

SUMMARIES

УДК 811.111'243'23

O.Y. Gal'chenko

THE PSYCHOLOGICAL BASICS OF THE ENGLISH LANGUAGE PROFICIENCY FORMATION AT COLLEGES

The article deals with age peculiarities of college students and their influence on the process of learning English as a second language. The psychological basics of English language proficiency formation at the early youth age should be taken into consideration.

The thinking patterns in this age are full of perseverance. Students either stop listening to the tutor if they're not interested, or listen emotionally and ardently. The yearn to learn the truth, to form a personal opinion – all this bears evidence to the specific emotional character of the cognitive process. The intellectual feelings of this age reach a high level of development, especially the affection for learning, a feeling of something new, interest, doubt, assurance, insecurity, etc. The sources of these feelings are the learning process, personal cognitive and creative activities.

Will qualities, such as perseverance, self-dependence while choosing the activity, self-control, ability to overcome difficulties and to reach one's goals, are also of great importance for the process of English proficiency competence formation. In the early youth age the main motive power of the cognitive process is the intention for self-actualization.

The major age peculiarities are as follows: active formation of the individual style of mental activity; stable set of individual variations in the ways of perception; conscious purposeful memorization; the use of memorizing methods and patterns of thinking. Memorizing activities combined with using special manuals can be more effective than just learning. One of the peculiarities is also the growth of the word productivity, slow formation of the associative links, emotional vulnerability and evident contradictions between the feeling of personal individuality and personal uncertainty.

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S.M. Grishak

INTERNATIONAL STRATEGIES OF PROMOTING THE EQUALITY OF MEN AND WOMEN AS A FACTOR OF GENDER POLICY DEVELOPMENT IN THE FIELD OF EDUCATION IN POST-SOVIET COUNTRIES

The article gives an overview of documents aimed at solving the problem of equality of men and women worldwide – the CEDAW Convention, the UN Declaration on Social Progress, the Platform for Action, the Millennium Declaration.

It is shown that the international strategies of promoting the equality of men and women are aimed at creating the norm-setting legal basis for regulating this issue on the level of all countries (with no exceptions) that are indicated in different documents (acts, declarations, conventions, agreements, etc.) which are ratified by the former Soviet Union countries' governments. They become the leading factors in ensuring the national gender policies in post-Soviet countries, including the field of education.

The author asserts that, being under the influence of international structures and fulfilling its international obligations in conducting a consistent state policy of ensuring gender equality, every post-Soviet country directs its efforts at developing national institutional mechanisms of this policy's promotion and at elaborating national legislation in that field. As a result, it meant the recognition

of gender policy as one of the most important strategies in post-Soviet countries which, in its turn, contributed to the spread of gender ideology, in particular, in the field of education, among their citizens.

It is asserted that the ratification of the documents listed above by the former Soviet Union countries' governments proves their impact on implementing national gender policies in those societies, in general, and in the field of education in particular.

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Hu Zhunsi

SOCIOCULTURAL FEATURES OF CHINESE STUDENTS' ADAPTATION TO TRAINING AT UNIVERSITIES OF UKRAINE

Expansion of interstate communications between Ukraine and China led to the growth of interest of the Chinese youth to receiving higher education at Ukrainian higher educational institutions. The simplified procedure of reception on training of foreign students, leads to complication of the process of their adaptation in the new sociocultural environment. The author of the article links the search of solutions for the problem of adaptation of foreign students to training in Ukraine with the detection of sociocultural features of representatives of a particular country. It is established that welfare, psychological and didactic features belong to the features of adaptation of Chinese students to training at universities in Ukraine. Belonging of representatives of China to the collectivist type of cultures affects their system of values, their relationship with the environment, and their attitude to business. The psychological features of China students are shown in terms of their national character and communication. The features of didactic adaptation are caused by the education system of China, the difference in forms of education and ways of checking knowledge, the relationships with teachers. In this regard, it is necessary to define a measure of influence of these features on the process of adaptation of Chinese students. The author believes that a number of features of culture and character of Chinese students can become a basis for their successful adaptation to training at universities in Ukraine.

УДК 159.923

V.V. Kyrychenko, A.E. Dorohina

IDEAS OF FREEDOM AMONG YOUNG PEOPLE OF TODAY

The purpose of the investigation was to examine the ideas concerning freedom among modern young people. The study involved 50 respondents, aged from 15 to 23, male and female, students of the final year at high school and university students. As a method of research, we used the test color metaphors by L.I. Solomin.

«Freedom» forms a common semantic space with «nature», «interesting exercise», «I want to be», «my hobby», «success», «my career», «my future», «prosperity», «joy», «what I really am.»

According to the test data young people understand and accept responsibility for their own life. Young people believe that it they themselves who anticipate, create, and adjust to life according to their own preferences and ideas. Their lives are considered as their free choice.

УДК 159.9

M.A. Milushina

BASIC DEFINITIONS IN THE STUDY OF PERSONS WITH DISABILITIES

The state concept of inclusive education and the draft of the Law of Ukraine «On Education of persons with disabilities (special education)» increased attention to the problem of creating for such persons viable conditions to complete their integration into the system of modern public relations. This necessitates relevant psychological and educational research, primarily devoted to the basic definitions of the studied category of population.

The term «persons with disabilities» is not yet established in the scientific psychological and pedagogical literature. So this term generally embraces people with functional limitations (disabilities). The scholarly literature suggests different definitions of categories of people: people with limited functionality, people with limited active capacity, people with special needs, people with disablement, people with mental and physical disabilities, invalids and so on. Thus, we should note the existence of the concept, which is determined by characteristics of persons: they belong to a special group of society who need assistance because alone such persons cannot serve themselves and live fully. However, the concept based on the above analysis, constantly transforms and acquires new traits and characteristics. We believe that the most appropriate is the use of the term «people with disabilities» by which we mean persons with congenital or acquired disorders of functions and with the need for help for full life, development and integration into society.

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A.E. Nikolenko

INDIVIDUAL AND TYPOLOGICAL PERSONALITY CHARACTERISTICS PATIENTS WITH RHEUMATIC ARTHRITIS

Rheumatoid arthritis (RA) is polyetiological disease, and hereditary, allergic, immune, and psychological factors play a role in its origin.

The aim of our work was to study the dynamics of changes in pre-morbid and typological features of patients with rheumatoid arthritis, to determine the influence of pre-morbid ability and typological features on the onset and development of psychiatric disorders.

A clinical and experimental psychological study was conducted in which we examined 80 women patients with RA. The age of patients ranged from 16 to 60. The survey of patients was conducted prior to the disease, during the manifestation of the disease, and for a period of 1 to 10 years and after 10 years. In the experimental psychological examination the following methods were used: self-evaluation by Dembo-Rubinstein, anxiety evaluation after Taylor, and determining the level of Toronto alexitimy scale.

The study of pre-morbid features revealed that the disease is dominated by such features as emotional compression, vulnerability, vindictiveness and a sense of inferiority, high demands of patients, tearfulness and feelings of dissatisfaction, tendency to depression. Pre-morbid individual-typological characteristics of personality in patients with rheumatoid arthritis were manifested in the form of accentuation: emotive, disturbing, distymic, pedantic (anankastic), demonstrative (hysterical), excitable, hypertimic, ecstatic, cycloimic. In our experimental-psychological studies we have found the following characteristics in patients with RA: high levels of anxiety; anxious, neurasthenic, and paranoiac types of attitudes to disease, a high index of patients' alexitimy.

УДК 37.013

L.M. Nikolenko

THE NOTION OF EXTRACURRICULAR ACTIVITIES IN SOCIO-PEDAGOGICAL ASPECT

The article analyzes the psychological and pedagogical literature to verify the notion of «extracurricular activities» at tertiary schools. The definition of extracurricular activities is given and they are understood as a system of educational measures which is an inalienable constituent of the educational process serving the needs of creating conditions for the multilateral development, social formation, and self-fulfillment of students.

The essence of extracurricular activities is discussed in socio-pedagogical aspect as a system of educational kinds of work that make an integral part of the teaching/learning process, are organized

in students' free time, and are held with the help and support of teachers. These kinds of work are primarily aimed at developing personal abilities, social formation, and self-fulfillment of young people in the framework of students' associations.

The principal goals of extracurricular activities in socio-pedagogical direction are considered to be the creation of conditions for creative, intellectual, spiritual, and physical development of students in their free time; preparing students for life in the conditions of transition to market economy; the introduction of qualitatively new forms and methods of organizing students' extracurricular activities, those forms and methods being aimed at developing those qualities and skills that are required for effective interaction in the social environment, etc.

УДК 378.147:802.0

O.I. Onypko

THE GOAL AND CONTENT OF TEACHING ESP ORAL COMMUNICATION TO STUDENTS MAJORING IN PRINTING

This article deals with the issues of content selection for ESP teaching to students majoring in printing.

The study seeks to determine the criteria teachers can use when selecting and evaluating teaching materials, in particular, for developing professionally oriented communicative skills of students majoring in printing.

Teaching content is among the three fundamental categories of foreign language teaching, along with the goal and methods of teaching. Hardly any proof is needed to assert that whether the goal of the English language teaching will be achieved depends on the properly selected and arranged teaching materials.

The given article reviews different views of researchers on the teaching content definition. Its key elements as well as the general sequence of its selection are also identified in the article.

The procedure of teaching content selection for developing professionally oriented communicative skills of students majoring in printing is described. Furthermore, the criteria for educational materials selection and arrangement that can be applied not only to foreign language learning of students majoring in printing, but to other specialties as well were defined. It should also be mentioned that those criteria were selected on the basis of the constructivist approach to foreign languages teaching.

УДК 811.111:81'42

T.A. Pahomova, Y.S. Senchenko

THE FORMATION OF COMMUNICATIVE COMPETENCE IN ENGLISH UNDER THE CONDITIONS OF LINGUASOCIOCULTURAL APPROACH

The article highlights a study on methodology of culture teaching.

The primary task of the article is to explore the issue of formation of communicative competence in English in relation to linguasociocultural approach. The authors argue that the main condition of developing of student-philologists' communicative competence in English is the use of that approach. Emphasis is placed on training future teachers of English at an institution of higher education.

Great attention in the article is paid to the theoretical understanding of the following terms: «communicative competence in English», «linguasociocultural approach», «authentic materials», «intersubject integration», «context-communicative technologies». The authors state that student-philologists' English communicative competence development on the basis of linguasociocultural approach is achieved under the following conditions: 1) the use of thematically organized authentic materials; 2) learning English in correlation with cultural and humanitarian disciplines; 3) students' interactive inclusion into English communication by means of context-communicative technologies; 4) formation of students' motivation; 5) creation of favourable social and psychological climate. The basic methods for creating the above-mentioned conditions are analyzed.

PSYCHOLOGICAL PREREQUISITES OF INDIVIDUALIZING ENGLISH TEACHING TO FUTURE SYSTEM ANALYSTS

The article deals with the individualization of English teaching to future system analysts and stresses the necessity of taking into account the psychological prerequisites of this process. The author states that particular attention should be paid to the age-specific and cognitive characteristics of students which could improve the processes of both English learning and instruction. Thus, one of the major goals of individualization of English teaching to the first year students is facilitating their adaptation to the new environment, social groups and forms of learning, as well as adaptation to their future profession. The second important psychological prerequisite includes the development of cognitive abilities of the students according to the hierarchical model of the personal cognitive style, which comprises the styles of coding the information, the styles of processing the information, the styles of problem solving and epistemological styles of cognitive relation to the world. The individualization should aim at broadening students' cognitive abilities on every level which will eventually lead to the enhancement of their learning strategies.

THE STUDY OF FUTURE PSYCHOLOGISTS' PROFESSIONAL ORIENTATION

Professional orientation is interpreted as a set of motivations, personality attitudes, plans and values in the field of professional activity. The issue of professional orientation value-semantic components development – the personality's conception about the world and of oneself in this world – is the most important task of self determination.

The level of professional orientation's development may be defined as the level of correspondence between the leading motive in choosing a certain profession and its objective content. The main indicator of that level is the consistency and depth of professional interest taking into account its position in the motivation system that creates professional orientation.

The research of psychology students' professional orientation had as its aim identifying its specific value-semantic and motivational components. The research has shown that the students who had chosen the occupation of a psychologist generally met the requirements of that speciality. Their professional orientation has a clearly defined structure, professionally important qualities, and their internalized value-semantic field has been developed. However, poor awareness of the future profession and its poor value-semantic perception were found in a number of students.

It is reasonable to recommend taking measures aimed at creating a professional vision of the world in the process of speciality training. Such measures for first-years students could be: psychological consulting on professional orientation issues, self determination, training aimed at professionally important qualities development. For graduate students testing and questioning before choosing specialization can be recommended.

PERSONAL SELF-ORGANISATION IN SPARE TIME

The article covers the results of the particular aspect correlation of time perception, attitude to it, individual psychological aspects of personality, the content of free time and methods of its organization.

Aspects of life-time self organization of personality are most clearly revealed in the organization and content of free time when a person has to choose one's own actions and to plan them in a certain way in time. Aspects of time self organization of a person, his or her general attitude to his life time is a peculiar feature of the potential ability to achieve targeted goals. A very important task for a personality is to identify and understand aspects of his or her own lifetime self organization skills,

and, in case of low level of identification, to implement appropriate corrective actions that should contribute to the development of competitive capacities of personality.

The issue of free time research becomes especially important: free time is one of the existential expanses of individuality, where he or she receives a relative opportunity, compared with time, to use it for learning, for self-actualization through the manifestation of subject position in selecting content and forms of activities.

The research is focused on studying the features of young people's perception of time, free time content and its organization in connection with communication and organizational features of individuality. The main conclusion of the research is the statement that aspects of time perception, attitude to it, and individual psychological aspects of personality determine free time content and ways of its organization.

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O.B. Tarnopolsky, Z.M. Kornieva

FORMULATING THE GOAL OF TEACHING ENGLISH TO 1ST YEAR STUDENTS MAJORING IN ECONOMICS AND TECHNOLOGY IN THE CONDITIONS OF INTEGRATING FOREIGN LANGUAGE AND SPECIALITY STUDIES

The given article is aimed explicitly at defining the goal of teaching English to 1st year students at non-linguistic tertiary schools, so that this definition can direct the process of teaching toward integration of foreign language studies and students' training in their majors in classes of English. The authors state that the goal of teaching English to 1st year students majoring in Economics and Technology presupposes the development of their general professional communicative competence in English, which is essential for completing certain professional functions by all the specialists in the two given broad fields. This competence should be developed on the basis of General Business English and comprise four constituting components, such as sociolinguistic competence (including formal logical, pragmatic, paralinguistic aspects, as well as «business life style» aspect), linguistic competence (including formal logical and pragmatic aspects), psychological competence and subject competence. The latter is in direct relation to all the other competences making them future-profession-oriented. In such a way the so-called "professionalization" in English teaching is achieved. This approach makes it possible to develop more specialized professional communicative competence in English during the following years of students' studies at higher educational institutions specializing in Economics and Technology.

УДК 378.011

Y.O. Trubnikova

USING COMMUNICATIVE METHOD AS ONE OF THE MOST EFFECTIVE IN TEACHING THE UKRAINIAN LANGUAGE TO FOREIGN STUDENTS AT THE PREPARATORY STAGE OF LANGUAGE LEARNING

The article examines the features of using the communicative method as one of the most effective in teaching the Ukrainian language to foreign students at the preparatory department. Based on theoretical analysis of scholarly papers, the principal didactic and methodological principles of communicative methodology were defined. The most important elements of presenting lexical material at the initial stage of training with using the potential of students' stay in the language environment were determined, and the key role of listening in teaching Ukrainian as a foreign language was substantiated. Special attention is focused on learning activities aimed at vocabulary processing and at developing listening skills.

The author concludes that the principal advantages of communicative methodology are: rapid overcoming of the language barrier; teaching Ukrainian as a foreign language from the zero level; teaching without using the intermediary language; using the language in situations of real life, etc.

PEDAGOGICAL TECHNOLOGY AS THE FACTOR OF INFLUENCE IN SHAPING GRADUATE STUDENTS' READINESS FOR FUTURE PEDAGOGICAL ACTIVITIES

The article defines the notion of readiness for future professional activities as a complex integrated formation that has a complicated structure and requires the development of a system of professionally relevant knowledge and skills and certain professional qualities of personality. It is asserted that the efficiency of development of those professional personal qualities of future teachers and their professional readiness for teaching activities as a whole are determined by peculiarities of their cognitive learning activities in their graduate studies.

The notion of pedagogical technology is specified and it is interpreted as such a design of pedagogical activities in which all actions that constitute it form an integrity and sequence, while teaching and educating envisage the attainment of the required result and are prognostic in their nature. It is asserted that mastering new technologies of teaching requires teacher's inner readiness for serious work of self-transformation. The author emphasizes that the teaching/learning process at tertiary schools is designed in such a way that a polydidactic technology is constructed that unites, integrates a number of elements from various monotechnologies on the basis of a certain idea of priority.

The author concludes that graduate students' readiness for future professional activities is determined by peculiarities of their learning activities' organization, peculiarities of pedagogical technology being used, and personal peculiarities of teachers and graduate students.

PREPARING FUTURE TEACHERS FOR PROFESSIONALLY DIRECTED COMMUNICATION

The essence of the phenomenon «computer communication», its communicative possibilities, facilities and features have been exposed in the article. Computer communication is understood as communication with the help of both verbal and non-verbal communicative systems using computer communication media (e-mail, teleconferencing, web-conferencing, chats, forums). The possibilities of computer communication are determined: multimedia links, hypermediasystems, telecommunicative technologies. It is shown that different means of computer communication (e-mail, teleconferencing, web-conferencing, chats, forums) determine different dialogue intensity.

Preparing future teachers for professionally directed communication is emphasized. It is demonstrated that the essential criterion in selecting the content of future teachers' preparation for professionally directed computer communication should be the development of their personal views on that communication as the result of mastering the learning content. Such communication ought to be perceived as the object of pedagogical modeling that requires creative approaches and continuous communicative education.

The article discusses the essence and the totality of information-searching communicative skills as the integrative personality's features, the complex of communicative actions based on theoretical, practical, and technological preparedness which allows using communicative knowledge and skills creatively for reflecting and transforming computer communication. The benefits of using some teaching technologies are substantiated – such as the technology of situational learning, of exercises, in particular, searching exercises aimed at developing the skills of transmitting, storing, and presenting information, of behavior in global informational space, of correcting the virtual communication skills.