

activity. The article shows features and practical application of some interactive methods in teaching and learning the basics of medical genetics for medical students. There are a lot of methods: business game, situation or case method, problem-based method, modelling, "brainstorming", audiovisual teaching and project method, creative search (research) method, "take a stand", PRES method, "tree of decision", method of working in small groups.

Despite wide diversity of interactive teaching methods, application each of them requires a very detailed, hard and deep preparation by the teacher, sometimes even medical students, of the necessary information and materials. The choice of this or another method depends on the teacher's competence and student motivation, type and topic of medical genetics classes. The use of interactive methods in the course of training allows to the future doctors to improve their communication skills, learn to express their opinion and position in a reasoned manner, to prove their own point of view, to develop analytical skills, to learn how to solve the situational problems, comprehensively master necessary general and special competences with their further application in medical practice.

Key words: interactive teaching methods, interactive learning, higher education, educational process, competences, medical genetics, modelling, small group work.

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CRITERIA AND EVALUATION INSTRUMENT FOR DETERMINING THE STATE OF INNOVATIVE CULTURE DEVELOPMENT OF THE FUTURE MANAGER OF THE GENERAL SECONDARY EDUCATION INSTITUTION IN THE MASTERS' TRAINING PROCESS

Based on the content analysis results of scientific works on the investigated problem, the legal framework and accordingly to the innovative culture components, the criteria, indicators and development levels of the phenomenon under study, of the future manager of the general secondary education institution during the master's training have been singled out. The first criterion – cognitive-functional, corresponds to the cognitive and practical component of the innovative culture of the future manager of the general secondary education institution and characterizes the way the subject interacts with the tools and the work subject, as well as his readiness degree for a specific activity type. The second criterion – professional-synergetic – acts as an integral characteristic of the consciousness and self-consciousness of the innovative culture subject, moral, ideological and ethical prerequisites of activity. Professional consciousness is a kind of reality reflection, in which the whole set of algorithms, norms, values and language inherent in a separate type of professional activity is accumulated. The third criterion – productive-creative, which corresponds to the creative and predictive component of the innovative culture of the future manager of the general secondary education institution, involves creation of fundamentally new intellectual and creative educational products and their implementation or introduction in the educational and management process. The levels of development of innovative culture of the future manager of the general secondary education institution in the masters' training process are determined: harmonious (high), aggregative (sufficient), summative (low).

Key words: criterion-evaluation toolkit, criterion, indicator, innovative culture, innovative culture development, future manager, general secondary education institutional institution

Introduction. In the context of rapid socio-economic changes, development of innovative culture as the ability to create, develop and deliver innovations has been identified as one of the strategic directions of innovation policy in Ukraine. The value of the innovative culture of the future manager of the general secondary education institution increases along with transition from the industrial economy to the knowledge economy. In turn, the innovative culture of the future manager ensures stable functioning and efficient operation of education institutions in the market of educational services, and it is a major factor in the diversification of human capital. In such circumstances, it is necessary to form and to develop in the educational sector managers a stable tradition of approving the new, the ability and willingness to use it comprehensively in order to improve the quality of education. Therefore, the issue of defining scientifically substantiated criteria and indicators of assessing the level of development of innovative culture of the future manager of the general secondary education institution in the masters' training process becomes especially relevant.

Analysis of relevant research. Taking into account that the criterion is a feature that reflects the main characteristics of the phenomenon, process or activity under which they are evaluated, defined or classified, in the context of the raised problem, it is advisable to refer to the scientific works of A. Semenova, O. Noshyna, S. Ovcharov, N. Aleksieieva, E. Nemkova, V. Ashumova, L. Petrychenko, P. Yaremenko, whose analysis and generalizations allow us to state, namely:

- the numerals must be small in number but sufficient to determine the level of realization of the fundamental control functions;
- the criteria system should reflect the activity of the future manager with realization of functions, that is, to be objective;
- every criterion should be accurately copied, admissible both qualitatively and quantitatively.

For qualitative or quantitative characteristics of the formation of one or another criterion, certain indicators are used (Kalinin, 2007, p. 65).

According to H. Tsvetkova and E. Panasenko, the criteria should fulfill an integrative, generalizing function, while the indicators expand, supplement, specify the criteria, giving them the qualitative-evaluative characteristics. These indicators should:

- meet the main objectives and planned results of the experiment;
- allow meaningful interpretation of changes that occur during the experiment;
- complement and not deny each other (Tsvetkova & Panasenko, 2017, p. 53-61).

While developing criteria and indicators for determining the state and level of development of phenomenon under study, of great interest are the

works of A. Semenova (Semenova, 2007, p. 68) and I. Bloshchynsky (Bloshchynsky, 2016, p. 15-20), which allow to state that:

- development of criteria and indicators should go beyond the purpose of the study;
- generated criteria should reflect the characteristics inherent in the subject being studied, regardless of the will and consciousness of the subjects;
- the signs must be permanent, they must be repeated and reflect the essence of the phenomenon;
- the system of interrelated features should disclose the essential content of the criteria.

However, the use of a wide arsenal of theoretical research methods (analysis, synthesis, generalization, abstraction, formalization) suggests that criteria, indicators and levels of innovative culture development of the future manager of the general secondary education institution in the master's training process have not been studied sufficiently.

The aim of the article is to distinguish criteria, indicators and levels of innovative culture development of the future manager of the general secondary education institution in the master's training process.

Research methods: solving the highlighted aim, a set of methods of scientific research adequate to them were used, theoretical: a comparative analysis of the scientific definitions of distinguishing the criteria, indicators and levels of innovative culture development of the future manager of the general secondary education institution in the master's training process, a systematic analysis of major criteria, indicators and levels of innovative culture development of the future manager of the general secondary education institution in the master's training process.

Results. Defining specific criteria for the innovative culture development of the future manager of the general secondary education institution in the master's training process, we have focused on the regulatory framework for the development of innovation, innovative system, modernization of the educational industry, achievement of psychological and pedagogical education, innovative modern social ordering for education manager.

It is advisable to analyze the normative and legal prerequisites for its formation and development in order to define and fill in the criteria, indicators and levels of innovative culture of the future manager of the general secondary education institution.

In accordance with the European legal field, a number of documents have been introduced in Ukraine on regulating innovation activity and development of innovative culture among the public, namely, the Ukrainian Innovation Doctrine has been developed (Molodtsov, 2008, p. 34), it is planned to create a cluster "Innovative Culture of Ukrainians" at Kiev National University named after T. Shevchenko (<http://dp-patent.at.ua/news/2009-04-02-1127>) and a number of

important legislative acts: the Law of Ukraine "On Innovative Activity" (dated July 4, 2002); The Law of Ukraine "On Priority Areas of Innovation in Ukraine" (January 16, 2003); Order of the Cabinet of Ministers of Ukraine "Concept of development of national innovative system" (from June 17, 2009); Resolution of the Verkhovna Rada of Ukraine "On Recommendations of the Parliamentary Hearings on "Innovative Development Strategies in Ukraine for 2010–2020 in the Context of Globalization Challenges "(October 21, 2010); Ordinance of the Cabinet of Ministers of Ukraine "On Approval of the Concept of Public Policy Reform in the Innovative Sphere" (dated September 10, 2012), etc. was adopted.

Thus, the Concept of Development of the National Innovative System (2009) envisages: formation of a positive attitude to innovations in the society by popularizing innovative activity through the mass media; implementation of educational programs, aimed at teaching children and young people to develop creative thinking and positive attitude to innovation (Ordinance of the Cabinet of Ministers of Ukraine "Concept of development of the national innovative system" from June 17, 2009 No. 680-r, p. 57).

Implementation of the Concept of Public Policy Reform in the Innovative Sphere (2012) leads to improvement of legislation in the innovation sphere in order to create the conditions for the innovations introduction, the innovative culture formation (Ordinance of the Cabinet of Ministers of Ukraine "On approval of the Concept of reforming state policy in the innovative sphere" of September 10, 2012 № 691-p, p. 200).

It should be emphasized that the Concept defines the tools for the formation of innovative culture by creating a coherent system of life-long learning, taking into account the staffing of innovative activity; updating of curricula, plans for the formation of innovative thinking, development of creative potential and positive attitude of specialists to innovations; improving the skills of managers in the formulation and implementation of state innovative policy, innovation management; providing training, retraining and advanced training of specialists in innovation management (Ordinance of the Cabinet of Ministers of Ukraine "On approval of the Concept of reforming state policy in the innovative sphere" of September 10, 2012 № 691-p, p. 203).

The modern manager of the general secondary education institution should ensure full implementation of the state policy in the sphere of reforming general secondary education "New Ukrainian School", the priorities of which are: implementation of curricula based on the new State standard of primary education; improving the skills of primary school teachers and introducing the new system of training and professional development of teaching staff; changing the financing of the training system for pedagogical staff to ensure freedom of choice of place and forms of professional development; forming a network of profile and support schools; providing the variety of educational forms; creation of the best practices on governance in the education of United Territorial Councils;

development of institutional capacity of the general secondary education institution and its academic autonomy; obtaining financial autonomy by secondary education institutions; introduction of tools for monitoring the quality of education; participation in international monitoring studies of the educational quality; creation of a new educational environment; through the use of information and communication technologies in the educational process and management of education institutions through the transition from one-time projects to a systematic process, which will significantly expand the opportunities of a teacher, optimize administrative processes and will form the technological competences, important for our century, etc.

An important document is ISO:9001:2015 standard that defines the criteria and indicators of innovative culture of the future manager of the general secondary education institution in the master's training process, which puts forward uniform requirements for managing an organization in terms of quality assurance. The standard establishes a process approach, and therefore, its structure reflects a closed management cycle and determines self-development of the system by providing the necessary resources, managing them and realizing opportunities for improvement. The standard provides the concept introduction of risk-oriented thinking, the requirements introduction for change management, increased focus on knowledge management, shifting the focus to the organizational context. An important aspect of the standard is managerial leadership, as large system projects cannot be successfully implemented without the active involvement of the first person, who should promote the full utilization of the creative potential of the staff (National standard of Ukraine. DSTU ISO 9001: 2015. (ISO 9001: 2015, IDT).

The need for the development of innovative culture of the future manager of general secondary education institution is indicated by the National Strategy for the Development of Education in Ukraine for 2012-2021, which refers directly to innovations in the educational process. It states that innovative sustainable development of society, economy cannot be carried out without consistent introduction of advanced scientific and pedagogical technologies, rational and effective approaches to the organization of scientific and innovative activity in the educational field, that is, support of innovative activity of pedagogical and managerial personnel of the country.

Realization of secondary education by the specified objectives is ensured by the performance of the future manager of innovative management activity, which is based on the place of education and development of the state, the personality recognition as the most valuable source of the social community. Therefore, the modern school needs a director-manager whose mission is to manage innovation, generate and implement new ideas and educational initiatives.

The future manager of the general secondary education institution as a manager of innovative development aims to provide conditions for the

deployment of innovative processes, intellectual and research activities of individual educators and the team as a whole, a qualitatively new level of school activity through creation and implementation of innovations, training and practice management (National Strategy for the Development of Education in Ukraine for 2012-2021).

In the context of management, innovative culture is defined as a set of values, knowledge, skills, attitudes and norms of behavior of the future manager, his/her competence in the essence of education innovations, creation of the mechanism of integration and coordination of the pedagogical team in the process of development and implementation of innovations.

The issues of the criteria base for determining the formation level of specialists' innovative culture are reflected in the researches of A. Afanasieva, L. Borisova, O. Ihnatovych, A. Kalianova, O. Kozlova, R. Milenkova, O. Myroshnychenko, S. Sidorova, L. Kholodkova, I. Tsyrukun, L. Shtefan and other scholars.

In particular, L. Shtefan selected the structural components of innovative culture as the criteria for the formation of innovative culture of future engineers-educators, namely: the focus on innovative activity and innovative competence. The indicators of the criterion "orientation of the engineer-teacher for innovation" were attributed to the researcher: professional interest in innovative activity, professional need for innovative activity and professional self-determination in terms of innovative activity. Indicators of the criterion of "innovative competence of future engineers-educators" are the following: cognitive, operational and personal. The criterion of "innovative activity of future engineers-educators" was revealed by the indicators: susceptibility to innovation; intensity of innovative activity; timeliness of innovation (Shtefan, 2015, p. 20-24).

O. Ihnatovych studied development of professional innovative culture of pedagogical workers (Ihnatovych, 2009, p. 272-282). The scientist substantiates professional and innovative competence, innovative personality orientation, readiness for innovative activity, innovative activity and innovative receptivity.

According to L. Kholodkova, the criteria for evaluating a specialist's innovative culture should be competence, initiative creativity, self-regulation, unique mind-set, inversion (Kholodkova, 2005).

A. Afanasieva and L. Borysov (Afanasyeva & Borisov) distinguish indicators of innovative culture formation from the standpoint of determining personal qualities.

I. Tsyrukun, exploring the innovative culture of a student of a pedagogical institution of the higher education, distinguishes the following levels: pre-cultural, formal-cultural, primary organization of culture, normative-cultural, cultural self-organization and cultural. The basis for their determination were subjective personality traits, adequate to the optimal solution of innovative problems and development of its integrative potentials: axiological, acmeological, projective, managerial and innovative (Tsyrukun, 1998).

O. Honcharova, exploring the process of formation of the teacher's innovative culture in the context of educational processes globalization, believes that the teacher's innovative culture formed at the proper level is characterized by the following indicators: professional readiness, professional experience, motivation for introducing innovations in the educational process and development. The researcher notes that innovative culture is represented by the unity of three, actualized in the process of pedagogical interaction of potential opportunities: discovering new information; adequate assessment of the new phenomenon; productive innovative activity (Honcharova, 2012, p. 283-285).

In order to determine the criteria apparatus of research it is valuable to regard a scientific work by I. Betz, who considers development of teacher's innovative culture in his/her willingness to innovate. On the basis of the ratio and degree of expression of these indicators, they distinguish intuitive, reproductive, search, creative (productive) levels of readiness for pedagogical innovation (Betz, 2015, p. 54).

Relevant to our study is S. Zahorodnyi's scientific research on the development of innovative competence in the system of postgraduate education of the managers of general education institutions. Based on the analysis of psychological and pedagogical literature and generalization of personal experience of management activity, the scientist identifies four criteria of innovative competence development of the future manager of the general secondary education institution: motivational, cognitive, connective, reflexive, which are specified by indicators.

We agree with the scientist's view, that the identified criteria and indicators allow monitoring and adjusting the level of innovative competence of the future manager of the general secondary education institution in the master's training process (Zahorodnyi, 2017, p. 49-51).

Summarizing the above mentioned, we can state that in modern society a sufficiently stable inquiry has already been formed not only with knowledge and skills, but also with a competent, creative personality of the future manager of a general secondary education institution, with an active civil position; in addition to deep theoretical knowledge, skills, competences, there is a demand for the development of leadership qualities, responsibility for decisions, competence in the field of modern management and administration, quality management, civilizational commercialization of knowledge and technology, self-development and self-education, which is manifested in the need to learn throughout life. Thus, training of the future managers of general secondary education institutions in the masters' training process turns into a process of increasing and qualitative growth of their innovative culture, integrative qualities of the individual, which is the result of the synthesis of professional-theoretical training, practical management experience and active socio-pedagogical position.

Therefore, since the process of developing the innovative culture of the future manager of a general secondary education institution in the masters' training process is a complex, compound process, it is necessary to solve the problem of developing measurement criteria and indicators in order to obtain objective, relevant, consolidated information that would integrally determine the level of development of this phenomenon.

In the structure of innovative culture of the future manager of the general secondary education institution in the master's training process, we have three components: cognitive and practical, which contain knowledge of the fundamental foundations of innovative pedagogy, innovation management, the legislation of Ukraine on innovation; the ability to use innovative technologies to ensure the quality of secondary education; the ability to innovate); the axiological-reflexive ability, which implies an awareness of managerial and pedagogical values that have meaning and importance in the management of a modern education institution, the need to develop an innovative culture; the ability to self-analysis, self-development of innovative culture (index of satisfaction with development of own innovative culture), inclusion of innovations in personal values sphere); the creative-predictive ability, which ensures the use of innovative theories, concepts of ideas and technologies, which serve as managerial and pedagogical values, for the effective management of a secondary education institution and predicting its further development.

Based on the results of the content analysis of scientific works on the investigated problem, the legal framework and in accordance with the components of innovative culture, the criteria, indicators and levels of development of the phenomenon under study of the future manager of the general secondary educational institution in the master's training process were identified.

The first criterion – cognitive-functional, corresponds to the cognitive-practical component of innovative culture of the future manager of the general secondary education institution in the master's training process and characterizes the way the subject interacts with the tools and the object of work, as well as his/her degree of readiness for a specific type of activity. Therefore, we distinguish such indicators as knowledge and skills, which depend on the successful performance of the professional functions of the future manager of the general secondary education institution, his/her managerial competence, motivation to develop innovative culture and to master the content of education.

The second criterion – professional-synergetic – acts as an integral characteristic of the consciousness and self-consciousness of the subject of innovative culture, moral, ideological and ethical activity prerequisites. Professional consciousness is a kind of reality reflection, which accumulates the whole set of algorithms, norms, values and language inherent in a separate

type of professional activity. This criterion corresponds to the axiological-reflexive component of innovative culture of the future manager of the general secondary education institution. Thus, according to the professional-synergistic criterion, we determine the system of moral and ethical views, ideas, attitudes, formation of professional qualities, in particular leadership, the ability to personal-professional transformation, tolerance for uncertainty, reflexivity, as well as general orientation of professional identity and leadership reflecting the subjective place of the profession and professional role in the structure of his/her personality, the importance of the profession for him/her and the vision of his/her own role in innovative professional management.

The third criterion – productive-creative, which corresponds to the creative-predictive component of innovative culture of the future manager of the general secondary education institution in the master's training process, involves creation of fundamentally new intellectual and creative educational products and their implementation or introduction in the educational and management process in accordance with the valueological component of innovative activity.

Therefore, the distinguished criteria enable determining the following:

- possession of the main strategies of innovative activity in the professional sphere, the level of managerial competence of the future manager in the implementation of innovative activity;
- ability of the future manager of the general secondary education institution to actively take on challenges and resist destructive factors;
- style of professional thinking, professional interest in innovation;
- possession of techniques of self-knowledge, introspection, reflection on the abilities and capabilities, strengths and weaknesses;
- ability of the future manager of the general secondary education institution to navigate situations of uncertainty in which there is insufficient information and possible risk, to make decisions and act in the light of various factors.

This is what constitutes innovative culture of the future manager of the general secondary education institution.

Having considered the notion of "criterion", "indicator" in the pedagogical theory and practice of managing an education institution, we consider it expedient to determine the levels of development of innovative culture of the future manager of the general secondary education institution. Each level of development of innovative culture of the future manager of the general secondary education institution corresponds to a set of certain indicators – signs of the integrity of the system.

In this context, I. Sabatovska's scientific work (Sabatovska, 2011) is of a special importance for this research. The researcher, studying professional culture, notes that it can be considered at the initial, higher and the highest levels of development.

S. Zahorodnyi, exploring development of innovative competence of the future manager of the general secondary education institution, determines the following levels: intuitive, reproductive, searching, creative, which are determined by the degree of criteria detection (Zahorodnyi, 2017, p. 49-51).

N. Sydorenko, studying the teacher's innovative culture, notes that the outlined professional phenomenon is realized at two levels: at the level of personality and at the specialist's level. At the individual level, an innovative culture is an area of spiritual life that reflects a value orientation embedded in motives, knowledge, abilities, skills, role models and norms, and provides receptivity to new ideas, a willingness and ability to support and implement innovations in all areas. At the professional level, the teacher's innovative culture characterizes the high level of his/her pedagogical activity (Sydorenko).

K. Horash quite thoughtfully highlights such levels of teacher's innovative culture as high, medium, and low, which are determined by a system of criteria that assess the teacher's innovative behavior and its regulatory capacity. The teacher's innovative behavior involves presence of the improved models and algorithms structure of innovative actions aimed at solving pedagogical problems. Regulatory capacity is determined by the qualitative and quantitative indicators of the implementation of its functions: translational, breeding, innovative. The researcher believes that the level of innovative culture is influenced by social, economic, political, cultural and other conditions. The latter development is characterized by the change of stable and hyperactive periods, when there is a sharp break in the direction of professional realization of the teacher's personality (Horash, 2014, p. 171-179).

Exploring the teacher innovative activity, I. Dychkivska emphasizes that readiness for a specific type of activity determines the appropriate level of its implementation by the teacher. So, the intuitive, reproductive, searching, creative (productive) levels of formation of readiness for pedagogical innovations are distinguished (Dychkivska, 2004, p. 281).

It is advisable to justify the levels of development of innovative culture of the future manager of the general secondary education institution in the study by L. Shtefan (Shtefan, 2015, p. 20-24), that outlined the main criteria, indicators and characteristics of the future manager's innovative culture. The basis for this work was consideration of the structural features of innovative culture by specifying the focus of these professionals on innovation, innovative competence and innovative activity.

From the point of view of the written above, we have determined the levels of innovative culture development of the future manager of the general secondary education institution in the master's training process: harmonious (high), aggregative (sufficient), summative (low).

The harmonious level of the development of innovative culture of the future manager of the general secondary education institution implies its high

functionality in the conditions of rapid change of ideas, knowledge and technologies, ability to effectively innovate in the academic, educational and management processes in the context of new socio-economic realities (globalization, digitalization), development at the public and individual levels of high moral values, beliefs, norms of behavior, leadership qualities, which influence to a certain extent the socio-economic development, a high level of intellectual ability, scientific outlook, ownership methods of cognitive activity, minimizing asymmetry between materiality and spirituality.

The aggregate level of development of innovative culture of the future manager of the general secondary education institution in the master's training process indicates that all the criteria and indicators, that define it, tend to increase the detection level and instead of the individual nature of their manifestation are certain structured systems.

The summative level of the development of innovative culture of the future manager of the general secondary education institution in the master's training process represents the sum of results of the identification of innovative culture components in the transformative activity and communication of the education manager.

Conclusions. Therefore, we have highlighted the following levels of innovative culture development of the future manager of the general secondary education institution in the master's training process: summative, aggregative and harmonious, which, in turn, are determined by the degree of manifestation of the criteria. The cognitive-functional criterion is revealed by such indicators as knowledge and skills in the issues of pedagogical innovation and educational management, managerial competence of the head, his/her motivation for the development of innovative culture and mastering the content of the master's training program. The occupational-synergetic criterion consists of the value principles of the future manager of the general secondary education institution, his/her leadership qualities, personal readiness for change, reflexivity and metaprofessional identity. The productive-creative one is distinguished by revealing the creative potential of the future manager of the general secondary education institution, his/her creative-research activities, which are determined by questioning and studying the educational products obtained in the master's training process, as well as the valueological component of the innovative culture of the future manager.

The prospects for further research include development of criteria for effective governance, depending on the innovative culture level of the future manager of the general secondary education institution.

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РЕЗЮМЕ

Козлов Дмитрий. Критериально-оценочный инструментарий определения состояния развития инновационной культуры будущего руководителя учреждения общего среднего образования в процессе магистерской подготовки.

Учитывая результаты контент-анализа научных трудов по исследуемой проблеме, нормативно-правовой базы и в соответствии с составляющими инновационной культуры, выделены критерии, показатели и уровни развития изучаемого феномена у будущего руководителя учреждения общего среднего образования при магистерской подготовке. Первый критерий – когнитивно-функциональный – соответствует познавательно-практической составляющей инновационной культуры будущего руководителя учреждения среднего образования и характеризует способ взаимодействия субъекта с орудиями и предметом труда, а также степень его готовности к конкретному виду деятельности. Вторым критерий – профессионально-синергетический – выступает интегральной характеристикой сознания и самосознания субъекта инновационной культуры, морально-мировоззренческих и нравственных предпосылок деятельности. Третий критерий – продуктивно-творческий, соответствующий креативно-прогностической составляющей инновационной культуры будущего руководителя учреждения общего среднего образования, предусматривает создание им принципиально новых интеллектуальных и творческих образовательных продуктов и их реализацию или внедрение в учебный и управленческий процесс с учетом валеологической составляющей инновационной деятельности. Определены уровни развития инновационной культуры будущих руководителей учреждений среднего образования в процессе магистерской подготовки: гармонический (высокий), агрегативный (достаточный), суммативный (низкий).

Ключевые слова: критериально-оценочный инструментарий, критерий, показатель, инновационная культура, развитие инновационной культуры, будущий руководитель, заведение общего среднего образования.

АНОТАЦІЯ

Козлов Дмитро. Критеріально-оцінний інструментарій визначення стану розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти в процесі магістерської підготовки.

З огляду на результати контент-аналізу наукових праць з досліджуваної проблеми, нормативно-правової бази та відповідно до складових інноваційної культури, виокремлено критерії, показники та рівні розвитку досліджуваного феномену в майбутнього керівника закладу загальної середньої освіти під час магістерської підготовки. Перший критерій – когнітивно-функціональний відповідає пізнавально-практичній складовій інноваційної культури майбутнього керівника закладу середньої освіти та характеризує спосіб взаємодії суб'єкта зі знаряддями й предметом праці, а також ступінь його готовності до конкретного виду діяльності. Другий критерій – професійно-синергетичний – виступає інтегральною характеристикою свідомості й самосвідомості суб'єкта інноваційної культури, морально-світоглядних і етичних передумов діяльності. Третій критерій – продуктивно-творчий, який відповідає

креативно-прогностичній складовій інноваційної культури майбутнього керівника закладу загальної середньої освіти, передбачає створення ним принципово нових інтелектуальних і творчих освітніх продуктів та їх реалізацію чи впровадження в навчальний та управлінський процес із урахуванням валеологічної складової інноваційної діяльності. Визначено рівні розвитку інноваційної культури майбутніх керівників закладів середньої освіти у процесі магістерської підготовки: гармонійний (високий), агрегативний (достатній), сумативний (низький).

Ключові слова: критеріально-оцінний інструментарій, критерій, показник, інноваційна культура, розвиток інноваційної культури, майбутній керівник, заклад загальної середньої освіти.

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МОНОЛОГ-ПРЕЗЕНТАЦІЯ ЯК ЕФЕКТИВНИЙ МЕТОД ІНШОМОВНОГО ПРОФЕСІЙНО ОРІЄНТОВАНОГО НАВЧАННЯ МАЙБУТНІХ ДИЗАЙНЕРІВ

У статті обґрунтовано метод презентацій, який нами визначається, як ефективний метод іншомовного професійно орієнтованого навчання майбутніх дизайнерів. Проаналізовано теоретичні передумови навчання методу презентацій, сучасний стан навчання іншомовній презентації в нелінгвістичних закладах вищої освіти України, ознаки методу презентації в організаційному процесі навчання майбутніх дизайнерів. Визначено поняття іншомовної презентації та надано зразки іншомовних презентацій майбутніх дизайнерів у монологічному мовленні (монолог-презентація-повідь, монолог-презентація-реклама). Доведено, що формування професійно орієнтованої англомовної компетентності майбутніх дизайнерів у застосуванні методу презентації є складним процесом, який містить метакомунікативний, структурний, лексико-граматичний, стилістичний і міжкультурний аспекти презентації.

Ключові слова: професійно орієнтоване навчання, метод презентацій, майбутні дизайнери, іншомовна презентація-повідь, презентація-реклама, професійно орієнтована англомовна компетентність, аспекти презентації, нелінгвістичні заклади вищої освіти України.

Постановка проблеми. Методи дослідження – це способи пізнання й вивчення явищ дійсності. У методиці навчання іноземних мов і культур вони мають на меті одержання даних про закономірності навчання іноземних мов і культур, про ефективність навчальних матеріалів, що використовуються, способів і форм навчально-виховного процесу (Ніколаєва, 2013, с. 45).

Вивчення й узагальнення позитивного досвіду роботи вчителів є також надзвичайно важливим методом дослідження, тому що майстри педагогічної праці нерідко знаходять прийоми й методи рішення, використання яких значно підвищує ефективність навчального процесу (Ніколаєва, 2013, с. 46).

Організація навчання монологу-презентації багато в чому співпадає з організацією проектної роботи. Метод проектів був запропонований