduce his/her activity. In this regard, it is necessary to know and follow the main ways to maintain purposefulness.

Specification of the purpose and prospects of activity is one of the methods of forming the skill of purposefulness.

This provision is of particular importance in the educational process. Therefore, each lesson should be conducted in such a way that students do not practice "in general", but master specific material. It is necessary to ensure that, when leaving classes, *as often as possible, they realize that they have achieved something, that they have moved forward.*

The uncertainty of the goal and the situation reduces the degree of mobilization and diligence, leads to a decrease in working capacity.

The goal set by the pupil does not always coincide completely with the goals and objectives of the teacher.

Such a coincidence is desirable, but at the first stages of the educational process it is sometimes difficult to achieve. The fact is that schoolchildren are initially guided by specific immediate motives for activity.

In order to cultivate purposefulness, the teacher should not, in some cases, neglect these motives. On the contrary, they should be used to form a positive attitude of schoolchildren to the educational process, and more serious educational tasks should be

put forward gradually, as the student progresses.

Long and sometimes monotonous training work, repeated from day to day, often leads to the development of chronic states of monotony and mental oversaturation, which not only reduce the effectiveness of classes, but also reduce the perseverance and purposefulness of the student.

Therefore, in order to maintain purposefulness, it is necessary to diversify the means, forms and methods of conducting training sessions.

It is known, for example, that interesting material is both remembered better and consolidates interest in learning, and the course of biochemical processes in the athlete's body after training sessions depends on his mood and attitude to training: with positive emotions, changes in the course of these processes are significant.

Through the pleasure obtained from the lessons, satisfaction with the entire learning process is formed, which supports the goal-oriented orientation. In this case, failures, which, of course, are inevitable when achieving a long-term goal, will be less acutely experienced by the students and, therefore, will have a less negative impact on the formation of purposefulness.

Of course, in pursuit of the emotional appeal of classes, they should not be turned into an entertainment event. However, this factor cannot be ignored either. Therefore, the teacher must, without losing the content of the lesson, carefully consider and seriously approach the alternation of means and methods of their organization.

Purposefulness is supported by the achievement of step-by-step goals. In this regard, for the development of the volitional sphere of the individual, it is necessary to overcome the difficulties that he or she can handle. The level of difficulty should always be low enough to ensure that students continue to receive reinforcements to succeed.

A task that is too easy is ineffective in maintaining a sense of purpose and fostering perseverance in the student. However, an excessively difficult task can cause him a feeling of disappointment, loss of faith in his abilities. Optimal difficulty, lying somewhere near the upper limit, pushes the pupil to mobilize his or her abilities more, challenges self-esteem and stimulates the pupil's coping activity.

At certain points in the learning process, it is advisable to use the effect of competition to maintain purposefulness and increase perseverance. The simplest and most effective way to achieve it is the competitive method.

You could, for example, inform the students that all the students in the previous group have successfully mastered the syllabus you proposed, or emphasize: "In the parallel class, the same problem was successfully solved. Let's see which class can do it better."

Strengthening the motive in this way will significantly increase perseverance, create a new emotional charge to maintain purposefulness.

It is also important to foster the student's sense of duty and responsibility. A person's awareness of his duty, responsibility for the development and realization of his talent indicates that he has all the prerequisites for self-development, purposefulness and perseverance.

If the pupil himself does not want to achieve a distant goal, no amount of effort on the part of the teacher will help. If the pupil has a clearly demonstrated desire to overcome all difficulties, he can compensate for some of his insufficiently expressed qualities and achieve his goal.

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RESOUR



What is purposefulness?



To cultivate in the child a focus on learning:



Motivation and perseverance through the formation of purposefulness in



Leaders'



What is purposefulness?
Purposefulness is a quality of a person

RESPONSIBILITY

Objective: To develop students' skills of responsibility.

- Objectives:
- to form knowledge about responsibility;
1. form the ability to be responsible for one's own actions;
 2. Form installations to:
 1. initiative;
 2. discipline;
 3. observance of rights and fulfillment of obligations.

Skill Information

RESPONSIBILITY

the obligation to perform certain functions in order to achieve certain results; responsibility is absolute, its conscious decision and the behavior of a person who seeks to improve himself and/or help;

general sociological category, which expresses the conscious attitude of a person to the requirements of social necessity, duties, social tasks, norms and values; awareness of the essence and significance of the activity, its consequences for society and social development, the actions of a person from the point of view of the interests of society or a certain group;

personality quality, characterized by the desire and ability to assess one's behavior from the point of view of benefit or harm to society, to compare one's actions with social norms and laws.

The teacher plays an important role in the formation of students' responsibility.

Pupils must clearly learn and follow the rules of conduct at school. The teacher forms in them the need for constant observance, reminds them of their content and requirements. It is important that the rules of conduct are not divided into important and secondary, and the student is responsible for the violation of some, and non-compliance with others remains unnoticed. The teacher should work in cooperation with the parents, since the rules cover the main responsibilities of the pupils and their conscientious fulfillment demonstrates the general education of the pupils. Parents should also know the rules established at school and possess certain pedagogical techniques for the formation of appropriate qualities in children.

An important element of a teacher's professional skill is the ability to develop students' sense of duty and responsibility not only in the educational but also in the daily activities of students. This will help them overcome difficulties and create a positive motivation to take on new challenges and solve problems.

The reasons for negative motivation may be difficulties in mastering the school curriculum, increased demands and workload, lack of encouragement, unfavorable atmosphere in the classroom, etc.

Students can develop both positive motives (understanding the expediency of completing tasks, caring for others, compassion, enjoying the things done) and negative ones (fear, greed, self-interest, recklessness, pride, ambition, vanity, envy). Responsibility does not arise by itself, but is born, developed and concealed, as well as fixed by the social conditions in which the individual lives. It is a difficult, long and persistent process that goes hand in hand with the formation of a sense of duty and human dignity.

Methods of responsibility formation

In domestic pedagogy, two concepts of the formation of responsibility of the growing personality are widespread:

implementation of responsible dependence, within which a pet that carries out various activities should function. At the same time, methodological preference is given to the education of the individual in the collective and only through the collective. The author of this concept, A. Makarenko, emphasized the education of responsibility as a strong feeling, emotional experience by the individual of his responsibility; *formation of the responsibility of the individual in the context of education of his or her integrity and moral and spiritual value orientation.* This concept was implemented by V. Sukhomlynsky in his educational system. The scientist is convinced that the ability to live according to the principles of goodness, justice, in accordance with high ideals, which presupposes the development of sincerity, cordiality, humanity, fresh experience, mercy, etc., should be formed from an early age. Among the common methods of responsibility formation are positive example, persuasion, encouragement and search, trusting communication, compliance, control over compliance with requirements, gratitude, reward, etc.

Responsibility is formed in socially active activities. One example of such activities is the involvement of students in the implementation of social projects. Students' participation in projects gives them the opportunity to realize themselves in group activities, to feel not only the comfort of coordinated team collective activities, but also to show their own initiative and responsibility, to assert their competence, to increase their own self-esteem and gain well-deserved authority, to gain a positive experience of social interaction.

An example of a school social project is a charity fair. Examples of such projects include:

1. *for primary school students*: "Give me a paw! cherished", "Let the old truth come to life - a person begins with Good!", "Happy paw", "Support a friend", "I am a Ukrainian", "I love Ukraine", "Cossack quest";
2. *for high school students*: "Mercy", "I have a cherished dream!", "Let's save peace in Ukraine with love!", "We are 18+ and we can do more", "Eco-volunteer", "Environmental independence of Ukraine".

Among the important projects are volunteer projects aimed at helping the Armed Forces of Ukraine: draw a postcard for a soldier, a competition-fair of paintings, charity fairs, etc.

Social projects are the most important in the formation of value orientations of adolescents, as they contain a significant potential for spirituality, which is manifested in spiritual unselfishness, sincerity or truthfulness, love and beauty.

It is important for teachers to adhere to the relevant principles of stimulating the social activity of adolescents, which are:

3. voluntariness and freedom of choice of forms of socially significant activity;
4. conscious and consistent involvement of adolescents in social activities, taking into account the different levels of development of their social activity;
5. individualization of socially significant activities, which ensures that its content corresponds to the interests, abilities and inclinations of students;
6. self-organization, which contributes to the inclusion of students in subject-subject relations in the process of carrying out socially significant activities;
7. integration of the pupil into the environment, which makes it possible to exert a purposeful pedagogical influence on him/her, to stimulate the manifestation of initiative;

ensuring public recognition of the results of activities;

1. Bringing students together with different groups of peers on the basis of unity of interests and spiritual commonality.

The division of responsibilities should be carried out in accordance with the capabilities and interests of the student, and in no case should this or that activity be imposed. It is important to empower students to make choices and decisions. In group work, it is necessary to give the student the opportunity to test himself in different roles in the group and be sure to try the role of a leader or organizer.

It is expedient to build project work, going from collective, group to individual. During project work, students first learn to plan, allocate time and tasks, conduct relevant research, model the final product, work for results, present and evaluate results — that is, they learn to learn.

Participation in discussions, brainstorming sessions form the experience of taking the initiative, formulating, arguing and defending one's own opinion, taking responsibility for the decisions made.

Responsibility does not come out of nowhere, by itself, but is born, formed and developed in the environment and minds in which the student finds himself. Therefore, pedagogues need to:

2. to form appropriate knowledge, skills and abilities of responsible behavior;
3. develop the student's motivational sphere;
4. to promote the acquisition of positive experience of communicative interaction;
5. to form mechanisms of self-regulation of behavior.

It's no secret that children often copy their parents' behavior, which is why it's so important that children see their parents' patterns of responsive behavior on a daily basis. Only responsible parents can raise responsible children. In the joint activities of parents and teachers, a positive result is achieved in the education of students.

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RESOURCES



"Ways to Form a Sense of Duty and Responsibility in Schoolchildren"



Studying in wartime: how to form students' ability to learn



How do you get children to obey? — Psychologist John Rosemond



Irresponsible children? Fostering Responsibility in Children, or Under-Education



What is Own Responsibility



How to Be Responsible



Responsibility in children. Stages of responsibility formation. Child's maturity

STRESS RESISTANCE

Goal: to develop students' stress resistance skills.

Objectives: ● to form knowledge about stress resistance;

1. form the ability to be stress-resistant, save your vital energy, keep emotional balance;
 2. Form installations to:
 1. health, preservation;
 2. Self-knowledge;
 3. critical thinking;
 4. analysis and synthesis.

Skill Information

STRESS RESISTANCE

a range of tools and attitudes that people use to cope with situations without harming their mental health;

ability to cope with stress and use it effectively;

a useful protective function of the body, which allows you to adapt to external stimuli or ignore them, that is, it allows you to remain calm in any situation;

A state or feeling that a person experiences when he realizes that "demands exceed the personal and social resources he or she is able to mobilize."

Each person has a different level of sensitivity to stress. There are certain areas of the brain that have receptors for stress-inducing chemicals, and contrary to intuition, the more receptors a person has in these regions, the less sensitive they are to stress. In other words, a person with a high number of receptors in this area will have a high

resistance to stress. Stress resistance is almost like immunity to stress. And just like real vaccination, some people cultivate this state of immunity by intentionally exposing themselves to controlled doses of stress.

All people can be divided into 4 groups.

Stress-resistant people	They are always ready for change and accept it with ease. They easily overcome difficulties in crisis situations.
Stress-resistant people	It is difficult for them to adapt to changes, it is difficult for them to change their behavior, attitudes, and views. If something goes wrong, then they are already under stress.
Stress-Coaching	We are ready for changes, but not for sudden or global ones. Such people tend to adapt to the environment gradually, but if this is not possible, then they easily fall into depression.
Stress-inhibiting people	They will not change under the influence of external circumstances, they have stable positions and their own worldview. However, such people may be subject to changes in the traumatic sphere of life.

Today's fast-paced life and social situation often cause problems with people's mental and physical health, so stress is an inevitable reality of our lives.

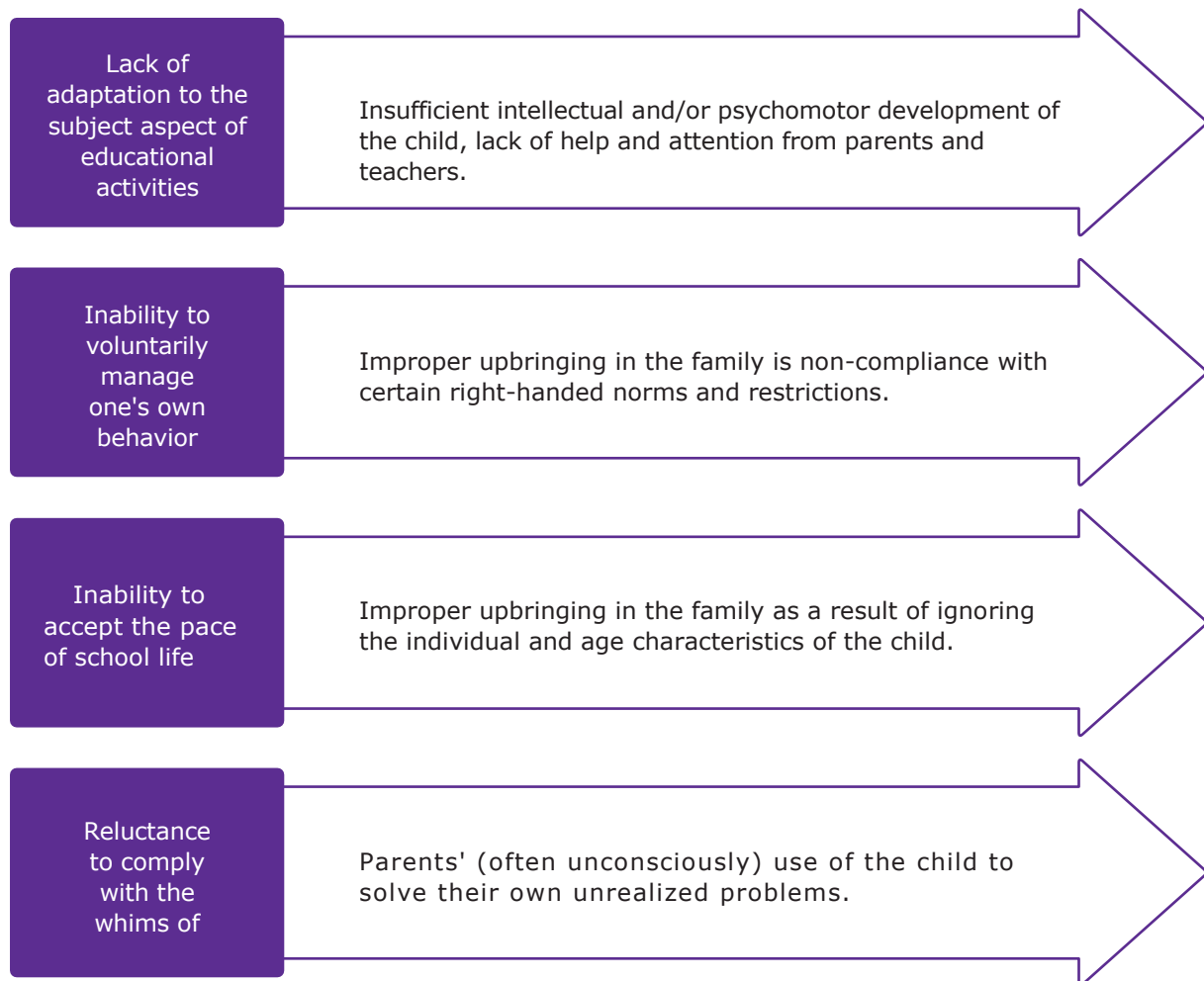
The skill of stress resistance is necessary for a person in order to withstand stressful situations, avoid negative consequences that arise in the process of life in the environment, and improve mental thinking processes. Stress allows us to make quick decisions and act adequately in difficult situations.

Often, a person feels stressed when he realizes that he cannot control certain things. However, it's important to know that our bodies can only effectively deal with small

doses of stress. Stress passes differently for each person: sometimes it passes without a trace, and sometimes it leads to anxiety, nervous breakdown, apathy, depression or even suicidal thoughts.

The stress that children experience is caused by difficult social circumstances and events, incomplete mental processes, lack of self-regulation skills, as well as too high a level of conflict, excitability, and rapid mood swings. The cause of stress for students can be both the complexity and variety of educational tasks, as well as the lack of time and an overabundance of information.

Usually, the factors that provoke the appearance of stress in students are the following:



Methods of forming the skill of stress resistance

The level of stress, as it turns out, can be reduced with the help of internal mechanisms that create and maintain a feeling of stress in a person's consciousness. It is necessary to understand, what is the cause of stress? A person's perception of himself and the world around him depends on his inner states, which arise before he has time to understand what he feels.

One of the most effective ways to combat stress is physical activity and sports. Regular physical activity significantly increases resistance to stress. It can be both long workouts and short moderate physical activity. Physical activity will allow you to optimize the emotional state of highly anxious students.

The most popular types of physical activity include swimming, yoga, running, sports games, and gymnastics. Yoga is a common method of dealing with stress and improving the general condition of the body.

The formation of students' stress resistance will be facilitated by such forms of competitive interaction, when they take into account the views of other people and strive to coordinate their positions with their actions. This will help them to correctly assess the situation, understand and adequately determine their attitude towards it.

Self-knowledge exercises will help to adequately assess one's own behavior in order to determine which emotions and the degree of their manifestation are justified in a given situation, as well as to find out the origin of beliefs that give rise to certain reactions. This will allow pupils to change the nature of negative experiences where possible and teach them to avoid unduly stressful situations.

It is important to create a supportive environment at school where students can turn to each other for help.

A variety of exercises will contribute to increasing the level of stress resistance of students.

Exercise "Fairytale forest"

Invite students to sit comfortably and straighten their backs. Note that in this position, more oxygen enters the lungs during inhalation, so the brain receives more oxygen and functions better.

It is necessary to take a few slow, deep-sided breaths so quietly that no one hears them, and then exhale just as slowly.

Invite students to take an imaginary journey. You need to create different pictures in your imagination. First, let's travel to the forest. At the same time, you breathe calmly and imagine that you are walking along a forest path. The weather is beautiful, you are surrounded by a fabulous forest. The sun is shining brightly, you feel its pleasant warmth. A light cool breeze is blowing.

The sun shines through the leaves of the trees, and the amazing aroma of the forest hovers in the wind. You walk forward, feeling the solid ground and the rustle of leaves under your feet. The trail leads you to a beautiful forest spring, from which a light coolness blows.

Dancing Hands Game

Give each student a large sheet of paper. Offer to put it on the floor. Then you need to choose for each hand the crayons of the color that you like the most. Next, you need to lie down on the sheet so that your hands from the hand to the elbow are above the paper. With your eyes closed, you should start drawing with both hands to the music that will sound. Move your hands to the beat of the music. After the end of the music, you can see what happened.

On the right is "Hermes Hymnastics"

Ask the students to do an exercise that is based on rhythmic transitions from maximum tension to maximum relaxation of the entire muscular system. These exercises should be done with a break of 4 seconds after each phase, so progressively bringing up to a period of 6 seconds for each phase of breathing.

Exercises should be selected taking into account the individual characteristics of students' development, the type of nervous system, life experience, as well as adequately organized psychological support of the educational process.

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RESOURCES



Stress resistance in the modern world



Methodical Approaches to the Formation of Children's Stress Resistance



Development of stress resistance in children: games and techniques



How to Develop Stress Resistance



How to test yourself for stress resistance and 6 ways to increase it



How to get rid of anxiety, stress and depression?

NOTES

Chapter 2. Formation of cognitive skills

CRITICAL THINKING

Objective: To develop students' critical thinking skills.

- Objectives:**
- to form knowledge about the methods of developing students' critical thinking ;
 - 1. form the ability to use critical thinking methods;
 - 2. Form installations to:
 1. Responsibility;
 2. teamwork.

Skill Information

INITIATIVE

an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered or created through observation, experience, reflection, reasoning, or communication as a guide to beliefs and actions; In its exemplary form, it is based on universal intellectual values that go beyond the division of subjects: clarity, precision, consistency, relevance, strong evidence, good reasons, depth, breadth and fairness;

the ability to think rationally, understanding the logical connection between ideas;

self-directed, self-disciplined, self-controlled, and self-corrective thinking; involves the ability to communicate and solve problems effectively, as well as the desire to overcome our native self-centeredness and sociocentrism;

Skillful responsible thinking, which allows a person to formulate reliable religious judgments, because it is: a) based on criteria, b) is such and self-correcting, c) flows into context.

Edward Glaser defines critical thinking as the ability to think critically, which involves:

1. a tendency to thoughtfully consider problems and objects that are within the scope of a person's experience;
2. knowledge of logical research methods and reasoning;
3. skills in applying these methods.

Critical thinking requires the ability to recognize problems, find effective means of solving them, collect and distribute relevant information, recognize unspoken assumptions and values, understand and use language with a certain precision, clarity and distinction, and interpret

data, evaluate evidence and arguments, recognize the presence (or absence) of certain logical connections between propositions, draw reasonable conclusions and generalizations, verify the conclusions and generalizations they arrive at, reconstruct their belief patterns on the basis of broader experience, and make accurate judgments about specific things and certain qualities in everyday life.

Critical thinking combines six key elements (*see Figure 7.1*).

Critical thinking is always dialogical and involves discussions between students in which they formulate criteria, identify and discuss contexts, and the thought process as a whole is evaluative.

Ability to think	It involves the possession of certain techniques that, taken together, create a proven and effective methodology for processing information.
Responsibility	assumes that a person, when addressing others, is aware of the obligation to provide listeners or readers with arguments and examples in accordance with accepted standards; to question them with persuasive argumentation.
Formulation of independent judgments	as a product of critical thinking means that it is aimed at creative thinking activity, rather than reproductive thinking based on rigid algorithms and stereotypes.
Criteria	It is a position that a critical thinker takes into account when evaluating ideas in the process of analyzing or criticizing them (standards, laws, rules, instructions, requirements, procedures, etc.).
Self-correction	requires a person to use critical thinking as a method of addressing their own judgments in order to correct or improve them.
Attention and sensitivity to context	the general criteria must be checked for compliance and for the possibility of change in each case; A critical thinker understands the criteria in relation to the context in which they are used and allows for other alternatives that are appropriate to the situation.

Methods of forming critical thinking

When students think critically in class, what they think and how they think is always the focus of their attention. Students who think critically tend to learn with great interest. Even in overly difficult intellectual tasks, they see opportunities for learning and growth.

The features of the educational process within any subject built on the principles of critical thinking are the following:

1. The training includes tasks that require higher-level thinking (analysis, synthesis and evaluation);
2. The educational process is necessarily organized as the study of a given topic by students, which is carried out through interactive interaction between them;
3. The result of learning is not the assimilation of facts or other people's thoughts, but the development of one's own judgments through the application of certain techniques and ways of thinking to information. This allows students to understand the subtle interplay of established criteria and their modification if a particular context may require it;
4. Teaching in this process is a strategy of continuous evaluation of results with the mandatory use of student-teacher feedback based on the teacher's research activity in the classroom;
5. Critical thinking requires students to have sufficient skills in operating with arguments and formulating their own conclusions. This also includes the ability to perceive appropriate schemes and graphs in solving current issues, to find and interpret original documents and sources of information, as well as to analyze arguments, substantiating conclusions with strong arguments;
6. Responsibility requires that the students be

motivated to engage in public discussion

problems, rather than trying their best to avoid solving them. They must work together to reach a consensus, even if it is an "agreement to disagree". This ability to cooperate is essential for the development of critical thinking, as it supports dialogue, common purpose and mutual learning of values.

Stages of critical thinking within the educational process

According to J. Piaget and his followers, the process of developing critical thinking consists of certain components of learning:

1. *Actualization (anticipation)* – the teacher directs the students to think actively about the topic they are starting to study and to ask questions;
2. *knowledge building (construction)* – the teacher persistently leads the students to formulate questions, search, comprehend the material, answer previous questions, identify new questions and try to answer them;
3. *Consolidation* – the teacher encourages the students to reflect on what they have learned and ask themselves what it means to them, how it changes their previous perceptions. The organization of the environment is important for the development of critical thinking. Classes where students are encouraged to actively learn and think critically have the following things in common:
4. Teachers and students are equally responsible for the psychological climate in the classroom. The students create appropriate behaviour in the group.
5. Teachers model the students' thinking process, demonstrate how to think critically by formulating ideas in a very careful, reasonable, and context-sensitive way, encourage them to respect different points of view, and support students when they talk about their thinking strategies.

Actualization Phase	Knowledge Building Phase	Consolidation phase
<p>to actualize ("revive") in the memory of students already existing knowledge; informally evaluate that. what they already know (including their misconceptions or ideas); establish the learning goal; focus students' attention on the topic; present content in order for them to understand new ideas.</p>	<p>comparing students' expectations with what is being studied; revise expectations and express new ones; identify the main points; track the processes of thinking (the course of students' thoughts); draw conclusions and summarize the material; combine the content of the lesson with the personal experience of the students; ask questions about the material learned in class.</p>	<p>summarize the main ideas; interpret defined ideas; exchange views; show a personal attitude; test these ideas; evaluate how the learning process is going; ask follow-up questions.</p>

The following methods can be used at each stage of the critical thinking lesson:

Actualization Phase	Knowledge Building Phase	Consolidation phase
<ol style="list-style-type: none"> 1. Cluster; 2. associative bush; 3. prediction tree; 4. I know, I want to know, I learned; 5. Brainstorming; 6. work in pairs; a chest of ideas; 7. predictions based on suggested words. <p>▶</p>	<ol style="list-style-type: none"> 1. reading in pairs; 2. concept map; 3. Reading with text marking; 4. anchor words; 5. work in pairs; 6. openwork pil; 7. discussion; 8. concept table; 9. I learn by teaching. <p>▶</p>	<ol style="list-style-type: none"> 1. Sectarian 2. Cluster; 3. take a stand; 4. logbook; 5. I know, I want to know, I learned; 6. concept table; 7. opinion scale; 8. PRESS; 9. Vein diagram; 10. Fish-Bon. <p>▶</p>

There should be an atmosphere of search and openness. The teacher and the students use higher-level questions to analyse the problem and make decisions.

The pupils are supported, but only in the form and extent necessary, and are encouraged to follow up on their own learning and to improve their level of performance.

The learning space is built in such a way that students' cooperation and communication is easy and natural. Traditional classrooms focus more on the active role of the teacher and the passive role of the students.

Active learning requires organizing the classroom environment in such a way that students can communicate and work together.

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RESOUR



The Science of Everyday Thinking (Online Critical Thinking Course)



Think Twice: A Critical Thinking Platform



Critical Thinking for



How to Develop Critical Thinking in Students



How to Develop Critical Thinking in Students (with Sample Lesson)



Critical thinking is the key to knowledge

RESOURCES



What is critical thinking and how to develop it?



Development of critical thinking: to whom, for what and how?



Critical Thinking Hub



Educational Hub of the city Kiev



6 Exercises to Help Develop Creativity and Thinking Flexibility



Training Course "Educational Tools for Critical Thinking"



Critical Thinking - Tips for Development



Critical thinking. How to develop it?



Training Course "Critical Thinking for Educators"



Think Twice: A Critical Thinking Platform

NOTES

CREATIVITY

Purpose: to form students' creative skills.

- Task:**
- to form knowledge about creativity;
 - to form the ability to show creativity in educational and creative activities;
 - Form installations to:
 - out-of-the-box thinking;
 - generating new ideas;
 - originality and innovation in activities;
 - search for complex and non-standard ways to solve problems.

Skill Information

STRESS

a phenomenon that creates something new, valuable, intangible (an idea, a scientific theory, a musical composition or a joke) or of a material nature (an invention, a printed literary work or a painting);

the ability to go beyond traditional ways of thinking or acting and to develop new and original ideas, methods, or objects;

the ability to abandon stereotyped ways of thinking, to generate a variety of original ideas in unregulated conditions of activity;

the ability to surprise, find solutions in a non-standard situation, focus on new things and the ability to deeply understand one's own world, experience;

the ability to think outside the box and originally, make unexpected decisions, generate new ideas, methods and technologies;

creative, innovative activity, the newest term, which outlines "the creative abilities of an individual, characterized by the ability to produce fundamentally new ideas and included in the structure of giftedness as an independent factor."

Rice. 8. The essence of the concept of creativity

The main parameters of creativity are originality, flexibility and productiveness (a wealth of ideas, associations, options for solving a problem). The list of qualities of creative personalities also includes self-discipline, the ability to postpone gratification, self-confidence, independence of thought, tolerance for uncertainty, a high degree of autonomy, propensity to take risks, energy, a high level of self-initiation and the desire to complete tasks in the best possible way, to achieve success.

Creativity is a general personality characteristic that affects creative productivity regardless of the sphere of personal activity.

J. S. Miller, Esq. Guilford identifies the following *six types of creativity*:

- the ability to find and formulate a problem; the ability to generate a significant number of ideas;
- flexibility — the ability to produce a variety of ideas;
- originality — the ability to respond to challenges in a non-standard way;
- the ability to improve the object by adding certain details;
- the ability to solve problems, i.e., the full ability to analyze and synthesize.

That is why creativity of thinking lies in the ability to put forward new extraordinary ideas and avoid traditional schemes in thinking. That is, the teacher needs to abandon the mechanical transfer of knowledge and create a problem-search activity in the lesson, which will help students in forming their own hypotheses and solutions, because the ability to independently find a way out of any situation is the most valuable intellectual skill of a person.

Creative learning is the process of joint activity of the teacher and the student in each lesson. Characteristic features of creative

Learning is that the educational process is correlated with life, with the solution of life creative problems that are based on the life experience of students.

The teacher should develop the students' ability to manage creative processes: imagining, understanding patterns, solving complex problem situations.

A child of high creative orientation wants to delve headlong into what interests him, he is very inventive in visual activities, games, expresses many different considerations.

Methods of forming creativity

When working with schoolchildren, considerable attention should be paid not only to the development of intelligence, but also to creativity, and, in addition, during the development of creative abilities, one should not forget about intelligence. After all, when a high intellect is combined with a high level of creativity, a creative person is often well adapted to any environment, active, and emotionally balanced. In the combination of creativity and low intellect, we see a neurotic, anxious personality with poor adaptation to the requirements of the social environment and a difficult fate.

To overcome the inertia of thinking, it is possible to offer elementary school students practical exercises, games and tasks, the implementation of puzzles, schemes; experimental tasks, the main purpose of which is to develop creative imagination, fantasy, concentration, originality, creativity of thinking.

In order to form creative thinking in a student, it is extremely necessary for a teacher to use various types of creative and developmental technologies in their professional activities: educational research; Problems-

(a) To the extent permitted by the provisions interactive learning; game-based learning; design technology. A modern lesson should be based on creative cooperation between the teacher and the student. The less active the teacher is during the lesson and the more the student is motivated, the more intensive the students' creative development will be.

The creative nature of thinking is manifested in such qualities as flexibility, originality, speed, depth, and mobility. The flexibility of the mind consists of the ability to separate essential features from a multitude of accidental features and, in particular, the ability to switch rapidly from one idea to another. Children with flexible minds, as a rule, immediately offer a significant number of solutions, combining and rearranging individual elements of a problem situation.

Therefore, teachers must take these features into account when carrying out activities to develop creative thinking. Different types of tasks have different effects on the development of students' thinking.

Creative thinking involves the implementation of unconventional actions, the ability to set new goals. Therefore, it will be appropriate for students to give the following tasks: to formulate questions about the content of the text, to ask an additional question to the answer of their classmate. Non-standard tasks also include tasks with missing data. They make it possible for the student to develop flexibility of thinking.

To develop unconventional thinking, the teacher should also use problem situations that will help to awaken the cognitive need, give the necessary direction to their thoughts, and thereby create all the necessary conditions for the creation of new material. With the use of game technologies, the teacher is able to develop constantly, systematically, purposefully flexible and flexible thinking.

For example, the "Come up with an ending to a fairy tale" method, which is often used in Ukrainian language and literary reading lessons. The method consists in the fact that it makes it possible for students to develop logical thinking, the ability to finish a thought correctly, comprehend what they hear and on the basis of this express their own thoughts. The teacher's task is to voice the beginning of the fairy tale, then the children continue it on their own.

If the process is difficult for the students, the teacher should ask them questions that will inspire them to think. The teacher observes the situation closely, helps those who need his help, and can ask the students to illustrate their points. Students can compose their own stories, poems, fairy tales. Younger students, in particular, really like the "Staging a fairy tale", because the teacher only distributes roles, and all the work is entrusted to the students, where they can fantasize about costumes, words and plot.

Creativity can increase when the teacher suggests how you can learn to think differently. Brainstorming is also effective, where students quickly come up with ideas or solve them.

Students can be stimulated to be creative by working as a team on a project or task; case solving; modeling, learning based on observation of others; the use of the game in learning.

It is important that in the process of learning, the student is aware of his own way of thinking, shows limitations in his perception and knowledge, is able to improvise and easily get used to different roles, and is able to dispel stereotypes.

In order for a student to generate unique and useful ideas, he or she must have knowledge of the theoretical basis of the subject. Therefore, students should be gradually encouraged to move beyond stereotyped thinking. You should also take

to take into account the factors related to creativity and to create an atmosphere in the classroom that would facilitate the creative expression of each participant in the learning process. For example, creative elements can be found in common tasks: to formulate explanations or assumptions about certain data, or to apply a familiar theory to a completely new field of knowledge where it does not seem to apply. The tasks during the lessons should be such that the students are not afraid of being ridiculed or punished for mistakes and bad ideas.

Tips for Developing Creativity in Students

Create a space in the classroom. It is necessary to change the usual arrangement of desks in the classroom when students look at each other's backs. Mobile desks will allow you to flexibly change the space of the room. Create areas for cooperation, communication, and relaxation. If the body has free space to move, then the brain acts in the same way. Experimenting and changing the physical environment in the classroom will help to unleash students' creativity in a variety of activities.

Offer students projects according to their interests and hobbies. Practice activities that are not related to the curriculum. Come up with an interesting name for the activity with the students. Such activities will inspire and motivate the students to be active. You can offer to conduct research or a presentation that would match their passions. Give them the freedom to experiment, find resources and tools to implement and find new ideas and innovative solutions.

Use non-traditional learning materials. Modern technology fascinates students. A traditional textbook is no longer as engaging as much for students as short videos and podcasts. Use the following materials for

discussions and deliberations. It's a great way to give them a chance to get creative. You can invite them to watch movies or listen to exciting talks as their homework, and in the next lesson to have a provocative discussion. These conversations will contribute to the emergence of original ideas of students and will be able to increase interest in the study of the subject and inspire new achievements.

Encourage students to take risks. Creativity usually requires some research, as well as courage, perseverance, and a willingness to take risks at times.

Students should understand that failures can occur during the implementation of ideas, and a positive result can sometimes be achieved after several attempts. And this is part of the creative process. Students should be encouraged to experiment with different ideas, to find innovative solutions to the various problems they are working on. Mistakes or criticism should be seen as opportunities for growth and ways to discover one's abilities.

Involve students in the teaching material. This will motivate them to learn and encourage them to take initiative and be creative. You can ask students to prepare simple tasks for the lesson (for example, a quiz in Kahoot or an online test on the topic) or prepare an author's plan for a mini-lesson and conduct it as a teacher. Mutual learning during the performance of certain tasks also greatly stimulates creative thinking and makes it possible to present the educational material in an interesting way.

Visualize ideas and goals. Visualization is a powerful tool for developing creativity. Teach students to continuously visualize their own goals and ideas using different types of graphic organizers (mind maps, infographics, Venn diagrams, visual timelines, etc.).

This will help them structure and systematize their thoughts and solve problems in unusual ways.

Practice the effect of surprise. Creative solutions require expanding traditional boundaries and thinking outside the box. Each time, ask students a question they don't expect (e.g., "What might happen if...?"). To increase the creative effectiveness of students' independent work, constantly add words such as "create", "design", "design" to the assigned tasks.

"imagine", "assume". This will help to stimulate non-standard thinking when performing familiar tasks.

Experiment with different activities. Practice short creative tasks during the lesson. This will diversify the educational process and contribute to creative problem solving. For example, metaphors, logic tasks, visual riddles, making up a story based on suggested words, reincarnation and performing different roles, the use of anagrams, metagrams, tongue twisters, etc.

To offer creative tasks, the teacher must know their students' interests and hobbies and create a supportive educational environment.

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RESOURCES



9 Strategies to Develop Creative Students' thinking



A selection of materials for the development of students' creative thinking



We develop 4K skills: creativity, critical thinking, communication and teamwork



Key skills of the 21st century



"Development of creative thinking of primary school students through the use of game tasks and Interactive Technologies"



Drudley. Development of creativity of schoolchildren

NOTES

PROBLEM-SOLVING

Purpose: to develop students' problem-solving skills.

- Task:**
- to form knowledge about problem-solving methods;
 - develop problem-solving skills;
 - Form installations to:
 - analysis of the problem situation;
 - problem-solving.

Skill Information

PROBLEM-SOLVING

the process of achieving a goal by overcoming obstacles;

a process that includes identifying the problem, analysing its cause, prioritising and selecting alternatives to solve;

A skill that will help you achieve your goal.

Rice. 9 The Essence of Problem Solving

Problem-solving skills help to identify the root of a problem and find an appropriate solution. Although problem-solving is often classified as a separate skill, various related skills contribute to this ability.

These skills are essential in building a career at all levels. As a result, effective problem-solving may require technical skills in a field or specialty.

Types of Problem-Solving Skills

Problem-solving is considered a skill in itself, but it is underpinned by many other skills that can help you solve problems better. These skills are classified as problem-solving skills in different ways and have their own algorithm.

Problem Definition and Analysis

The first step is to recognize the problem and figure out what's causing it.

Making a list of potential solutions

You know what the problem is, and maybe even know why it exists, but what do you do now? Your next step is to think of a few solutions.

Evaluation of Solution Options

Now that you have plenty of alternatives, it's time to look into them and start discarding some. There may be some that are ridiculous, horrible, or that you admit will never be realized. Throw them away and focus on possible winning ideas.

Solution Implementation

This is your "do something" move. Once you've chosen which road to take, it's time to see if you're right. For this stage to work for you, you'll need a lot of people and management skills.

Solution Evaluation

Was it a viable option? Has your strategy been successful or has it failed? To accurately measure effectiveness, the evaluation process can require a lot of work and revision.

A child who is able to solve problems on their own can:

- achieve the goal, because there are often many obstacles on the way to the desired;
- resolve conflicting, unpleasant situations in relationships;
- identify the problem, its source and understand what consequences it can lead to;
- predict the consequences of any decision and choose the best option for work;
- be responsible and responsible for your own actions.

Methods of forming the ability to solve problems

The teacher should organise the educational process so that the students are free to discover the facts, consider solutions to the problem, and come to the conclusion of their own position, supported by facts.

Particular attention should be paid to the analysis of information, including prejudices, prejudices, verification of the reliability of the sources of its origin. This will contribute to the formation of students' own judgments and the development of critical thinking.

The formation of this skill is facilitated by the technology of problem-based learning.

The potential of problem-based learning technology provides the following:

- encourages independent learning activities and active search;
- develops intuition and thinking;

- stimulates the manifestation of activity, initiative, independence and creativity;
- teaches the art of solving various scientific and practical problems, the experience of creative solution of theoretical and practical problems;
- ensures the development of critical and theoretical thinking, basic intellectual skills — generalization, systematization, analysis, synthesis, deduction and induction;
- arouses cognitive interest in the content and methods of the academic subject;
- involves in the understanding and search for new scientific knowledge and ways of obtaining;
- creates conditions for creative self-realization in the educational process.

The structural units of problem-based learning are the problem situation and the process of its solution, the problem question and the problem task.

Stages of organizing problem-based learning

1. Identification of contradictions, unknown moments in the study of educational material, awareness of difficulties, the emergence of a desire to overcome them (awareness of the problem situation and formulation of a problem task).
2. Analysis of the conditions of the problem task, establishing dependencies between data, between the known and the unknown.
3. Breaking down the main problem into sub-problems and drawing up a plan, a solution program.
4. Actualization of knowledge and methods of activity or obtaining knowledge and their correlation with the condition of the problem to be solved.
5. Putting forward a hypothesis (or hypotheses), finding an idea for a solution.

Selection and implementation of a system of actions and operations to identify the desired (own solution).

6. Verification of the solution.

7. Concretization of the results obtained, as well as establishing the connection of the obtained conclusions with previously known theoretical provisions, laws, dependencies and formulation of possible consequences arising from the results obtained, identification of new problems to be solved.

According to the general understanding, the problem is the subject's awareness of the impossibility of resolving the contradiction that has developed in a given situation by means of ready-made knowledge or experience.

"It is believed that between two diametrically opposed views lies the truth, nothing of the kind, there is a problem," wrote Goethe.

In any problem, there is an objective motive — the initial data that create a problem and allow it to be solved; And the subjective moment is the student's willingness to accept this problem at the level of his development. It is important to remember that the cognitive problem appears as a double phenomenon in nature:

- its external (objective) side is generated by reality (or is specially constructed in the educational process for didactic purposes);
- The internal one reflects the state of tension of a person, which arises (or does not arise) at the moment of contact with certain contradictions.

A question to which the pupil knows the answer in advance or is familiar with a trivial way of finding it is not a problem.

Cognitive problems in the context of problem-based learning technologies can be considered:

- as the most important indicator of the problem-based nature of learning;
- a means of intensifying learning activities that guarantees a higher level of educational results;
- a means of actualization and realization of the intellectual potential of the subjects of the educational process;
- an intriguing beginning that generates an intrinsic motivation to learn, an independent search activity.

There are several grounds for constructing a typology of cognitive problems.

In general, problems can be divided into groups according to the object of uncertainty. It is generally accepted that the content of education includes four main components: 1) a system of knowledge; 2) a system of general intellectual and practical skills; 3) experience of creative activity, which serves as the basis for the further development of culture; 4) sufficient emotional and volitional attitude to the world and oneself.

Thus, it is possible to construct four groups of cognitive problems, the result of which will be new knowledge; a new skill; creative experience; value-emotional attitude. The problems of the first group will be created on the basis of the need to discover previously unknown facts, concepts, laws, theories, knowledge about modes of activity, evaluative knowledge. The problems of the second group are associated with the condition of mastering logical, subject-typical, scientific-subject skills. The third group of problems acts as a catalyst for the process of mastering the experience of creative activity, the fourth — the experience of forming value judgments.

Another typology of cognitive problems can be constructed on the basis of functions

in the educational process. Cognitive problems can create the following conditions:

- setting the goal and organization of educational activities;
- organization of perception, awareness and consolidation of primary information;
- organization and assimilation of modes of activity;
- organization and development of methods of creative activity;
- generalization of what has been learned and its introduction into the system of new knowledge;
- monitoring the results of educational activities.

There is another type of problem:

- end-to-end — pivotal for the entire course;
- complex — covers several topics;
- thematic — covers a range of issues related to the study of the educational topic;
- situational — related to specific facts and situations in a particular training session.

It is of particular interest and represents a typology, the basis of which is the degree of independence of the student in solving the problem. In this series, there are problem-based presentation, partial-search and research methods.

Problem-based learning methods

Problem-based presentation – the teacher asks a question or formulates a problem and shows the answer options or solutions, and the students observe the search and determine their attitude.

The partial-search (heuristic) method involves the active involvement of subjects in the process of discussing and solving a problem, broken down into sub-problems, tasks and questions. The process of search activity is directed and controlled by the teacher.

The research method involves the involvement of subjects in the process of formulating a scientific problem, selecting the subject and methods of research, compiling its program, selecting the base and participants of the experiment, participating in it, processing and analyzing the results obtained. The essence of the problem presentation is that the teacher (or the textbook) himself poses and solves the problem himself, but at the same time shows the way to solve it in its real, but the contradictions adapted to the student's understanding, the subject only "observes" the course of the solution, empathizing (or not co-sympathizing) with the latter. The purpose of this is to show sample solutions; The subjects of the educational process are given the opportunity to analyze the persuasiveness of arguments, to master algorithms for solving problem situations.

The partial search method is aimed at the gradual mastering by the subjects of the educational process of complex actions for the independent solution of cognitive, scientific or professional problems. The implementation of this method involves the formulation of the following problems, in the solution of which students are invited to independently perform one of the search steps:

- to see what the essence of the problem is;
- formulate a hypothesis;
- suggest a solution;
- build a proof;
- draw conclusions from the facts obtained, etc.

In fact, the problem in this case is divided into groups of sub-problems, from which those tasks are distinguished, the solution of which is accessible to the students.

The research method is aimed at solving the following problems in which students can show complete independence: from

formulating the problem before it is solved; At the same time, they implement a full cycle of steps necessary to fully solve a problem situation of any type. Actually, a full-fledged analysis of a specific situation is a classic application of the research method, when the material for research is a specific situation taken for problem analysis. It should be noted that a specific situation creates conditions for the application of the research method at least three times: in its construction (description, collection of material); its analysis; expert analysis of the decisions obtained (analysis materials). This description of typologies naturally leads to the need to propose another approach to the construction of problems.

In this approach, it is important to answer the question: Who formulates the problem? What is the source of the problems? Here we can distinguish two large groups of cognitive problems: in the first, the source of the problem is a textbook with its understanding of didactic and semantic contradictions; In the other, the problems are formulated by the student, and their source is his own experience. It is obvious that reliance on this group of problems in teaching naturally creates personally significant problem situations and, therefore, is guaranteed to activate the learning process. In the end, it is the student's ability to specify and solve problems relevant to their own development that acts as a measure of the quality of their education.

What can be the source of a problematic situation? Basic didactic contradictions can work in this role:

- between the known and the unknown;
- knowledge and skills;
- the complexity of the cognitive task and the availability of a way to solve it;
- cognitive needs and opportunities for their realization.

Problem situations arise where there is a discrepancy between the existing knowledge system and the new requirements. An example of such a contradiction would be the discovery of new facts that do not fit into existing theories; Another typical example of this contradiction is the discrepancy between the ideas of life and scientific knowledge.

Another reason for creating a problem situation may be the need to choose from the totality of available possibilities (ways of solving, answering, evaluating) one; Such situations are complicated by the condition of argumentation of the reasons for choice, the definition of criteria for making a choice.

Sources of problem situations:

- the task of finding new options for using existing knowledge;
- the contradiction between the obviousness of the theoretical possibility of the solution and the lack of a solution;
- the difficulty of translating a model (scheme, drawing, algorithm) into reality;
- contradictions between statics and dynamics, trend and fact;
- contradiction only at the level of explaining the discrepancy between the supposed and the real.

Questions and tasks can become problematic in the following situations:

- if there are any contradictions that need to be resolved;
- similarities and differences need to be established;
- it is important to establish cause-and-effect relationships;
- It is necessary to make a choice based on the "weighing" options;
- it is necessary to justify the choice of preference;
- it is necessary to confirm the regularities with examples from one's own experience and theoretical regularities;

- The task is to identify the advantages and disadvantages of a particular solution.

The conditions necessary for the translation of "potential" cognitive problems into "actual" ones, which are accepted as personally significant, which are important in their essence and significance for their education, life or professional training, are highlighted. They are the same as when solving the problems of forming cognitive interest:

- emotionality and brightness of presentation;
- pragmatic orientation to the sphere of special interests;
- the ability to transfer knowledge from one area to another;
- providing ample opportunities for self-organization and self-realization;
- the use of various methods of stimulating search activity, including traditional advertising moves based on motivating motives: recognition, self-respect, novelty, destruction of boredom, curiosity, opportunities for self-realization.

The main functions of cognitive problems in the educational process

1. Cognitive problems make it possible to involve schoolchildren in the process of independent search and "discovery" of new knowledge, skills, ways of creative activity, personal assessments and perception of reality. At the same time, the ability to independently search and self-education is not only a prerequisite for the quality of education, but also an indicator of its effectiveness.

2. Providing students with the opportunity to choose from a variety of cognitive problems creates conditions for qualitative differentiation and individualization of the educational process.

3. Solving cognitive problems by a student, the source of which is their own life experience, the activities of famous people, classmates or fellow students,

The course of real life gives rise to an understanding of the significance, importance, expediency of studying this content as a whole and its individual sections.

4. Cognitive problems can successfully perform the function of an integrator — this happens when a student with the power of the problem method is involved in the process of establishing regular connections between various facts, phenomena, concepts, and regularities.

5. The difficult but feasible nature of the problems forms an interest not only in individual academic disciplines and the learning process as a whole, but also a certain perseverance in solving educational, research and educational and professional problems.

6. Cognitive problems are a great way of self-examination, when the criterion for the quality of education is not the process ("I taught"), but the result ("I solved the problem").

7. The system of selected cognitive problems forms in schoolchildren a special attitude to the content of education, which appears not in the form of frozen postulates and dogmas, but as a dynamically developing structure of knowledge and information of varying complexity. In the course of solving a whole range of problems, students gain experience in supplementing and updating educational, scientific or professional knowledge, personal involvement in this process and, therefore, responsibility for it.

8. Solving cognitive problems is also a reason for establishing special relations of cooperation between the subjects of the educational process, when they can change roles in the process of formulating a problem, finding ways to solve it and substantiating the correctness and effectiveness of the chosen resources.

9. A high-quality educational process is a process that ensures the ascent of the individual to understand his or her own development potential

by expanding the field of actual and possible cognitive problems for solving.

Recommendations for students

1. Carefully read the condition of the problem and memorize the question (requirement) of the problem.

2. Start thinking about these conditions (element by element) and determine if they provide answers to the problematic question.

3. Think about whether the data in the task contradict each other, or whether some data help to understand the meaning of others.

4. If you don't have enough data, remember what you know about the problem and think about what that knowledge can help you find ways to solve it.

5. Suggest your own way to solve the problem.

6. Make a plan to solve the problem step by step.

7. Check if your solution answers the merits of the question.

8. Check if there is any data in the problem that contradicts your solution.

9. Prove the effectiveness of your method.

10. Make sure you've taken all the data into account. Have you drawn all possible conclusions about the essence of the task?

An approximate list of skills that are formed in the course of solving a problem:

- analysis of the conditions of the problem situation;
- identification of the composition of the problem (to highlight what is known and what is not known);
- reformulation of the task;
- search and expansion of the range of information about the problem;
- formulation of a hypothesis, assumptions and drawing up a plan for solving a problem;

- argumentation of their actions;
- ability to generalize and draw conclusions, propose an algorithm or solution scheme (if possible);

- knowledge of heuristic methods. Heuristics are special methods of organizing thinking, manifestations of intuition. Knowledge of heuristics develops the ability to go beyond one's knowledge. Heuristics can be heuristic rules that contain recommendations for choosing a possible action in the conditions of an alternative search:

- heuristic information (e.g. forms, laws), aphorisms (proverbs, sayings, catchphrases), rules of preference,
- heuristic operations — induction, analogy, comparison, generalization, etc.

Problem lesson and problem lecture are the main forms of curriculum implementation (at school) through the creation of a problem situation, the formulation of problem questions or the formulation of problem tasks, the analysis and analysis of various ways to solve them based on the results of scientific research and practical experience.

Techniques for constructing a problem-based lesson:

- posing problematic questions at the beginning of the training session;
- acquaintance with the history of the development of the problem and the search for ways to solve it in science and practice;
- acquaintance with the methods of science and practical ways of solving the problem;
- comparative analysis of ways and means of solving the problem;
- formulation of problem-rhetorical questions during the training session;
- involving students in discussion, inquiry or research;
- stimulation of independence and empowerment of the subjects of educational

the process of expressing one's own position and one's attitude to the ways of solving the problem under discussion;

- involving them in learning new experience in solving a problem.

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RESOURCES



How to Teach Students to Solve Problems?
Life hacks



Formation of critical thinking skills in mathematics lessons



How to Develop Critical Thinking in Students (with Sample Lesson)



Problem-solving skill: why does a child need it?



Important skills for your child's future



Problem-solving skills: examples of how to demonstrate them

NOTES

SELF-LEARNING AND SELF-DEVELOPMENT

Purpose: to form students' skills of self-study and self-development.

- Task:**
- to form knowledge about self-learning and self-development;
 - to form the ability of self-study and self-development;
 - Form installations to:
 - independent deepening of their knowledge;
 - conscious improvement of one's own physical, mental and moral abilities by combining the desired and what you need.

Skill Information

SELF-LEARNING AND SELF-

an approach to learning where the individual makes an effort to identify their own learning needs, set learning objectives, find the necessary resources, and assess their own knowledge;

the process of learning new things and creating new skills — skills that help us increase our chances of success, achieving our goals, and making our dreams come true;

self-learning is the skill of independently deepening one's knowledge, improving one's skills outside the curriculum;

Self-development is a skill that allows you to consciously improve your own physical, mental, and moral abilities by combining what you want and what you need.

Rice. 10. The essence of the concepts of self-learning and self-development

Everyone strives for self-development, and therefore the development of creative abilities, self-knowledge, self-understanding, self-realization in various activities. This is not only a natural process that is carried out under the influence of the environment, but also a personal need to acquire new experiences that are formed in the psyche.

When a person works on self-development, they develop the social, emotional, and practical skills they need to be successful.

Self-development is the process of assimilating information that comes from the outside and is guided by the individual. To a large extent, it occurs on a subconscious level, which is emotionally regulated. It combines qualities that reflect the inner subjective world of each individual, the main features of intellectual orientation, his/her life aspirations, interests, beliefs, views, attitudes to life, to other people, to one's duties and to oneself, his comprehension of his own actions, desires, will, aesthetic and moral feelings.

The teacher should help the pupil to become aware of the processes of development, to teach him to consciously manage them, to set goals for his development.

Self-development is an intellectual process and involves the individual's awareness of both himself and his or her activities. This process encompasses all life activities, from a specific situation to a person's entire way of life. In the process of self-development, the spiritual world of the student is manifested: his morality, intellect, will, emotions.

Self-development presupposes, first of all, the activity of the individual himself in working on himself, emotional and psychological experiences and self-motivation in his own development.

The result of the teacher's activity should be the student's readiness for self-education, self-study, self-improvement,

self-choice, self-realization throughout life with awareness of personal and social needs.

Methods of forming the skills of self-study and self-development

Self-learning and self-development are formed and developed due to the individual's interest in knowledge, ardent desire and motivation to receive it. To do this, you need to read a lot and constantly, learn self-organization and positive thinking, be interested in everything new and find online courses to expand and deepen your own knowledge.

Teachers should take into account that at this time the right of one's own choice is important for the formation of personality; The pupil, and not one of the adults, chooses the sphere of his future employment and self-educational activity at school age in accordance with this activity – adults have only the right to contribute, unobtrusive prompting.

The motive determines the goal, and the goal programs the activity to achieve it. Studies show that the more motives determine a goal, the greater its motivating power. From this point of view, the teacher's task is to multiply the motives for students' self-educational activities.

An important source of interest in students' self-educational activities is the intellectual atmosphere in the family, the recognition of self-education as a value. Parents' position on their child's education plays an important role in the formation of the latter's attitude towards self-education. Therefore, teachers should also collaborate with students' families.

In the student environment, competitive motives play a significant role. Therefore, the direction of the individual student depends on the general intellectual atmosphere of the class

in self-organization to independent learning activities. From this perspective, the teacher creates a friendly atmosphere in the student body, in every possible way demonstrates the advantages of advanced pupils in self-education. Self-education is not only the improvement of the student's knowledge system, but also the improvement of his own activity as a whole, it is the development of specific mental attitudes that will guide the activities of today's student in the future, will become the basis for his choice of profession.

The formation of personality in the process of learning is an extremely important condition for self-sustaining educational activities. At the same time, volitional components play a decisive role. It is important to think over the pedagogical impact on the student in such a way that his self-educational activities receive constant positive emotional reinforcement (praise in the classroom and at parents' meetings, a prize place in the Olympiad, high marks, an interesting individual creative task, the teacher's trust, an increase in the general status of the student in the school team) - this will bring satisfaction to the student from the results of his additional work in the field of self-education, intensifies his self-educational activity.

The subject of self-education at school is information materials that go beyond the school curriculum and involve work with reference literature. Therefore, the acquisition by the pupil of the skills of organizing independent educational activities is as important as the educational activity itself.

The teacher should teach the student:

1) basic rules of the culture of working with information material — methods of semantic transformation of the text (highlighting the main thing, recording large blocks in the form of diagrams, etc.) and searching for additional information, storing

it in a card index (working with dictionaries, reference books, encyclopedias, library catalogs, the Internet);

2) methods of reading and listening culture, methods of extracts, various types of citation and bibliography;

3) peculiarities of presenting one's own thoughts in different styles in accordance with audience modeling, the use of compositional elements of the text, rhetorical and stylistic skills and abilities;

4) • methods of memorization and concentration of attention, which are based on the use of various types of self-control;

5) methods of rational organization of time, reasonable alternation of work and rest, general rules of occupational health (regime, discipline and order in the workplace, lighting, ventilation of the working area, etc.).

Age characteristics play an important role in students' self-educational activities. Thus, in primary school, students only develop an interest in additional sources of knowledge that are used situationally, randomly, and imperfectly. During this period, class teachers acquaint children with the library and other sources of information, teach them how to work with books. An important role at this age is played by the family, the reading culture of its members, the models of behavior regarding intellectual independent work that they have developed and which the child uncritically imitates.

In grades 5-8, the student's self-educational activity is still characterized by insufficient purposefulness, disorder, so the teacher should interest the student as much as possible, activating his cognitive capabilities with various methods and techniques both in the classroom and during homework and independent assignments. During these years, the pupil acquires skills in working with search information systems, such as the Internet. It is important that children at this time develop intrinsic motivation — the conditionality of behavior precisely because of the factors that

not directly related to the influence of the environment and the physiological needs of the body, when the very process and content of the activity arouses interest, and not the receipt of something that is outside this activity (money, fame, power, etc.).

It is clear that in high school age (grades 9-11) schoolchildren are most ready for self-education, which is organized in the perspective of their future specialties. This is maximally facilitated by the profiling of a modern school, an extensive system of elective courses, elective classes and clubs. The teacher here should make full use of the student's desire, his previously formed interest in a certain field of knowledge, but in no case should he act as a dictator, it is necessary to apply the principles of democracy, the right of choice of the child, to be as attentive as possible, activating the student to cognitive activity and creativity. Too much praise, as well as criticism, increased attention or, conversely, inattention to the results of the student's self-educational activity can throw the student away from the independent search for truth.

The teacher, under the condition of the student's independent educational activity, shows the links between self-education and schooling. To this end, it is necessary to think about ways to control the student's independent educational activities. It is clear that they should differ from traditional ones, increase interest in learning. It is most expedient that the form of control is the performance of a specific type of work that would be of interest not only to the student, but also to other people in particular.

In order to be able to organize students' self-educational activities, the teacher today is endowed with academic freedom. But he himself must constantly improve, be a creative person, able to think in a new way, independently set goals and objectives, offer non-standard solutions, who has not only the ability, but also the need for self-development.

Encouraging students to self-learn and self-develop can be challenging, but it is possible with several effective approaches. Here are some general tips that can help in this process:

Create a stimulating environment: Create a classroom environment where self-learning and self-development are valued and encouraged. Disseminate positive examples of the successes and achievements of students who are working on their own development.

Give preference to interactive teaching methods: involve students in the learning process, give them the opportunity to actively participate in activities in the classroom. Make lessons interesting and meaningful by using interactive methods such as discussions, projects, role-plays, etc.

Provide access to additional resources: Give students access to additional materials, books, videos, online courses, etc., so they can develop their interests outside of the regular curriculum.

Promote self-expression: encourage students to express their opinions, ask questions, and lead discussions. It is these activities that will help develop their independence and cognitive skills.

Introduce examples of success: Tell students about stories of successful people who have achieved great success through their self-discipline, self-learning and continuous growth. This will inspire students and show that self-development has great potential.

Use technology: Modern technology can be a useful tool for self-learning. Help students find the right online courses, webinars, mobile apps, and other digital resources for their development.

Emotional support: praise students' efforts in self-learning and development, even

if the results are not yet what they would like to see. Support them in difficult times and provide positive feedback.

Ask provocative questions: ask students what interests them, what they would like to explore further, what problems they would like to solve. Help them focus on their own goals and find ways to achieve them.

Building a student's self-development skill is an important task that helps them become more successful and achieve their goals. Here are some tips to help students develop this skill:

Set a goal: Help the student understand what they want to achieve. Set a specific goal that will motivate them to develop themselves.

Self-esteem and consciousness: It is important to teach the student to be aware of their strengths and weaknesses. Support the student in analysing their achievements and mistakes, helping them understand what steps need to be taken to improve.

Continuous learning: Support the learner in wanting to learn continuously. Teach him to learn from books, magazines, online courses, and other learning materials.

Ask questions: encourage the student to ask questions about the world around him, about what interests him. Help him find answers to these questions through research and information retrieval.

Create plans: Teach the student how to make action plans to achieve their goals. Break down big tasks into smaller, achievable steps.

Develop critical thinking: encourage the student to analyse and evaluate information from different sources. Develop critical thinking and the ability to make informed decisions.

Overcoming Challenges: Teach the student to see challenges as opportunities for development, not obstacles. Praise him for his ease in overcoming difficulties.

Self-discipline and organization: encourage the student to be organized and disciplined in their own learning efforts.

Stimulate creativity: Support the student in developing creativity. Learn to look for unconventional solutions to problems and tasks with him.

Positive examples: let the student see you as an example of self-development. Show your interest in learning, developing, reading, researching new topics and improving your skills.

By encouraging active self-learning and self-development, you promote students' creative thinking and autonomy, which in the long run will help them become successful and satisfied with their lives. Remember that developing the skill of self-study and self-development is an ongoing process, and it is necessary to support the student along the way, assessing their efforts and helping them overcome the difficulties that arise. The teacher's role is to create an environment that will encourage the student to self-education and self-development.

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RESOUR



Mechanisms for the formation of the competence of the student's self-



Platforms to improve skills and self-development



Teacher's readiness for formation pupils' skills and abilities of self-educational activities



Distance platforms for learning, self-development and getting help and verified information



Skills of the XXI century and the conditions for their formation

DIGITAL LITERACY

Purpose: to develop students' digital literacy skills.

- Task:**
- build knowledge about digital literacy;
 - to develop the ability to appropriately use digital technologies, tools and/or communication networks for certain access, management, integration, evaluation and creation of information data for the successful functioning of the knowledge economy in society;
 - Form installations to:
 - communicativeness;
 - Responsibility;
 - Creativity.

Skill Information

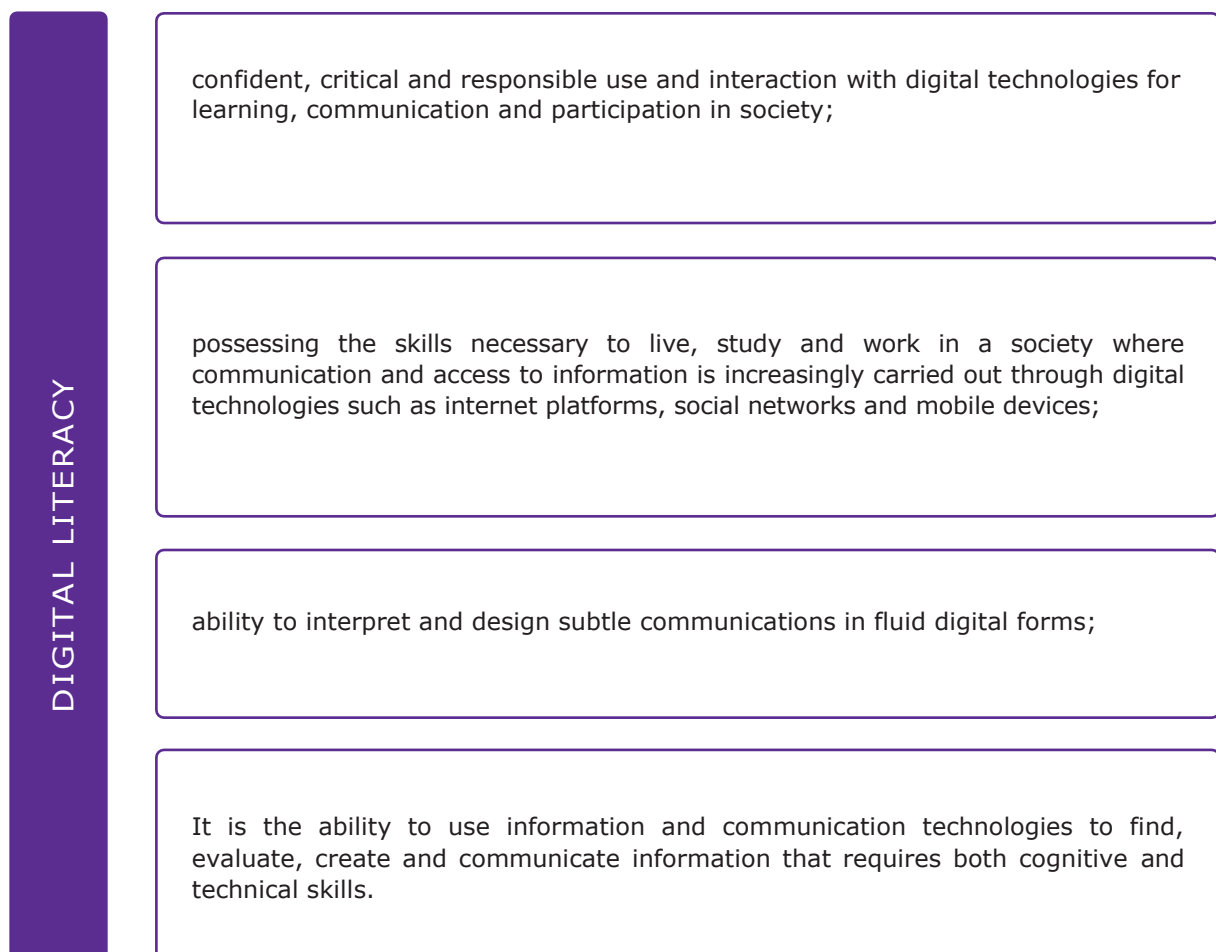


Fig 11. The essence of the concept of digital literacy

Digital literacy is one of the key skills of the 21st century. Modern reality requires citizens to adapt quickly, accept challenges and be willing to learn. Digital literacy skills are more important today than ever. It is needed not only for building a career, but also for education and socialization.

The importance of students' digital literacy skills is becoming increasingly evident as technology continues to permeate the daily lives of children and adults alike. From social interaction to entertainment, from education to professional life, the ability to use technology effectively is now considered essential for modern progress and success.

Digital literacy includes the skills needed to use technology safely, effectively, and responsibly. As technology continues to be more and more embedded in everyday life, the importance of teaching digital literacy skills is becoming increasingly apparent. Among the reasons that actualize the need for the formation of digital literacy, we highlight the following:

Supports educational progress. One of the first reasons for the importance of numerical literacy skills is the increased use of technology in education. The use of technology as a learning tool has increased over the past 15 years, with technology platforms such as computers, tablets and the internet becoming increasingly popular in schools and universities.

Students with digital literacy skills will feel more comfortable and confident on these learning platforms, while the progress of those without digital literacy skills may be hampered by the inability or lack of confidence to navigate the relevant technology. In addition, due to the fact that

that most standard assessment procedures are conducted online is becoming increasingly important so that students can focus on the material with confidence rather than being slowed down or distracted by the use of technology for the test.

Increases online security. Online risks are complex and changing all the time, and attackers are constantly creating new ways to take advantage of others in their own interests. While digital literacy cannot prevent students from facing online safety challenges, it can provide them with important knowledge, tools, processes and resources to help protect their security and privacy as much as possible.

Builds digital responsibility. In addition to online safety, digital literacy also teaches digital responsiveness, i.e. the ability to ethically consume and transmit information on the Internet. Increasing reliance on technology exposes students to problems related to copyright and plagiarism, cyberbullying, verification of information resources, and responsible interaction with others. Digital literacy skills help learners acquire the ability to understand and deal effectively with these issues, making them more responsible digital citizens.

Improves social opportunities. Whether we succeed or not, more and more social interactions are taking place on the Internet. On the one hand, digital literacy plays the role of an opportunity to communicate with people outside our immediate territory. Where friendships and even family relationships used to depend on face-to-face interaction, the use of technology removes barriers when it comes to socialization. However, this open world of social opportunities also exposes people, especially young people, to dangerous social scenarios. Mastering digital skills

literacy allows students to communicate with others online, protecting their information and security.

Improves digital equity. Digital equity also helps to bridge the digital divide. Even with the spread of technology in households and educational institutions, there are still disproportionately large numbers of minority workers with limited digital literacy skills. By making digital literacy a priority in education, educational institutions can help increase digital literacy among underrepresented groups by helping these students to improve their skills so that they have more opportunities for career advancement in the future.

Supports life skills. While technology is constantly changing, digital literacy funds provide students with foundational knowledge and skills that can be applied to different types of technology, both now and in the future. For example, learning basic concepts such as input/output, how applications work, understanding the variety of hardware devices and how to use them, etc., can provide basic knowledge that should be applied to emerging new technologies.

Digital literacy includes the skills needed to use technology safely, efficiently and responsibly. As technology becomes more entrenched in everyday life, the importance of learning digital literacy skills is becoming more and more apparent.

Digital literacy encompasses the ability to effectively use digital technologies and information and communication technologies (ICTs). This includes understanding how to use different devices, software, networks and internet services, as well as

development of skills that allow them to successfully use these technologies in everyday life, education, professional activities and other areas.

The main components of digital literacy are:

Basic computer literacy: ability to work with a computer, ability to turn on and off, control a mouse, keyboard, understanding of the operating system interface and file structure.

Internet literacy: understanding of basic concepts and terms related to the Internet, ability to use search engines, surf the web, e-mail, social measures, and behave consciously and safely online.

Information literacy: the ability to evaluate, analyze and select information from different sources, understanding the principles of information filtering, using critical thinking to verify the reliability and truthfulness of information.

Communication literacy: the ability to communicate effectively and exchange information through e-mail, messengers, social networks, forums and other means of communication, compliance with etiketics in online communication.

Creative literacy: ability to create and edit digital content, including text, images, audio and video, understanding of copyright rules and intellectual property issues.

Cybersecurity and privacy: knowledge of the basic principles of cybersecurity, the ability to protect one's data and sensitive information, understanding threats and practicing safe online behavior.

Information Technologies in Education and Professional Activities: Using Digital Tools and Programs for

implementation of training, research, creative work, planning and organization of work, cooperation with colleagues, etc.

Digital literacy is becoming increasingly important in a world where technology is evolving rapidly and almost all areas of life include elements of digital interaction and information technology.

The task of modern education, in view of the competence approach, is the harmonious development of the individual, who must have all the necessary abilities, knowledge, skills and abilities for a comfortable life in society and successful professional self-realization, this requires a revision of existing educational technologies, methods and teaching aids and their modernization in accordance with the requirements of modernity.

The standard of general secondary education defines the knowledge, skills and abilities that students should possess and which determine their information and communication competence, and therefore digital literacy. However, rapid technological development requires constant updating of knowledge and improvement of skills.

Methodology for the formation of digital literacy

When forming digital literacy, the basic principles should be taken into account:

Understanding. First, students should achieve a level of understanding of digital literacy through lessons, home practice and support for group work. This will help children learn the basic concepts of safety and digital literacy that will form the basis of their learning.

Interdependence. It is a concept in which different digital platforms depend on each other. The students know that all forms of digital media are linked to others. It can also help to remove the

data talent, because due to the sheer number of media, it is necessary that media not only create, but complement each other.

Social factors. It is important that children understand that there are social factors and factors that influence digital online presence. The sharing of information, content, media, and history through a particular digital platform can determine the success of that medium.

Management. It is the management of one's own content and digital information. The easiest way to do this is to use platforms that offer the ability to store content. Sites focused on this allow participants to store content and ideas on their own platforms while providing a minimum of personal data.

Building students' digital literacy is an important task in today's world, where information technology and digital tools are taking up more and more space in our daily lives. Digital literacy involves the ability to use information technology effectively and responsibly to achieve one's goals, search and evaluate information, interact with others, develop creative skills, etc.

Here are some methods and approaches that can be used to build students' digital literacy:

Integration into the curriculum: digital literacy can be implemented in academic subjects where the use of technology is meaningful. For example, teach students how to work with text readers, spreadsheets, visualization tools, and other useful programs.

Special courses and trainings: organize individual lessons, courses or trainings aimed at teaching students digital skills, including critical thinking, cybersecurity, common sense in the use of technology.

Projects and practical tasks: develop projects where students can put their digital literacy skills into practice. For example, creating multimedia presentations, websites, blogs, videos, digital illustrations, etc.

Critical Source Analysis: To teach students to critically evaluate the information they find on the Internet. Explain how to recognize reliable sources, check facts, and avoid disseminating misinformation.

Online Safety: Teach students how to protect their personal data, use social media wisely, and avoid scams and online threats.

Creating a safe online environment: support the creation of a positive and respectful online environment where students learn to communicate adequately and ethically.

Cooperation and communication: to develop skills of cooperation and communication through technology, to learn how to work in online collaborative projects.

Game-based approaches: Use games and puzzles to make digital literacy learning more fun and engage students in active learning.

Independent work: to encourage students to explore new technologies and skills on their own. Teach them to find online resources for self-study.

Assessment of progress: use assessment methods to determine students' level of digital literacy and engage them in continuous improvement.

Adherence to academic integrity: promote academic integrity, teach students to avoid plagiarism in online learning.

It is important to combine different methodologies and create a supportive learning environment in order to develop students' digital literacy as effectively as possible. This approach will help prepare them for life in the digital age and ensure their successful development in the future.

The website of the Ministry of Education and Science offers resources to help students develop digital literacy.

To develop digital literacy, the Ministry of Digital Affairs created the project "Diia. Digital Education". Many resources are available here on different topics and for different audiences, including schoolchildren.

For example, the educational series "Entrepreneurship for Schoolchildren", "Introduction: Digital Marketing for Schoolchildren and Students", "Artificial Intelligence for Schoolchildren" and many others.

With the rise of online education, it is critical to help students become more digitally literate in order to better engage with technical and media resources in real-world situations. This can not only help them navigate current educational needs, but also prepare them for future trends and career opportunities.

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RESOUR



Learning Platform:
Online Course Key
Skills of the 21st
Century



Education
hub. Digital
Literacy



What is digital
literacy and why
do Ukrainian
schoolchildren
need it?



Osvectoria. Digital
Literacy



Action. Children's
online safety



How to Teach
Your Child Digital
Literacy: A
Platform
Action. Digital
Education & New
York Times



Action. Digital

MEDIA LITERACY

Purpose: to form students' media literacy skills.

- Task:**
- to form knowledge about media literacy;
 - to form the ability of media literacy in educational activities and social life;
 - Form installations to:
 - Analysis;
 - criticality;
 - analyticality.

Skill Information

a component of media culture focused on the ability to competently use the content and information obtained from the media;

ability to understand, analyze, critically evaluate and effectively use media and information;

an expanded conceptualization of literacy, which includes the ability to access and analyze media messages, as well as to create, reflect and take action using the power of information and communication to change the world for the better;

the level of media culture achieved by media education, which refers to the ability to use information and communication techniques, to express oneself and communicate through media, to consciously perceive and critically interpret information, to separate reality from its virtual simulation — to understand the reality constructed by media sources, to comprehend power relations, myths and the types of control they cultivate.

Rice. 12. The essence of the concept of media literacy

The formation of media literacy is an important task in the modern information society. Media literacy provides a framework for accessing, analyzing, evaluating, creating, and participating with messages in a variety of forms, from print to video to the Internet. Media literacy creates an understanding of the role of media in society, as well as the basic research and expression skills needed by citizens of a democracy.

Media literacy refers to the ability to critically perceive, analyze and evaluate various media messages that come to us from various sources, such as television, radio, newspapers, magazines, the Internet, social media, etc.

Media literacy skills are extremely important for today's learners in a world saturated with information and media. Children are active consumers of the media content of the modern information society. The influence of various information shapes their worldview, value system, and behavior. The teacher's task is to teach students how to use media in the learning process and social life.

Media literacy helps students develop critical thinking, curiosity and the ability to analyse information. This makes it possible to distinguish between reliable and unreliable information, to check sources and to understand the purpose behind the coverage of a particular topic.

When there is an overabundance of information, it is important to learn how to use it with understanding and responsibility. Media literacy helps to avoid the dissemination of inaccurate or harmful data, as well as to be a conscious media consumer.

Media literacy helps to enrich students' knowledge, enabling them to more easily find, understand and use information for learning, development and problem-solving.

Media literacy helps students to realize that even high-quality sources can contain errors or hide certain facts. This avoids the spread of myths and helps fight the problem of fake news.

Media literacy contributes to the formation of social consciousness, helps to understand the positions of different groups, to feel the perspectives of other people and cultures, and also develops a tolerant attitude towards different views.

Media literacy includes an understanding of advertising, marketing strategies, and the impact of advertising on the consumer. This helps to avoid uncontrolled consumption, understand the motivations of sellers, and maintain financial literacy.

Media literacy skills help students protect their information online, avoid fraud and cyber threats, and keep their digital vigilance under control.

Overall, media literacy is a key component of modern education, as it helps students develop as critically thinking, responsible citizens and active participants in society, able to distinguish truthful information from disinformation and manipulation.

The structure of media literacy covers the following key aspects:

Understanding media and their role: knowledge about the types of media (television, radio, newspapers, internet), their purpose and impact on society. Awareness of how the media influences people's thoughts, beliefs and behaviour.

Critical thinking: development of critical thinking skills that help to distinguish reliable information from fake news, disinformation, as well as to identify fraud and manipulative techniques in media texts.

Search and evaluation of information: skills to effectively search for relevant information on the Internet and other available sources, as well as the ability to critically assess its credibility, relevance and authority.

Media Ethics: Understanding ethical principles of conduct in the media environment, including respect for the rights of authors, publishing truthful information, avoiding harmful content and taking responsibility for one's actions online and on social media.

Media productivity: the ability to create one's own media content, understand its impact on the audience and use media technologies responsibly.

Tools to protect against disinformation: skills to recognize and protect against disinformation, fake news, online fraud and other media manipulation.

These aspects of media literacy are interrelated and important for the development of personal skills in the field of information and media, which help society to become more informed, conscious and capable of critical thinking.

Methodology for the formation of media literacy

Modern media provide a certain ease of obtaining a variety of information. Therefore, the main task of the teacher is to direct the efforts of students to the independent development of new knowledge, which is the result of the cognitive process obtained by himself.

Media literacy is an important skill in today's world, where information is extremely accessible but often unverified. It is the ability to critically evaluate, analyze and understand information from different sources in order to avoid the dissemination of inaccurate or manipulative materials.

Certain rules will help to develop media literacy skills:

- Use reliable news sources, trusted publishers who are known for their independence and professionalism. Avoid sensational headlines or unfamiliar sources that may spread unverified rumors;
- Pay attention to the source of information, especially on social media. Often, manipulative messages come from anonymous or unreliable sources;
- fact-check information from multiple sources, make sure that the data is confirmed by other independent sources;
- Ask yourself critical questions about what you're reading or seeing. Who is the author? Are his arguments supported by other sources?
- Make sure the information is up-to-date, as old information may be outdated or out of date;
- Read and analyze the content of the article carefully. Very often, manipulative information can be hidden in small details that are easy to miss;
- Distinguish facts from opinions, determine when facts are offered and when personal opinions or opinions of others are offered. Don't take opinions as preemptory facts;
- To get a more objective view, get information from different sources with different points of view;
- Avoid entering into isolated communities where only certain beliefs are confirmed, as this can lead to increased influence on you;
- Maintain media literacy skills, communicate with others about mediagram, share these tips, and work together to develop critical thinking.

The formation of media literacy is an ongoing process. You need to constantly develop your skills, adapting to new technologies and changes in the media landscape, and most importantly, you should always remain critical of the information that has to be consumed and distributed.

Developing media literacy skills in schoolchildren is an important task in the modern world, where information spreads quickly and often biasedly.

Here are some tips to help you do this:

1. Media literacy should become an important part of curricula in schools and universities. This may include lessons, workshops and trainings to help students distinguish between reliable and unreliable sources, understand the basic principles of journalism and identify media manipulation.

2. The task of teachers, parents and other adults is to develop in children and young people the ability to analyze information critically, ask questions, check facts, and find support for statements. They should be aware that the Internet and social networks can contain both reliable and unreliable information. Teach them to recognize false headlines using the principles of fact-checking, checking sources and authorship of articles, etc. Games and simulations can help to practice critical thinking and the ability to describe fakes, events that have occurred, etc.

3. Discuss current news and topics with children, ask them for their opinion on certain events that affect them, what possible consequences there may be. This will help to develop critical thinking and the ability to hold a rational discussion.

4. It is important to acquaint young people and adults with the peculiarities of functioning

social media, as well as the dangers associated with the spread of misinformation through these platforms. Teach students to recognize manipulation. Explain to them that information can be changed or re-edited to influence the audience's opinion. Teach them to distinguish between "fake news", "headlines", "memes" and other manipulative techniques.

5. When studying certain topics at school or at home, use real-life examples where media literacy skills would be useful. Compare how different sources present the same information.

6. Be an example for children when it comes to critical thinking and responsible media consumption. Explore new topics together, share your impressions of what you read or see on the Internet.

7. Encourage the verification of sources. Explain to the children how to verify the credibility of the journal, including verifying the authorship, reputation of the publication, the relevance of the information and the availability of supporting evidence.

8. Set rules about the use of the internet and social media, and monitor how children use media. Restricting access to certain sources can reduce the possibility of encountering fake information.

9. Teach ethical behavior in the media. Explain to children that comments and online communication should be careful and respectful of others. Emphasize the importance of not disseminating misleading or offensive information.

10. Collaborate with the school and involve other teachers and parents in the process of developing media literacy in children. Organize meetings, lectures, seminars, and other events to discuss this topic. Adults can practice watching the news together with children, discuss

content and points of view, as well as help to understand complex issues related to the media.

11. Involve students in creating their own media content, such as articles, blogs, videos, podcasts, this will help to understand the process of creating information and the impact of media on the audience.

These tips will promote media literacy and help students become more knowledgeable and critical consumers of media information.

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RESOURCES



Media Literacy in Primary School: How to Teach Children to Think Critically in Wartime



Think Twice: A Critical Thinking Platform



Media Literacy Hours



Training Course "Media Literacy: How Not to Be Manipulated?"



6 Rules of Media Literacy for Your Information Security



Training Course "Media Literacy: Practical Skills"



VERY VERIFIED: Online Course on Media Literacy

NOTES

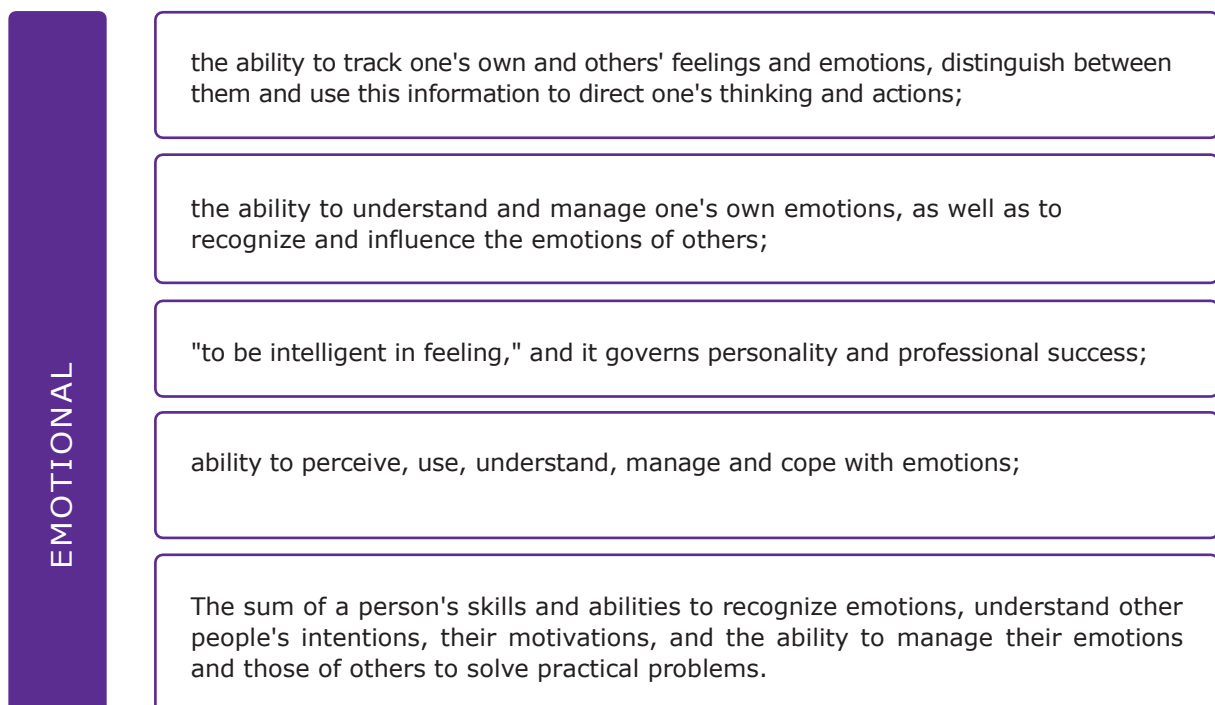
Chapter 3. Building Social Skills

EMOTIONAL INTELLIGENCE

Purpose: to develop students' emotional intelligence skills.

- Task:**
- to form knowledge about emotional intelligence;
 - to form the ability to use knowledge about emotional intelligence in communication practice;
 - Form installations to:
 - Empathy;
 - self-regulation;
 - critical thinking.

Skill Information



Rice. 13. The essence of the concept of emotional intelligence

Emotions are an internal resource of a person that can and should be used to increase their own efficiency. The level of development of emotional intelligence directly affects decision-making, efficiency and effectiveness of work. Accordingly, it affects the results of building a career, relationships with the outside world and general satisfaction with life.

Leadership is the most important component of a successful person, and emotional competence is one of the main leadership characteristics required in management. To be an emotional leader means to be a leader in relationships with people, to be emotionally stronger, more stable, more emotionally attentive, to control the emotional state of other people. Emotional leaders differ sharply not only in their professional skill and insight, but also in their ability to establish contacts with people: to inspire, to awaken excitement, to maintain high motivation and dedication, to lead.

People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, distinguish between different feelings and label them accordingly, and adjust emotions to adapt to the environment.

For harmonious development, it is not enough to have a high intelligence quotient (IQ), another very important criterion for the development of an individual is his emotional intelligence (EQ). Many researchers recognize emotionality as a key factor in the achievement of personal success, more essential than intellectual abilities.

However, educational institutions do not teach how to become happy, how to be proud of success, how to love and create a happy lifestyle, how to overcome crises and stresses — all these feelings and emotions form the basis

emotional intelligence (EQ). Studies show that people who develop these skills are more effective and successful in life.

For leaders, the development of emotional intelligence is key. The most successful leader will be the one who knows how to control his emotions in any situation.

It is also important for a leader to be able to influence, persuade and argue, and to work this out from a position of productive cooperation, and not through manipulation, pressure or aggression. These skills also belong to the group of skills of an emotionally competent person. Therefore, any function of a leader directly or indirectly depends on how developed his emotional intelligence is.

A leader must inspire and motivate to complete the tasks. It is possible to motivate only on the basis of a clear understanding of what is important to people, what drives them, what their needs and motives are, to understand their emotions and needs and to be able to perceive them.

According to the description offered by J. Meyer and P. Salovey identify four components of emotional intelligence:

Accuracy of assessment and expression of emotions. It is important to understand emotions (one's own and those of others) related to both internal changes and external events. It is the ability to identify emotions from a person's thoughts, physical condition, appearance, and behavior, that is, the ability to accurately express emotions and related needs.

The use of emotions in mental activity. How and what we think depends on how we feel at that moment. Emotions affect the thought process and prepare us for certain actions. This ability helps to understand how to use emotions and think more effectively and positively.

By managing their own emotions, a person can look at the world from different angles and solve problems more effectively.

Understanding emotions. This means that people are able to identify the source of emotions, classify them, recognize the direct connection between emotions and words, interpret the meaning of emotions, understand complex feelings, transitions between emotions and their further development.

Managing emotions. As mentioned above, emotions affect thinking, so they must always be taken into account when solving problems, making decisions, as well as choosing one's own behavior. The ability to manage one's own and others' emotions allows you to effectively use the information (provided by emotions), as well as to evoke or remove from them.

With the development of emotional intelligence, not only an understanding of one's needs and emotions develops, but also an awareness of the position from which a person builds relationships with others — on an equal footing, dominating or manipulating. Therefore, the better a person understands himself, the more effectively he will interact with other people.

Today, we are convinced that the development of emotional intelligence at all levels of education helps to understand and manage emotions; set and achieve positive goals; show compassion for others; establish and maintain positive relationships; make difficult and responsible decisions. The ability to feel emotions, the ability to regulate and be aware of them contributes to emotional and intellectual development, since it allows you to control not only the emotional process, but also the thinking process that unites the intellect and emotions.

To form new leaders, teachers need to develop students' emotional intelligence, which will help them become successful people in the future. In our opinion,

This can be achieved through the development of curricula and activities that focus on the personal and interpersonal leadership potential of students, staff, families and the family as a whole.

Methods of Emotional Intelligence Formation

Developing students' emotional intelligence is an important task for the development of their personality and social skills.

Emotional intelligence in the field of learning is extremely important in the relationship between the teacher and the students. Understanding and applying emotional intelligence in the forms of self-awareness, sense control, relational systems, and trusting communication open the way to harmony and harmony between reason, emotion, and behavior. This coordination gives the teacher everything they need to learn to respond consciously and emotionally, and ensures effective and learning activities with students. Their mutual understanding creates the best conditions for the learning process and academic success. Our emotional intelligence emphasizes sensitivity to others and allows us to direct our actions towards the creation of enlightened and progressive interpersonal communication.

Here are some techniques that can help develop emotional intelligence in students:

Self-observation: the practice of observing one's emotions, thoughts, and reactions in different situations. Set a goal for students to monitor their emotions and try to recognize what emotions they feel in different situations and how they affect their thoughts and behavior. The students can keep a diary in which they write down their emotions and circumstances, that they were called. This will help them better understand themselves and their reactions.

Developing empathy: Compassion involves the ability to understand and feel other people's emotions. Involve students in different situations that require empathy and understanding of other people's feelings. Conduct discussions, role-plays, in which students are forced to play different roles and feel the emotions of other characters.

Self-regulation: Teach students how to organize and manage their emotions effectively, especially in situations where they may interfere with your goals or interactions with others. Meditation, relaxation techniques and deep breathing techniques can help students calm down and concentrate in stressful situations. Being physically active will help reduce stress levels.

Social skills: Introduce lessons that focus on interaction with others, cooperation, and conflict resolution. Teach students to listen to others, to show interest in their problems and needs, and to establish positive relationships.

Effective communication: Improve students' listening and expressing skills so that they can listen to others without judgment, understand their emotional state and opinions.

Recognition of nonverbal cues: Teach students to recognize body language and nonverbal cues that can help them better understand the emotional state of others.

Developing optimism and resilience: Encourage students to see the positive in everything around them, and teach them to solve challenges and overcome obstacles.

Teachers' example: Teachers can set an example of emotionally intelligent individuals who are good at managing their emotions and have the ability to communicate effectively with others.

Reflection: teach students to analyse their previous experiences, interactions and relationships with others in order to make adjustments if necessary.

It is also important to understand that developing emotional intelligence is a process that takes time and practice. Supporting and implementing these techniques in students' daily lives will help improve their emotional competence and contribute to their overall self-development and interpersonal relationships.

Developing students' emotional intelligence is an important component of their social, emotional and academic performance. The following exercises can help students improve their skills in understanding, expressing and managing emotions:

Interactive emotion recognition games: Use board games or online tools that focus on interacting with emotions. Students can learn to recognize emotions on faces, act out different situations and respond to them with appropriate emotions.

Emotion diary: Ask students to keep a diary in which they describe their emotions, experiences and events that affect them. This will help them understand their own emotions and track their changes over time.

Role-playing: create scenarios that anticipate situations with emotional challenges and give students the opportunity to recreate these scenarios, learn how to better react and interact with other people.

Self-regulation exercises: Teach students how to use breathing exercises or meditation to reduce stress levels and maintain emotional balance.

Collaborative projects: involve students in group projects that involve co-op-

(a) To the extent permitted by the provisions of this Convention, the Secretary-Teamwork can help develop empathy, the ability to listen and understand other points of view.

Communication exercises: Teach students to express their feelings, ideas and experiences, and to listen to others in a compassionate and understanding way.

Learning to think positively: help students focus on the positive aspects of situations, be optimistic and believe that they can overcome difficulties.

Artists of emotions: Invite students to express their emotions through creative activities such as painting, literature, music or dance.

Learning about other cultures: Learn about emotional expressions and norms of other cultures. This will help to broaden the students' horizons and deepen their understanding of other people.

Positive behaviours: Encourage students to explore and learn from the life stories of people who are successful in emotional intelligence.

Development of an assessment system: Assessment will take into account each student's personal progress and their ability to identify their feelings, express them positively and act accordingly.

Creating a comfortable physical environment: the physical buildings of the educational institution and its organizational climate should be adapted to the development of EI. The coziness and beauty of the building and the proper organizational climate will convey the broadcasts and evoke ease and respect for teachers and students.

These exercises promote emotional literacy, help students develop their emotional awareness and interact effectively with others. It is important to maintain a positive and supportive environment where students can freely express their emotions and develop emotional intelligence skills.

Parent education is also important by organizing seminars and training sessions for parents on EI, especially emphasizing the need to develop channels of communication between parents and their children.

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RESOUR



Development of Emotional Intelligence in a General Secondary Education



Development of Emotional Intelligence in Children: Methods, Exercises, Expert



Why New Ukrainian School Focuses on Developing Emotional Intelligence



Emotional Intelligence in Wartime: Resources for Children and



Six Seconds Emotional Intelligence Development



Techniques for developing emotional



What Is Emotional Intelligence and How Does It Affect



Say "No" to Bullying: Games and Exercises to Develop Emotional Intelligence

COMMUNICATIVENESS

Purpose: to form students' communication skills.

- Task:**
- to form knowledge about communicativeness;
 - to form the ability to apply the acquired knowledge about communicativeness in practice;
 - Form installations to:
 - communicative communication with others;
 - analysis of the received feedback (feedback);
 - flexibility in their own communication.

Skill Information

COMMUNICATIVENES

the act of transferring information from one place to another. This can be verbal (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures, tone and pitch of voice). In practice, it is often a combination of several of them;

the ability to interact effectively with others, communicate one's thoughts, feelings, ideas, and information, and understand and respond appropriately to other people's communications;

the ability to competently present information, clearly formulate your thoughts so that they are immediately understandable to interlocutors. It is a set of essential, relatively stable personality traits that contribute to the successful reception, understanding, assimilation, use and transmission of information.

Rice. 14. The essence of the concept of communicativeness

Communicativeness allows people to understand others and to be understood by themselves. In the context of this skill, a variety of aspects are important, such as listening, speaking, observation and empathy. In everyday life, this skill is needed to convey ideas to others, to develop a confident attitude, respect for others, and public speaking.

It can take a lifetime to master communication skills — if anyone can claim to have mastered them at all. However, there are many things that a person can do quite easily to improve their communication skills and make sure that they are able to transmit and receive information effectively.

The main components of students' communicativeness:

Listening skills	The student must be able to listen carefully to their classmates, teachers, and other interlocutors. It helps to understand information, respond appropriately and show interest in others.
Ability to express thoughts	The student must be able to express their thoughts, ideas, and feelings clearly and understandably. Being able to speak fluently and confidently helps to increase self-esteem and improve interaction with others.
Ability to write	The ability to express themselves effectively in writing is also essential for students' communication skills. The ability to write clearly and logically helps to cope with academic tasks and increases communication capabilities.
Interaction with interlocutors	A communicative learner is able to find a common language with others, to show patience and respect for other people's opinions.
Non-verbal communication	Nonverbal cues such as facial expressions, gestures, and posture are also of great importance in communication. The pupil must be able to understand and correctly interpret non-verbal cues and be able to control their non-verbal communication.
Emotional and social competence	Communication skills are developed emotional and social competence that helps to show empathy, understand other people's feelings, follow the rules of communication and build positive relationships.

Students with developed communication skills are more confident, perform more successfully on academic tasks, communicate with classmates and teachers, and prepare for future life and career. Teachers and parents can contribute to students' communication skills by providing opportunities for active communication, group interaction and learning effective communication strategies.

Communication skills combined with organizational skills help students to create and unite a team, manage it, communicate tolerantly and cooperate effectively, set worthy goals, convince and inspire the team to solve problems, as well as properly organize their own work.

Methods of Communicativeness Formation

The main task of the teacher is to create such conditions that can provide students with academic success, comfort and a sense of satisfaction from the awareness of their capabilities. Help in creating a situation of success can be seen in the use of various communicative exercises and tasks.

- *Developing students' communication skills* is a process that requires systematic work and approaches on the part of teachers, parents and the entire learning environment. Here are some effective approaches and methods that can be used to develop students' communication skills:

- *Create a supportive atmosphere for communication:* It is important to create a safe and supportive learning environment where students feel comfortable and can communicate freely. Teachers can be patient with students, encourage positive interactions, and actively work to build good interpersonal relationships.

- *Develop listening skills:* analyse lessons and tasks aimed at developing listening skills. Encourage students to listen carefully, ask questions, and show interest in their interlocutors' opinions.

- *Active involvement in communicative activities:* involve students in dialogues, debates, projects, and other active forms of communication. This will help develop the skills of expressing opinions and help students express their ideas more confidently.

- *Teach written communication:* Give students the opportunity to write essays, essays, articles, reports, and other texts. Keep them interested in writing at all times, as well as provide feedback and recommendations to improve their writing skills.

- *Use role-plays and dramatic situations:* this can be an effective method for learning how to communicate in different situations. The students can role-play and resolve conflict situations.

- *Teaching foreign languages:* Learning foreign languages contributes to the development of communication skills, as it gives students the opportunity to communicate with people from other cultures and develop intercultural communication skills.

- *Use technology for communication:* the use of modern technologies such as video conferencing, e-mail, social media and others can support communication and promote students' understanding in different contexts.

- *Use group work:* Tasks that involve students collaborating in groups promote communication skills, as students must interact and find common ground to achieve a goal.

Remember that developing students' communication skills requires time, patience and constant assistance from teachers and

Parents. Communicate with students, support their interest in communication and create favorable conditions for the development of their communication skills.

The development of students' communication skills can be carried out through a variety of methods and approaches. Working in groups helps students to interact with each other, express their thoughts, share ideas and develop collective communication skills. Teachers can set tasks that require collaborative effort and discussion, which contributes to the development of communication skills.

The use of discussions and debates teaches students in various situations of life to avoid unpleasant statements, to achieve successful results in educational practical activities. This is helped by communicative and speech exercises, creative tasks aimed at developing the ability to listen to others and express oneself. Their implementation leads to successful discussions, competitions, creative cooperation, the creation of dialogues and monologues, the compilation of riddles, poems, fairy tales, stories, etc.

The use of problem situations activates the process of cognition of the student through modeling the situation. Situational creative tasks of a different content and form in the process of studying the branches of linguistics, such as phonetics, grammar and spelling, as well as syntax, undoubtedly contribute to the development of communicative skills of the student.

The use of role-playing games helps students to recreate different communication situations, such as interviews, debates, conflict resolution, etc. This allows students to learn how to communicate effectively in a variety of contexts.

Practicing various speech exercises or speech gymnastics helps to improve articulation, intonation and pronunciation

Sounds. Teachers can include speech dictations, sound games, and other exercises in lessons.

The development of pupils' figurative speech involves the directions of work on words, phrases and sentences. This method helps to expand the vocabulary of schoolchildren, teaches them to understand the meaning of words and their use clearly and confidently. For this, a variety of creative exercises and work in pairs are effective.

Modern technology can be a useful tool for developing communication skills. Teachers can use video lessons, online discussions, webinars and other tools to stimulate communication and collaboration between students. The effective method is the use of the project method. Involving students in work on educational projects will help them thoroughly process the information for a particular project, logically cover it during the lesson, interest in the bright design of the material, and take part in the final work on the project. It is good to involve parents in the work on projects and cooperate with them, as joint activities have a significant positive impact.

It is also an effective method to involve students in public speaking in front of the class or school. This will help develop public speaking skills, as well as give students extra confidence in themselves and their communication skills.

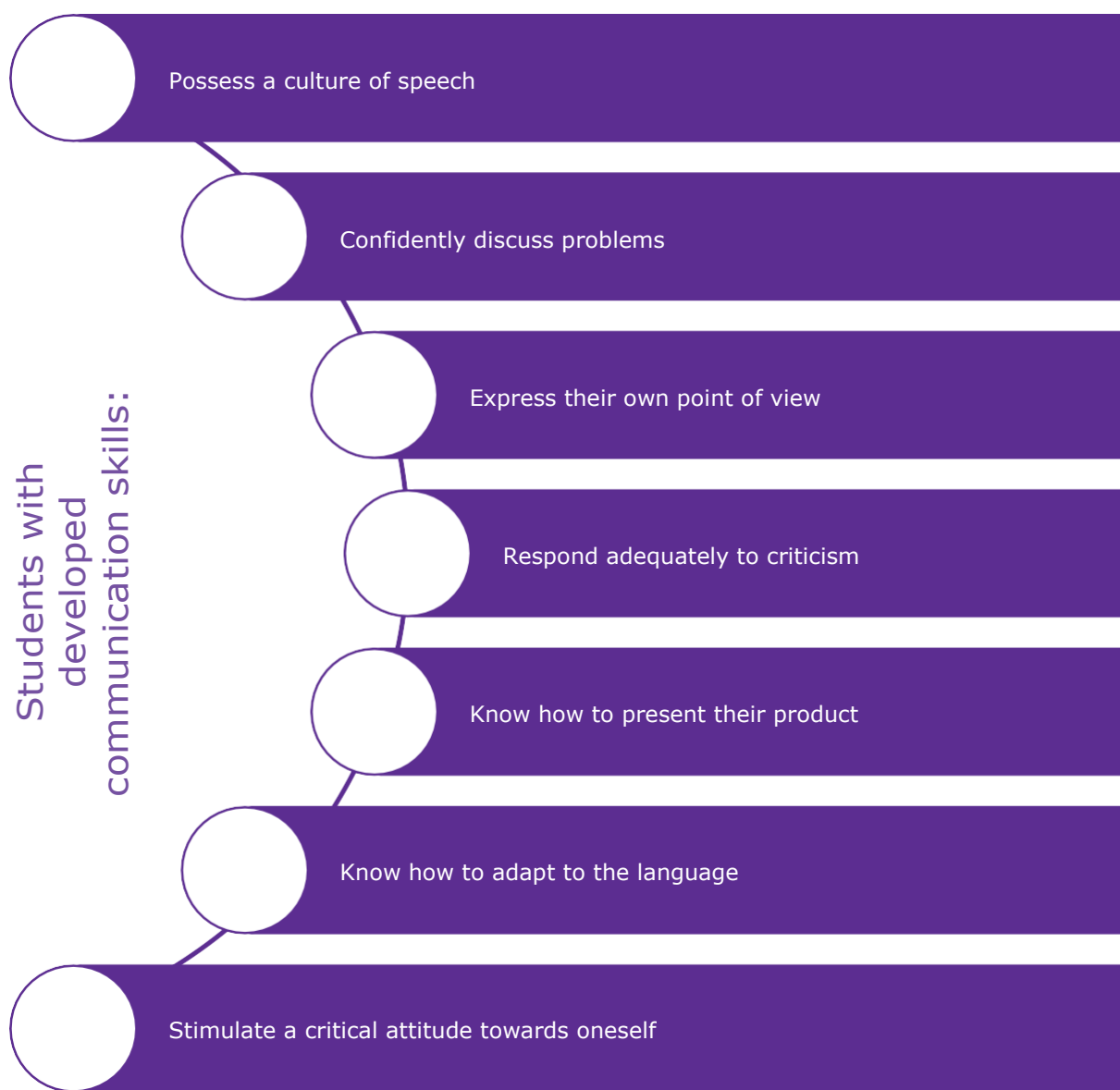
The development of written communication skills is possible with the use of certain tasks: thinking through and writing greetings, announcements, invitations, etc.; correspondence with peers; compilation and study of rules-memos with the rules and norms of communication and involvement of students in specific speech and communicative situations, writing essays, essays on various topics.

The use of games and communication tasks that require communication and communication can be interesting and exciting for students. For example, the game "Broken Phone", in which students pass messages to each other in a circle, promotes the development of active listening skills and accurate transmission of information.

It is also advisable to include communication skills in the assessment process of students.

Set tasks that assess the quality of their communication, writing skills and the ability to argue their thoughts. These methods can be combined and adapted to the specific age and needs of students, stimulating their development of communication skills.

It is important to take into account the individual characteristics of each student and support them in their efforts to develop in interaction with others.



Rice. 14.2. Characteristics of the formation of communicative skills

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RESOURCES



Formation of Communicative Competence of Students in the Lessons of Ukrainian Language and Literature



Communication Skills Lesson "Verbal and Non-Verbal Means of Communication" for grades 9-11



Training on the formation of communicative skills and abilities: classes with exercises and techniques



What is communication skills and why is it so important?



Formation of communication skills in school-age children

NOTES

TEAMWORK

Purpose: to develop students' teamwork skills.

- Task:**
- form the knowledge necessary for successful teamwork;
 - form the ability to work in a team;
 - Form installations to:
 - teamwork;
 - analysis of obstacles to successful teamwork;
 - flexibility during teamwork;

Skill Information

TEAMWORK

A group effort together to achieve a common goal or task in the most effective way. This concept is seen in the broader context of a team, which is a group of interdependent individuals working together to achieve a common goal;

the ability to work with others and help others reach their full potential and achieve common goals;

the activity of a group of people that focuses on solving a specific problem;

a collaborative process that enables ordinary people to achieve extraordinary results;

joint purposeful work of specialists who solve a common problem based on the integration of knowledge in different professional fields according to the rules developed together.

Rice. 15. The essence of the concept of teamwork

Teamwork skills are made up of interconnected abilities that allow you to work effectively in an organized group. Teamwork occurs when students collaborate and use their individual skills to achieve common goals. Such skills are valued and sought after by almost all employers. The ability to work in a team consists of several interrelated abilities, such as communication and problem-solving.

Teamwork skills are made up of many other soft skills that can be actively developed.

Teamwork skills are:

1. Communication.
2. Conflict resolution.
3. Creating a report and wiretapping.
4. Decision-making.
5. Problem solving.
6. Organizational and planning skills.
7. Persuasion and influence on skills.
8. Reliability.
9. Respect.
10. Tolerance.

A *team* is a small group of people engaged in a specific task. At the same time, the members of the group have a personal interest in the success of the whole group. It is a group of creative people united around one leader, who combine their goal with the general one and consciously interact with each other to achieve it, and the result of their work is a quality product.

The efficiency and effectiveness of the educational process is impossible without a well-established team interaction of all

its subjects. Teamwork improves communication between students, motivates, inspires, increases self-importance and mutual responsibility, helps to overcome fear and teaches how to deal with criticism. In addition, the ability to cooperate with others is one of the important competencies of the New Ukrainian School and relevant skills of the 21st century.

Teaching students to work in a team is of great importance for several reasons, namely:

Teamwork helps students learn to communicate, listen to others, express themselves, understand other people's points of view and collaborate to achieve common goals, i.e. develops social skills.

Teamwork develops students' empathy and mutual aid skills. They learn not only to accept help from others, but also to provide it reciprocally. This stimulates friendships and a positive atmosphere within the group.

Teamwork encourages students to share duties and responsibilities with each other, which allows them to achieve greater results in a shorter time. The students learn to take responsibility for their share of the work and to comply with their obligations to other team members.

Teamwork encourages the exchange of ideas and opinions, which can stimulate the creative process. Interaction with different personalities can lead to unusual insights and solutions.

Many of today's workplaces require teamwork. The ability to work in a team is an important skill for students' future professional careers. The success of any activity depends not only on the professionalism and personal qualities of individual employees, but also on their ability to work in a team. In particular, the ability to

To interact and work in a team with colleagues is considered a significant advantage in the competitive struggle in the labor market. Teamwork determines what needs to be done and completes tasks on behalf of or in collaboration with other team members. If you know what your role is and what is expected of you, you will become a true team player.

Teamwork allows you to achieve greater results, as different team members can have different strengths and abilities. A team's collective mind can be more powerful than an individual one.

Teamwork is a great chance to contribute to the project in which the students are involved and, most importantly, allows them to show their unique strengths and abilities. More often than not, the ability to work as a team is critical to the success of a project. Teamwork is essential for achieving personal goals faster.

In a team, you can learn to find a common language with any people, as well as see your strengths and weaknesses. High results in the group can be achieved only if each participant is in his place.

Developing students' teamwork skills develops their social, organizational and communication skills, promotes support and mutual assistance, prepares them for future professional activities and contributes to more effective group work.

Methods of forming the skill of working in a team

Building students' teamwork skills is a process that requires consistency, practice, and collaboration with students.

Group work ensures effective interaction between students. The teacher acts as an organiser

The beginning and end of the work: he formulates the task, the general instructions for its implementation, and evaluates the results together with the students. To practice teamwork, it is necessary to regularly assign tasks to students to work in groups. To do this, you need to put the students into small groups and give them the opportunity to work together to solve the problem. It is important that group members have different roles and responsibilities. Students need to be taught how to communicate effectively in a team. Explain the importance of listening to others, expressing your opinions, and showing respect for the opinions of others. The teacher should demonstrate an example of teamwork when working with students. Show how to listen to others, collaborate and resolve conflicts in a positive way. His behavior and interaction with students should set a good example for them.

The stage of joint assessment helps to form the correct self-esteem and self-control of students. It is very important that the work of the whole group is evaluated, not the individual students. Children's mistakes should be discussed directly in the group. The students' work is transformed from an individual activity of each student into a collaborative one. Finding and developing students' leadership skills is also an important part of teamwork. Encourage students to take leadership roles in groups, help coordinate work and encourage classmates to achieve a common goal. Students need to be taught how to effectively resolve conflicts that may arise during teamwork. Provide them with tools to communicate, discuss differences of opinion and find compromise solutions.

Students are forced to learn how to negotiate quickly, without taking into account personal interests. Gradually, the student begins to feel the class as a part of his world, he is interested in maintaining friendly relations with all participants in the process. This form of work is of great importance for the formation of self-reliance.

(a) To the extent permitted by the provisions of this T Working in a team, the student has the opportunity to take the initiative (choose a task, advise how to organize the work); learn to clearly plan your actions, persuade, and be responsible for yourself and your team.

The process of dividing the children of the class into groups is of great importance. Very often, the teacher divides the children into groups based on their individual abilities. It is known that a weak student needs not so much strong as patient and friendly partners. A student with high activity needs a partner who can clearly follow the course of reasoning. Uniting children "at will" does not always give a productive result. Because personal relationships become central to the distribution of assignments and the organization of work.

The ability to communicate clearly and effectively is an important teamwork skill. When working with others, it is important for students to share relevant thoughts, ideas and key information. There are many different types of communication skills, including both verbal and non-verbal communication. Both of these modes of conveying different messages are found in both formal and informal interactions between members of the organization. Complementing each other, they have significant differences, their own specifics.

The use of technology, such as shared documents or specific tools for teamwork, can facilitate communication and collaboration.

The task of the school and the teacher is to create favorable conditions for the development of teamwork skills for students. Children should have many opportunities to work in the team, from simple interaction to team sports, school games, discussion teams, student self-government, etc.

Fostering collaboration and teamwork in the school environment can positively impact students' lives and prepare them for successful futures.

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RESOURCES



Teamwork skills. Psychology — All-Education



How do I get all the students in the class involved? I Online course "School for All"



How to communicate effectively in a team?



Building open communication in the team



Organization of pair and group work in primary school lessons



Cartoon "Teamwork"



Building teamwork skills

SOCIAL RESPONSIBILITY

Purpose: to develop students' social responsibility skills.

- Task:**
- to form knowledge about social responsibility;
 - to form the ability to apply knowledge about social responsibility in practice;
 - Form installations to:
 - responsibility for actions;
 - social responsibility.

Skill Information

SOCIAL RESPONSIBILITY

ethical theory, according to which people are responsible for the fulfillment of their civic duty, and the actions of the individual should benefit the whole society;

is a means to achieve sustainability; Adopting key principles of social responsibility, such as accountability and transparency, can help ensure the long-term viability and success of any organization or system;

compliance by the subjects of social relations with the requirements of social norms;

a social phenomenon that is a voluntary and conscious fulfillment, use and observance by the subjects of social relations, prescriptions, social norms, and in case of their violation — the application to the violator of measures of influence provided for by these norms;

integral personal neoplasm (generalizing quality), which characterizes the social typicality of a person who adheres to generally accepted social norms in a given society in his behavior and activities, evaluates himself, actively and socially significant to identify his individual abilities, reports on his own actions and exercises self-assessment and self-control.

Rice. 16. The essence of the concept of social responsibility

Social responsibility involves recognizing, understanding, and appreciating the connections between people, including those between people and the environment. Social awareness and responsibility focus on respectful and caring interaction with others and the natural world.

Socially conscious and responsible people contribute to the well-being of their social and physical environment. They support the development of friendly and inclusive communities where people feel safe and have a sense of belonging.

A socially aware and responsible person makes a positive contribution to his or her family, society and the environment; empathizes with others and values their point of view; solves problems peacefully; develops and maintains healthy relationships.

The social responsibility of schoolchildren plays an important role in the formation of a positive society and the formation of future leaders. Social responsibility means being aware of and committing to the impact of one's actions on others and the environment. Social responsibility manifests itself in various ways.

Socially responsible students help their classmates, teachers, families and community. They show empathy and support in difficult situations and help those in need. The students develop awareness and take responsibility for their social, physical and natural environments, working independently and collaboratively for the benefit of other communities and the environment. They are aware of the impact of their decisions, actions, and consequences. They advocate for and work for positive change, take responsibility for the environment and nature, follow waste sorting rules, save resources and are environmentally friendly.

Actions. Socially responsible pupils take an active part in the social life of their school and community. They can join voluntary organizations, participate in charity events and fundraising competitions for charitable purposes.

Socially responsible students respect others regardless of their status, nationality, religion or preferences. Protect people's rights, advocate for interests and interact ethically with others. They are inclusive in their language and behaviour and recognise that everyone can contribute. Their approach to inclusive relationships exemplifies a commitment to the development of positive communities. They are able to work in a team and use diversity as a means to achieve common goals, and identify and develop an understanding of different perspectives on issues. They show compassion, respectfully disagree, and create space for others to express themselves. They create, use, and evaluate strategies to solve problems.

Socially responsible students are aware of their role in society as consumers and make their purchases in an ethical and environmental manner. Another feature is their proactive participation in the development of the school, socially responsible students help in the improvement of their educational institution, contribute to a positive atmosphere in the classroom, maintain order in the school premises and relationships. The students build and maintain diverse, positive relationships with their peers and the older generation. They are aware of and respectful of the needs and feelings of others and share their own, adjusting their words and actions. They work to develop their social, communication and leadership skills, which helps them become more competent in communicating and collaborating with others.

Social responsibility is inextricably linked to social security. Social responsibility is the guarantor of social security in general and personal security of a person in particular, a means of maintaining and strengthening social harmony, the integrity of society and the state.

In general, social responsibility in schoolchildren contributes to the formation of a positive character, readiness to take responsibility and show kindness in relations with others, which contributes to the construction of a more humane and equal society.

Methods of Social Responsibility Formation

The formation of social responsibility in students is an important component of their education and development. This will help to raise citizens who understand their responsibilities to society, are able to help and support others, caring and ethical in their actions. The formation of social responsibility of schoolchildren takes place in educational and extracurricular work.

In order for the social knowledge acquired by students not to remain at the level of formal awareness of the norms of behavior, but to be put into practice, it is necessary to create such situations in the classroom so that the child feels the importance and need to apply his knowledge in practice, enriches his practical experience.

First of all, students should see positive practices of social responsibility on the part of families and teachers. It is important that adults are an example for children. Children often imitate the behaviour of adults, so it is important to show them how to behave responsibly in social situations, show concern for others and support virtuous actions.

Both in the family and at school, students should be encouraged to talk and discuss topics about values, social responsibility and ethics. Talk to your children about rights and responsibilities, the importance of helping others, and being kind to all people. Discussions with students on current social topics will help develop their critical thinking abilities and understanding of different views. Role plays will help students feel like they are in different situations and understand how their actions affect others. Look with the students at real cases of responsible and unethical behaviour and ask them to discuss how they could do better. Introduce regular reflection in which students reflect on their actions and the impact they have on others and the environment.

Trainings can be provided at different stages of learning to help students understand difficult situations, make decisions and act responsibly. The use of role-playing games prepares students to perform future social roles, forms specific behavior skills. In such games, students imitate real-life situations and roles. In the role-playing game, there is no ready-made script, a direct description of the actions and deeds of the characters. The participants of the game are offered a situation that requires them, in accordance with the chosen role, to independently choose ways of behavior and build their own strategy of behavior with partners in the game on the basis of the learned rules of ethics. With a well-thought-out organization, such games give much more for the socialization of a student than a good story or just a conversation. Pupils also develop the ability to coordinate their actions and thoughts with the needs of their comrades, improve their personal qualities, and cultivate a valuable attitude towards themselves and the world around them. Students have a real opportunity to realize themselves as an active participant in an event or activity, to try on the roles of adults,

to show their own abilities, peculiarities of thinking and imagination, etc. The pupil's interest in a particular situation encourages him to identify with the characters and to offer them his own variants of behaviour. The students make decisions independently, without prompting, in the proposed situation, which contributes to their intensive advancement in moral development, the accumulation of a "bank of life situations", which, if necessary, can be activated.

Practical activities and socially useful activities involve the organization of positive behavior. This can be the production of feeders for birds and creatures, souvenirs for the soldiers of the Armed Forces of Ukraine, preparation of goodies for disadvantaged children, etc.

The events of recent years have become an impetus for the powerful development of volunteering. The students are not left out. They should be involved in community activities and volunteer activities, such as cleaning up local areas, visiting the elderly in shelters, helping those in need, etc. Volunteering will help students understand the needs of others and be active citizens.

The development of social skills helps students interact with others, engage in teamwork, show empathy and understanding, and resolve conflicts peacefully. In a team, you can learn to see your strengths and weaknesses. It will be possible to achieve high results in the group only if each participant is in his place. A leader, an analyst, a creative person and even a person who knows how to defuse the situation with a good joke. The task of the teacher is to find an activity for everyone according to their interests and capabilities.

Project activities are an effective means of forming socially responsible youth. Students' participation in the implementation of projects aimed at improving the

(a) To ensure that the competent authorities of the Member States of the Republic of Moldova do not violate the provisions of this Convention, the Secretary-General of the United States of America and the These can be fundraising projects for charity, volunteer projects, environmental conservation projects, etc.

It is also necessary to involve students in projects to create socially responsible initiatives in the school or community. For example, the creation of an energy saving program or the development of eco-initiatives, etc. Working on the project allows you to develop the ability to work with various information sources, conduct observations and draw detailed conclusions, get involved in search activities, and increase cognitive activity in the assimilation of knowledge. During the implementation of the project, students learn to cooperate with others, discover the abilities of leaders, feel like a member of a team, and take responsibility. This is how constant social development takes place.

There should be a positive school climate and a community of socially conscious citizens, so it is the task of every teacher to create a positive atmosphere in the classroom where all students feel confident, respect each other and can express their opinions without fear of judgment. It is necessary to encourage and recognize socially responsible actions of students in order to build a positive attitude towards such behavior through the introduction of various distinctions and the promotion of activities. Ask students to report on their socially responsible initiatives or to present their actions and achievements to the class or school community.

Practices of implementing mentoring programs, where older students or teachers support younger students in the development of social responsibility and ethical values, as well as contribute to the formation of social responsibility.

A positive example is the involvement of parents, local leaders, representatives of NGOs or professionals in conducting lessons where they share their knowledge and experience of socially responsible practices.

Building social responsibility is an ongoing process that takes time and patience. It is necessary to develop these abilities of students through the process of all education at school and together with parents. Often, the positive experience of school is an example for the formation of consciously responsible parents.

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RESOURCES



Social Responsibility



How Does Social Responsibility Work? SoftServe Case Ukrainer



19 Exercises for Self-Discovery: Developing Social Competence



Social Competence of Students as a Factor in the Formation of Cognitive Motivation



Educational Program for Positive Development "Social and Emotional Competencies XXI century"

NOTES

ABILITY TO ACT AUTONOMOUSLY

Purpose: to develop students' skills to act autonomously.

- Task:**
- to form knowledge about the ability to act autonomously;
 - to form the ability to act autonomously in educational and social activities;
 - Form installations to:
 - Autonomy;
 - discipline;
 - time management.

Skill Information

ABILITY TO ACT

a person's ability to act in accordance with their own values and interests;

the ability to independently decide and follow the course of action in one's life;

the learner's ability to take the lead in their own learning in different situations and contexts.

Rice. 17. The essence of the concept: the ability to act autonomously

"The ability to act autonomously" is an important skill for students and personal performance, as well as for the development of self-organization and self-discipline skills. This skill allows students to be independent, make their own decisions, perform tasks responsibly and solve problems without constant support and supervision from teachers or parents.

There are three variants of student autonomy:

1) technical option: students can study independently, without a teacher or mentor (e.g. in a self-study centre);

2) psychological variant: students have individual skills, attitudes for "constructing" the interpretation of the language being studied;

3) Political option: The students take control of the learning process and its content at all times.

It should be emphasised that the student's autonomy is not merely an 'abstract ideal', but is based on the 'general competences, skills and actions' that are actually present in the pupils.

Learner autonomy is often seen as a key competency that is urgently needed in an ever-changing work world. This understanding of the term is accompanied by the fact that the student's autonomy is perceived primarily as an optimization of academic performance.

To develop this skill, the student must show independence, self-organization, self-discipline, critical thinking, self-assessment, initiative, and problem-solving skills.

Autonomy in the student's work is important both for learning and for personal development. When a learner acts independently, he or she develops a number of valuable skills and qualities that become useful in the future as he or she faces a variety of challenges and tasks. An independent learner is able to

find and collect the necessary information on their own, without the constant help of adults. He or she knows how to use a variety of sources of information, including books, the Internet, experts, etc., in order to understand the topic or problem he or she is working on. It is also important to be able to create a plan for your work, determine the sequence of actions and understand how to achieve the goal. He or she does not wait for someone to tell him what to do, but takes the initiative and performs his tasks in a timely and high-quality manner, independently finds the optimal approach to solving the problem. A student who acts independently can analyze and evaluate information, draw conclusions, ask questions and solve problems. In the process of completing the task, it is also important to be able to control your work, determine what needs to be done, and make adjustments, if necessary, introduce original ideas and approaches to your work.

A student's self-organization is an important skill that helps to cope effectively with learning, tasks and the demands of school life. It is the ability to structure time, resources and actions to achieve goals and avoid unnecessary stress. The student's self-organization involves the ability to structure their working time and prioritize tasks, plan their actions, set goals and allocate time. The teacher needs to teach the student to plan his work, determine the sequence of actions and steps that need to be taken to achieve the goal; set priorities in the implementation of tasks; divide their time between different tasks and activities; monitor their progress, evaluate their achievements and make necessary adjustments to their work; Setting goals and finding motivation to achieve them is an important part of self-organization; use their resources (e.g. teaching materials, textbooks, technology) to optimally complete tasks; Set in front of you

clear boundaries and include periods of rest and unloading for effective learning; how to solve problems and overcome difficulties that may arise in the learning process.

A *student's self-discipline* is an important quality that helps students succeed in their studies and personal development. It is the ability to control one's actions, manage one's emotions and control oneself, focus on tasks and adhere to established rules and standards. Self-discipline helps the student to be more organized, responsible, and resilient in achieving their goals, to stick to the plan even when there are no reminders or control from others. Develop self-discipline. Creating a time schedule, setting a goal, setting rewards and motivation systems, developing positive habits, and practicing meditation or relaxation techniques to reduce stress will help.

The main indicators of self-control are: the ability to restrain oneself from distractions and focus on important tasks or studies; take responsibility for your actions and results, admit your mistakes and be ready to correct them; ability to plan their time and resources, set priorities and organize their work; the ability to refrain from bad habits or temptations that may interfere with learning; possessing intrinsic motivation to achieve educational and personal goals; the ability to endure the difficulties and frustrations that may arise during learning and to continue to work on one's development; the ability to respond to situations with a sense of calm and understanding, without letting emotions overpower reason.

Critical thinking in terms of autonomous activity is a key skill that helps the learner to analyse independently

and evaluate information, ask questions, draw conclusions, and make informed decisions without external influence. Critical thinking promotes independence, as the learner can trust his or her own abilities and the ability to recognize the right solutions in different situations. Indicators of critical thinking in the aspect of self-study are the following: the student can critically evaluate the information collected, distinguish facts from opinions, and assess the reliability of sources; the ability to critically evaluate evidence and arguments that support certain statements or positions; can carefully examine the alternatives and possible consequences of different courses of action before making a decision; a critical thinker asks questions to make sense of difficult situations and uncover potential problems; the ability to critically evaluate one's own actions, decisions and results; ability to recognize advertising manipulations, make sure that statements are reliable and formulate well-founded positions.

Critical thinking promotes autonomous activity, as the learner can make decisions independently, solve problems and act on the basis of his or her reasoning and reasoned conclusions. Teachers can support the development of critical thinking by encouraging students to analyse and understand information, and by providing opportunities for discussion and exchange from different perspectives. It is also important to teach students to analyze their own thoughts and reflect on their own actions for continuous growth and development.

The student's self-esteem in terms of the ability to act autonomously plays an important role in the development of autonomy and independence. It is the ability to objectively assess one's abilities, knowledge, abilities and achievements, which allows the student to understand their strengths, as well as those aspects where there is a need for improvement. Self-esteem contributes to auto-

As the pupil can compare his or her goals and achievements, make his or her own decisions and improve his or her actions. The main indicators of self-esteem are objectivity in one's assessment — realistic assessment of one's capabilities; the ability to be aware of their advantages, disadvantages, needs, and desires — helps the student to understand what he wants to achieve and what steps he must take to achieve it; the ability to trust one's own abilities and beliefs helps the student to act autonomously and take the initiative in his actions; positive self-esteem allows the student to see himself or herself as a competent and capable person capable of achieving success; The ability to control one's emotions helps the student to act objectively and prudently, regardless of the emotional state — the ability to see one's personal growth and set goals for oneself to improve one's abilities and skills.

A student's initiative is important for self-directed activity because it allows the student to take the lead in teaching, developing and solving problems. Initiative helps the student to be an active participant in the learning process.

Teachers and parents can support the development of initiative by creating a stimulating environment where students can express and act on their ideas, provide opportunities for choice and problem-solving, and encourage active participation in learning and independent thinking. Initiative in the aspect of autonomous activity is manifested through the following indicators: independence – the student can make decisions and act independently without constant instruction from the teacher or parents; creativity – the ability to develop new ideas, approaches and solutions that allow the student to act with the specified constraints or change standard teaching methods to more effective ones; intrinsic motivation to act, which helps the student to set goals and work on

their achievement; the ability to take risks and implement new ideas without fear of failure; the ability to express one's thoughts and ideas and act on them, even if they differ from the opinions of others; the ability to define their goals and develop an action plan to achieve them; organize their actions and resources for the effective implementation of their ideas and goals; ability to cope with difficulties and challenges that may arise on the way to achieving the goal.

The skill "Ability to act autonomously" develops over time and requires practice. Teachers and parents can help students develop this skill by providing them with support, space to act independently, and take responsibility for their actions.

Methods of forming the skill to act autonomously

It is possible to develop students' ability to act independently through the use of effective teaching methods and strategies. First of all, it is necessary to create a supportive environment that provides a positive and supportive atmosphere in the classroom/school or at home, where students feel comfortable, aware of their own goals and skills, be able to express their thoughts and ideas, and take the initiative. Teachers and parents will provide support and praise for their achievements, encouraging them to think independently and come up with their own ideas.

In order to develop the ability to act autonomously, teachers and parents can provide opportunities for their own research, give tasks that stimulate critical thinking, and promote the development of their own opinions and attitudes towards various aspects of life and learning. Students should be taught to analyse and evaluate information, draw conclusions and ask questions. Critical thinking contributes to the development of independence.

Tasks with a high level of responsibility help students to react in a timely manner and make decisions on their own.

Gradually allow more autonomy for the student, promote their autonomy in decision-making, but also provide support and training to overcome difficulties that may arise on the way to achieving goals. It is also important to give students the opportunity to make their own decisions, act according to their own interests and motivation, which helps to develop self-organization skills. When students have the opportunity to choose between different tasks or approaches to learning, it contributes to the development of their own initiative and self-organization.

Teachers should provide the pupil with constructive feedback and recognition for achievements, as well as encourage introspection and reflection.

Students need to be taught to analyse their actions, to identify strengths and weaknesses, and to plan better approaches to the tasks ahead.

Praise for self-reliance and independence can stimulate the pupil to further develop these qualities. It is also important to promote positive attitudes towards mistakes and to teach students to see them as opportunities for improvement and development.

Working in groups, or partnerships, can help students learn how to take initiative, share ideas and solve common problems, collaboration skills. The development of autonomy is facilitated by encouraging students to implement creative solutions and develop their own projects

Ample opportunities for preparing students for creative work and independent acquisition of knowledge are provided by independent performance of practical tasks by students. In this case, the pupil himself, without the help of others, must find a solution, right

perform all constructions, transformations, calculations, etc. In this case, the student's thinking works most intensively. He acquires practical skills in working in a situation that he will have to face repeatedly in his work.

Their own example, demonstration of autonomy and initiative in their work and behaviour will inspire students to be independent. However, students' independent work in the classroom also has its disadvantages: the student's efforts may not give the desired result if he or she is not sufficiently prepared to solve this task; Not every student always listens attentively to the recommendations for solving, as a result, the course of reasoning may not always be correct or complete enough; During the independent performance of tasks, the students' thinking processes cannot be controlled by the teacher; A student who has not mastered the material can repeat the same mistake repeatedly, reinforcing the wrong algorithm of action. Therefore, students' independent work should be harmoniously intertwined with other forms of work, constant control of knowledge, timely correction of their skills and abilities. Conducting independent work with students requires a lot of thorough preparation from the teacher. The introduction of elements of interactive technologies in combination with other technologies encourages students to deeply understand and assimilate the material studied.

When developing the skill to act autonomously, it is important to remember that this is a process that takes time and practice. Gradually, students will gain experience and confidence in their abilities, becoming more independent and proactive.

It is necessary to teach children to perform certain tasks independently from an early age. In each lesson, the teacher should plan what skills the student will acquire for independent work.

Elements of autonomous work can be used at different stages of the lesson, taking into account certain age characteristics of students, the degree of their preparedness for this. In primary school, the skills of independent performance of feasible exercises are formed, and the study of new material and the solution of exercises of increased complexity is mainly carried out with the help and active support of the teacher.

Interaction with the social environment is always necessary for the development of the student's individual autonomy. Accordingly, there is a need to find a balance between the freedom that the students themselves can and should have and the activities that are controlled by the learning environment, such as instruction and support from the teacher or other students.

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RESOURCES



Formation of students' independence skills as a means development of a creative personality



Best Book For Teens To Become Successful | The 7 Habits of Highly Effective Teens. Sean Covey



10 Steps to Self-Reliance. Part 1. Online Course for Primary School Teachers



Ability to learn as a basic competence. How to help children learn independently in the conditions of war?



10 Steps to Self-Reliance. Part 2. Online Course for Primary School Teachers

NOTES

Chapter 4. Civic Skills Formation

CIVIC CONSCIOUSNESS

Purpose: to form students' civic awareness skills.

- Task:**
- to form knowledge about civic consciousness;
 - to form the ability to observe rights and obligations in life;
 - Form installations to:
 - Responsibility;
 - initiative;
 - critical thinking;
 - effectiveness.

Skill Information

CIVIC CONSCIOUSNESS

the ability to be a responsible citizen, to participate constructively in the life of the country, to respect human rights, to be responsible for the environment, to know one's rights and to fulfil one's duties;

recognition that every citizen is for society and that the true interests of society are the interests of the citizen;

awareness of the young person's belonging to a certain community and mastery of the relevant civic values (patriotism, devotion to compatriots, the need to act in the interests of Ukraine, a conscious attitude to the norms existing in society, respect for traditions and customs).

Rice. 18. The essence of the concept of civic consciousness

Creating conditions for the effective realization of the civic potential of the younger generation in the process of establishing a democratic society in Ukraine is especially urgent and important. Mastering a high level of civic competence by the younger generation is a necessary factor in the development of civil society and the rule of law in Ukraine.

Civic consciousness is a basic value critical for the development of both society and the individual. Civic consciousness determines the main vector of human activity. Education of patriotism, formation of civic qualities, respect for the individual and human rights, stable ideas about the world, society, the state, basic social ties and relations, political and legal means of regulating public life are designed to prepare students for responsible and meaningful life and activities in a democratic state governed by the rule of law.

The formation of students' civic consciousness is an important task of education, aimed at creating active, responsible and conscious citizens. Civic consciousness includes an understanding of the rights and responsibilities of citizens, interaction with society, respect for human rights, tolerance, understanding of the importance of public participation and activity.

The formation of civic consciousness begins at an early age with the formation of a child's civic position. This process begins from the moment when the child becomes aware of himself as a member of the community. At this time, certain moral qualities, inclinations, volitional qualities, and abilities are formed in him. Parents, social environment, models of education and upbringing have a significant influence on this process. Children have a natural need to act in accordance with social norms and expectations of society, they begin to realize the need to do

You are not only what he wants, but also what his close social environment expects from him, and later — the social groups he joins in the process of education, upbringing, and work. In this way, the child's sense of duty and social obligations are formed. Civic position is developed gradually in the process of the child's understanding of what is happening in the world, and anticipates his or her formation as an independent member of society, voluntary adherence to standards of behavior, awareness of political and economic responsibilities, participation in social events, awareness of support for constitutional democracy, recognition of human dignity. Civic position is extremely important for the full functioning of the political system and the individual, for the improvement of society.

Methods of Civic Consciousness Formation

An effective means of forming civic consciousness among students is to involve students in active activities. One example is student self-government. Civic consciousness is a person's ability to understand their rights and responsibilities, participate in social processes, develop patriotic feelings and a sense of belonging to their country and civil society. By participating in student self-government, students have the opportunity to take responsibility for various aspects of school life, such as organising events, cooperating with teachers and administration. This fosters a sense of responsibility for their school and the environment. They also have the opportunity to participate in decisions concerning their studies and life at school. This develops the skills of analysis, critical thinking and contributes to the growth of student activity. In the process of activity, students develop skills of cooperation, teamwork and communication. Students

learn to interact with peers, teachers, administration and other members of the public, which is an important aspect of civic awareness. Self-government provides an opportunity for students to develop leadership skills such as organizational skills, communication skills, decision-making skills, etc. These skills are essential for active participation in public life. By organizing various activities and projects aimed at supporting patriotic values and traditions, student self-education can contribute to the formation of patriotic consciousness and a sense of belonging to their country. Student self-government creates favorable conditions for personal development, active citizenship and involvement in social processes, which affects the formation of students' civic consciousness.

Civic education programs have been developed and are being implemented at the New Ukrainian School. The process of forming civic consciousness begins with teaching the rights and duties of citizens. It is important to acquaint students with the Constitution, laws and the fundamental rights and duties of citizens. This helps to understand their importance and responsibility to society. Among the effective projects is the "Constitution for All: Both Big and Small". This is the world's first poetic Constitution of Ukraine. The project team promotes the Constitution among students through competitions, meetings, etc.

Involving students in project activities will allow students to solve problems related to real social problems that they could explore and look for ways to solve them.

It is important for teachers to support students' participation in community events, projects, and to help organize school events and volunteer events. This will empower them to act for the good of society. Teachers and parents can act as

An example of active citizens, showing students the positive aspects of civic participation, volunteering and supporting others. Involving students in public partnership through cooperation with public organizations and institutions engaged in public activities will inspire them to be active and involved in various socially useful activities.

At school, teachers should help students to self-determine about social and political events through the suggestion of specific political ideas, the study of various social trends with students. To do this, news, articles, films or documentaries that deal with civic issues can be used to stimulate class discussion.

Students should be encouraged to express their opinions on events and problems in society and to listen to the opinions and views of others. This will be facilitated by conferences, seminars, round tables, debates, etc. They help to introduce the younger generation to the system of values of a democratic society, which provides for the formation of the foundations of civic culture.

Simulation games are an effective form of generating students' civic consciousness, in which students can play different roles in society and solve social problems. This will help develop their critical thinking and empathy.

An example of such a game is the "Ukrainian Parliament". The game is close to reality. The students form groups according to the names of their respective parties. In the game, each student can feel like a member of parliament and participate in the process of creating laws, analyze conflicts of interest of different individuals and groups. This process teaches students how to identify ways to avoid conflicts, to resolve them through negotiations, debates or compromises.

The game has three levels, each of which the student can use individually in the lesson. First, students learn how to develop bills for the development of the school, then the city and the state. The bills discussed in the games are relevant and aimed at solving the problems that people face in real life. The teacher can monitor the progress of the players and provide feedback.

However, each student already bears individual responsibility for his or her actions. It is important to discuss in advance the trajectory of the participants in a given situation. A reflection stage should be mandatory so that the students can analyse the necessity and effectiveness of a particular model of behaviour. Of course, in many ways, role behavior is determined by the educational material, but moral orientation also influences the variant of behavior. With the help of games, you can simulate various social problems. The games are based on clear learning objectives and are supporting materials that can be integrated with lesson plans.

In the game activity, students master the theory through practical activities, solving specific problems. At the end of the game, the students see concrete results. Also, there is always an element of learning in games and the role of the student is strengthened.

It is also advisable to organize excursions for students to public authorities, to arrange meetings with their representatives.

It is important to note that the formation of civic consciousness is a process that takes place throughout the entire period of schooling and requires constant support from teachers, parents, administration and stakeholders of the school. Civic education

will help students to become active and conscious citizens, ready for active participation in society and its further development.

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RESOURCES



Association
"Nova Doba"



Training Course
"The well-being of the planet: what everyone should know and can be able to do"



Formation of the national and civic consciousness of the individual



Online Course
"Everything you need to know to ensure the rights of teenagers in Ukraine"



A selection of videos on Civic Education



International Educational Online- "Living in Democracy" platform

NOTES

VOLUNTEERING

Purpose: to form students' volunteering skills.

- Task:**
- to form knowledge about volunteering;
 - to form the ability to carry out volunteer activities;
 - Form installations to:
 - Empathy;
 - mutual aid;
 - communicativeness;
 - teamwork.

Skill Information

VOLUNTEERING

voluntary action by an individual or group who freely gives his or her time and works for community service;

contribution of time, effort, and talent to a need, cause, or mission without financial gain;

voluntary, socially oriented, non-profit activities carried out by volunteers by providing volunteer assistance;

A way of supporting, nurturing, helping community members: interactions between people to jointly develop new ways to solve problems that arise.

Rice. 19. The essence of the concept of volunteering

A positive trend of our time is the strengthening of the civil movement, which is characterized by the participation of citizens in changing all aspects of the country's life. At present, new relationships are being formed in society, which makes it possible to solve many problems. Such a movement is called volunteering, which in modern conditions is seen as a global process of uniting people who want to contribute to the benefit of their environment and the world community. Volunteering is the basis for the development of civil society. It embodies the greatest aspirations of humanity — peace, freedom, security and justice for all people. Volunteering in Ukraine has become widespread in recent years, which allows us to talk about it as a social phenomenon and as an important component of the activities of non-governmental organizations and individuals.

Today, volunteering has become one of the priority areas of the school. The activities of the institution involve people who voluntarily conduct various classes, are involved in actions, implement projects, etc. By directing the school's resources to community development, self-government, cooperation with the public organization of parents, and the introduction of traditions and practices of civic activism, the partnership between the school and the community is successfully developing.

Volunteering is when people devote part of their time to helping people in their communities. Volunteers support and complement communities in their own unique way, using a variety of skills, knowledge and experience.

Students who are 14 years of age or older can join the volunteer movement, and younger students can only join in cooperation and interaction with teachers and parents. The purpose of the volunteer movement in the institution of general

Secondary education is the formation of students' leadership skills and the education of the future generation of socially active citizens.

Volunteering is based on the following criteria:

1. *Activities without expectation of financial reward.*

The main criterion for volunteering is that a person carries out this activity without waiting for any financial benefit. Of course, volunteers can and should be rewarded, both morally (e.g., verbal and public gratitude) and financially (e.g., a T-shirt or notebook with the organization's logo), just as they should be compensated for the costs associated with volunteering (e.g., travel money). However, the main criterion is that from the very beginning a person understands that his or her work does not involve financial remuneration.

2. *Activities that are carried out of one's own free will.*

Volunteering is based on a person's conscious desire, not external pressure. So, if a student decides to go shopping for his grandmother who lives nearby, it will be volunteering. If his parents or teachers forced him to do this, then this is not volunteering, since such activities are carried out under pressure.

3. *Socially useful activities.*

This criterion helps to distinguish volunteering from just spending free time. For example, when playing football, players do not expect financial rewards, they do it of their own free will, but they themselves receive the benefits. But if football players play a match, the purpose of which is to raise funds for charitable activities, then this can be safely called volunteering, since the social benefit of such a game is clearly visible.

4. *Activities in their free time.*

If such a socially useful activity as fundraising for charity is one of the official duties of a person and he receives a financial reward for it, then this cannot be considered volunteering. On the other hand, if the same person raises funds in their spare hours and without financial remuneration, it will be volunteering.

Methods of forming volunteering skills

Schoolchildren's volunteer activities should be based on the principles of legality, humanity, equality, voluntariness, security, and non-profitability. To organize a volunteer movement in a general secondary education institution, you need:

- obtain the consent of each student's parents;
- involvement in activities only on a voluntary basis;
- issue an order for the school;
- Provide volunteering training;
- A volunteer program or event should be feasible for children.

Developing students' volunteering skills is an important and valuable process that contributes to their personal development, social responsibility and activity. The main idea is to motivate and involve different age groups of children and students in volunteering, to educate them in a sensitive attitude to the needs and problems of other people, to teach them how to behave in different life situations and with different subjects of social interaction.

Volunteering can be done individually or in groups of students.

Before volunteering, it is necessary to conduct information sessions for students about what volunteering is, what its types are and how they can help others. Emphasize the importance of joint help and support.

Teachers usually initiate specific volunteer projects, organize volunteer activities or projects within the school or community in which students can participate. For example, cleaning the territory, collecting donations for charities, helping a local animal shelter, etc. The example of teachers and other adults inspires students.

For large projects, it is advisable to create volunteer groups. Encourage students to form groups to work together on projects. Group activities can help build team skills and work more effectively.

Teachers should encourage students to participate in real-world volunteer projects where they can gain hands-on experience, develop skills to interact with others, and make real contributions.

It is important to support and recognize the efforts of students who engage in volunteering. Organize small celebrations, fun activities or events for volunteers. Share success stories of volunteers among students, sharing how their help makes a positive difference in the lives of others and the community. At the end of the volunteer activities, hold a discussion and reflection where the students can share their impressions and lessons learned.

Volunteer work at school can also be organized by creating several volunteer initiative groups from among students of different classes, united by interests and on a voluntary basis. Such volunteer groups can be of different ages (from among the students of the basic and senior classes).

(e.g., several groups in the same class or from parallel classes). The formation of several squads will contribute to the realization of the natural need of children for competition and healthy competition.

Volunteer projects at school can have different directions. Let's note the most common ones.

"Spring Week of Kindness" is a volunteer event aimed at the implementation of numerous charitable useful deeds for those who need them, to draw public attention to the important role of volunteer assistance in society and to involve individual citizens and organizations in it.

"Let's Preserve Peace in Ukraine with Love", the purpose of which is to involve young people in the social and volunteer movement and focus on the revival of the history of Ukraine, strengthening its rights and freedoms in the international community of civilized countries of the world, helping military personnel, preserving historical memory based on real facts, creating a chronicle of the history of the project.

The charity project *"Open the Heart of Goodness"* is aimed at instilling in students and young people a sense of kindness, sensitivity, benevolence, respect and mutual respect, mercy. The goal of the project is to popularize the idea of charity among the students of the educational institution, as well as all residents of the district through their direct participation in the project. To make a holiday for those who need help, are seriously ill or have no parents. To draw public attention to this problem.

Charity fairs — sale of children's arts and crafts, drawings, handicrafts from recycled materials, creation of advertising social booklets to attract public attention, organization of charitable conferences with the support of public organizations, institutions, parents to help hospitals, boarding schools, orphanages, military

military personnel, the elderly. Students can also organize fundraising for charities, hold events to collect things for those in need, visit hospitals, or support veterans

Projects implemented in cooperation with partners of the educational institution are becoming especially popular among students:

The project *"From Child to Child"*, organized by the Charitable Foundation "Healthy Childhood Without Borders" in cooperation with the leaders of student self-government. The goal of the project is to involve active, caring and self-sufficient children, capable of compassion, in charity events that are designed to help children.

The *"Childhood Ambassadors"* project, where students and teachers of the institution are actively involved in initiatives aimed at supporting children affected by hostilities on the territory of Ukraine, displaced children, orphans, and children in difficult life circumstances.

Project *"No Waste Ukraine!"*, the purpose of which is to educate schoolchildren in environmental culture, to involve them in volunteer projects aimed at protecting nature.

A project for the improvement of the school territory. Volunteers are involved in cleaning and landscaping the schoolyard, creating flower beds, caring for plants, making bird feeders and other activities to improve the school grounds.

In order for volunteering to acquire a valuable content, all participants in the educational process must participate in it: students, parents, administration, stakeholders. Teachers should promote opportunities for students to initiate volunteer actions, involve representatives of the community in the volunteer movement, both as "experts" in a particular field and as those who possess the most valuable volunteer resource – the desire to change the world for the better.

In order to realize the value of their charitable activities, to reinforce their motivation for further participation in the volunteer movement, schoolchildren need to be provided with social reflection, that is, the opportunity to see themselves and the results of their activities through prying eyes, to help them analyze their own achievements and difficulties, which will contribute to the development of their self-awareness and personal growth.

Under no circumstances should children's efforts to help others be unequivocally criticized or negatively evaluated. It is better to teach them to do this in the best possible way – competently, without humiliating others, while maintaining personal dignity.

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RESOURCES



Charitable activities of schoolchildren



Methodical recommendations for the organization of volunteer activities in general secondary education institutions



Training Course "Volunteering during the war"

SECURITY

Purpose: to develop students' safety skills.

- Task:**
- build knowledge about safety;
 - to form the ability to behave safely in the educational environment and life;
 - Form installations to:
 - sustainability;
 - critical thinking;
 - Responsibility.

Skill Information

SECURIT

it is protection or resistance to potential harm (or other undesirable coercive changes) caused by others by restricting the freedom of others to act;

protecting people, organizations, countries, etc., from a possible attack or other crime;

the conditions in which a complex system finds itself, when the action of external factors and internal factors does not lead to processes that are considered negative in relation to this complex system in accordance with the needs, knowledge and ideas available at a given stage.

Rice. 20. The essence of the concept of security

Safety skills have always been relevant, and especially today. And it is extremely important that the child knows how to protect himself - to distinguish exactly what is good and what is not. Teachers should form in students a conscious attitude to the preservation of personal life and health. And the task of the school is to create a safe educational environment to ensure the physical and psychological well-being of students, as well as effective educational activities. The model of a safe educational environment should include four main elements: physical security, social security, emotional and psychological safety, and digital safety.

Physical Security:

- Ensuring the safety of the buildings and infrastructure of the school: regular inspection of the condition of the premises, electricity, plumbing, etc.
- Development of evacuation and emergency management plans (fires, natural disasters, etc.).
- Creating safe zones for physical activity and sports.

Emotional and Psychological Safety:

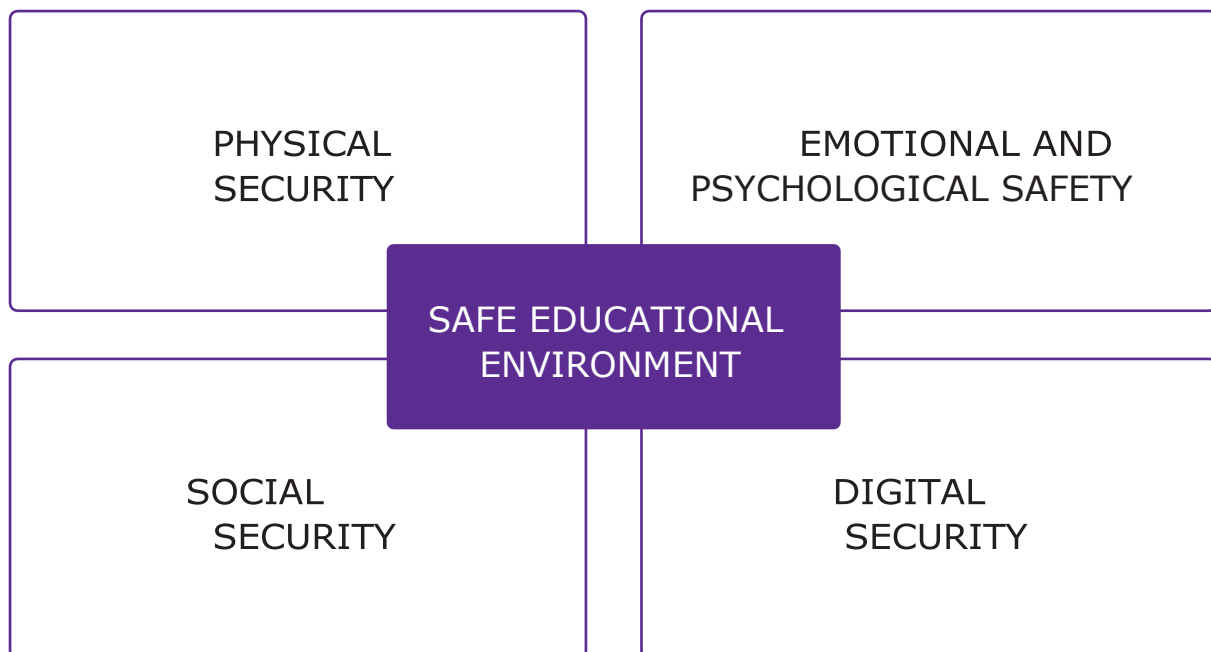
- Creating a welcoming and welcoming environment for all students.
- Professional support of psychological development, the possibility of consultations and psychological support.
- Combating bullying and violence in any form.

Social Security:

- Development of a policy of equal access to education for all students, regardless of their status, origin, religion, etc.
- Combating discrimination and violence, implementing mechanisms to respond to such cases.

Digital Security:

- Educating students about Internet safety, rules for the use of digital technologies and social networks.
- Protection of confidential information, data and identity of students in the online environment.



Rice. 20.1. Safe Educational Environment Model

Methodology for the formation of safety skills

Ensuring the physical safety of students at school is one of the most important activities to ensure their health and well-being. In order to ensure the physical safety of pupils in the school environment, it is necessary to check the condition of buildings and premises for compliance with building and sanitary standards, involving the relevant competent services. Equipment (electrical, plumbing, elevators, stairs, etc.) must always be maintained. Furniture, equipment, electrical appliances and other infrastructure should also be regularly inspected and maintained to ensure their safety.

Evacuation plans should be developed for emergencies. A warning system must be in place. This information should also be accessible to children with special educational needs. Provide regular training and education for students and teachers in case of emergencies.

You should also take care of safety in sports and physical education classes. Use appropriate gear and equipment in physical education classes. Monitor the implementation of safety rules during sports. This also applies to the work of students in educational workshops and laboratories. Before class, the teacher should familiarize the students with the rules of conduct and risks, and there should be instructions in the room to remind the students of the possible danger.

Pupils should be able to receive medical care. The educational institution should be equipped with a medical office or a room for providing first aid and specialists who can provide such assistance. For teachers and students, it is advisable to

provide training in the basics of first aid. There should be first-aid kits in classrooms.

Ensuring proper sanitation at school, including cleanliness in classrooms, bathrooms and common areas, monitoring compliance with hygiene standards and rules (hand washing, eating rules, etc.) is the basis of the basics.

Students must follow the rules of the road to ensure the safe movement of students to and from school. Pedestrian safety controls should be established on school and school grounds.

Control over access to the school grounds is extremely important in today's conditions. This will be facilitated by the establishment of a system of control over access to the school territory to prevent illegal entry, a video surveillance system. It is important to have a safety and security system in the school, which ensures security on the school grounds and access control.

Under martial law, it is important to educate students on how to behave in various situations that pose a threat to life and health.

Ensuring students' emotional and psychological safety is a key aspect of their health and learning. It is necessary to develop a culture of mutual respect, friendship and support among students in the student body, to promote the formation of positive interpersonal relationships, to support students in resolving conflicts. Psychological support is also important. Professional psychologists and counsellors should provide support to students in difficult life situations, conduct individual and group consultations for students in need of psychological help. Conduct psychological trainings that will help students find a way out of difficult situations.

Anti-bullying programs have already been mentioned above. The school should develop and implement a policy against bullying and violence. It is necessary to regularly conduct training events and talks dedicated to anti-bullying and the formation of a respectful attitude towards each other.

Ensuring a reasonable schedule with regular breaks will help to avoid excessive stress and fatigue. It is important to take into account the psychological characteristics of children of different ages when distributing the educational load. Ensure the change of different types of learning activities, use visualization taking into account the requirements of hygiene; take into account positive emotions that facilitate the assimilation of the material, which, in turn, reduces fatigue, stimulates higher nervous activity, and improves the psychological climate in the classroom.

Every student should have opportunities for self-expression and self-affirmation. To do this, it is necessary to organize creative and artistic activities where students can freely express their feelings and thoughts, involve students in the management of school affairs.

It is effective to form support and help groups between students who can jointly solve problems and overcome difficulties, to include in the educational process materials that contribute to the development of emotional intelligence. The organization of trainings and classes aimed at studying and understanding emotions and overcoming stress and emotional tension contributes to the development of students' emotional intelligence.

During the school day, students should have opportunities for relaxation and rest.

Ensuring the emotional and psychological safety of students requires a systematic, qualified approach, partnership with parents and the desire to create a supportive and welcoming environment. Cooperation with parents will help solve the issue of psychological safety.

Ensuring the social safety of students at school involves creating an environment where every student feels protected, respected and has the opportunity to realize their potential. To ensure social safety at school, we propose several mechanisms, namely: the organization of educational activities aimed at preventing conflicts and violence among students; ensuring equal opportunities for students with different characteristics and needs; organization of inclusive classes and activities that promote mutual understanding and cooperation between students; fostering tolerance, mutual respect and goodwill among students; conducting trainings and exercises aimed at developing communication skills and resolving conflicts; organising support groups for students with special needs who can provide help and support; implementation of mentoring programs where older students help younger students adapt and feel part of the community; ensuring access to pedagogical innovations that promote the development of social skills and enhance students' self-esteem; organization of trainings for teachers and school staff to support the social security of students; involvement of parents in the creation of plans and measures to ensure social security; involvement of representatives of civil society organizations and local authorities in the support and improvement of programmes; regular assessment of climate and social safety at school; analysis of the results and implementation of the necessary changes in order to improve the situation.

Ensuring social safety at school requires systematic efforts and cooperation of all participants in the educational process.

Ensuring students' digital security in today's digital environment is important to protect them from the risks and negative impacts of the Internet and technology.

Among the variety of technologies, let's take a look at a few steps that can help ensure the digital safety of students.

Digital security should be an element of every lesson, and digital security training should also be provided, where students learn to distinguish between safe and unsafe online activities. Students need to be taught how to use strong passwords and the importance of keeping them secret.

It is advisable to always use anti-virus software and to keep the programs up to date. School computers and the network must be equipped with security features. Teach students not to share personal data online and to protect their privacy. Warn about the dangers of sharing personal information with unknown persons. Teach students to critically evaluate information on the Internet and distinguish between true and fake information. Call for responsible and prudent use of social media.

Warn students about the negative consequences of cyberbullying and how to protect themselves from it. Establish a policy against cyberbullying at school and take steps to prevent it. Agree with parents and students about a reasonable allocation of time spent online and the use of apps to limit time on the Internet. Hold parent-teacher meetings and workshops on digital safety so that parents can also maintain this safety at home. Develop tips and recommendations for parents on how to manage their children's digital lives.

The functioning of a safe educational environment will also be facilitated by a built system of interpersonal relations and communication, which involves fostering a culture of behavior, respect and cooperation between students, the development of constructive communication and conflict resolution skills.

School administrators should promote the physical and mental health of students by providing a balanced diet at school and promoting healthy lifestyles, physical activity and sports.

Parental support is important when parents are involved in the process of creating a safe educational environment, and communication between the school and parents is open.

An anti-crisis team should be created at the school – these are groups of teachers, educators, psychologists who can respond to emergencies and ensure safety at school.

Ensuring a safe educational environment requires the joint efforts of all participants in the educational process — students, teaching staff, parents and administration.

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RESOUR



Formation of safety competencies in junior schoolchildren
Vital Activity:



Online Course "Safe Space"



(In)security in times of war.
Lesson for grades 5-8 on safe behavior during



Training Course "Digital security at the personal level"



Training Course "Civil Defence and Emergency Protection"



Safe Educational Environment : New Dimensions

RESOURCES



Online Course
"School of Resilience".



Webinar "Key Skills
of School-Age
Children
in wartime. How
to Teach
Children Safe
Behavior".



Training Course
"Risk Prevention
Training from
explosive ordnance."

NOTES

PARTICIPATION IN THE LIFE OF THE COMMUNITY

Purpose: to develop students' skills of participation in the life of the community.

- Task:**
- to form knowledge about participation in the life of the community;
 - to form the ability to participate in the life of the community;
 - Form installations to:
 - Interaction;
 - communicativeness;
 - initiative;
 - Responsibility.

Skill Information

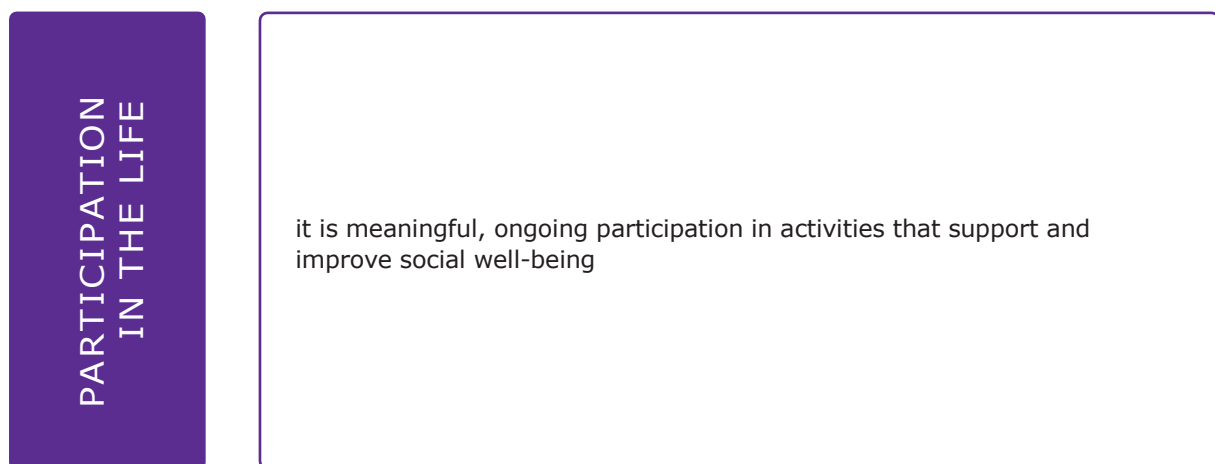


Fig.21. The essence of the concept of participation in community life

Community participation is an important skill that can be developed among students and have a positive impact on their personal and professional lives. Participation in community initiatives and activities helps students to understand that they are part of society and should be responsible for its development and improvement. Participation in the life of the community takes place on the basis of partnership, Initiator

which is usually a school. Partnership is one of the main characteristics of modern schools, as they are a community center in a neighborhood, village, or city. It is the partnership that makes it possible to establish and develop mutually beneficial relations between the school, the government, the community and business structures to jointly solve common problems that exist in a particular area.

In today's conditions, cooperation with the public on the basis of partnership is an effective means of developing the school and students. Working in partnership with the community can open up new learning and development opportunities for students, especially in practical or extracurricular contexts. Participation in community initiatives requires cooperation with other people and the ability to work in a team. Interacting with different people from different socio-cultural and economic backgrounds helps to develop social skills such as communication, listening, cooperation and conflict resolution, group coordination, motivating others and making important decisions.

Community partnerships teach students to collaborate with others who may have different opinions and perspectives, to increase their understanding of their own and others' emotions, and to help manage them accordingly. It fosters tolerance, understanding, and respect for diversity. Most importantly, the students feel involved in important issues and events in their environment. This can encourage active public participation in the future. Participation in community projects can reveal the real problems of one's community and try to find constructive ways to solve them, as well as encourage students to develop new ideas and implement their initiatives. Active participation in the life of the community promotes self-esteem, self-confidence and belief in one's abilities.

Community partnerships can be a means of influencing social, environmental and economic issues within or even outside the community.

Community participation is an important and valuable skill for students, as it helps to develop their personality, sense of responsibility and active civic approach.

Methods of forming the skill of participation in community life

To develop students' skills in community participation, the following approaches can be used:

Motivation to participate in community life. Hold regular meetings and workshops where students have the opportunity to share their views, discuss issues and develop action plans. In the classroom and in extracurricular activities, organise discussions on current social and cultural issues to stimulate conversation, analysis and the development of argumentative skills.

Maintain open communication in the classroom where students can share their thoughts, experiences and ideas in partnership with the community. Include practical tasks in lessons that require students to work together, pool resources, and achieve common goals. Use digital technologies, such as websites, social networks and apps, to organize community initiatives, engage with the community and disseminate information. Provide students with support and advice as they participate in community initiatives, contributing to their growth and development. Don't forget to appreciate and celebrate students' achievements in community activities, this can increase their motivation and engagement.

Involvement in community projects. Public projects determine the necessity, feasibility and usefulness of implementing activities aimed at the development of the city or city within the framework of the public budget. The public project is initiated only for movable or immovable property, intangible assets, services and events (activities), which will be publicly available and free of charge at all stages of the public budget. Projects can also be initiated by students who are 16 years old or older. The school can initiate projects

and involve students in cooperation with the local community, volunteer work, charity or other social initiatives. Develop diverse and engaging projects that meet students' interests and needs. These can be cultural events, charity, environmental events, art exhibitions, projects to improve the school environment, etc. Participation in such projects develops responsibility for the life and development of the school.

Participation in social events. Encourage students to organise themselves and participate in community activities such as charity events, environmental initiatives, debates, etc., in which students can actively participate. Encourage volunteer initiatives where students will have the opportunity to help others and contribute to the betterment of their community. Students can also involve the community in volunteer activities run by the school.

Organization of joint events. Organise events where students and community representatives can come together to achieve specific goals, such as a joint charity fair or eco-event. Collaborate with local NGOs, local authorities and experts to engage students in projects that have a public impact.

Mentoring support. Involve community members as mentors for students to pass on valuable experience and knowledge to them. Empower students to participate in the decision-making process for community projects and initiatives. At the same time, they can feel like important and influential participants.

Community participation is more than just a skill, it is a philosophy and a way of life that contributes to the enrichment of the individual and society as a whole.

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RESOURCES



Algorithm of actions and practical tips for establishing a partnership



School "Agents of Change" at the NC of the Junior Academy of Sciences of Ukraine



School of Civic Participation Agents of Change — 2017



Involvement of young people in social activities

NOTES

TOLERANCE

Purpose: to develop students' tolerance skills.

- Task:**
- to form knowledge about tolerance;
 - to form the ability to be tolerant in different life situations;
 - Form installations to:
 - Tolerance;
 - acceptance of the other;
 - Respect;
 - Responsibility.

Skill Information

TOLERANCE

accepting an action, idea, object, or person that is disliked or disagreed with;

fair and objective treatment of those whose way of life differs from yours;

tolerance to other worldviews, lifestyles, behaviors and customs;

ability to tolerate the adverse influence of any factors, condescension, tolerance for someone's thoughts, views, beliefs, etc.;

tolerance for other people's opinions and beliefs.

Rice. 22. The essence of the concept of tolerance

One of the tasks of the modern Ukrainian school is the formation of a new generation of individuals who will have a high level of civic responsibility, the need to preserve national identity and a tolerant attitude towards representatives of other nationalities and cultures.

In the context of multinationality and multiculturalism, teachers should know and take into account the ethnic primacy, mentality, national interests, traditions, religions of children and members of their families. The authority of the teacher, his pedagogical competence should be an example to follow and will correct the social, moral and ethical shortcomings of each individual. He must build a tolerant environment in the classroom and school. The level of tolerance in our lives can be attributed to the level of happiness and contentment.

Tolerance is a sign of self-confidence, awareness of the reliability of one's own positions, a sign of openness to all ideological currents that are not afraid of comparison with other points of view and do not hide spiritual competition.

A tolerant student is one who respects others, recognizes equality of rights, does not dominate others, is able to tolerate the influence of any factors, is lenient and tolerant of someone's views, opinions, beliefs, etc. Thus, tolerance presupposes civilized relations between people, the awareness that the world and the social environment are multidimensional, and therefore the views on this world are different. It is born of differences, diversity and contradictions.

Tolerance is a multifaceted concept that includes the following components:

Respect for different views. Tolerance implies a willingness to respect other people's opinions, views, beliefs, and values, even if they are different from your own.

Embracing diversity. It is the ability to perceive and understand diversity in all its manifestations, such as cultural, ethnic, religious and social differences.

No doom. Tolerance implies that other people are not judged or judged on the basis of their characteristics or differences.

Compassion and empathy. It is important to be able to empathize and empathize with others, understanding their emotions and experiences.

Openness to learning. Tolerance involves a willingness to learn from others, viewing their views as an opportunity to expand your understanding of the world.

Ability to dialogue and discuss. Tolerance promotes open dialogue and constructive discussion, even when views conflict.

Ability to resolve conflicts. Tolerance includes the ability to find peaceful and constructive ways to resolve conflicts.

Ability to cooperate. Tolerance promotes the ability to cooperate with others, even if they have different opinions and approaches.

Rejection of stereotypes and prejudices. This means avoiding prejudices, stereotypes and prejudices about other people based on their characteristics.

Willingness to make contact with others. Tolerance supports a willingness to come into contact with different people, even if they are different from you.

Together, these components create a tolerant environment that fosters understanding, peace and harmony between people of different cultures, nationalities and perspectives.

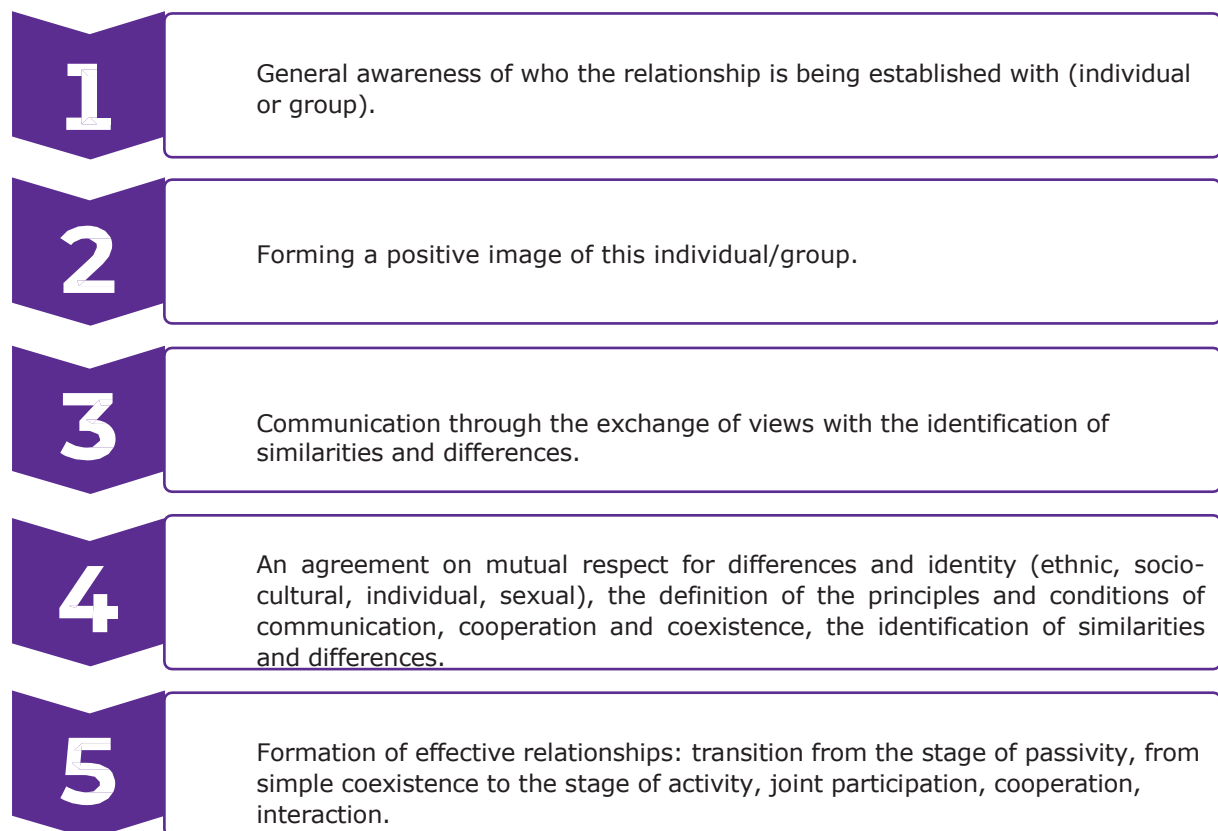
In order to cultivate a tolerant personality of the student, two groups of principles of tolerance should be followed:

Principles of educating the younger generation to be tolerant and tolerant:

- the principle of adherence to generally accepted moral values;
- the principle of respect for the dignity of every person;
- the principle of perceiving each person as a unique individual;
- the principle of familiarization with the native culture and traditions and respect for the cultures and traditions of other peoples;
- the principle of denial of violent methods of conflict resolution;
- the principle of fostering responsibility for one's actions, behavior, expression;
- the principle of fostering a tolerant consciousness in relation to all living things, to other people, to oneself.

Principles of humanization of the educational process:

- the principle of humanization of existing methods and forms of teaching, training, upbringing;
- the principle of using methods of teaching and upbringing in accordance with the age characteristics of students;
- the principle of introducing new methods and forms of pedagogical activity built on a tolerant basis;
- the principle of mutual understanding, mutual assistance, interdependence and complementarity in the student-student relationship and "student-teacher";
- the principle of education and motivation for the development of communicative abilities as the main factor of personality and upbringing of children in a team;
- the principle of creating conditions for success for each student, etc.



Rice. 22.1. Stages of tolerance formation

Methods of tolerance formation

Building students' tolerance is an important part of their educational process. This process involves several stages (*see Figure 22.1*)

Building tolerance in schoolchildren requires purposeful approaches and methods that promote understanding, respect and perception of diversity. Namely:

An example of teachers and adults. Adults should set an example of tolerance in their actions and communication. It can be a demonstration of respect for different cultures, nationalities, religions and beliefs. Particular attention is paid to family upbringing, because it is in the family that the child learns information about the environment, nature, country, culture, laws, norms, etc. Involve parents in the learning process, encourage them to maintain tolerance and respect for others.

Building awareness of diversity. Introduce students to different cultures, histories and traditions. Teach them the diversity of the world and teach them to understand and respect this diversity. Develop lessons on civics, diversity, conflict resolution and mutual understanding, ethics and respect for human rights. Explore and learn about different cultural rites, festivals, and traditions that help to deepen understanding and respect for others.

Fostering dialogue and open discussion. Organise regular educational hours where students can discuss important issues related to diversity, social issues and conflict. Facilitate discussion of controversial topics where different points of view can be represented. Teach students to listen and understand the opinions of others, even if they disagree with them.

Organization of cooperation and group interaction. Organise group projects where students of different nationalities or cultures work together on tasks that promote understanding and cooperation. Create tasks where students are expected to work together to solve problems, such tasks can promote tolerance, cooperation and the ability to work together with different people. Organise holidays, festivals, fairs or exhibitions where students can share their culture, traditions and learn about others. Organize excursions to museums, temples, churches, or other places that represent the cultural heritage of different groups. Facilitate mentoring between students in different groups, where the older ones can provide support and advice to the younger ones, promoting mutual understanding.

Involve students in the study of literary and artistic works. The study of literary and artistic works that reveal different life paths and destinies can promote understanding and compassion for others. Explore books, poems, films or paintings with your students that reveal the diversity of people and cultures, as well as encourage reflection on tolerance.

Practice games and simulations. The use of role-plays and simulations can help students understand other people's views and attitudes. Social games and activities will promote communication skills, collaboration and mutual understanding. Dramatic art will strengthen discernment and compassion for the lives and fate of others. Teach students to resolve conflicts through peaceful methods and cooperation. In the process of play activities, children form an orientation towards the general content of human relationships and actions, highlight moments of submission and leadership in them, develop generalized experiences and orientation in them. Games Help Students

express their own feelings, resolve internal conflicts, master little-known ways of acting, gain experience of constructive interaction, communication, which is important in the formation of skills and abilities of tolerant behavior. The game provides an opportunity for the student to imagine himself in the place of other people, to expand the range of his own thoughts and feelings, to promote a better understanding of himself and others. Playing different roles allows the student to experiment with different patterns of behavior and see what consequences they lead to. Thanks to the game situation, the attitude of the hider towards himself changes and a tolerant attitude towards peers is formed.

Introduce an anti-bullying program at school. Develop an anti-bullying program that emphasizes the importance of respect for all students and the inadmissibility of any form of discrimination. Every pupil should be placed in a safe, caring and respectful environment where academic, social and emotional development can take place without bullying, bullying and violence.

An educational institution plays an important role in creating conditions for students to acquire knowledge in a safe educational environment, forming attitudes and skills that are needed to avoid and prevent violence, conflict-free communication, and non-violent behavior. Teachers play a decisive role in combating violence and bullying. However, they can only cope with this problem through a systematic approach and the support of school management, parents, representatives of local authorities and public organizations, as well as with the involvement and participation of children and young people.

It is important to understand that the formation of tolerance is an ongoing process, and it requires systematic work on the part of teachers, parents and society as a whole.

From the first days of working with the new class, it is recommended to observe the probable manifestation of intolerance among children. The teacher must catch and quickly assess the relevant symptoms, reacting tactfully and skillfully, in order to force children to analyze, draw conclusions, and form certain skills. It is advisable to consider different problems during educational hours, using a variety of techniques.

The teacher's role is to help students feel responsible and improve their relationships with people.

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№ 3 (137). P. 115-123.

11. Toleration. URL: <https://en.wikipedia.org/wiki/Toleration>

12. What Is Tolerance? URL: <http://surl.li/lstsy>

RESOURCES



"Sources of Tolerance" (educational work program) For students in grades 8-9



Online Course "Non-Discriminatory Approach to Education"



Fostering Tolerance



Training program "Don't Laugh at Me"



Training Course "Culture of Tolerance: How to Build a Society, comfortable for everyone"



Useful links on the topic of anti-bullying

NOTES

Appendix

EXERCISES TO DEVELOP LEADERSHIP SKILLS

(for different age groups)

"THE TALLEST TOWER"

Participants are provided with everyday items such as toothpicks, wooden bars, raw pasta, etc. The challenge is to build as tall a single structure as possible from the materials provided. This activity is designed to encourage creative problem-solving and the development of collaborative skills.

"CENTRAL STAGE"

Choose four team members as volunteers. One team member plays the role of an employee who has recently missed meetings or is late for work. Each of the other three participants demonstrates a different leadership style (to save time, name one or another character trait). Ask all participants to form a circle and place two chairs in the center of the circle.

After each demonstration of how to deal with an employee, ask the whole group to think about different management approaches. For example, the group could consider what worked and what didn't. Finally, to complete this task, ask the group to think about what the "ideal" leader would do in this scenario.

"MINEFIELD"

This activity helps to build trust and improve communication skills. It involves participants working in pairs, with one team member being blindfolded. Then, using only certain methods of communication, the couple overcomes a minefield of obstacles.

So, for example, participants may be told that they can only use commands such as the words "left" or "right", "forward" or "back". The goal is to help a blindfolded team member navigate the minefield.

"EFFECTIVE LEADER"

This particular task allows participants to develop a decision-making process consisting of 3-5 steps that can be used when difficult leadership situations arise.

Ask participants to pair. Then ask them to think of steps that an effective leader must take to decide how to handle a difficult situation. After about 30 minutes, ask each pair to review the steps they came up with for the group and write them down on a large piece of paper.

Ask each pair to review their process, and once all pairs have done so, have a group discussion that will allow you to reach a consensus on the three to five most effective steps to take in a difficult leadership situation.

"CREATE A NEW YOU"

Provide children with materials such as texts, crayons, poster/construction paper, magazines, and scissors. Then ask them to draw a picture of themselves using objects that clearly show that these are their photos, such as clippings of their most favorite activities, foods they enjoy, pets, and anything else that makes them unique.

After the children have finished their posters, they can show the work done to other children, helping them increase their confidence in leadership.

"SAME OR DIFFERENT"

The children sit in a circle. Ask the first child to point to another child in a circle that looks like her, her hairstyle, or the color of her clothes.

Then, when the child has chosen someone, ask them to note the other differences and similarities they have with the child they have chosen.

"MOVE EGG"

Ask the children to form groups of four or five. Then invite the children to choose their team leader. Each participant is given a spoon and an egg. The leader is faced with the task of finding an efficient way to move eggs from one point to another. For example, one option might be for the children to line up to pass each egg.

Another leader might suggest forgetting about spoons altogether and just asking the group to run. The winner of the game is the group that can safely deliver their egg to the finish line in the most creative way possible.

"BLINDFOLDED VEDAS"

This game requires a large indoor or outdoor area. Divide the children into two groups and give them enough blindfolds so that all but one member can put them on. Teams are placed on opposite sides of the court. A child who is not blindfolded should lead his team to the other side of the allotted place using clear commands.

Make sure that each team member has the opportunity to lead their team. The winner is the team that sees its members successfully cross the finish line.

"CHARITABLE SUPPORT"

Help children support charity by organizing a fundraiser. Each child can have their own task. For example, one child may choose a charity, another may find a suitable place to raise funds, and a third child may collect donations.

"PLANNING STRATEGIES"

Teach children to divide a large task into smaller stages. Set a big task for the children, for example, to hold a class event. Show the children a plan that will allow them to complete the task step by step. This activity can involve several children who share the task. Offer children how they can improve.

"ROLES OF VOLUNTEERS"

Volunteering plays a role in leadership. Discuss with the children how they would like to help those in need. Older children may be interested in taking part in organizing in their community. Children should be helped to choose volunteer work that will give them the opportunity to practice leadership and work with other children.

"JUST LISTEN"

Agree that you and the student will refrain from talking about yourself throughout the day. Ask them to listen to others, and if they are really talking to another person, then it should be about the person they are talking to. This game helps children understand how important it is to focus on other people rather than themselves, which forms the basis of "relationship leadership".

CLASSROOM LEADERSHIP GAME "SILENCE"

To get started, the teacher puts the students into two teams on either side of the classroom. Tables can be moved to make room. The teacher asks the students, for example, to "line up with the first letter of your last name" or "line up in order of age according to the month in which your birthday is". The students then follow the instructions without saying a word to each other.

Students are allowed to use hand signals and even write down instructions on paper. The teacher's instruction to the students is that they are not allowed to speak. The team that successfully completes the task wins.

"GAME CUP"

Put students into pairs and choose one of them as a facilitator. Each team should stand next to each other with a plastic cup in the middle. The leader gives simple instructions such as "touch your knee," "close one eye," and so on.

When the facilitator shouts "cup", the students should try to pick up the cup first. A player who has successfully captured the "cup" must team up with another player who has also won the "cup". Those who don't have a cup sit down and watch.

Once new teams of two people are formed, a cup is placed between the players and the game begins again. This process continues until only one person remains, and the winner becomes the new leader and the game can start over.

BRAINSTORMING FOR CHANGE

The teacher puts the students into groups of 4 or 5. The aim is for the students to suggest possible solutions to social, political or economic problems. Working together, the students brainstorm both small and large-scale solutions to a problem topic.

Once the groups have completed their list of detailed solutions, the teacher organises a discussion with the whole class and together they explore which of the solutions found might be a viable option and why.

TEAM PUZZLE

Two teams must complete the puzzle in 20-30 minutes. Give each team a box with a puzzle. At first, participants will assume that their task is to complete the puzzle. However, in the course of working on it, the teams will realize that some pieces are missing from the puzzle and there are additional pieces that do not fit their puzzle.

The teams are then tasked with communicating with each other, and eventually, they will realize that they need to work together to solve the puzzle. Teams can only exchange puzzle pieces one at a time.

LEADERSHIP CHARACTERISTICS

The teacher puts the students into pairs or groups of three. Each member of the group then tells a story about someone they consider to be the most influential leader. After each story has been told, the students discuss the characteristics that they think made the person in that story an effective leader.

After each student has shared the story, the students make a list of all the characteristics of the influential leader they have identified. Place these characteristics on the walls in the classroom.

BLINDFOLDED LEADERBOARD GAME

The teacher lines up the students and comes up with a starting and ending point. The teacher then blindfolds each student, except for the student at the front of the line.

The teacher tells each student to place their left hand on the left shoulder of the person in front of them. Then the teacher says "go." The goal is for the leader (who was not blindfolded) to walk to the end point, giving instructions to the students blindfolded.

In an additional, more difficult game, the teacher puts obstacles in the way - the leader must tell those behind how to avoid obstacles and successfully reach the finish line. When this goal is achieved, another student assumes the role of leader.

"STEALTH"

Put participants into two teams. Assemble the structure from Lego. Make sure there is enough Lego left to build two identical replicas of the structure.

Make sure that this structure lies out of sight.

A player from each team is allowed to see the structure for 10 seconds. The players will then return to their teams and they will have 25 seconds to give their team instructions on how to build the structure. The team then has 1 minute to build the structure.

When that minute expires, another team member looks at the structure for 10 seconds and has another 25 seconds to relay their instructions to their team.

This process continues until all team members have had a chance to learn the structure and give instructions. The team that successfully builds the structure is the winner.

"MARSHMALLOW CHALLENGE"

In this exercise, teams use spaghetti sticks, ribbon, and rope to build the tallest freestanding structure. They are given one marshmallow, which must be placed at the top of the structure. Designed by Tom Woodjack.

"STAND UP"

This exercise is convenient because it does not require materials. It involves two persons. They sit on the floor facing each other. They hold hands and the soles of their feet are placed together. The challenge is then for both people to stand at the same time. This exercise builds trust and teamwork, and develops problem-solving and teamwork skills.

ZOOM

Participants are given a set of randomly provided sequential images. The task requires the participants to arrange the pictures in the correct order in order to reconstruct the story without knowing what pictures the other participants have. This activity can be an effective way to improve communication, patience, and endurance.

"YOU ARE A POET"

To harness creativity and reflect on leadership concepts, one of the activities for students is to write a poem. This activity can be done individually or in small groups. The goal is to look at leadership creatively in order to find new perspectives.

"LEADERSHIP PIZZA"

This activity can help adults develop leadership skills by providing a self-assessment tool. People start by identifying the skills, attitudes, and qualities they consider important for successful leadership. The person then evaluates their development in certain areas. This framework can also be a useful tool to help students define their leadership development goals.

LEADER'S ADVICE FROM YOUR ROLE MODEL

Each participant considers the one they admire to be a role model. Then they think of a young person they know.

If a young person were to ask a role model for leadership advice, what advice could a leadership personality give?

In groups, discuss and share the tips you find, as well as discuss controversial points and ways to reconcile them.

This joint discussion can be a practical introduction to the idea of situational leadership.

"CROCODILE RIVER"

This outdoor activity forces the group to physically support the behavior of the group members when moving from the end of the allotted space to another.

Participants are asked to imagine that the whole team has to cross a wide river that is home to dangerous crocodiles. The magic stones (represented by wooden planks) provide the only supports that can be used to cross the river (which has "banks" marked with two ropes).

These "stones" float in the water only with constant bodily contact. These "stones" (i.e., wooden boards) are placed next to the "riverbank" — one board should be less than the total number of participants. As part of the game, if a participant touches the "water" with his hand or foot, he will be bitten.

The facilitator then pretends to be a "crocodile" by closely observing the group as they try to cross the river. When one of the stones (boards) does not come into contact with the body, it is removed.

When participants mistakenly touch the ground with their hands or feet, it should be specified that the player must continue the game without using the "bitten" limb.

This action continues until the group manages to ferry all participants to the other side of the "river". If someone falls, it is considered that the group has failed and they must start trying to cross the river again.

"FEEDBACK: START, STOP, CONTINUE"

This activity focuses on one of the most important elements of leadership: regular constructive feedback.

Openness creates trust, which then fosters further openness. This exercise is intended to be used by a group that has spent enough time together to get a series of shared experiences from which they can learn by providing feedback.

Each participant takes a sticker and writes the name of the person they are addressing on it.

Then they write on the post:

"Before.... What I would like you to START doing is..... And what I'd like you to STOPPED doing, it.. What I would like you to CONTINUE to do is Signature: _»

In groups of 4 to 6 people, participants complete these sentences on one sticker for the other members of their group.

If they can't come up with appropriate feedback for one of the prompts (e.g., start, stop, continue), they don't need to include it.

After the group has stopped writing, its members verbally give feedback one at a time and then pass the sticker to the appropriate person.

"NIGHT OF IMPROVISATION"

One of the key responsibilities of a team leader is to encourage team bonding. One way to facilitate communication is through improvisation.

Improvisation develops communication skills, helping teams listen and pay attention. It also develops self-awareness, self-confidence, and creativity.

Divide the group into "spectators" and "performers". The audience then takes turns naming the specified location, profession, and scenario (e.g., a coffee shop, a police officer, and buying a donut). The selected suggestions are funny and should promote creativity.

"PASS THE HOOP"

In this game, participants must stand in a circle and hold hands. One person in the group has a hoop on his arm. The goal of the game is to go through the hula hoop in a circle.

In addition to encouraging teamwork and problem-solving, this game develops communication skills. The ability to communicate effectively is an essential skill for any successful leader.

"SHAPESHIFTING"

This game requires a rope that is tied at both ends so that a noose is formed. The loop should be large enough for all members of the group to hold onto it with both hands while standing in a circle. The group is asked to make a chosen shape (e.g. circle, square, triangle). The group tries to create a figure on the floor.

Gradually, ask the group to make more complex shapes, such as a dog or a tree. To add another layer of complexity, ask the team to communicate without words, i.e. rely on gestures. Then ask the group to reflect on their experiences and discuss the importance of communication.

EXPLORE YOUR VALUES

A leader's values are reflected in his organization. In this activity, each participant writes down the ten things they value most in their lives, each on a sticky note. Then ask students to arrange the sticky notes so they can see them clearly. Then explain to them that they will have 30 seconds to choose the three stickers that are least important to them.

It is important to keep time strictly so that participants rely on their inner feelings.

Repeat the process, giving participants 20 seconds to discard two more values. Finally, give participants another 20 seconds to roll out two more. Participants must have three stickers with the three most important values in front of them.

After the activity, ask participants to reflect on what they found for 15 minutes and then discuss the questions to think about in pairs or groups of three.

As this task is completed quickly, participants are advised to follow their own intuition rather than think too much and find what they believe "right" values.

"LEADER'S COAT OF ARMS"

Every leader has their own values and what they consider valuable and important. These values determine a leader's behavior and constitute a person's unique leadership philosophy.

In this activity, participants draw their own 'leadership crest' that represents their leadership philosophy.

Participants have 10-15 minutes to draw their coat of arms. They can divide the coat of arms (or "coat of arms") into four parts. To complete each section, consider the categories of leadership skills, the values that help you influence others, recent achievements, and what you enjoy most about your current job.

They should be encouraged, not overly concerned about how attractive their picture is, but rather that it expresses what they personally consider to be important traits of a leader.

After completing the drawings, participants can show their drawings to other members of the group and explain their unique coat of arms. It's also a good idea to reflect on the assignment — think about which section was easiest to complete and whether your coat of arms reflects your school's values.

"BEST TEAM MEMBER"

Put the group into teams of about 4-5 people. Give each team a large, blank sheet of paper and markers. Each group is tasked with coming up with as many characteristics of their "ideal" team member as possible. Teams have to think about what this "best team member" will be like.

After ten minutes, the groups should study the characteristics they have written down and work on the part that relates to "technical" skills and those that belong to "interpersonal" skills.

The aim is to find out whether most of the traits can be attributed to technical or interpersonal skills.

Teams usually come to understand that interpersonal skills are especially important in students and that they have a huge impact on the achievement of a common outcome.

This action can be adapted. For example, if the focus is on leadership development, teams can discuss their ideal leader.

"TRAIN THE BUILDER"

Put participants into groups of four to seven. Each group should be given two sets of blocks (e.g. Lego). Each set must contain at least 10 blocks.

First you need to build a sample object (for example, a house) from one of the sets of blocks. In each group, choose a leader, a delegate, a builder, and a facilitator. The facilitator observes and records the group's behavior during the task. He stresses what has been done well and what staff could have improved.

The leader receives the item you have built, but he is the only member of the group who sees the object. Set a timer for ten minutes.

First, the facilitator determines to the delegate how the builder should build a replica of the item. However, the delegate does not see the object, and at this stage of the activity, the builder should not hear the instructions.

The delegate can speak to the facilitator as many times as necessary within 10 minutes. The builder tries to build the same object that the leader sees. However, it only relies on the delegate's instructions. At this stage, the delegate should not see the object that the builder is building.

When the time is up, show both objects to all participants and see how they match. Finally, at the end of the event, employees can discuss what was frustrating or simple in the process and discuss how they can do things differently to achieve better results.

"RACE OF LEADERS"

This activity encourages leadership behavior. First, write a list of leadership qualities on a piece of paper—about 10-20 statements. Describe qualities such as "I determine everything that happens to me" and "I won't blame others for my problems."

Read these statements aloud and participants will take a step forward if they believe that the statement describes them. They must be willing to justify why they think they have each quality. Keep reading the statement until there's a definite "winner."

"THE IMPORTANCE OF FEEDBACK"

Divide the group into three teams. Provide each team with poster paper and markers or pens.

Team A should consider as many reasons as possible why they are afraid to give feedback to another person.

Team B is asked to think about what feedback can help them achieve a particular achievement.

Team C comes up with as many things as possible that will make the feedback session effective.

Each team has 15 minutes to discuss their ideas, after which each team can present them.

Point out to Team A that the obstacles they have proposed are voluntary ideas that will make the leader fear the worst. Instead, leaders should be encouraged to share feedback more regularly to gain the necessary experience in conducting such conversations. In addition, knowing the most effective ways to prepare and provide feedback can help a leader deal with constraints.

Point out to Team B that providing constructive feedback as needed is necessary to create a productive work environment. A feedback discussion that is well-planned and thought out provides an opportunity to share what you've noticed in the other person's work and bring about productive change.

Finally, after Team C has shared their ideas, note that effective feedback should be specific, honest, and evidence-based. Feedback will help others set goals, make and consolidate positive change, increase self-confidence and encourage action.

Thank you to all teams for their participation and contribution.

"HUMAN ICEBREAKER"

This simple activity can relieve tension and promote discussion of problems. Participants make a list of questions that affect people in general, e.g. "Who is left-handed?". Participants will then find out which team members meet the criteria for the question. After 10 minutes, the participant with the most answers wins. This class promotes communication and helps team members develop interpersonal skills.

«SCHOOL TRIVIA"

This quick activity can help, like an Icebreaker, and provides a flexible option for team building. Create a list of simple school-related questions. For example, "how many math teachers are there in the school" or "how many cleaners are there in the school" or "how many classes are there in the school". Read the question aloud to the whole group. The participant with the most correct answers at the end is the winner.

"PLANE CRASH"

Participants imagine that they are in a plane that crashed on a deserted island. They are allowed to choose a certain number of items from a list of locations that will help the group survive. Each item selected is evaluated in order of importance. The whole group must agree with their decision. This activity helps in creative problem-solving and teamwork.

"JOURNAL HISTORY"

Each team works together to come up with an imaginary magazine cover about a successful project or other achievement. The team designs images, headlines, and comes up with citations.

"THE HUMAN KNOT"

Promotes collaboration, problem-solving, and communication activities. Participants stand side by side in a circle. They then place their right hand in the hand of the participant standing across from them. They then place their left hand in the hand of another participant (but not the one standing directly next to them).

Participants are required to untangle the human knot without breaking the chain. If the chain is broken, the participants must start over.

"MAKE YOUR OWN MOVIE"

This fun activity is suitable for both indoor and outdoor activities. While it requires the necessary equipment (such as a camera, tripod, and microphone), teams love it. Participants should work in large groups (more than eight people) and share responsibilities. Teams work together to come up with a script for a 5-7 minute film.

«RADIO PLAY»

This activity can be an alternative to making a movie. Participants work together, spending about an hour planning and writing a play and another 15 to 20 minutes staging it, keeping in mind that it is for radio.

"CHAIRS"

Each participant arranges his chair randomly around the room. The room should be cleared of tables and other furniture. Each participant should sit on his or her own chair, pointing to different sides. Then ask one leader to come forward. His task is to slowly return to the empty chair and sit down.

If his chair is occupied, he can move on to the next vacant chair and sit on it. However, everyone else has the task of preventing him from sitting down.

Only one person can stand and move. No one can make two consecutive moves. A person cannot sit on the chair they have just left. As soon as the action begins, there should be silence in the room.

Give the leader 2 minutes to come up with their strategy. After each round, participants must discuss what happened and choose a new leader for the next round. The team is given 2 minutes to prepare for each round.

At the end of the event, it is useful for the teams to discuss it. They can think about whether they need a leader, what made the planning difficult, whether they agreed with the plan, and what would make the task easier.

"BACK-TO-BACK DRAWING"

Place vector shapes on separate sheets of paper (these can be shapes of signs, objects, or just abstract shapes). Participants sit in pairs, back to back. Participant A is given a piece of paper and a pen, and participant B is given one of the printed shapes.

The aim of the activity is for participant A to draw a figure based only on the verbal instructions of participant B. Participant B cannot tell the other participant what the shape is, he can only give instructions on how to draw it or describe its use. Each team is given two minutes to draw a figure.

"EVERYONE ON BOARD"

Teams use different materials, such as pieces of wood, to build an imaginary "boat". All participants must stand on it at the same time. Then you should remove the parts of the "boat". As before, the team should strive to stand in the reduced space on the "boat". This exercise can promote communication, problem-solving, and critical thinking.

"A SET OF WORDS"

Participants form teams of four to eight people, and each team chooses one leader. To prepare the task, write down words that have one letter less than the number of people on the team (for example, if there are six people on the team, the corresponding word could be a book of five letters). Choose a word randomly, and then the teams need to make up the word using only their bodies.

Each team member moves and flexes their body to form a letter. A team leader can manage their team.

"DOZEN"

Participants are arranged in a circle. The facilitator points to any of them and calls out a number from 1 to 12. The one to whom the presenter pointed demonstrates the named number on his fingers (if it is more than 10, then in two steps).

The person to his right shows a number one less on his fingers, the next neighbor to the right shows another one less, and so on until zero is reached. Whoever makes a mistake or hesitates is out of the game.

Discussion:

What skills do participants think are being developed in this activity?

EXERCISE "MY NEIGHBOR ON THE LEFT"

Goal: to develop the ability to find positive qualities in other people.

The facilitator invites the participants of the game to look carefully at their neighbor on the left and name what he is good at. The circle must be closed. At the end, the facilitator asks if it was pleasant to hear positive assessments of their skills from others.

There may be difficulties in dealing with outcasts. It should be recalled that it does not happen that a person does not know how to do anything.

"SAY NO"

Volunteers are called: one will demand something, and the other will try to refuse him. If support is needed, then, of course, you can call for help from other participants. You have 5 minutes to act out the scene.

Then you should discuss. When was it easy to get your way by refusing or extorting? Has the goal been achieved? Is it necessary in real life, defending your position, to call someone for help?

Volunteers should be warned to choose situations that are difficult to refuse. You can offer help in choosing a situation.

"ANTICHAS"

Participants are asked to recall an unpleasant situation and talk about it. Then you need to discuss this situation in detail, reconstructing the course of events from the end to the beginning, and find answers to the questions: where is the knot of conflict buried? How could it have been avoided? Then the situation plays out according to a different scenario with corrections. We need to ask teenagers: if they planned their behavior in advance, would anything change in their lives? Avoiding conflict is not a sign of weakness but an act of an intelligent, mature person.

"COMMUNICATION IN DIFFERENT POSITIONS"

Host: You are given 4 minutes. for a conversation on the topic "What personality traits are important for communication". Now let's do an experiment: turn our backs on each other and start a conversation. (Participants communicate by changing postures after 1 minute: first sitting with their backs to each other, sitting next to each other and looking out the window, sitting opposite each other without looking into the face of the interlocutor, looking into the eyes of the interlocutor.)

Discussion: In what position was it most comfortable to communicate? Why?

"BROKEN PHONE"

The purpose of the exercise: to improve non-verbal communication skills; communication without the help of words; developing the ability to understand a partner on a non-verbal level.

Five people are chosen from the group, four of them leave the room. The fifth is given the text: "The father had 3 sons. The eldest was a smart man, the middle one was so-so, the youngest son was out of his mind. Without words, he must show this text to the fourth participant, that third, the third, the second, and then the first. For better memorization, the first person can pronounce the text several times. Then, starting with the very last participant, you ask what the text of the story was about.

A discussion of what means the narrator used to convey the message. What the listener paid attention to in the first place. To what extent did the listener change the means of communication as soon as he became a narrator?

"PRISON BREAK"

The group members stand in two rows facing each other. The facilitator offers a task: "The first line will play criminals, the second - their accomplices who came to the prison in order to arrange an escape. There is a soundproof glass partition between you. In a short period of time allotted for a date (5 minutes), the accomplices, with the help of gestures and facial expressions, must "tell" the criminals exactly how they will rescue them from prison (each "accomplice" saves one "criminal")."

At the end of the game, the "criminals" talk about whether they have figured out the right escape plan.

"PEOPLE BEFORE PEOPLE"

Goal: to unite the team, to overcome the tension of its members.

Activity: After the facilitator says the phrase "People to people", the participants are divided into pairs. The players then execute all of the leader's commands (such as "Ear to the shoulder", "Right leg to the left hand", etc.). After saying the phrase "People to people", the players must rearrange themselves in pairs again. The facilitator's goal is to find a mate. The one who is left without a pair becomes the leader.

Question:

1. Was this exercise easy to do?
2. What was more interesting — to be a presenter or to work in pairs?

"TYPEWRITER"

Course of the activity: The letters of any phrase or phrase are distributed among the participants (for example: "Beautiful flower"). Participants must "type" this phrase by clapping their hands at the name of their letter. In the gap between words, everyone claps their hands. If someone goes astray, it starts all over again.

"CARPET PLANE"

Provide a small tarp or mat with enough space for all workshop participants to stand within its boundaries. Then tell the group that their task is to turn the carpet or tarp over together so that none of the participants come off. If (or when) a competitor leaves the game, the team must start over.

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