Conclusions. *Based on the analysis of the updated educational program "Physical Culture" for general secondary education institution, it has been determined that the teacher of physical culture of the modern school should have the necessary knowledge, skills and abilities of choreographic training, and should have a high level of showing of choreography elements and musical-rhythmic movements that are extremely important for the implementation of variant modules with elements of choreography in the process of professional activity.*

In this context a special course "The essentials of choreography" containing 45 hours / 1.5 credits of ECTS is developed, of which: lectures – 8 hours; practical classes – 14 hours; consultations – 2 hours; for independent work of the student it is allocated 21 hours. The form of control is credit. The content of the special course combines 3 thematic sections, contains tasks for practical classes, independent work and reference tests for current and final student control. Special course "The essentials of choreography" implies mastering the methodology of choreography elements teaching, dance elements; mastering the exercises of classical dance, dance steps and movements of folk and ballroom dances; preparation of the future physical education teachers for the implementation of variant modules with elements of choreography in the process of professional activity. We consider the introduction of the educational discipline "The essentials of choreography" in the educational process of the future physical education teachers ***to be promising****.*

Key words: *professional training, future physical education teachers, special course, essentials of choreography.*

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MODERNIZATION OF SCIENCE PREPARATION OF THE FUTURE PSYCHOLOGISTS IN HIGHER EDUCATION INSTITUTIONS AS A SCIENTIFIC AND THEORETICAL PROBLEM

У статті розглядаються актуальні питання модернізації системи підготовки майбутніх психологів, які спонукали провести аналіз науково-теоретичних проблем природничо-наукової підготовки майбутніх психологів у вищих навчальних закладах. Автор зазначає, що в результаті системного аналізу наукової та науково-методичної літератури, бібліографічного аналізу праць класиків педагогіки, контент-аналізу нормативних документів у сфері вищої педагогічної освіти; систематизації; порівняння та узагальнення було встановлено, що науковці не дають чіткої характеристики науково-теоретичних проблем природничо-наукової підготовки майбутніх психологів у вищих навчальних закладах, тому подальші наукові дослідження будуть спрямовуватися на визначення й вирішення окресленого кола питань.

Ключові слова: *модернізація природничо-наукової підготовки, науково-теоретична проблема, майбутні психологи, вищий навчальний заклад.*

Introduction. Higher education, as O. Vorobiova notes, "is the driving force behind the economic and social development of society" [7, 238], therefore, the researcher emphasizes, "the task of increasing its international competitiveness is important for the nation" [7, 238]. Accepting this statement, we note that the reform of higher education in Ukraine is aimed at updating its

content, taking into account the priorities of the state policy defined in the National Doctrine on the Ukrainian Education Development in the 21st century (2001), among them: "personal orientation of education; formation of national and universal values; creation of equal opportunities for children and youth in obtaining quality education, constant updating of the content of education; development of a system of continuous education and education throughout life; formation of a healthy way of life through education; development of the Ukrainian-language educational environment; providing educational requests of national minorities; provision of economic and social guarantees for professional self-realization of pedagogical, scientific workers, increase of their social status; development of preschool, afterschool, general secondary education in rural areas; integration of education and science, development of pedagogical and psychological science; development and implementation of educational innovations, information technologies; creation of the industry of educational means; creation of educational services market; integration of Ukrainian education into European and world educational space" [15, 23].

Analysis of relevant research. Over the last decade, in the context of reform of the higher education in Ukraine, a problem of improving higher psychological education becomes relevant in modern theory and practice.

According to L. I. Kolomiiets, one of the priority directions of higher psychological education system modernization and development is "creation of conditions for the effective preparation of competitive specialists, ready to solve complex tasks of professional activity in various spheres of social practice and in conditions of instability of modern society" [11, 34].

According to M. D. Rabeson, one of the most important tasks of higher education system reforming in the field of psychology is to provide such educational conditions that will guarantee preparation of a young professional who is able to immediately start working and perform it in accordance with quality demands in current socio-economic situation, at subject, theoretical and practical levels [18, 94]. But, unfortunately, according to M. D. Rabeson, despite the awareness of the need for the future specialists' effective preparation the problem of psychology, theory and methods of professional education of the future psychologists in a new educational reality remains poorly developed. This leads, as M. Rabeson points out, to the use of mostly traditional teaching methods that are incapable to lead the process of the future psychologists' preparing to a successful completion, that is to form a mobile, competent and autonomous subject of professional activity, which, of course, does not satisfies the social order of society [18, 94]. As M. D. Rabeson emphasized, system of higher psychological education should be reoriented to the formation and development not just of a specialist who has mastered a set of knowledge and skills, but a real professional who is characterized by a special, "professional" consciousness capable of navigating the situation; a

professional capable of constant personal development, who tries to change not only his way of action, but also the way of thinking, going beyond the "own" specialty [18, 102]. For our study, these theses are very important.

Supposing this idea, L. P. Sushchenko emphasizes on changes in the paradigm of higher education, which, according to the scholar, "are related to a search for such pedagogical conditions and means that would ensure successful training of the future professionals ... to a high pace of life, market realities of work that are constantly changing" [21, 348]. The scolar notes that main accent in the future specialists preparation should be on "developing the capabilities of future professionals that will enable them to transform themselves in the modern world" [21, 348].

T. A. Shmonina notes that "the main task of modern education in the conditions of globalization, informatization, worsening of ecological situation in the world is preparation of highly skilled personnel with deep understanding of the nature of natural phenomena in their interconnection, mastering modern methods and technologies, the basis of which is a strategy for safe interaction between society and nature" [22, 8]. This task, according to the scientist, is entrusted to science preparation, and is realized in "the process of assimilating of students' natural science knowledge and ideas about scientific picture of the world, as well as skills set by the state standards in educational process of higher education institutions" [22, 8].

Nowadays the scientific work of many scholars devoted to a problem of scientific preparation (A. V. Antonets [1], L. K. Antropova, H. Ya. Dvurechenska, L. A. Kozlova, V. Yu. Kulikov, and E. D. Dinnytsy [2], H. Biletska [3, 4], O. Bordonska and S. E. Starostina [5], O. Yu. Borodina [6], A. R. Kamaleieva [9], A. B. Konobeiev [10], S. V. Matveieva [13], O. M. Ostankina [17], S. V. Sviridova [20], et al.).

However, we consider it necessary to note that scientific research did not adequately cover the issue of science preparation of the future psychologists in higher education institutions.

The urgency of the problem of modernization of the system of the future psychologists' preparation in higher education institutions has set the **aim of the article** – to conduct an analysis of scientific and theoretical problems of science preparation of the future psychologists in higher education institutions.

Research methods. To achieve the set goal, theoretical methods of research were used: systematic analysis of scientific and methodological literature, bibliographic analysis of works written by classics of pedagogy, content analysis of normative documents in the field of higher pedagogical education – in order to find out the state of development of the problem under study; systematization – with the purpose to reveal and theoretically ground scientific and theoretical problems of science preparation of future psychologists in higher education institutions; comparison and generalization.

Results and their discussion. As a result of analysis of previous studies, we have established that in the preparation of the future psychologists in higher educational institutions, the installation of formation of a fully developed, creative, capable to innovative activity, self-improvement and self-development individual becomes of paramount importance. According to L. K. Antropova, special significance in preparation of the future psychologists in higher educational establishments owns fundamental and science preparation.

Nowadays science preparation according to A. B. Konobeieva, cannot remain in a state of internal isolation and self-sufficiency, it should be closely linked with the processes of educational reforms [10, 112–113]. In the opinion of A. B. Konobeieva, the reorganization of science education, taking into account the main ideas of modernization of education (quality, efficiency and accessibility), suggests along with updating its contents and methodological basis, fruitful cooperation of teachers of natural sciences, humanities and pedagogical disciplines, the orientation of the educational process for the integral vocational training, the formation of the student's professional skills and abilities, knowledge of the main trends in the formation of natural sciences abroad and the use the most valuable world experience in realization of science preparation in Ukrainian higher education institutions [10, 112–113].

Supporting this idea, scientists (L. K. Antropova [2], N. Zvereva [8], A. R. Kamaleiev [9], S. V. Matveieva [13], S. V. Sviridova [20], et al.) point to the fact that in the present circumstances, there is a need to update not only the special sciences preparation (in which science is the subject of the future professional activity), but may even first of all be obliged to general science education (for humanities students), and we share their opinion.

A. R. Kamaleieva notes that the traditional, subject system of education, which until today is widely used in science-education, leads to the fact that knowledge, skills and abilities are acquired by subjects of study separately and discretely [9, 139]. The task of increasing the effectiveness of science education, according to A. R. Kamaleieva, is aimed at mastering the skills of the higher level of generalization, that is, the skills that are formed in the process of studying any disciplines of the cycle of science education, can be applied to other disciplines, in self-education and practice [9, 139].

In the opinion of N. Zvereva, science preparation contributes: 1) to the development of skills: to observe, analyze and explain observations; to separate essential facts from secondary ones; conduct an experiment (for example, statistical research), explain and document its results; to highlight the main thing in complex phenomena, without emphasizing the partial and analyzing and generalizing the material; to consider phenomena and processes in the interconnections and contradictions that predetermine development and reveal the essence of objects and phenomena; 2) formation of the ability: to realize the causal relationships; to creative activity; to intuitive prediction and application of

knowledge in new situations [8, 80–81]. Such scientific views are supported by H. Biletska, emphasizing that science education "contributes to the formation of the natural and scientific worldview, which is an integral part of universal culture, gives a person an idea of the world in which he/she lives, about his/her place and role in this world; ensures the formation of science competence; is a basis for assimilating disciplines of professional and practical training cycle and mastering future profession; affects formation of professional qualities of future specialist, level of his mobility, competitiveness and demand in the labor market; forms the concept of scientific methodology and logic of modern research, contributes to the formation of such personal qualities of the graduate, as creativity and critical thinking" [3, 63]. S. V. Sviridova, agrees with such a view, and notes that science education is a means that "provides development of abstract thinking, creative imagination, independence, cognitive abilities of a student, expansion of his intellectual capabilities, spatial representation, creative activity" [20, 64]. Identifying the role and place of science preparation in professional training of specialists, S. V. Sviridova indicates that "the proper mastering of science cycle disciplines contributes to: formation of awareness of importance of science for the future professional activities; enhancement of interdisciplinary connections of natural science and professional training; more harmonious adaptation of the future specialists to social, economic, technological and natural factors of life; creation of conditions for development of professional qualities of the personality; successful implementation of lifelong learning; increasing professional mobility of specialists" [20, 65]. We share this view of the scientist. In our opinion, S. V. Sviridova's statement that "the inadequate attitude toward the acquisition of science leads to a false idea that in the process of solving professional problems only approximate considerations, inferior logical conclusions can be applied" is fair [20, 64]. Therefore, according to S. V. Sviridova, "one of the priority tasks that teachers face is to achieve that every student during the study of natural sciences clearly understands significance and the necessity to master content of educational material, that is, it is necessary to create a motivational basis for educational and cognitive activity of the future specialist" [20, 62]. As S. V. Sviridova emphasizes, an effective means for this purpose is "realization of interdisciplinary connections in the process of science preparation that help students to understand causal relationships between individual knowledge, to generalize lessons learned and newly acquired knowledge" [20, 62].

A. V. Antonets argues that "natural science training affects: formation of predictive skills of the future professionals, since it promotes the development of heuristic-search thinking; formation of skills to carry out an experiment, to explain and formalize its results, to build theoretical models; mastering of the general ideas and principles of science; awareness of the methods of scientific knowledge; formation of the ability to consider phenomena and processes in relationship,

formation of the ability to understand causal relationships; development of reflexive thinking, creative activity, ability to intuitive thinking" [1, 82].

In the process of transforming the content, methods and forms of science education of students, it is important to resolve the contradictions that, according to S. V. Matveieva, arise between: growing demands of the sphere of work for specialists with skills of systemic natural and scientific thinking, which are formed on the basis of natural sciences view, and an increase in the imbalance of natural and humanitarian knowledge in the educational sphere, which acts as a negative factor in the formation of the natural-scientific view; the growing need for self-realization and self-development in the sphere of formation of professionally important qualities, which are provided by natural sciences, skills and natural science view and a decrease in the motivation of educational activity and interest in students in the disciplines of science block; the need to increase the quality of natural sciences training and adapt it to the real conditions of higher education institutions and reduce the initial level of knowledge of natural sciences among students and lack of elaboration of objective methods for determining the levels of preparation; increasing requirements to the level of professionally important qualities that are based on science view, and lack of development of technologies for the organization of activities, means, methods and forms of learning, contributing to the formation of science view as the basis for the formation of professionally important qualities in terms of variation of curricula for different specialties [13, 8].

Summarizing the results of modern studies on science preparation, L. O. Bordonska and S. E. Starostina indicate that its modernization should be among the priority tasks of the development of higher educational system [5, 6]. Updating science preparation is a complex process that requires its consideration in several perspectives (effective, motivational and methodological) and in the unity of all its directions (content, technologies, normative-legal, qualification and logistical support) [5, 6].

According to O. Y. Borodina, the vast majority of students have a rather low motivation to study sciences, since they do not consider these disciplines to be significant for professional activity, and it is difficult to imagine how knowledge and skills obtained during their study can be effectively applied at the organization of future work [6, 45]. According to O. Yu. Borodina, in order to ensure the effective acquisition of basic knowledge of science by students, as well as the inclusion of this knowledge in the schemes and means of professional activity of a practical psychologist, it is essential to view disciplines that provide science preparation of students-psychologists as theoretical base for the study of general (psychological) disciplines, and to build science preparation on the basis of holistic and context-based approaches in the relationship [6, 45].

Without denying the significance of such a conclusion, S. V. Sviridova does not support the position of too dense filling of science disciplines with

professionally meaningful content, since it "can deprive them of their independent value, that is, to provide fundamental disciplines of more servicing function" [20, 63].

According to H. Biletska, the quality of science preparation depends on "updating of the content of science preparation, its focus on formation the science competence; introduction of teaching technologies using informational educational environments, that provide broad access to educational resources, provide opportunities for self-education; the availability of educational and methodological support for the formation and assessment of science competence formation; the ability of the teacher to create conditions for manifestation of autonomy, initiative and creativity of students; failure to represent a teacher as a bearer of the final knowledge; formation of equal partnerships between students and teachers» [4, 18].

To create conditions for successful science preparation of the future specialists, A. O. Medolazov argues, that it is necessary to bring the content and structure of educational disciplines into a unified system, as the interrelations of natural sciences are determined by the presence of a general subject field, and the educational process is a pedagogical projection of science into learning process, which presents foundations of the corresponding sciences [14, 4].

In the studies of O. M. Ostankina there was distinguished a main group of difficulties that arise in the process of science preparation of the students-psychologists [17, 7]. To these difficulties, the scholar refers to the difficulties of learning (difficulties in perception, understanding, memorization, reproduction, application) and motivational difficulties (lack of desire to study discipline) and the main factors that influence the emergence of difficulties in the process of studying individual disciplines of science and education [17, 7]. These difficulties O. M. Ostankina divides into: objective external factors (content of discipline, learning environment, organization of educational activities and teaching methods) and subjective internal factors (educational motivation – interest and relation to the content of discipline, awareness of the significance of discipline for the future professional activity; psychological peculiarities of the student's personality – peculiarities of the intellectual sphere, individual-typological peculiarities of the individual) [17, 7]. According to the scientist, one of the ways to solve the above mentioned problems may be to optimize the methodology for the implementation of science preparation of the future psychologists on the basis of an individual, differentiated approach using modern methods of activating the cognitive interest of students [17, 9].

Scientists O. P. Kulik, T. A. Shmonina and S. V. Solonska among the elements of modern science teaching technologies singled out "development, creation and implementation means of study in educational process that contribute not only to transformation of educational information in students' knowledge and skills, but also the intensification of educational process" [12,

152]. The use of digital educational resources, according to scientists, “allows improving the efficiency and improve the quality of science preparation ... and to bring it to a qualitatively new level” [12, 152].

Taking into account current state of science preparation of practical psychologists in higher education institutions and in order to qualitatively reform it, we agree with L. K. Antropova, about the need to pay attention to the fact that students of psychological faculties do not have special medical and biological education and corresponding “mood”, sometimes they are psychologically “not ready” to study these sciences with its special terminology and complex neurophysiologic processes [2]. Therefore, in the opinion of the scientist, creation of conditions for maximum visibility and illustrative nature of science preparation with the wide use for this purpose of various biological objects, including illustrative virtual physiology programs, and so on, will allow the qualitative solution of the problems of its modernization [2]. We share this view of the researcher.

Yu. K. Nimirovska and S. V. Lichahina, studying the problems of the future psychologists’ preparation in higher education institutions, emphasize the fact that in modern system of higher education the questions of the need for “non-clinical” preparation of students (future psychologists) to fill the educational plans for disciplines of the so-called “nonprofessional plan” and questions the importance of knowledge of anatomy of the central nervous system and higher nervous activity for the future psychologists [16, 103]. At the same time, according to scientists, higher education institutions appealing to the requirements of state standards, require graduates to demonstrate “solid” psychological knowledge of psychological processes and phenomena, speaking of professionally trained specialists of universal psychological orientation [16, 103]. Y. K. Nimirovska and S. V. Lichahina emphasize that science preparation of the future psychologists cannot be subjected to sequestration in order to satisfy some demanded (“here and now”) synthesized knowledge; it should become the key to the successful formation of professional analytical thinking of the competent psychologist who understands and internally perceives himself as part of a professional community, speaks in the language of professional, who has the same categorical content, knowledge [16, 104].

According to O. H. Romanovskyi, an important task of the future psychologists’ science preparation is “formation of integrative thinking among students, understanding of the integrity of world perception, understanding their role in society” [19, 42–44]. In the process of its implementation, according to the scientist, “students will not only acquire knowledge, but also form skills that will be used in further professional activities” [19, 42–44]. For this study, this thesis is quite appropriate.

Conclusions. Consequently, analysis of research on scientific and theoretical problems of sciences preparation of future psychologists in higher

educational establishments has shown that scientists emphasize the need to modernize scientific preparation of the future psychologists in higher education institutions, in particular, updating its content and methodological basis, fruitful cooperation of teachers of natural sciences, humanities and pedagogical disciplines, orientation of the educational process to integrated vocational training, use of world experience of science education in vocational training in domestic higher education institutions, do not give a clear characterization of scientific and theoretical problems of science education of the future psychologists in higher education institutions.

Prospects of further research are to determine and solve scientific and theoretical problems of sciences preparation of the future psychologists in higher education institutions.

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РЕЗЮМЕ

Билык Валентина. Модернизация естественно-научной подготовки будущих психологов в высших учебных заведениях как научно-теоретическая проблема.

В статье рассматриваются актуальные вопросы модернизации системы подготовки будущих психологов, побудившие провести анализ научно-теоретических проблем естественно-научной подготовки будущих психологов в высших учебных заведениях. Автор отмечает, что в результате системного

анализа научной и научно-методической литературы, библиографического анализа трудов классиков педагогики, контент-анализа нормативных документов в сфере высшего педагогического образования; систематизации; сравнения и обобщения было установлено, что ученые не дают четкой характеристики научно-теоретических проблем естественно-научной подготовки будущих психологов в высших учебных заведениях, поэтому дальнейшие научные исследования будут направлены на определение и решение очерченного круга вопросов.

Ключевые слова: *модернизация естественно-научной подготовки, научно-теоретическая проблема, будущие психологи, высшее учебное заведение.*

SUMMARY

Valentyna Bilyk. Modernization of science preparation of the future psychologists in higher education institutions as a scientific-theoretical problem.

In the last decade, in the context of higher education reform in Ukraine the problem of improving higher psychological education becomes acute in domestic theory and practice, the researcher notes.

The article deals with the actual issues of modernization of the future psychologists' preparation system, which prompted an analysis of scientific and theoretical problems of scientific preparation of the future psychologists in higher education institutions.

The author, in order to achieve the goal, used theoretical methods of research: systematic analysis of scientific and methodological literature, bibliographic analysis of works of the classics of pedagogy, content analysis of normative documents in the field of higher pedagogical education – in order to find out the state of development of the problem under study; systematization – with the purpose of revealing and theoretical substantiation of scientific-theoretical problems of the future psychologists' science preparation in higher education institutions; comparison and generalization.

The article presents the analysis of research and points to the lack of scientific validity of the future psychologists' science preparation in higher education institutions. The emphasis is placed on the relevance of the issues raised.

The author of the article argues that, emphasizing the necessity of modernizing the future psychologists' science preparation in higher education, in particular, updating its content and methodological basis, fruitful cooperation of teachers of natural sciences, humanities and pedagogical disciplines, orientation of the educational process to integrated vocational training, the use of world experience in science education in vocational training at domestic higher education institutions, do not give a clear characterization of scientific-theoretical problems of the future psychologists' science preparation at the universities.

The article outlines the prospects for further researches, which consist in determining and solving the scientific-theoretical problems of the future psychologists' science preparation in higher education institutions.

Key words: *modernization of science preparation, scientific-theoretical problem, future psychologists, higher education institutions.*