

INTRODUCTION

At the turn of the centuries, European countries experienced socio-political and socio-economic changes which have contributed to the change of value priorities. An individual has faced value uncertainty. This situation is further aggravated by a crisis in modern education, whose orientation towards informatization of a growing person conflicts with the need to set life priorities. Scholars are inclined to think that the modern educational system requires reformation, a qualitatively new approach to defining its purpose, objectives and content.

Today the focuses of educational activities are changing. Individuality, personality, self-value of childhood become a priority. Formation of value orientations of an individual is a precondition for effective education. Modernization of axiological aspects of children's and youth's upbringing, reforming the content of education, using new approaches, educational systems, forms and methods of education, studying and introducing the leading domestic and European experience in the education of children and young people come to the fore in all types of educational institutions (preschool educational institutions, secondary and higher schools, out-of-school cultural and educational facilities). Value orientations determine the direction and level of activity in the personality of a future teacher and significantly influence his professional qualities.

The humanistic paradigm is believed to be optimal, as its purpose is to provide favorable conditions for self-determination and self-realization of pupils. No matter how researchers treat pedagogy (as a science or form of art), the focus of attention is placed on a pupil as a unique personality; therefore, education should be understood as a process, aimed at the development of a child's individuality and creativity, and thus, all-round development of his/her personality. The humanistic paradigm is characterized by the recognition of a pupil's subjectivity, his perception of himself as a rightful participant in educational activities and not the object of pedagogical influence. The main task of this paradigm is to teach children to acquire not only a certain amount of knowledge, but also an ability to learn and solve problems independently.

The authorship of this work belongs to academics of Polish, Ukrainian and Belarusian universities who wish to highlight the latest findings on axiological

foundations of the content of education, based on the historical experience of each country and modern challenges.

The article “Axiological Approach As a Methodological Basis of Pedagogy and Educational Practice Improvement” focuses on understanding the causes of modern education axiologization, makes it possible to determine the principal problems that need attention from the part of philosophical and pedagogical reflection, and to promote the reform of the education system taking into account the current requirements of social and personal development in their interconnection. Axiological approach provides the link between the educational practices and the knowledge of educational phenomena. For the time being, the idea of values approach is being associated with the implementing of humanistic education paradigm into practice, in the framework of which the main value is a human being.

The aim of the article “Language Immersion in the Multi-System Education in Andorra” is to present the multi-system education in Andorra and the related language immersion. The observations made during the author’s participation in an academic seminar in Andorra and acquiring literature on the subject enabled her to explore the originality of the country’s educational system, consisting in the freedom of choice among three different systems: the Andorran, French or Spanish school, and, as a consequence, in language immersion. The author poses a question about the relationship between the educational system and the Andorrans’ national identity, as well as about the possibility of cooperation between the systems.

In the article “Ukrainian Family As the Basic Center of Parenting (Historical and Pedagogical Aspect)”, it is presented the way the Ukrainian family cherished the system of values, which have formed the cult of mother and father, grandmother and grandfather, the cult of family and nation since the ancient times. Pedagogues urged to preserve and honor, magnify and glorify human love, to form moral values from the perspective of kindness, justice, dignity, truth, honor, humanity; to cultivate thrift, to form the skills of home keeping, draw to folk art and so on. Today, the assumptions of the parental pedagogy of Vasyl Sukhomlynskyi and the family pedagogy of Myroslav Stelmakhovych are still valid.

In the articles “Formation of a Preschooler’s Spiritual Personality Through the Prism of Ukrainian Pedagogy”, and “Development of Preschoolers’ Spiritual Potential by Means of Folk Pedagogy”, the content of such dissimilar categories as “spirituality”, “cordiality” has been studied. Spirituality expresses orientation of a human being towards the transcendent, while cordiality is defined by kindness in respect of people. The essence of the concepts of spirituality, morality, religion in the scientific literature is defined in the paper; the goals and tasks of spiritual education of preschoolers are justified; the content of preschoolers’ spiritual edu-

cation in software support of the modern nursery schools is highlighted; the folk pedagogy as a means of preschoolers' spiritual development is characterized; methodical recommendations on the usage of folk pedagogy in the preschoolers' spiritual development are developed. The article "Aesthetic Upbringing of Senior Preschoolers" highlights the essence of the aesthetic education of preschoolers, which involves the formation of the ability to perceive, feel, understand beauty in life and art. The desire to participate in the transformation of the surrounding world according to the laws of the beauty and the development of artistic-aesthetic competence (emotional-sensual, cognitive, practical, value-based, creative components) are discussed in this research.

The article "Development of the Child's Personality As the Basic Value of Home Education" argues that home education is a phenomenon of the social sphere of society, the main characteristic of which is the individualization of the upbringing and education of children in the family, carried out by parents or a specially invited teacher. In the conditions of home (family) education, home teachers, teachers, tutors perform a number of social functions (socialization, adaptation, socio-cultural rehabilitation, etc.), as well as traditional duties – to teach, to educate, to enlighten, to develop.

In the article "Training of Primary School Teachers in Terms of the University Level: Theoretical and Practical Content", the author provides definitions that reveal the nature of the meaning of the teacher's pedagogical skills. The elements of professional skills (humanistic orientation, professional competence, pedagogical skills, teaching technique) are analyzed. The peculiarities of the formation in the context of a systematic approach in terms of the educational process of the institution are outlined, and the criteria for the formation of the professional skills are named. The article focuses on professional mobility as an indicator of the efficiency of formation of the professional readiness of students.

In the article "Competence Approach to Foreign Languages Teaching of Future Specialists in Belarus", particular attention is paid to the development of cross-cultural communicative competence. Taking the intercultural component as the point of departure, the authors present a variety of activities in the four language skills for teaching learners this competence.

The article "Formation of Management Culture of the Head of an Educational Institution: Dialogue Technologies and Moral Guidelines" deals with the problem of the use of dialogue technologies in the formation of a managerial culture of the head of an educational institution. It was emphasized that the dialogue technology includes a sequence of stages that allow to realize the main tasks of the dialogue: a deep analysis of the problem, understanding of its value-semantic and moral content, development of dialogue culture. It is concluded that the features of the

dialogue lead to its definition as a technique of a deep and adequate understanding of the personality, assistance in solving psychological problems, stimulation of the desired changes.

The article “Value Basics of Musical Enlightenment (on the Example of Eastern Galicia in the First Half of the 20th Century)” argues that musical education can be regarded as an activity that ensures the development of musical interests, needs and tastes, and generally promotes the formation of the foundations of music. An important factor in the cultural development of Ukrainian East Galicia in the first third of the 20th century were the ensembles connected with community organizations such as “Prosvita”, “Bojan”, “Ridna shkola”, “Plast”, “Sich” and others. In the article “Existential Value of Musical Creativity (Characteristics and Semantic Orientation)” the basis of the research is a semantic analysis of existential value in the context of the interpretation of musical creativity. In the conclusions, the author proves that music becomes creative work only in the existential area, since only a person’s existence has a unique creative potential to display personal characteristics in life. Therefore, modern science cannot remain uninvolved in the consideration of the issues of the new age.

The article “The Concept of Native Photography by Jan Bułhak in the Context of Modern Aesthetic Education” is devoted to the concept of native photography created by Jan Bułhak in the 1930s and 1940s. It is more important to pay attention to the fact that in times when, due to the dynamics of social change, migration movements and political tensions, a significant number of people – our country’s inhabitants – decide to spend leisure time in Poland, photographic documentation of visited places (performed in the creative and aesthetic way) can serve to develop a sense of shared responsibility for the appearance and aesthetics of our countryside. It seems that such a type of aesthetic and civic awareness may also affect other countries and build a cultural identity based on aesthetic values rather than xenophobia and confrontational attitudes.

In the article “Protection of Rights of People with Special Educational Needs in Ukraine” the author analyzes three models of attitudes towards people with special needs in the world: the medical model, the model of normalization, and social model, as well as defines priority humanistic approach based on respect for human dignity, rights and freedoms of every individual, regardless of gender, age or state of health. The basic needs of people with disabilities are identified, as well as the need for self-realization by which people seek to find their place in life and to realize their potential, talents, and professional self-determination.

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