

is the product of mental and speech activity, which introduces the semantic distribution of reality, that is unique to any language. Phraseological level of language is characterized by the greatest dynamics of development and intensive processes of modification, particular in children's speech. **Result.** The emergence of new concepts, realias and phenomena requiring a name, the need to update the old expressions that have lost their former expressiveness, the constant need of children in figurative expressions, these are exactly the factors that lead to the process of phraseology being constantly updating. The phraseology is the field of scientific research, which is of great interest among linguists and has been actively studied from different perspectives during the last years. The emergence and life of linguistic realias depends not only on social needs, but also on various extra-linguistic factors. In scientific studies of the interaction of language and culture, current affairs arose – the elucidation of etymological sketches and spheres of origin of individual compounds.

Key words: phraseology, figurative speech of children, semantics, modification, phraseological neologisms.

Зоряна Мацюк. Фразеологічні модифікації в усній речі дітей 6–7-літнього віку. Цель исследования. Фразеологічний рівень мови відзначається найбільшою динамікою розвитку і характеризується інтенсивними процесами модифікації. Такі зміни відбуваються в результаті дії внутрішніх і зовнішніх факторів. Професійна і соціальна діяльність людей, реалії і факти багатогранного життя і інтереси людей, оточуючий світ – все це підбурює народ, який був і залишається основним джерелом збагачення мови, до формування нових мовних одиниць, до розширення колоритного арсеналу мовних засобів. Фразеологічні неологізми плідно утворюються, засвоюються і активно функціонують в дитячій мові. **Методи дослідження.** Лінгвістика за всю історію свого розвитку створила власні (спеціальні) методи, актуальні для наших досліджень, зокрема: структурний метод, лінгвістичний метод і методи таксономічних і динамічних описань. **Результат.** З'явлення нових понять, реалій і явищ, які потребують назви, необхідність оновити старі висловлювання, які втратили свою виразність, постійна потреба дітей в образних висловлюваннях – це саме ті фактори, які підтримували неперервний процес оновлення фразеології. Виникнення і життя мовних реалій залежить не тільки від суспільної потреби, але і від різних невербальних факторів.

Ключові слова: фразеологія, образне мовлення дітей, семантика, модифікація, фразеологічні неологізми.

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THE BASICS OF ADULT EDUCATION IN THE CONTEXT OF FOREIGN LANGUAGE LEARNING

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The purpose of the study. To study the basics of adult education in the context of studying foreign languages. The purpose of the article is to analyze the peculiarities of adult education, psychological difficulties and ways to overcome them. A number of problems are described: between goals, content, forms of organization, conditions of adult learning, as the demand for adult education has gained a new highest level in Ukraine in connection with European integration processes. **Research methods.** The following research methods were used for solving the tasks: theoretical: analysis and synthesis during the processing of linguistic, psychological, pedagogical and methodological literature on the problem under investigation. The author analyzes the problem of improving the communication skills of adults in foreign languages as the main condition for increasing their competitiveness in the international market.

Particularly relevant in the context of European integration acquires foreign language training of adults. **Result.** As a result of the analysis of the problem, it came to the conclusion that effective ways of improving this competence will be to establish cooperation between teachers as a practical language course and other academic disciplines, to systematically and scientifically based use of ICT technologies, to revitalize academic mobility, to improve the certification procedure knowledge of foreign languages, improvement of theoretical and methodological foundations of teaching programs, textbooks, language manuals.

Key words: *adult education, educational goals, personal abilities, curriculum, distance education, European community.*

Introduction.

Formulation of the problem in general. The modern information and communication technique made possible the big changes in education during the last years. A considerable number of new pieces of information make higher demands on the level of education at the same time. And that is why new forms, teaching methods and means are searched in the ways how to hand over as much information as possible.

At present stage of social development, education becomes one of the most extensive and important spheres of human activity, which is closely incorporated with all other areas of public life. In pedagogy, the concept of continuous education is expressed in a number of terms, including: "continuing education", "life-long education", "life-long learning", "permanent education", "further education", "adult education".

The term of "life-long learning" LLL means that education is varying, according to the individuals' needs and is accessible all over their lives. LLL including designs and strategies of organization, a key tool of speeding up to adapt to modern technologies. It is an ongoing education and learning, in formal, non-formal and informal forms, from cradle to grave, making knowledge to improve quality of adults' life. LLL is providing or using all types of learning opportunities over individuals' lives to encourage the continuous development and enhancement of the knowledge and skills that are occupationally required and also for personal satisfying. Many benefits are described to continuous education that includes individual, community and country economy. We live in a world where individuals should possess the abilities to understand, explain and process the information, so we should identify and value different kinds of learning and education.

Analysis of the latest research and publications in which the solution to this problem was initiated. and on which the author relies. In recent years, the problem of non-formal adult education is given considerable attention to researchers. However, the available publications of domestic scientists [1-6;] are generally limited considering issues of general interaction between the three types of institutional education, meaning and historic formation of the concept of non-formal education, the development of problems of its formalization (legislation and strategy, criteria efficiency and diagnostics), the definition of basic psychological and pedagogical and linguistic factors influencing the formation of communicative competence and its components, etc. [1, p. 17; 5].

Attention of foreign researchers is currently focused on the analysis of existing experience and promising models of adult education, including a foreign language learning, on generalization of statistical data and substantiation of the strategy of development of foreign language preparation [2-5].

An analysis of foreign experience in adult education shows that in European

countries have an active, comprehensive and systematic policy in the field of linguistics provision of various adult categories. Study of domestic research recent years shows [2-4] that scientists were interested in a wide range of theoretical and practical problems of foreign language education of adults. In particular, it has been analyzed recent European and national language education documents; outlines ways introduction of the Council of Europe Recommendations into the educational process within the framework modernization of content, forms and methods of teaching and evaluation of speech levels competence of different categories of adults.

System researches of problems development in the system of foreign language education of different countries conducted by L. Victorova, T. Desyatovik, M. Dreierman, L. Gulpoy, O.Kuznetsova, O. Lazarenko, O. Maksimenko, N. Makhinya, M. Parkhomchuk, T.Pernarivska, M. Tadeeva. Numerous works of domestic linguists, teachers and psychologists are supplemented by recent studies in which they are substantiated the unstable nature of the content of foreign education and the need for study existing approaches to determining the content of adult education in foreign languages and development conditions for reforming the system of foreign language education [1-6]. The analysis of the theoretical positions and practice of teaching foreign languages is different categories of adults will allow to identify a number of factors that reduce the success the realization of the goals of foreign language training and need to be developed unresolved questions.

The purpose of the article. The formation of the European community has opened the borders many states for the free movement of people, capitals and goods. The big cultural exchange began. Adult education is the most mobile area of education. Nowadays this kind of education is getting more and more popular around the world. Demand for adult education has reached new top level in Ukraine since adults are becoming aware of a discrepancy problem between their professional, social and cultural levels compared to new economic, politic and cultural realities.

The main material of the study. Adult education is the most mobile area of education. Nowadays this kind of education is getting more and more popular around the world. Demand for adult education has reached new top level in Ukraine since adults are becoming aware of a discrepancy problem between their professional, social and cultural levels compared to new economic, politic and cultural realities. For ensuring the efficiency of the content of adult education, it should be open, and its organization should allow for virtually continuous adjustment of curricula and plans. It should take into account the important requests of adults, their needs, and the relevance of scientific knowledge. Human capital as a functional component of the innovation potential is knowledge, skills, practical experience, spiritualized intellectual activity, which is a form of realization of intellectual, moral and cultural-oriented abilities of an adult person to create new, previously unknown knowledge, which provides for obtaining intellectual rent and various advantages over competitors. In order to eliminate that existing gap adult students have resorted to opportunities offered by lifelong education.

The process of transforming human resources into human capital is complex, slow and is in the initial stage of development both in theory and in the practice of managing people.

As you know, in an economy based on knowledge, the most important and one of the most valuable resources (factors of production) are workers. In this case, it is not just about skilled labor personnel, but about professionals who have special, sometimes unique, knowledge and skills. In this connection, the urgency of the problem of investment in human capital is increasing. According to researches, the most effective investments that bring the highest dividends are investment in education and staff development.

- formation of an appropriate organizational culture that will contribute to the formation of knowledge and its growth;
- perspectives of organizational training;
- career management;
- usage of modern motivational techniques (package wages, nonmaterial factors);
- Adaptation of employees to changing conditions of the external and internal environment of the enterprise, etc.

One way to accumulate human capital is to invest in people, in their health and education. Recent studies show that the main factors that ensure the quality of education are:

- professional training, improving their personal qualities (decency, responsibility, tolerance, etc.);
- educational and methodological support of the process of preparation (study guides, methodical developments);
- the presence of control system and evaluation of the level of teaching, level of knowledge, which meets the modern requirements;
- application in educational process of modern educational technologies (interactive methods of training, Internet technologies, etc.);
- involvement of the subjects of the educational process in research activities and the conformity of curricula programs with modern requirements, contacts with leading foreign specialists;
- proper material and technical support of the training process for students and teachers;
- the provision of educational institutions with scientific literature;
- use of materials psychological and sociological and other research;
- stimulation of independent work of subjects of training, etc.

Managing human capital helps to effectively use employee experience and knowledge to help them fully realize their potential. Naturally, continuous production training requires some investment in human capital. Now more and more firms spend on improving the skills of their employees. In addition to direct impact on the financial performance of the organization, investment in professional development contribute to creating a favorable climate in the organization, increase the motivation of employees and their loyalty organizations, provide inheritance in management.

Professional development also affects the employees themselves. By improving their qualifications and gaining new skills and knowledge, they become more competitive in the labor market and receive additional opportunities for professional growth both inside their organization and the European Union. This is especially important in the current conditions of rapid aging of professional knowledge. Professional training also contributes to the general intellectual development of a person, expands his erudition and circle of communication, and strengthens self-confidence [3].

The opportunity to receive professional training in their own company is highly valued by the employees and has a great influence on their decision to work in one or another organization. It benefits from intra-organizational professional development and society as a whole, getting more qualified members and increase productivity without additional costs.

Psychologists have found that a high learning potential is maintained at all stages of life. Permanent mental work included in the individual educational activity maintains a high level of psycho-physiological functions, and education is one of the key conditions for the mental health of an adult. Adult learners have a high degree of motivation; therefore, involvement in educational process is a conscious choice for them. Adults who are engaged in acquisition of the English language are sufficiently diligent and disciplined, since the decision to continue their education, as a rule, is made consciously. Adults are motivated to achieve a particular goal; they are focused on training and getting new skills. Adult education, as a rule, is aimed at solving specific problems and achieving a particular goal in social or professional life. In this regard, adult learners have a practical attitude with respect to training; they have a strong desire to obtain such skills that could be directly and immediately implemented in their professional and social activities. Moreover, adults have both life and professional experience, including knowledge gained in the previous stages of education. Adult learners tend to be actively involved in their training, using their own experience and knowledge, so they can make a significant contribution to their education, either with the help of an adult educator or independently. They are predisposed and prepared for independent activity. They are also more independent in their thinking, and they prefer independent forms of learning activities.

Despite the high potential of teaching English to adults, their high motivation, a clear goal to obtain certain skills, experience and readiness for independent activity, adults face a number of barriers of social and psychological type. Some of these barriers include: mistake's fear. Many adults are prone to perfectionism, often believing that silence is golden, and that it is better to do nothing than to make mistakes that sometimes hinder the process of learning English. Next are the previous failures or unpleasant experience of learning English in schools and universities [5].

Adults tend to work, to have families, and to face certain public duties, which, by all means, both affect the learning process and make it difficult for adult educators to assign homework and to demand its fulfilment. Next problem of teaching adults is lack of confidence in their own abilities, usually manifested in an increased level of anxiety. Anxiety occurs for various reasons: the financial cost of education, the lack of support in the family or by the employer, a sense of either hopelessness or the feeling that their training is irrelevant, a lack of confidence in their abilities, and a fear of demonstrating incompetence in a new learning environment.

An adult educator must help adult learners to overcome these social and psychological barriers. A commonly held assumption is that students like to take the easiest routes/short-cuts and prefer to be passive learners. Despite the fact that adult learners are busy individuals, the student feedback suggested that they do want to be engaged in active learning. They wanted their lessons to be interesting, practical and applicable.

Here are some of their suggestions for facilitating engaging lessons:

- use meaningful and purposeful learning activities;
- ask stimulating questions;
- use appropriate and relevant multimedia tools/technology to engage students;
- incorporate real-life and application-based examples;
- interact with students and effectively manage group discussions

Adult learners seemed to appreciate well-prepared, clear presentations. This is possibly because of two reasons: they have limited time in class and they want to get the most out of the class time, adult learners are more experienced and expect quality presentations.

Some suggestions are:

- be well-prepared and organized;
- use a microphone and write legibly;
- be non-monotonous and lively;
- use effective pauses to give students time to think and take notes

Adult instructors should know time managing principles. As working adults are pressed for time, they are time conscious and therefore value punctuality and well-paced classes. Some suggestions to manage time effectively are [6]:

- be punctual in starting and ending lessons
- structure and pace lessons effectively;
- minimize unnecessary deviations or repetitions;
- avail sufficient time for consultation before or after class time.

Adult learners want their instructors to communicate clearly their expectations for the course and specific assignments. They asked that instructors:

- be well-informed on policy matters/practices at institution;
- be familiar with the course structure and exam matters;
- provide clear instruction pertaining to the course such as assessment requirements, and rubrics;
- set the expectations right from the very first lesson;
- guide students on handling exam questions/assessment questions (answering techniques rather than the answer itself)

Contrary to the general assumption that adult learners have little free time and therefore may not read ahead of class, our students often requested for the uploading of materials well-ahead of the class meeting. They asked that instructors:

- summarize what was discussed during learning activities/online discussions so that there is a closure;
- make available recorded lectures, if possible provide additional resources such as references, video links and case studies for self-study;
- let the materials be available throughout the entire period of the course

Adult learners want their instructors to understand their challenges and appreciated instructors who were approachable and patient. Here are some of their expectations:

- be empathetic and understanding of the challenges faced by adult students;
- treat adult learners as mature students;
- be friendly
- be motivating and encouraging

eLearning is a popular form of adult education is used in the whole learning process in many universities these days. It is used very often in combined forms of learning process: in the attendance process as so called blended learning, in a combination of eLearning and contact learning process. The eLearning form of teaching supposes good computer equipment with an access to the internet. Further education plays a very important role, because the lifelong education concerns the more numerous group of adult participants. The contemporary speedy development of science and technique calls for some changes of methods of teaching and learning as well. The mastery of modern information technologies becomes the basis for adult education. In the

connection with the swift development of science and technique and with the growing quality of information the distance education extends more and more.

Distance education is a form of controlled self-study where participants study independently on their own by means of multimedia presentation of the learning materials and the trainee trainer contact is mediated via technical communication means. Among the basic advantages of the distance education belongs the fact that every participant can choose his or her time and place of study according to their personal need. Thanks to this fact the forms of distance education can be used also by those interested, who are not permitted to take part in common education courses on grounds of their temporary occupation or family reasons. But the foreign language teaching through eLearning often gains ground more slowly than the teaching of technical and natural science subjects. In the foreign language teaching it seems the most advantageous method that of blended learning. It means the combination of the attendance education and the on-line one, because the role of a teacher is especially important in studying any foreign language.

The internet gives huge space just to this shape of education. ELearning as a new form of education is used in the whole learning process these days. It is used very often in combined forms of learning process: in the attendance process as so called blended learning, in a combination of eLearning and contact learning process. The eLearning form of teaching supposes good computer equipment with an access to the internet. The use of internet in a learning process is supported by arguments as follows:

- the internet is an ideal storage of teaching materials available whenever and wherever;
- the internet makes possible to join a teacher with distant students and to join students between each other;
- it makes possible to create teams with the same learning interests, to create communication between them not depending on time and place;
- it makes possible a continuous improvement of forms of teaching materials and ways of communication between the participants of learning process. On-line education makes also possible to carry out the teaching projects hardly feasible by other means.

The other important tool is Videochat, i.e. videoconference that enables synchronic communication of up to 6 people. With the use of Videochat it is possible to introduce various discussions, organize role playing, prepare projects or discuss the contents of articles, audio recordings or video materials. It should be also added that the use of the tools enables the access to the enormous database which is Internet. Therefore, it is possible to share links to interesting articles, radio programmes, podcasts, films, commercials or photos that stimulate communication. Links can be shared by teachers as well as students. Offering the learners an opportunity of sharing their own materials is a step in the direction of learner-oriented teaching. In the case of mastering speaking skills it is especially important because the main motivation for speaking is, first of all, communication need connected with functioning in a given language environment, and secondly, internal self-expression need.

Conclusions and prospects for further researches. Managing human capital helps to use employee experience effectively and to help them fully realize their potential. Naturally, constant education requires some investment in human capital. Now more and more firms spend on improving their employees' skills. Demand for some specialists has sharply increased due to the development of individual branches of the economy, and the specialists' preparation within modern requirements. The shortage of specialists may also arise from another reason - for example, in the absence of a part of the population funds for investment in their own education. For this reason, enterprises and the state are no less significant subjects of investment in human potential.

The first and obvious reason is the shortage of specialists in the labor market, in which the firm feels the need. But often in the presence of the necessary specialists, some firms prefer not to hire new, more qualified specialists, but to train and improve the skills of their own personnel. The main purpose of the state's investments in human potential, including the increase of the level of foreign language proficiency, is to increase the intellectual capital of the nation, create a reserve for the future and provide the basis for the continuous European development of society. It is now

accepted to speak of the triune concept of sustainable development, which includes economic, social and cultural components.

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Тетяна Пернарівська. Основи освіти дорослих у контексті вивчення іноземної мови. З огляду на розвиток освіти в сучасних умовах вагомішого значення набуває освіта дорослих в контексті вивчення іноземних мов. **Мета дослідження.** Дослідити питання базисних основ освіти для дорослих в контексті вивчення іноземних мов. **Метою статті є** проаналізувати особливості неперервної освіти дорослих, психологічні труднощі та шляхи їх подолання. Описуються ряд проблем: між цілями, змістом, формами організації, умовами навчальної діяльності дорослих, оскільки попит на освіту для дорослих набув нового найвищого рівня в Україні у зв'язку з євроінтеграційними процесами. Для вирішення поставлених завдань у процесі роботи використовувалися такі **методи дослідження:** теоретичні: аналіз і синтез під час опрацювання лінгвістичної, психологічної, педагогічної та методичної літератури з досліджуваної проблеми. **Автором статті аналізується** проблема покращення іншомовної комунікативної компетенції дорослих, як головна умова підвищення їх конкурентоспроможності на міжнародному ринку праці, надання можливості адаптуватися до мінливих умов життя. Особливої актуальності в умовах євроінтеграції набуває іншомовна підготовка дорослих. **Результат.** У результаті аналізу проблеми дійшли до висновку про те, що дієвими шляхами поліпшення названої компетенції буде налагодження співпраці між викладачами як практичного курсу іноземної мови, так й інших навчальних дисциплін, систематичного, науково-обґрунтованого використання ІКТ-технологій, пожевлення академічної мобільності, удосконалення процедури сертифікації знань з іноземних мов, удосконалення теоретико-методологічних засад укладання навчальних програм, підручників, посібників з мови.

Ключові слова: освіта дорослих, освітні цілі, особисті здібності, навчальні плани, дистанційна освіта, європейська спільнота.

Татьяна Пернаривская. Основы образования взрослых в контексте обучения иностранному языку. **Цель исследования.** В современных условиях весомое значение приобретает образование взрослых в контексте изучения иностранных языков. **Автором очерчены** ряд проблем: между целями, содержанием, формами организации, условиями учебной деятельности взрослых, поскольку спрос на образование для взрослых приобрел нового уровня в Украине в связи с евро интеграционными процессами. Для решения поставленных задач в процессе работы использовались следующие **методы исследования:** теоретические:

анализ и синтез при обработке лингвистической, психологической, педагогической и методической литературы по исследуемой проблеме. Автором статьи анализируется проблема улучшения иноязычной коммуникативной компетенции взрослых, как главное условие повышения их конкурентоспособности на международном рынке труда, предоставление возможности адаптироваться к меняющимся условиям жизни. В результате анализа проблемы пришли к выводу о том, что действенными путями улучшения названной компетенции будет налаживание сотрудничества между преподавателями в качестве практического курса иностранного языка, так и других учебных дисциплин, систематического, научно обоснованного использования ИКТ-технологий, оживление академической мобильности, совершенствование процедуры сертификации знаний иностранных языков, совершенствование теоретико-методологических основ составления учебных программ, учебников, пособий по языку.

Ключевые слова: образование взрослых, образовательные цели, личные способности, учебные планы, дистанционное образование.

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НАЦІОНАЛЬНО-ОРІЄНТОВАНИЙ КОМПОНЕНТ ЗМІСТУ ОСВІТИ В СИСТЕМІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВЧИТЕЛЯ

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Мета дослідження. Стаття досліджує ті напрямки і принципи, які можуть бути використані в ході вирішення завдань з патріотичного виховання та формування особистості майбутнього українського вчителя в рамках його професійної підготовки. **Методи дослідження.** На підставі аналізу діяльності сучасних закладів вищої освіти обґрунтовано необхідність перегляду всього процесу професійної підготовки майбутнього педагога в аспекті його готовності до патріотичного виховання учнів. Встановлено, що змістовий компонент такої підготовки повинен визначатись з врахуванням того, що ми готуємо не вузького професіонала, а в значній мірі формуємо особистість майбутнього педагога і громадянина для якого багато в чому самоціллю повинен стати процес формування почуття національної самосвідомості і самоідентифікації зі своїм народом і культурою, адже при відсутності зазначених внутрішніх якостей і відповідного підґрунтя поступальний розвиток української держави і суспільства навряд чи можливий. **Результат.** В статті визначаються шляхи удосконалення змісту педагогічної освіти та загальної освіти в цілому, необхідності реалізації системного і комплексного підходу у розв'язанні проблеми національно-орієнтованого компонента змісту освіти в системі професійної підготовки вчителя.

Ключові слова: патріотизм, зміст освіти, національно-орієнтований зміст освіти, професійна підготовка.

Постановка проблеми у загальному вигляді та зв'язок із важливими науковими чи практичними завданнями. Педагог – одна з найважливіших професій сучасного суспільства. Саме вихователь, учитель є тим першим представником суспільства, який делегує в духовний світ особистості його (суспільства) наукові знання, світоглядні цінності, культуру. На сучасному етапі розвитку незалежної України можна виділити ряд чинників, що детермінують процес підготовки педагога. Найважливішими з них є історичні, соціально-економічні, соціально-політичні та географічні. Вони включають такі елементи системи педагогічної освіти: організацію й управління, систему закладів освіти, вимоги до контингенту викладачів і студентів, змісту підготовки, методів і форм роботи [2].