Монь, Альона Олексіївна. Науково-педагогічні погляди та викладацька діяльність О. Г. Мороза (1959-2007 рр.) : автореферат дис. ... канд. пед. наук : 13.00.01 / А. О. Монь ; наук. кер. Н. М. Дем'яненко ; М-во освіти і науки України, Нац. пед. ун-т ім. М. П. Драгоманова. - Київ, 2016. - 20 с.

Дисертація на здобуття наукового ступеня кандидата педагогічних наук зі спеціальності 13.00.01 - загальна педагогіка та історія педагогіки. - Національний педагогічний університет імені М. П. Драгоманова. - Київ, 2016. У дисертаційній роботі вперше цілісно досліджено життєвий шлях та науково-педагогічну спадщину О. Г. Мороза в єдності наукової, викладацької і організаційно-управлінської діяльності. Виявлено передумови й основні чинники формування науково-педагогічних поглядів ученого. Розроблено періодизацію творчої діяльності педагога у взаємозв’язку чотирьох етапів: пошуково-пропедевтичного (1959 - 1968 рр.), науково-педагогічного (1968 - 1992 рр.), освітньо-управлінського (1992 - 1997 рр.) і організаційно-педагогічного (1997 -2007 рр.). Серед напрямів його науково-професійної реалізації визначено системно-викладацький, науково-видавничий, навчально-методичний, адміністративно-управлінський. Зміст викладацької діяльності О. Г. Мороза розкрито за проблематикою навчальних дисциплін, поетапно розробленою і впровадженою ним виробничо-педагогічною практикою, авторським плануванням і організацією самостійної роботи студентів. На основі систематизації наукових поглядів та викладацької діяльності ученого-педагога обґрунтовано його науково-педагогічну концепцію, суть якої полягає у авторській організаційній та змістовій структуризації неперервної педагогічної освіти. Дослідження розвитку педагогічних поглядів О. Г. Мороза в рамках його наукової школи уможливило актуалізацію перспективних напрямів творчого доробку вченого в сучасних умовах реформування національної системи вищої педагогічної освіти.  
Dissertation is on getting the Doctor of Philosophy degree, specialty 13.00.01 -general pedagogy and history of pedagogy. - National Dragomanov Pedagogical University. - Kyiv, 2016. The research, for the first time, comprehensively discloses life, scientific and pedagogical heritage of O. G. Moroz, in unity of scientific, teaching and administrative activities. The main factors of the formation of scientific and educational views are found. The periods of the scientific and teaching activities of O. G. Moroz are defined in the sequence and relationship of four stages: propaedeutic (1959 - 1968), scientific and pedagogical (1968 - 1992), educational management (1992 - 1997), organizational and pedagogical (1997 - 2007). Based on generalization of leading activities areas of scientific, pedagogical and teaching activities are defined: systematic teaching; scientific and publishing; teaching and methodology; educational management. The content of teaching activity of O. G. Moroz is disclosed with disciplines he taught, gradually developed and implemented teaching practices, author planning and organizing of selfcontained work. The scientific-pedagogical conception, which is based on the author's structuring continuing teacher education, is proved: 1) adaptation of first-year students to study process at university (formal adaptation, concerning cognitive and informative students’ adaptation to a new environment, to the structure of higher school, to learning content, to new requirements and responsibilities; social adaptation, the process of internal integration of first-year students’ groups and the general integration of those groups with student environment; didactic adaptation, relating to students’ adjustment to new forms of educational work in higher school); 2) professional training of future teachers in higher school (in particular psychological and pedagogical). There are generalized the features of psycho-pedagogical training of future high school teachers. Content of psycho-pedagogical training is defined: scientific basis of cognitive student activity, pedagogy, history of pedagogy, didactics, methods of educational work, general psychology, pedagogical psychology, basic steps to pedagogical mastery, certain techniques (teacher training/ BA); pedagogy of higher school, psychology of higher school, foundations of professionalism and pedagogical mastery of a higher school teacher, methodology and methods of scientific and pedagogical research, organization of educational management at the university, economics of education (training higher school teacher/ MA, postgraduate); 3) professional adaptation of novice teacher as a main stage in a system of professional training, according to definition of O. G. Moroz, is a complex dynamic process of full mastery of the profession whereby the teacher improves and masters competencies based on previously acquired knowledge and skills which are being constantly updated. This results in mutually active modification in the individual teacher and the teaching staff for effective professional functioning. Scientist has identified the main functions of the professional adaptation of the novice teacher: the improvement of the professional and pedagogical maturity of novice teacher; the development of professional autonomy and creative activity; the strengthening of the cohesion and unity of the teaching staff, which increases its sustainability and stability; the improvement and development of public relations. As a multifaceted entity, professional adaptation has its own structure: didactic adaptation, adaptation of the educational work with students of the school; socio-psychological and physiological adaptation. The really important part of continuing teacher education is management of professional adaptation of novice teachers. The coordinating activity of university should have the main purpose to help graduates during their adaptation period at school. According to author’s system of organizational and educational measures university should provide operational support to novice teachers from the side of the higher educational institution; 4) lifelong learning, self-improvement and professional development. SO. G. Moroz defines direct dependence between professional development and adaptation of novice teacher: if various self-educational activities of school teaching staff in their efforts, interests, values does not meet the novice teacher personality, the inclusion in the teaching staff is very slow; if the character of a novice teacher’s activity in the field of self-education and professional development corresponds with the interests and needs of the teaching staff, if his/her work deserves a positive assessment from the team, then the process of adaptation of novice teachers is quicker and easier. Therefore there is a certain influence and interaction between the teaching staff and its members in the field of self-education and professional development. The high status of self-education of a young teacher has significant impact on the entire teacher staff and vice versa. Mutual influence and the interpenetration as a result of the interaction of interests, values of a novice teacher and the teaching staff in the field of self-education and professional development is a prerequisite for its successful adaptation.o, highlighting the author’s system of continuing teacher education in the lifelong learning context, the relation between the effectiveness of first-year student adaptation and motivation for learning and self-improvement; between novice teacher’s professional adaptation and the desire for continuing education and self-development is described. The development of scientific and pedagogical views and ideas of O. G. Moroz as part of his scientific school is explored. Perspective directions of creativity O. G. Moroz are updated: continuing teacher education in correlation with the idea of “lifelong learning”; systematic, practical orientation of professional-pedagogical training of the teacher; the unity of the professional-pedagogical and scientific training of higher school teacher; improving the organization of self-contained studying student’s work as one of the leading activities in higher education; management of professional adaptation of graduates; self-education and professional development of the novice teacher.  
Диссертация на соискание ученой степени кандидата педагогических наук по специальности 13.00.01 - общая педагогика и история педагогики. -Национальный педагогический университет имени М. П. Драгоманова. - Киев, 2016. В диссертационной работе впервые целостно исследованы жизненный путь и научно-педагогическое наследие А. Г. Мороза в единстве научной, преподавательской и организационно-управленческой деятельности. Выявлены предпосылки и основные факторы формирования научно-педагогических взглядов ученого. Разработана периодизация творческой деятельности педагога во взаимосвязи четырех этапов: поисково-пропедевтического (1959 - 1968 гг.), научно-педагогического (1968 - 1992 гг.), образовательно-управленческого (1992 -1997 гг.) и организационно-педагогического (1997 - 2007 гг.). Определены направления его научно-профессиональной реализации: системнопреподавательский, научно-издательский, учебно-методический, административно-управленческий. Содержание преподавательской деятельности А. Г. Мороза раскрыто исходя из проблематики учебных дисциплин, поэтапно разработанной и внедрённой им производственно-педагогической практики, авторского планирования и организации самостоятельной работы студентов. На основе систематизации научных взглядов и преподавательской деятельности ученого-педагога обоснована его научно-педагогическая концепция, суть которой заключается в авторской организационной и содержательной структуризации непрерывного педагогического образования. Исследование развития педагогических взглядов А. Г. Мороза в рамках его научной школы позволило актуализировать перспективные направления творчества ученого в современных условиях реформирования национальной системы высшего педагогического образования.