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**TRAINING FUTURE FOREIGN LANGUAGE TEACHERS AS INNOVATIVE  
UPBRINGING WORK MANAGERS (BASED ON THE COMPETENCE APPROACH,  
INDEX OF SATISFACTION AND PROFESSIOGRAM)**

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*The paper investigates the training future foreign language teachers as innovative upbringing work managers based on the competence approach, index of satisfaction and profессиogram in the context of Ukrainian higher education reforming. The research questions whether future foreign language teachers are satisfied with the upbringing work at pedagogical universities and pragmatically competent in it, and what the reasons of their dissatisfaction are. The authors developed the blocks of indicators that characterize the level of the future teachers training for innovative upbringing activity, including a questionnaire related to determining the level of their satisfaction with the upbringing work. The self-esteem of 148 students (2-3 study years) of the Faculty of Ukrainian and Foreign Philology of Hryhorii Skovoroda University in Pereiaslav showed that the majority of respondents (85%) expressed satisfaction with the upbringing work at the faculty and University; 15% of respondents expressed their indifference and dissatisfaction, giving the thought about the reasons of that, which could be their incompetency in it and not involving in the upbringing activity, the absence of interest and motivation for it (because of old upbringing methods, forms and approaches etc.). On the ground of the results of the research, the authors defined the profессиogram of a modern foreign language teacher as a manager of innovative upbringing work, grounding on the key competences required of a European teacher. Moreover 5 main reasons for designing the program of the future foreign language teachers training to innovative upbringing work (based on a competence approach, index of satisfaction and profессиogram) were identified as: the necessity of the education quality improving by the way of reforming it; the need of raising the level of students' satisfaction with educational and upbringing process, and with a future profession in general; the new European demand for teachers in their key competences; the changing role of a teacher into a manager of curricular and extracurricular process at school, according to a new profессиogram of a modern foreign language teacher as a manager of innovative upbringing work; the need to transform the upbringing process into the innovative one, according to the modern time period. The research results of this pre experimental stage will allow forming the future teachers' readiness for an innovative upbringing work.*

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**Key words:** institution of higher education; training; modern teacher; profессиogram; ideal model; competence; management; upbringing; program; reason.

## **ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ ЯК КЕРІВНИКІВ ІННОВАЦІЙНОЇ ВИХОВНОЇ РОБОТИ (НА ОСНОВІ КОМПЕТЕНТНІСНОГО ПІДХОДУ, ІНДЕКСУ ЗАДОВОЛЕНОСТІ ТА ПРОФЕСІОГРАМИ)**

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У статті досліджено підготовку майбутніх учителів іноземних мов як керівників інноваційної виховної роботи на основі компетентнісного підходу, індексу задоволеності та професіограми в контексті реформування вищої освіти України. У дослідженні ставиться питання про задоволеність майбутніх учителів іноземної мови виховною роботою в педагогічному закладі вищої освіти та причини їхнього незадоволення. Авторами розроблено блоки показників, що характеризують рівень підготовки майбутніх учителів іноземної мови до інноваційної виховної діяльності, також використано анкету для учасників експерименту щодо визначення рівня їх задоволеності виховною роботою. З огляду на те, що за самооцінкою 148 студентів (2-3 роки навчання) факультету української та іноземної філології Університету Григорія Сковороди в Переяславі, більшість респондентів (85%) висловили задоволення виховною роботою на факультеті та в університеті, лише 15% респондентів висловили свою байдужість і невдоволення, то автори розмірковують про можливі причини, серед негативних може бути їх некомпетентність у цьому та незалучення до виховної діяльності, відсутність інтересу та мотивації до неї (через старі методи, форми виховання і підходи тощо). За результатами дослідження автори визначили професіограму сучасного вчителя іноземної мови як керівника інноваційної виховної роботи, що базується на ключових компетенціях, необхідних європейському вчителю. Крім цього визначено 5 основних причин для розробки програми підготовки майбутнього вчителя іноземної мови до інноваційної виховної роботи (на базі компетентнісного підходу, індексу задоволеності та професіограми), а саме: необхідність підвищення якості освіти шляхом її реформування; необхідність підвищення рівня задоволеності студентів навчальним і виховним процесом, майбутньою професією в цілому; нова європейська вимога щодо ключових компетентностей учителів; зміна ролі вчителя на менеджера навчального та позакласного процесу в школі, відповідно до нової професіограми сучасного вчителя іноземної мови як менеджера інноваційно-виховної роботи; необхідність трансформації виховного процесу в інноваційний, відповідно до сучасного періоду часу. Результати дослідження цього доекспериментального етапу дозволять сформуувати готовність майбутніх учителів до інноваційної виховної роботи.

**Ключові слова:** заклад вищої освіти; підготовка; сучасний учитель; професіограма; ідеальна модель; компетентність; управління; виховання; програма; причина.

**Introduction of the issue.** In the context of Ukraine's entering the European educational space, its higher education system reforming is specified in the provisions of the Association Agreement between Ukraine and the EU (Cabinet of Ministers of Ukraine, 2017), the Laws of Ukraine "On Education" (Legislation of Ukraine, 2019) and "On Higher Education" (Legislation of Ukraine, 2014), the Strategy on Sustainable Development "Ukraine – 2020" (Legislation of Ukraine, 2015), and the Strategy for Higher Education Reform in Ukraine until 2020 (Ministry of Education and Science of Ukraine,

2014), where the key emphasis of the education content updating is related to the essence of the competency-based vocational education, the social conditionality of the transition to state standards, the development of models and profессиograms of a competent specialist, the system of complex diagnostics of the different competences' formation level: integral, general, special (profession-based, subject). At the present stage the competency approach embodies the innovative foundations of education and meets the progressive world standards; also it involves the training of a specialist as an educated,

spiritually rich, intellectually mature, responsible personality, which is able to reveal its own individuality in the process of vocational activity. This is reflected in the legislative framework of Ukraine in the field of education. The main requirements are such as: a modernization of the education management system (the Strategy on Sustainable Development "Ukraine – 2020"(Legislation of Ukraine, 2015); the creation of an integrated unified nationwide online database "Education of Ukraine", containing a unified registers of educational service recipients and of educational service providers (educational institutions, teachers and administrations); the New Ukrainian School Concept (NUS) 2020 (Ministry of Education and Science of Ukraine, 2017); in the field of management – a transition from administrative management of educational institutions to the system of educational management; an introduction of school-based management, e-management, and a unified management of ICT at all levels of the education system by 2020 (Rozvytok, 2017) etc. In the context of these reforms, the process of training future foreign language teachers as innovative upbringing work managers on basis of competence approach is extremely important.

Innovative upbringing work at school is the integrative aspect that can not only involve pupils in interesting free time activities, but help a teacher to increase the level of their social, intercultural, communicative (including the foreign language communication) competences, their self-developing and self-studying, activity and patriotism, etc. New innovative upbringing forms of work are not so simple and demand a lot of time for a teacher to organize and conduct them, despite this they are sure to maintain teacher's interest and satisfaction with it. The role of a teacher as innovative upbringing work manager is also of key importance because it also can contribute to the school's prosperity and development.

**Current state of the issue.** The need of new teachers generation has recently increased because the situation on the educational services market has changed dramatically, – the competitive struggle between educational institutions for "their" student has intensified, the role and importance of education system leaders, who have to possess a wide range of professional qualities and be ready to lead the team, to self-manage, to care about the results of pedagogical activity, to be aware of the uniqueness of its purpose and, at the same time, the great complexity of its achievement and responsibility for its work. Therefore, today the high demand for such specialists is confirmed by the ratings of the most sought after professions in the labor market. It should be noted that despite of expert forecasts that the most requested by a labor market skills of 2023 will be as the ability to learn through life, to think critically, to set goals and achieve them, to work in a team, to communicate in a multicultural environment, the Ukrainian school does not train for this. Basing only on main categories as knowledge and skills, the contemporary future teachers' training hasn't accommodated the modern school needs. Today the vocational pedagogical field is forced to work with other categories, they are competences. It is possible to satisfy these requirements by providing the formation of leadership and individual-creative opportunities in the implementation of pedagogical activities, improving the level of professionalism and pedagogical skills of future teachers, grounding onto a competence basis. An important element of solving this problem is also taking into account the reforms of modern higher education and trends in the process of future teachers' training to upbringing work.

Different aspects of studying the role of a competence approach in future teachers' training to upbringing work at education establishments have been investigated in the works of many domestic and foreign scientists. The leading aspects of the scientific research of the studying problem have been

identified as the peculiarities of innovative higher educational management by Dzvinchuk and Petrenko (2016), Kalashnikova (2015), Pikelna and Udod (1998); the tendencies in management of upbringing work at secondary school, which have been analyzed by Belanova (2003), V. Zhukovskiy (2002), and those at universities, by Demchuk and Solovei (2017), Tazhbayeva (2015), the nature of the competence approach, that has been theoretically ground by Hutmacher (1997), Raven (2012), Shapran (2013), Sysoieva and Mospan (2018), the impact of extracurricular activity on teacher job satisfaction that has been studied by Moran (2017), the pedagogical, methodological and innovative aspects of the modern teacher's professional training, in the works of Begeka (2019), Biruk (2021), Hepp, Holgado García and Prats Fernández (2015), Krykun (2021), Onyshchenko (2012, 2014, 2021), Serdiuk (2017, 2018, 2021). But all these research don't answer the questions how to train students to be ready for the future innovative upbringing work at educational establishments, whether they are competent in it and satisfied with the upbringing work at pedagogical universities, whether we need to design and implement the program of the future teachers' training for an innovative upbringing work, basing on a competence approach and including the changes and needs of Ukrainian higher education reforming, and, generally, whether the role of a modern teacher has changed.

According to Ukrainian higher education reforms, to current general socio-economic and political state of Ukraine, the scope of tasks for educational establishments has expanded dramatically and has become much more complex. Speaking about schools, it is the unity of new and difficult tasks which has raised the role of a school teacher as a manager. In our opinion, the teacher's management of educational and upbringing activities of pupils generally refers to a prognosis,

planning, organizing, control, analysis and correction. It is possible to perform all these management functions qualitatively if a teacher is competent in this. We are at one in thinking that the modernization of education requires the deep teacher's knowledge in the specifics of the teacher's management activity content, a number of personal qualities, managerial skills (which are common for a teacher as a manager of its own and pupils' activities) and competencies, a continuous self-improving, a high level satisfaction and motivation. Including all above, we believe our research topic to be actual and timely.

**Aim of research** is to investigate the training future foreign language teachers as innovative upbringing work managers on the basis of competence approach, index of satisfaction and profессиogram through the prism of Ukrainian higher education reforming. Research goals are to identify the general index of the future foreign language teachers' satisfaction with the upbringing work; to define the profессиogram of a modern foreign language teacher as a manager of innovative upbringing work; to identify main reasons for designing the program of the future foreign language teachers training to innovative upbringing work on a competence approach, index of satisfaction and profессиogram.

**Methods.** To achieve the research goal the following methods have been used:

– theoretical – analysis, synthesis of pedagogical, socio-pedagogical, socio-psychological sources for determining the degree of the studied scientific issue of development and defining the profессиogram of a modern foreign language teacher as a manager of innovative upbringing work at school; generalisation to substantiate the essence of improving the future foreign language teachers training to innovative upbringing work on a competence basis and through the prism of Ukrainian higher education reforming;

– empirical – questionnaire which helped to identify the general index of the future foreign language teachers' satisfaction with the upbringing work;

– mathematical and statistical methods for quantitative and qualitative analysis of data obtained during the research process.

The *participants* are 148 students (future teachers of English and German) of 2-3 courses of the Faculty of Ukrainian and Foreign Philology of the Hryhorii Skovoroda University in Pereiaslav. Two homogeneous objects were identified: an experimental group (hereinafter: EG), which are studied under experimental pedagogical conditions, and a control one (CG) under traditional programs; the number of students, respectively, 74 and 74 each.

**Results and discussion.** We have developed an experimental program for the research organization, which consists of pre experimental, experimental and post experimental stages, and is conducted at Hryhorii Skovoroda University in Pereiaslav. In order to determine the current state of the future foreign language teachers training for innovative upbringing activity, as well as the factors and conditions that influence the process of its improvement, assessment and self-assessment of the level of future teachers' competences, a pre experimental stage of our research has been carried out. It should be noted that participation in the extracurricular activities of a higher education

institution is equally accessible to students of all faculties.

The first stage provided a questionnaire of students, which contained blocks of indicators that characterize the level of the future teachers training for innovative upbringing activity. One of these blocks was the questions related to determining the level of students' satisfaction with the upbringing work of the Faculty of Ukrainian and Foreign Philology (grading: very satisfied; satisfied; mostly satisfied, than dissatisfied; indifferent; mostly dissatisfied, than satisfied; not satisfied at all; uncertain position). Based on the analysis of the answers, a general satisfaction index was determined according to the O. Shkvyr's formula (Shkvyr, 2018, p. 274):

$$I = \frac{a(+1) + b(+0,5) + c(-0,5) + d(-1) + e(0)}{N}$$

In the given formula: "I" is a satisfaction index; "N" is a number of respondents; "a" – number of very satisfied students; "b" – number of students mostly satisfied, than dissatisfied; "c" – number of students who are indifferent; "d" – number of students mostly dissatisfied, than satisfied; "e" – the number of students not satisfied at all; "f" – number of students with uncertain position. Calculating the received data, the answers for the third and sixth points (c, f) were combined (See Table 1).

Table 1

**General index of the participants' satisfaction with the upbringing work (pre experimental stage)**

Group	Quantity of respondents						General index
	General	a	b	c+f	d	e	
EG	74	22	40	6	5	1	0,47
CG	74	20	44	4	4	2	0,48

The results of the answers and the satisfaction index of the respondents of both groups were almost the same (0,47% and 0,48%). We should note that 8.1% of EG students and 5.4% of CG students could not determine their position in answering the question (the general percentage of both groups is 6,7%), also the equal number of the

students (8,1% per each group) aren't satisfied with the upbringing work. So, the general percentage of both group students' self-esteem in their indifference and dissatisfaction (almost 15%) gives the thought that the reason of this is that these students aren't involved and interested in the upbringing activity, not motivated for it properly, and,

consequently, their incompetency in it (Onyshchenko, Serdiuk and Krykun, 2021). Such data enhanced the research theme's actuality.

For our research it's important to define the modern foreign language teacher's profессиogram as a manager of innovative upbringing work, including its own and pupils' activities, which should reflect the basic functions of a specialist, requirements, personal traits, and the range of theoretical knowledge, the list of pedagogical and managerial skills. All of the above makes it possible to conclude that the profессиogram of a modern foreign language teacher as a manager of innovative upbringing work contains such characteristics that correspond to the personality of the teacher as:

1) a human – high moral qualities, active participation in public life, active life position, tact, communication skills, justice, personal example, respect for the Laws of the State, national dignity, humanism, good health, healthy lifestyle;

2) a specialist – knowledge of pedagogical, psychological and managerial theories, management, mastery of pedagogical skills, technologies of teaching and upbringing, love of a profession, love of pupils, belief in a person, general erudition, optimism, empathy (human ability to empathize with others, to understanding their inner states), tolerance, desire to work with children, computer skills, management skills (ability to self-control, self-improvement, ability to set a goal and achieve it, allocate time, ability to mobilize team, avoid conflicts, cooperate, etc.);

3) an employee – creativity, a reasonable optimism, desire to work, dedication to a profession, perseverance, discipline, efficiency, responsibility, perfectionism, ability to manage, activeness, competence.

The category of "professional competence" is mainly determined by the level of professional education, experience, individual abilities of the person, its motivated desire for continuous self-education and self-improvement, creative and responsible

attitude to the work. The elements of all these qualities must be not only in the structure and content of general education, but also in the structure of literacy. On the one hand, it is the same functional literacy that will be actualized at one's own professional level, and on the other – those are its components, which can be attributed not only to the subject content, but to the formed personal qualities as: responsibility, creativity, perseverance, the desire to acquire new knowledge, the aesthetic perception of reality and high morality, without which a true professional is impossible.

It should be noted that an education manager is a profession, but every modern teacher should have the ability to perform this type of activity, based on such human abilities, through which it is possible to manage and direct educational processes. In essence, the activity of a foreign language teacher as a manager of innovative upbringing work at school is multifunctional (as the organizer, administrator, psychologist, researcher, inventor, owner, public figure, demonstrating knowledge of management theories, methods and functions, modern leadership concepts, skills of problem identification and management decisions grounding; using management methods to ensure the organization's effectiveness; demonstrating the skills of interaction, leadership, teamwork; demonstrating the ability to act socially responsible and civil consciously basing on ethical considerations (motives), the respect for diversity and interculturalism, the skills of self-work, flexible thinking, openness to new knowledge, to be critical and self-critical). All these functions should be embedded and developed in the professional competence of a modern foreign language teacher as a manager of innovative upbringing work.

In view of all the above, it becomes clear that training such a highly qualified foreign language teacher as a manager of future innovative upbringing work is not an easy task for pedagogical institutions of the higher education of

Ukraine, and it's only possible if we could implement all the educational reforms timely and effectively, but also if we could give the same importance to the upbringing activity at educational institutions, as we give it to the curricular activity. In other words, in the current socio-economic, political conditions of Ukraine, in our opinion, the activity of the whole university in general and of a teaching staff in particular regarding it upbringing work with future foreign language teachers is very important and undervalued today.

We are convinced that extracurricular upbringing work, as a necessary component of the general process of educating a personality at universities, with the teachers' pedagogical assistance should be directed to the effective organization of students' self-study work, purposeful organization of their leisure, maximum satisfaction of cognitive and cultural needs of young people. The extracurricular activities are intended to combine the versatile educational activities and professional development of future specialists; to teach them to solve complex pedagogical problems; to form the individual's qualities which are common and necessary for a modern competent future teacher; to provide students' spiritual wealth and a high culture of feelings.

It should be added that the efficiency of education is characterized by the level of social activity and responsibility of the student's personality, the nature of the reaction and influence on other people and an environment, the level of its managerial skills. It is known that the properly organized extracurricular upbringing work develops the need to study pedagogical theory and management, arouses interest in the scientific and pedagogical literature, improves the qualities of personality of future specialists (cognitive interests and needs, curiosity, diligence, a habit to a systematic self-perfection); develops professional, general abilities; develops and deepens professional knowledge and skills; expands personal ideological-political and pedagogical enrichment;

creates an experience of practical activity. The creative atmosphere at higher education institutions should cause the students' desire to give their strength and ability to a pedagogical activity, relating to their duties creatively, to form an active civic position.

The problem of qualitative practical training of a specialist has always existed and attracted the attention of pedagogues, since its solution is directly related to the issue of the graduate's readiness for practical professional activity. In this regard, in recent years, the concept of "innovative activity orientation", "innovative upbringing activity" has become increasingly common in the psychological and pedagogical literature. The foreign language teacher's innovative upbringing activities at school should be considered as introducing into the educational process of innovations, new developments, pedagogical initiatives, modern technologies that ensure the effectiveness of school management.

In our understanding the foreign language teacher's readiness to be a manager of innovative upbringing work is the personal-professional quality, characterized by the awareness of the importance and interest of a student in the management of upbringing work on innovative grounds; the presence of satisfaction and motivation with the simultaneous acquisition of special knowledge, skills that are embodied in the organization and management of upbringing work; the needs of creative self-actualization and self-realization on a competent basis.

Modern researchers define the competence approach as one of the means of reforming the national education system, the realization of which is aimed at the formation, development and improvement of the complex of personal and socio-professional knowledge of future foreign language specialists; as a principle which implements the idea of the use of authority, the scope of functional powers, experience in teaching and

management, knowledge and information on the problem, which allows to solve it professionally and qualitatively; as a modern approach to the professional training of the future foreign language teacher, on the basis of which students have formed a system of professional competences. But today, a teacher is practically unable to navigate the level of progress to the standards of competency education we are in, what steps have been completed and what remains in perspective. The problem is that the majority of teachers do not understand the nature and features of competency education. Traditionally, the teachers of higher education establishments have associated the process of professional self-development solely with the process of increasing the level of professional competence.

It should be noted that modern scholars consider a competence as a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, and other personal qualities, which determines a person's ability to pursue a professional and/or further educational activities successfully. So, the essence of the competence approach emphasizes, firstly, not the student's knowledge, but his/her ability to operate, to manage information, to participate actively, to make quick decisions, to solve professional problems. The using of this approach allows future foreign language specialists to develop their own adaptive capacity for the ability to organize and coordinate a personally-oriented learning process, to choose the best means to achieve the pedagogical goals.

Thus, the Ministry of Education and Science of Ukraine drew the education institutes' attention on the list of competences of the European Union as the basis for training specialists in Ukraine. Among them, particular attention is paid to the competencies that all leading education systems are currently working on: the ability to learn through life, social and civic competences, entrepreneurship, cultural literacy, environmental literacy and

healthy living. The European Commission has developed the number of key competences required of a European teacher, "Common European Principles for Teacher Competences and Qualifications. Education and Training 2010" (European Commission, 2005), and divided into three groups with the relation to teachers': 1) work with others (the knowledge of human growth and development; the demonstration of confidence when engaging with others; fully participating and being active members of society; the ability to work with learners as individuals and support them; to work in ways which increase the collective intelligence of learners; to co-operate and collaborate with colleagues); 2) work with knowledge, technology and information (self-education and professional development; having a good understanding of subject knowledge and view learning as a lifelong process; practical and theoretical skills allowing them to learn from their own experiences and match a wide range of teaching and learning strategies to the needs of learners; pedagogical skills allowing them to build and manage learning environments and retain the intellectual freedom to make choices over the delivery of education; the ability to work with a variety of types of knowledge, to access, analyze, validate, reflect on and transmit knowledge; to make an effective use of an appropriate technology; the use of ICT effectively in learning and teaching; to guide and support learners in the networks in which information can be found and built); 3) work with and in society (contribution to preparing learners to be globally responsible in their role as EU citizens; promotion mobility and co-operation in Europe; encouraging intercultural respect and understanding; having an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values; understanding the factors that create social cohesion and exclusion in society; being aware of the ethical dimensions of the knowledge society; the ability to work



effectively with the local community, and with partners and stakeholders in education; their experience and expertise should enable them to contribute to systems of quality assurance).

In our opinion, such competences are extremely important for future foreign language teachers as managers of innovative upbringing work, because their combination with a practical experience could help to master professional competence faster, to strive for their self-realization and to get a professional satisfaction.

**Conclusions and research perspectives.** The development of a new high school is a long-term reform, the implementation of which provides for continuity of actions and adequate resources' provision at each stage, including the general context of social changes and of world experience, and reaches its main goal – improving the quality of education that is not in line with today. Taking into account that future foreign language teachers should have greater autonomy in providing education, that is more suited to meet the needs of learners, but should also be monitored externally to ensure its relevance to a certain level, it is very important that an effective training program for future foreign language teachers as managers of innovative upbringing work should be developed on a competent basis and implemented. Such program is believed to be effective with the emphasis on the equal unity of education and innovative upbringing activities, the fusion of Ukrainian traditions and international experience and assistance as important resources to solve these problems and coordinate the efforts of all participants in the

educational policy process. Growing level of future foreign language teachers' satisfaction is considered to be very important in this research. The pre experimental stage of our research presupposed the questionnaire of the students' self-esteem onto satisfaction with the upbringing work, which showed that 85% the respondents, the Faculty of Ukrainian and Foreign Philology of Hryhorii Skovoroda University in Pereiaslav, were satisfied and 15% were indifferent and dissatisfied.

The conclusion was also made that designing and implementing the program of training future foreign language teachers as managers of innovative upbringing work at school is actual and timely and tried to identify main reasons for its designing: 1) the necessity of improving the quality of education by the way of reforming it, 2) the need of raising the level of students' satisfaction with an educational process, upbringing including, and with a future profession in general, 3) the new European demand for teachers in their key competences, 4) the changing role of a teacher into a manager of curricular and extracurricular process at school, according to a new professionogram of a modern foreign language teacher as a manager of innovative upbringing work, 5) the need to transform the upbringing process into the innovative one, according to the modern time period.

The prospect of further research is the interviewing the experts (teachers of the respondents) to identify their opinion onto students' satisfaction with the upbringing work, and the forming process of the future teachers' readiness for an innovative upbringing work.

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