

тематических параллелей, позволяет сформировать познавательный интерес к инновационным технологиям в профессиональной деятельности и общественной жизни [2]. Знакомство с инновациями является вводным, носит диффузный и постепенный характер, что позволяет рассчитывать на дальнейшую самостоятельную работу обучающихся в направлении более детального освоения технологий, вызвавших наибольший интерес.

Заключение. Дальнейшее совершенствование представленного подхода позволяет применять его при подготовке специалистов на различных уровнях непрерывного образования в разнообразных отраслях профессиональной деятельности. Так, методика была апробирована и показала свою результативность для студентов медицинского университета, педагогических работников системы профессионального образования, преподавателей высшей школы. Развитие методики видится в расширении системы тематических параллелей для охвата большего числа областей профессиональной и социальной практики.

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FORMS OF INTERACTION OF TEACHERS WITH PUPIL'S PARENTS IN THE MODERN SCHOOL

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The interaction of school and family in educational process is based on a common basis. The object of the educational interaction is the person who is forming. We have to note the presence of a common educational goal too, which remains unique in its content acquiring within the school and the family particular specification. The school and the family carry out some function in the educational process growing up a person: information, educational, controlling etc [3, 32].

Political changes, economic, social and spiritual crisis of Ukrainian society had a negative impact on an ordinary family, destroyed a lot of moral and spiritual values and the parents highlighted the material support of the child. As a result, the modern family lost the main landmarks to build their own life. So the social and psycho-pedagogical questions in helping families to grow up children escalated[1, 19].

A lot of scientists such as N. Demidov, N. Kopanев, Orlov, M. Abdrakhmanov, K. Minin, Yu Cabanski, I. Dubinets, A. Budchenko, V. Shinkarenko, A. Govorun and others spoke about the problem of pedagogical education of parents in the second half of the twentieth century. Masheva V., Kapralov, I. Series, V. Presecki, A. Volkov, I. Hrebennikov and others spoke about the role of school in this process [2,11].

One of the most important challenges facing the groups in modern educational institutions is a full-fledged cooperation between teachers and parents.

The study of this problem shows that in many educational institutions there is an active search and implementation of such forms of interaction with students' families, allowing them to achieve real cooperation.

Organization of work with parents in the educational institution is multidimensional and has significant educational opportunities. The success in organizing the work with the parents depends on the personality and authority of the teacher, his professionalism, high moral and human qualities, the ability to communicate with parents, colleagues and children [2, 47].

The process of informatization in educational institutions is due to the requirement of modern society development. In recent years the role of information technologies in the education system could be observed only as single cases. One of the new forms of cooperation between teachers and pupils' parents is the creation of a school website and a class page in the social networks.

Recently a computer was used only for searching and displaying illustrations for the lessons, but now ICT becomes an integral part of working with parents.

Information and especially communication technology (telecommunication classification is a method of transmitting and receiving any kind of information which can be a sound, a text, an image at any distance) is able to increase the efficiency of interaction between teaching staff and parents in the training and education of pupils.

The official school website is one of the forms of work with parents through ICT.

If a school has an official website in the Internet the parents have information about a school life and a class.

The aim of the creation and functioning of website of an educational institution is to solve the following tasks:

- to form a positive image of the institution;
- to improve the parents' awareness of the quality of educational services in the institution;
- to create the conditions for interaction of participants of educational process, the social partners of educational institutions;
- to exchange teaching experience;
- to stimulate creative activity of teachers.

Modern parents do not always have an opportunity to come to school, and even coming they do not always read the ads, but they can find the time to check emails and visit the school website and a class page. The official website of the institution can also become a source of educational, methodological or training information for parents. From the pages of such sites, parents can get information about the methods of saving their children's health, their security, rules of the child's behavior in the family and in the society, the tips on training and upbringing the children.

In order to attract the parents' attention to the site, it is necessary to determine the most interesting parts.

On the school's website parents can get full information about the staff: the teachers, the specialists, the medical staff and administration.

It will be very interesting for parents to see the interior of the school. On the website you can see pictures and comments to them.

It is necessary to show the contacts that parents could leave their reviews, comments and questions. A guest book, polls, the ability to leave comments is also an active form - that is the parents can not only read the information but also communicate with teachers.

The parents getting the school news on the website learn about the team and the work done at school. It is not surprising that parents want to know more about the place and about those people who spend most of the day with their child.

According to the survey 55% of parents regularly visit the school website, watch the news, the contests and leave comments in the guest book. Teachers use social networks more to communicate with parents; that give the opportunity to report and discuss the information

publicly and privately. The teacher can show the events that happen in the class, post photos and video on the class page.

The process of interaction with parents is effective when the teacher follows psycho-pedagogical rules and requirements. They include:

- the use of measures aimed at increasing the authority of parents. Communicating with parents the teacher should avoid categorical tone, which may provoke resentment and irritation. The normal relation should be a relationship based on mutual respect. Their value is in the development of a sense of self-responsibility, requirement, and public duty both teachers and parents;

- confidence in educational abilities of parents, increasing their level of pedagogical culture and activeness in education. Psychologically, parents are willing to support the needs of the school. Even those parents who do not have pedagogical training and education are understanding and responsible for the upbringing their children;

- pedagogical tact, carelessness in the intervention in family life. Due to the nature of their work class teachers can be witnesses of the relations which are hidden from outsiders. A teacher must be tactful, polite and use the information only to help parents in the upbringing their child;

- life-affirming, major attitude in solving the problems of education, relying on the positive qualities of the child, focus on the successful development of the individual. The formation of a child involves overcoming difficulties, contradictions in the life.

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ИСПОЛЬЗОВАНИЕ МЕТОДА ОКСФОРДСКИХ ДЕБАТОВ В ВОСПИТАТЕЛЬНОЙ РАБОТЕ СО СТАРШЕКЛАССНИКАМИ

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В условиях глобализации образовательных процессов чрезвычайную актуальность приобретает сфера международного сотрудничества. Проблема обеспечения высокого уровня информированности современной молодежи и приобретения ею навыков широкого общения для эффективной самореализации является актуальной для исследований ученых в области философии, педагогики, психологии и социологии. Привлечение молодежи к новым формам сотрудничества, целью которых является налаживание межнациональных и межкультурных связей, обогащение сферы личностных и общекультурных ценностей, обуславливает необходимость постоянного обновления методов работы всеми субъектами учебно-воспитательного процесса.

Целью статьи является определение психолого-педагогических особенностей внедрения метода Оксфордских дебатов в воспитательную работу с учениками старшей школы.

В условиях современного образовательного процесса дебаты как эффективная педагогическая технология нашли применение как в обучении, так и в социально-воспитательной среде общеобразовательного учебного заведения. Поскольку во время дебатов одно понятие рассматривается под разными углами зрения и с различных позиций (за и против), молодежь имеет возможность всесторонне рассмотреть дискуссионный вопрос. В процессе дебатов ученики отстаивают свою точку зрения на