

*сложное предложение, синтаксис сложного предложения, сложная синтаксическая конструкция, сложное синтаксическое целое, социальная толерантность, современный украинский литературный язык.*

### SUMMARY

**Herman Viktoriia.** Media culture of a teacher-philologist: the practice of formation in the course “Modern Ukrainian literary language”.

*The article outlines the integration approach to the implementation of the IREX project “Study and distinguish: info-media literacy” in the course “Modern Ukrainian literary language”; it is proved that such a combination will improve the quality of formation info-media competences of future teachers, in particular media culture (critical thinking, info-media and visual literacy, social tolerance, resistance to influences, etc); the topics “Multicomponent complex sentence”, “Complex syntactic construction”, and “Complex syntactic whole” were developed using the latest techniques and creative technologies in education, and tasks for independent work were presented. The formation of info-media literacy of a modern teacher-philologist becomes relevant at the stage of introduction by the Ministry of education and science of Ukraine of the academic discipline “Media literacy” in the school course. An indicator of professionalism for a teacher is media culture as the ability to critically perceive information and realize the value of high-quality information in the context of implementing these competencies in school education. O. Volosheniuk, V. Danylenko, I. Zadorozhnyia, V. Ivanov, T. Ivanova, L. Kalinichenko, T. Kuznetsova, V. Lisostansky, V. Melezhik, O. Taranenko and others are actively researching the problems of media education, media culture and media literacy. Research methods are defined by the tasks. General scientific theoretical (content analysis, systematization and generalization of scientific, psychological and pedagogical, methodological literature on certain issues), empirical (direct and indirect pedagogical observation, analysis of work experience, etc.) methods are used. Systems-component and systems-structural approaches to the analysis and description of the material are applied. We see the prospect in outlining the integration capabilities of the project with other topics of the course “Modern Ukrainian literary language”.*

**Key words:** *multicomponent complex sentence, info media literacy, critical thinking, media culture, media literacy, syntax of a complex sentence, complex syntactic construction, complex syntactic whole, social tolerance, Modern Ukrainian literary language.*

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### AXIOLOGICAL POTENTIAL OF STUDENTS IN THE SYSTEM OF STUDENT GOVERNMENT

*The article is devoted to the problem of axiological potential of students in the system of student government. The special emphasis in the article is placed at the theoretical understanding of the essence of the axiological potential of students, the study of significant conditions for the effective realization of students' values and the development of student government. The authors consider the problem of education of morality, the formation of*

*value orientations of the youth student environment, identify new forms and pedagogical means of influencing student government in an institution of higher education.*

**Key words:** *student government, axiology, pedagogical potential, values, value orientations, student youth, institution of higher education.*

**Introduction.** The mission of higher education is to train a generation of highly moral, intellectually developed, creative professionals – citizens of Ukraine and intellectuals, because higher education has always acted not only as an institute for training highly qualified specialists, but also as an institute of civic education that forms personal qualities and socially active position of students.

At the present stage of development of Ukrainian society there is a revival on a new democratic basis of student organizations, which build their activities based on educational, professional, social needs of young people whose interests they represent, correlating them with the sociocultural context of youth development as a stratum and higher education as a social institution.

In this regard, the development of a new educational field in higher education, focused on the development of student government, deep actualization of its pedagogical potential, active involvement of students in social processes and support at all levels of student community initiatives is extremely important. The formation of such a field is impossible without a theoretical understanding of the essence of a modern student government, the study of significant conditions for the effective implementation of the pedagogical potential of student organizations.

**Analyses of relevant research.** However, the modern research does not fully reveal the possibilities of student government as a subject of pedagogical activity, does not show the conditions under which such activities can be most successful, and does not study the areas of student government that contribute to the implementation and development of various types of social oriented activity, the role is not reflected and the essence of pedagogical support of such activity is not characterized. Value orientations of the individual in the system of student government were studied by V. Kaloshin (Калошин, 2019), A. Pavlichenko (Павліченко, 2015), M. Popovych (Попович, 2016). Value orientations in the structure of student government are raised in the works of N. Bogdanova (Богданова, 2015) and M. Sarkisian (Саркісян, 2012). Conceptual principles of student government development are the subject of scientific research by D. Bobil (Бобіль, 2011), Yu. Krashchenko (Кращенко, 2011), N. Chybisova (Чибісова, 2017).

**Aim of the study** – identification of axiological potential of students in the system of student government.

**Research Methods.** The theoretical and methodological basis of the study were: theoretical provisions on the creative nature of activity, the activity of the subject of knowledge, the transforming role of the subject, the idea of systematic and holistic approaches to education, management theory of modern higher education, the concept of philosophical review and pedagogical support, pedagogical aspect of research of student government in higher school, conceptual provisions about pedagogical potential of public organizations.

**Results.** In today's world of globalization, the ability to adapt quickly to fierce competition in the labor market is becoming a major factor in personal development. The main condition for strengthening the socio-economic role of our state at the international level and improving the welfare of the Ukrainian population is to ensure successful professional socialization of citizens, which guarantees them quality training and effective inclusion in employment.

Powerful institutions of professional socialization of the individual are designed to be institutions of higher education that can provide training for professionals with the necessary professional competences and in demand in the labor market. However, the analysis of the current situation on the labor market shows the lack of efficiency of professional socialization of future specialists in higher education institutions. Increasing the requirements for graduates of higher education institutions necessitates the improvement of the system of professional training in order to form the personality of a specialist who has such qualities as independence, mobility, social activity, responsibility, professionalism, ability to adapt to difficult situations and self-development, determined by modern reality (Саркісян, 2012, с. 80).

One of the components of professional training in higher education is upbringing of the individual. According to the concept of higher education development for the period up to 2030, as a top priority in education, it should become an organic component of pedagogical activities integrated into the overall process of learning and development. In this regard, the most important task of education is formation of the ability to successfully socialize in society and actively adapt to the labor market. Thus, the problem of organizing the educational environment in higher education institutions, the results of which will contribute to the effective professional socialization of future professionals (Чибісова, 2017, с. 45).

Turning to the study of the pedagogical potential of the educational environment in the implementation of professional socialization of students of an institution of higher education, we argue that professional socialization of

students, which we mean the process of acquiring competences for effective professional activities, is an urgent management problem.

We share the point of view of Yu. Krashchenko, who believes that this concept cannot be reduced to the possibility or set of possibilities, as with a particular content and level of potential under the influence of various external causes can be realized in very different ways. Potential, in his opinion, is not limited to resources, it can and should be considered as an attribute of any material or ideal system. In this regard, we interpret the pedagogical potential of the educational environment in the implementation of professional socialization of students as an integrative characteristic of the educational environment, reflecting the range of educational influences on the formation of personality specialist (Кращенко, 2011, с. 120).

Currently in Ukraine, increasing attention to the organization of the educational environment in higher education institutions, which is reflected in the regulations of the Ministry of Education and Science of Ukraine. At the same time, there is a lack of methodological materials on this issue, and, in our opinion, insufficient attention is paid to the problem of organizing professional socialization in the educational environment of higher education. This fact confirmed the relevance of our problem, which is to justify the professional socialization of students in the educational environment of an institution of higher education, designed on the basis of student government. In this regard, one of the most important tasks of our study was to determine the axiological potential of student government in the implementation of professional socialization of students.

The human environment has long been the object of scientific research. However, in recent decades there has been an increased interest in the study of environmental problems, due to awareness of the significant role of the environment in human life, and growing anxiety about the negative effects on humans. The path through the influence of the environment, which involves the individual in public life, teach him to understand the culture, behavior in teams, self-affirmation and fulfillment of various social roles is one of the areas of indirect educational influences. With this approach, formation of the personality occurs spontaneously, in the individual movement of each person in a specially pedagogically organized environment (Богданова, 2015, с. 68).

Thus, it can be argued that the problem of organizing the educational environment of an institution of higher education is the subject of close attention of a wide range of scholars, however, despite the variety of works in pedagogical science, the question of pedagogical potential in the educational

environment of higher education in professional socialization of students, which allowed to highlight the contradictions:

- socio-pedagogical nature – between the requirements of society to the modern specialist, and insufficient preparation of graduates of higher education institutions for active and effective involvement in professional relations;

- scientific and pedagogical nature – between the need for higher education institutions to implement effective professional socialization of students and insufficient development of the theoretical foundations of professional socialization of students of higher education institutions in the educational environment of higher education institutions;

- scientific and methodological nature – between the need of pedagogical science in scientific and methodological support of professional socialization of students in the educational environment of the higher education institution and insufficient development of its software and content in pedagogical practice (Кращенко, 2011, с. 121).

Analysis of pedagogical theory and practice allows us to conclude that the educational environment of the higher education institution – pedagogically organized space of the higher education institution, which forms the personality of the future specialist – has significant potential for professional socialization of students. The pedagogical potential of the educational environment of a higher education institution is a set of opportunities (conditions, factors, etc.) for the formation of the personality of future professionals.

In order to realize the pedagogical potential of the educational environment in the implementation of professional socialization of students must take into account the following provisions:

- professional socialization of students in the educational environment of a higher education institution should be based on a methodological foundation, which can be considered a set of environmental, competency, system, personality-centered approaches;

- the basis of designing a professional educational environment of a higher education institution is student government;

- the effectiveness of professional socialization of students in the educational environment of an institution of higher education is provided by a set of pedagogical conditions;

- preparation of students for professional activity meets the socio-economic needs of the labor market;

- student government is realized on the basis of students' performance of social roles that reflect the content of future professional activity;
- productive interaction of all participants of educational process is carried out (Бобіль, 2011, с. 107).

We use student government as the basis of the educational environment of a higher education institution. Based on the current stage of organization of student government in a number of domestic higher education institutions, as well as on the historically formed traditions of its development, student government in a higher education institution can be defined as one of the best socio-professionally oriented ways of organizing the educational environment, students have initiative, social activity and creative independence, as well as formation of students' competences of the future specialist.

Distinctive features of student government in this sense, from our point of view, are:

1) its precise organizational structure, exactly: the presence of a governing student body in the form of a coordination center consisting of heads of departments headed by a student;

2) meaningful, organizational and professional assistance to heads of departments by tutors of higher education institutions (faculties), who perform the function of consultants;

3) representation in each department from each academic group;

4) the substantive difference between the functional orientation and content of the activities of the departments from the functional orientation and content of the activities of the official administrative bodies of the faculty;

5) precise substantive certainty of the work of each department;

6) obligatory analytical-reflexive and corrective activity on the course and completion of each event organized within the framework of student government;

7) support of student government by administrative bodies of higher education institution (faculty);

8) pronounced professional orientation of work.

Participating in the organization of student government, students have the opportunity to consolidate knowledge gained in the learning process, gain professional experience, and thus form professional competences of future professionals, which significantly increases the effectiveness of their professional socialization in the higher education institution. The form of student participation in the work of student government is professional activities, such as meetings, conferences, competitions, trainings, workshops, role-playing games, flash mobs,

quests, debates, round tables, etc. Among the methods used – design, forecasting, modeling, analysis, game, career guidance and other methods.

The problem of moral education, formation of value orientations, development of axiological potential remains quite relevant, especially for young students. This age period is characterized by the desire for independence, self-affirmation on the one hand, and on the other – the desire for harmony with others, the desire to be accepted and recognized in society. In other words – the student age is a sensitive period for the development of value orientations: universal, professional, personal. In this regard, it is advisable, in our opinion, to look for new forms and pedagogical means of influencing student youth in higher education institutions. One such form may be student government. We find in student government a powerful resource for the development of axiological potential of students.

The axiological potential of students is one of the varieties of the personality potential. Like any other type of personal potential, it reflects the set of innate and acquired abilities (resources, reserves and capabilities) of man to relate to the surrounding reality and determines the rate of its possible response to socio-pedagogical conditions.

A distinctive feature of axiological potential in comparison with other types of the personality potential is its axiological basis, the essence of which can be revealed by the concepts of “value” and “value orientations”.

The category of “value” belongs to the number of such general scientific concepts that are of particular importance for pedagogy in methodological terms. As a key concept of modern public opinion, value is actively used in philosophy, sociology, psychology, pedagogy and is used to denote objects and phenomena, their properties, as well as abstract ideas that reflect moral ideals and act as standards of good (Павліченко, 2015, с. 104).

The study of the resources gives us reason to say that value is considered in many senses and from different approach. The use of the concept of “value” in the everyday sense is associated with the assessment of the subject and means something extremely important, significant for society or the individual. Although the most commonly used is the understanding of values as abstract entities and ideals.

Philosophical understanding of values is associated with such features as usefulness, significance, importance, normativeness, which determine the scope of this concept. In the sociological literature, values are not reduced to significance as their foundation, nor to the norm and ideal. Value is a desirable goal that is ideal and included in the regulatory influence on intersubjective

relations. From the standpoint of psychology, values are the most important structural component of the individual, which carries out in its life a guiding and regulatory role. From the pedagogical point of view, a person's value is an internal, emotionally mastered regulator of his activity, which determines the attitude to the world around him, to himself and the nature of the activity.

Of all the variety of approaches, the definition of values proposed by V. Kaloshin is more suitable for us. According to this value, we consider as conscious by the individual general meanings of life, which are constituent units of consciousness of the individual and determine the moral position of man. Values of the individual-useful type are values that reflect a person's desire for fixed at the level of specific ideas forms of relationships, which are determined by them through emotional evaluation as useful to meet the needs of the vital level. Values of a socially significant type are values that fix a person's desire for normative forms of relations, recognized as necessary and sufficient (optimal) by those individuals and social groups that are perceived by this person as significant. Values of the personality-significant type are values that determine a person's desire for forms of relations with reality, which are recognized by them as necessary and sufficient in relation to personal interpretation of those concepts and categories by which he denotes reality (Калошин, 2019, с. 44).

It is well known that human values are exteriorized in its value orientations, which reflect the organic unity of the leading interests of the individual and society. We assume that value orientations are determined by the values of society and therefore subject to constant change. The unity of the leading interests of the individual and society allows a person to determine the cultural parameters of activity, as well as to regulate the direction of their activities. It should be said that value orientations reflect a set of values that are accepted and realized by the individual; they act as socio-psychological formations that carry goals, motives, attitudes and a number of other worldview characteristics of the individual.

In other words, value orientations – is a component of the socio-psychological structure of the individual, which is a system of values and reflects its life and professional goals, which are the most important and personal content and determine its behavior and attitude to reality.

Giving our own definition of the concept of “axiological potential of the individual”, we will take into account the following circumstances: 1) the potential of the individual is a set of resources, reserves and capabilities of the individual; at the same time, resources characterize the potential from the point of view of the past, reserves testify to the real potential, and

opportunities reflect the potential for the future; 2) axiology is the doctrine of the nature of values, their place and role in the holistic structure of the world-attitude and world-view of people; 3) the diversity of values can be represented in the form of the following types: individually useful, socially significant, personally significant and generically significant.

As a result, the axiological potential of students' personality can be defined as an integrative personal formation, characterized by a stable hierarchy of value orientations that determine the knowledge, awareness and acceptance of the values of the professional community.

Thus, the axiological potential reflects the set of value orientations of the individual, which exist in a certain stable hierarchy. Due to the presence of such values, the axiological potential is aimed at achieving personal and professional plans. Defining thus the essence of axiological potential, value orientations express the general consciousness and emotional saturation of life and satisfaction of the person with it.

Based on the research of M. Popovich, in the structure of the axiological potential of students can be divided into the following components: cognitive-semantic, emotional-volitional, motivational-activity and reflexive-evaluative. Each component corresponds to a number of indicators:

- cognitive-semantic: representation and understanding of the essence of value orientations; understanding the meaning of value orientations and understanding them as personal value; understanding the need to take action in accordance with socially and professionally significant values;
- emotional-volitional: emotional stability, overcoming difficulties on an emotionally positive level; volitional regulation of behavior, formation of volitional qualities (discipline, independence, persistence, endurance, organization, determination and initiative);
- motivational-activity: the desire to behave in accordance with generally accepted values; motivation to expand their knowledge about the values of society and the professional community; ability to make independent choices in life and professional situations;
- the ability to establish links between their own actions and the values of society and the professional community; ability to adequately assess their behavior and the behavior of other people from the standpoint of values (Попович, 2016, с. 25).

The development of the axiological potential of future specialists is possible if the institution of higher education provides for the creation of such an environment that will contribute to the targeted change in the value

orientations of students. The analysis of the practice of professional training in a higher education institution shows that the system of student government can be considered as such a favorable environment.

The study of the works of modern researchers allowed us to draw the following conclusions: along with the fact that student government is a component of the educational system of an institution of higher education, it is a special form of initiative, independent, socially useful activities of students to address various issues: organization of education, life, leisure, development of social activity of student youth, support of socially acceptable initiatives; student government acts as a form of independent social activity of students in relation to the implementation of the functions of managing the life of the student collective; valuable is the idea that the main priority of government – organizational activities in the student environment, protection of interests and rights of students, the formation of a competitive specialist; as a holistic system, student government reflects the various organizational forms that ensure participation in the management of student groups; student government is a good school for the development of decision-making and implementation skills related to the organization and implementation of student life; student government promotes the inclusion of students in the management of an institution of higher education, in particular, in the discussion and resolution of an institution of higher education, planning, organization, motivation and control of the educational process, research and extracurricular activities.

In fact, student government covers all, without exception, the sphere of life of a modern institution of higher education. For students, according to some authors, there are no and cannot be “closed” areas in the functioning of higher education institutions, otherwise it is pointless to talk about government.

The system of student government creates favorable opportunities for the development of the axiological potential of students, because here the following tasks are solved: realization of essential forces of students, their needs, abilities and interests in various spheres and forms of social activity; raising the awareness of students and their demands to the level of their knowledge, skills and abilities; fostering a patriotic attitude to the spirit and traditions of higher education; assistance in the implementation of socially significant youth initiatives; involvement of students in the formation of public opinion about student youth as a real force and strategic resource for the development of Ukrainian society.

**Conclusions.** Student government is a form and way of life of students and student groups, the connection of independence, initiative, activity of students in ensuring the activities of higher education institutions. The main meaning of

student government is to ensure that students gain experience in self-organization of their lives. These circumstances allow us to speak about the focus of student government on the development of future professionals in a stable hierarchy of value orientations, which determine the nature of their social activities. Student government has a value-oriented function that provides students with a worldview of social and professional reality, their relationships with others. Consequently, we are talking about the focus of student government on the development of the axiological potential of the individual.

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## РЕЗЮМЕ

**Денежников Сергей, Козлов Дмитрий.** Аксиологический потенциал студентов в системе студенческого самоуправления.

*Статья посвящена проблеме аксиологического потенциала студентов в системе студенческого самоуправления. Особый акцент в статье направлен на теоретическое осмысление сущности аксиологического потенциала студентов, изучение значимых условий эффективной реализации ценностей студентов и развития студенческого самоуправления. Авторы рассматривают проблему воспитания нравственности, формирования ценностных ориентаций молодежной студенческой среды, выделяют новые формы и педагогические средства воздействия студенческого самоуправления в учреждении высшего образования.*

**Ключевые слова:** *студенческое самоуправление, аксиология, педагогический потенциал, ценности, ценностные ориентации, студенческая молодежь, учреждение высшего образования.*

## АНОТАЦІЯ

**Денежніков Сергій, Козлов Дмитро.** Аксіологічний потенціал студентів у системі студентського самоврядування.

*Стаття присвячена проблемі аксіологічного потенціалу студентів у системі студентського самоврядування. Особливий акцент у статті зроблено на теоретичне осмислення сутності аксіологічного потенціалу студентів, вивчення значущих умов ефективної реалізації цінностей студентства та розбудови студентського самоврядування. Автори розглядають проблему виховання моральності, формування ціннісних орієнтацій молодіжного студентського середовища, виокремлюють нові форми і педагогічні засоби впливу студентського самоврядування в закладі вищої освіти.*

*Автори стверджують, що студентське самоврядування є компонентом виховної системи закладу вищої освіти, воно являє собою особливу форму ініціативної, самостійної, суспільно корисної діяльності студентів щодо вирішення різних питань: організації навчання, побуту, дозвілля, розвитку соціальної активності студентської молоді, підтримки соціально прийнятних ініціатив; студентське самоврядування виступає в якості форми самостійної громадської діяльності студентів щодо здійснення функцій управління життям студентського колективу; основний пріоритет самоврядування – організаторська діяльність у студентському середовищі, захист інтересів і прав студентів, формування конкурентоспроможного фахівця.*

*Автори акцентують увагу на тому, що в системі студентського самоврядування створюються сприятливі можливості для розвитку аксіологічного потенціалу студентів, оскільки тут вирішуються такі завдання: реалізація сутнісних сил студентів, їх потреб, здібностей та інтересів у різних сферах і формах соціальної діяльності; підвищення свідомості студентів і їх вимогливості до рівня своїх знань, умінь і здібностей; виховання патріотичного ставлення до духу і традицій закладу вищої освіти; сприяння в реалізації суспільно значимих молодіжних ініціатив; залучення студентів до формування громадської думки про студентську молодь як реальну силу і стратегічний ресурс розвитку українського суспільства.*

**Ключові слова:** *студентське самоврядування, аксіологія, педагогічний потенціал, цінності, ціннісні орієнтації, студентська молодь, заклад вищої освіти.*

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## **ОБҐРУНТУВАННЯ ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНИХ УМОВ ПРОЦЕСУ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МАГІСТРІВ ФАРМАЦІЇ В РУСЛІ ЄВРОІНТЕГРАЦІЙНОГО ПОСТУПУ**

*У статті здійснено обґрунтування організаційно-педагогічних умов процесу формування професійної компетентності майбутніх магістрів фармації в руслі євроінтеграційного поступу. Встановлено, що професійна підготовка магістрів*