

## ABSTRACTS

УДК 378: 37.011.3 – 051

O.S. Bilous

### SYSTEMIC APPROACH IN FORMING FUTURE TEACHERS' CREATIVE ACTIVITIES

Formation of the future teachers' activities is determined by their comprehension of purposes of educational activity, the desire to realize their potential and abilities in the professional sphere, unconventional approach to attaining professional and educational goals. Creative activities should be considered as a prerequisite and outcome of higher education.

The creative activity formation process is a dynamic system that is constantly developing and it is based on the systemic approach to the organization of learning in higher education. Each element of the system is the source of students' active actions in which learners do not take anything for granted and always recycle, develop their activities. The challenge is in arousing in the process of future teachers' training the need for active cognitive activities, for self-education and self-assertion in them.

In professional training in higher education the prerequisite is making teachers develop their students' new abilities rather than promoting teacher's own goals, objectives, and action programs.

The task of higher school teachers is to teach future teachers, who may hold executive positions in future, to resist negative influences of the environment, to create the conditions in which students could gain experience of active influence on the process of becoming a professional, correct its course, have opportunities of making decisions and have freedom of choosing means for mastering professional experience.

*Key words: pedagogical activity, systemic approach, creative activities, future teacher.*

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V.O. Bykova

### JUSTIFICATION OF MANAGEMENT PROCESS OF FORMING A COMPETITIVE PROFESSIONAL IN TERMS OF EDUCATION DIVERSIFICATION

The article presents the management process of forming a competitive professional in terms of education diversification represented by unity of interdependent and interrelated *parts*: conceptual, procedural, and evaluative. The *conceptual part* contain: goals and objectives (ensuring effective management of the directed influence on the process of competitive professional development); methodological foundations (anthropo-social, systematic, synergetic, learner-oriented, effective, acmeological, participatory approaches); relevant principles (democratization, humanization, complexity, manageability, adequacy of information, advance planning and predictability, operational management and coordination, monitoring, selection, rational training, use of human potential (students, teachers, tutors, etc.), stimulating); functions (goal-setting, prognosticating, planning and programming); and management practices (specific, organizational-administrative, organizational-educational, social-educational, social-psychological). The *procedural part* determines the content and technology of management process of forming a competitive professional at the university and is represented in the complex-purpose program «Managing the formation of competitive university students»; ways of organizing feedback; selection criteria for evaluating information and data; new organizational structures; content and organizational forms of university teacher training to solve the problems of forming competitive students. The *evaluative part* involves complex monitoring and corrective procedures applied to improve the efficiency of individual stages of the process under study.

*Key words: management, process of forming a competitive professional in terms of education diversification, conceptual, procedural, evaluative parts.*

### **THE FORMATION OF A HEALTHY LIFESTYLE OF STUDENTS AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM OF A HIGHER SCHOOL**

The article deals with the problems of developing a healthy lifestyle of today's students in a higher educational establishment. The ways and forms of the work with students aimed at their motivation for health protection and strengthening are analysed. The peculiarities of the organization of volunteering as a condition of harmonious health preservation are discussed.

The analysis of scientific literature on a stated problem proves its complex and multi-aspect character since it combines such relatively independent scientific ways as investigation of a problem of students' healthy lifestyle formation (psychological and pedagogical aspects), determination of a main idea and the peculiarities of forming the responsibility of young people for health, explanation of an activity of the educators of a higher school aimed at the formation of values of a healthy lifestyle.

The theme of a health-protecting activity of specialists in educational and social sphere is discussed in the scientific works of such Ukrainian and foreign scientists as V. Anan'iev, I. Arshava, A. Boiko, M. Vilens'kiy, E. Nosenko, V. Orzhekhov'ska. The problem of a personal responsibility for health is analysed in the scientific works of T. Boichenko, N. Zymivets', V. Smirnova. The studies of P. Gusak, N. Zaveriko, V. Petrovich, L. Sushchenko, etc. are dedicated to the new technologies of a healthy lifestyle formation.

The article gives recommendations for preparing students for volunteering that promotes the conscious activity aimed at strengthening and preservation of health. Different types of curricular and extracurricular activity aimed at the formation of self-motivation for the inheritance of a health culture and strengthening the healthy potential of youth are provided.

*Key words: health, healthy lifestyle, students, higher educational establishment, volunteering, education.*

### **THE LEADING PRINCIPLES OF FORMING THE METHODOLOGICAL COMPETENCE OF FUTURE HIGHER SCHOOL TEACHERS IN THEIR GRADUATE COURSES**

The article discusses the issue of developing professionalism and skills of future higher school teachers, especially their methodological competence. At the present stage, every teacher at a higher educational institution must skillfully use innovative technologies, methods of training and education, be able to assess training, employ the student-oriented approach, and be able to improve the quality of education in general and high-quality preparation of specialists in particular. It is in higher schools that the teacher takes the leading place in the organization of the educational process. It is on the professionalism of teachers, on their abilities to see and state pedagogical tasks, to design stages of learning, to select learning content with regard to educational opportunities for students, to involve them in scientific research by means of modern methods of training that the formation of creative potential of specialists of the new generation depends. On the basis of analysis of scientific pedagogical sources, the leading principles of developing the methodological competence of future higher school teachers are identified in the article. Emphasis is made on general didactic principles and on specific principles.

*Key words: principles, methodological competence, future teacher, school, higher school.*

### **THE MODERN SYSTEM OF HIGHER PEDAGOGICAL EDUCATION IN THE REPUBLIC OF BULGARIA: EXPERIENCE IN REFORMING**

The article refers to current issues and specific problems of higher education and higher pedagogical education in the Republic of Bulgaria. The existing system of higher and higher pedagogical education of this country was investigated. The major stages of the development of higher and high-

er pedagogical educations of the Republic of Bulgaria are analyzed and the main principles of modern project of research activities for the scientists of the country are considered. This project facilitates the introduction of modern European reforms into the training system of the professional and pedagogical staff. The analysis of higher education problems in the Republic of Bulgaria and the main directions in their solution in accordance with the Development Strategy of Higher Education in the Republic of Bulgaria 2014-2020 are investigated in this paper. The principal directions of scientific cooperation for international integration and research potential mobility in Switzerland and Bulgaria are presented. The main directions of implementing the Bulgarian-Swiss program of scientific collaboration are investigated. The experience in solving the discussed specific problems of higher education in the Republic of Bulgaria can be useful for education in Ukraine. The practice of solving such problems must be taken into account in the process of reforming higher education and higher pedagogical education of Ukraine in the context of its integration into European and world space of higher education.

*Key words: system of higher education, internationalization of higher education, Strategy of Higher Education, the Republic of Bulgaria.*

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*M.M. Chepil*

### **REGIONAL STUDIES AS A FACTOR OF PATRIOTIC EDUCATION IN UKRAINIAN EDUCATIONAL THOUGHT (LATE 19<sup>TH</sup> – EARLY 20<sup>TH</sup> CENTURY)**

The views of Ukrainian educators of the late 19<sup>th</sup> – early 20<sup>th</sup> century on the meaning of «area studies», their essence as a factor of patriotic education of children and youth are discussed in the article. The most powerful source of language and thought is the environment that enriches children living ideas, strengthens communication training with life. Attention is paid to the role of native language, history, geography, natural history, folklore that educate pupils in the love of their native land and its people, form their national consciousness. The question of developing scientific regional studies in Ukraine was constantly in the spotlight of the Ukrainian educational leaders and teachers of the late 19<sup>th</sup> – early 20<sup>th</sup> century. Distinguishing regional studies as a separate scientific field was accompanied by active participation of teachers in this process. They not only collected and investigated local material but also tried to apply it as widely as possible in the process of their teaching and to involve children in regional studies. Patriotic feelings to the native land formed in the family in early childhood become stronger and more expressive when a child cognizes his motherland, people, customs and traditions in more details. The value attitude to the native land occupies an important place in patriotic education.

*Key words: local history, patriotism, patriotic education, love of the land, Motherland, the idea of nationality, Ukrainian teachers.*

УДК 610.14.18

*A.S. Drach*

### **HYPERFICTION: THE AMBIGUITIES OF NON-LINEAR TEXT**

Computers have affected human society as few other inventions in the past century have. As literature generally tends to reflect the nature and self-image of the society that produces it, it is but natural that the advent and widespread use of computers have had a large impact on contemporary literature. The access of computer to the large corpora of literary texts together with techniques for examining them and the building of hypertext and hypermedia systems brought out the issue of hyperfiction.

More texts are becoming available to the scholarly community in machine readable form, whether from text archives or commercial distributors who have released a comprehensive database users of such texts, however, are still confined largely to a small and specialized research community, with the technical skills to make use of electronic text. The notable absence so far of computer-assisted research in the leading scholarly journals is one sign that the field is still marginal. As we will suggest, there are reasons for this that go beyond mere notion, although this too has played a part in slowing the emergence of the field into the mainstream.

This article aims to provide a general background to the discussion of how, in broad terms, ruling hypertext theory has influenced most hyperfictions either to presuppose a highbrow reader with a

penchant for postmodern writing or to disregard the reader completely in a theory-dictated quest for poststructuralist-inspired ideals. Main traits of hyperfiction and the elements that are essential in shaping the hypertext reading experience are to be introduced. More precisely, this will involve a look at reader types, main distinguishing traits of hyperfiction and hypertext writing techniques. Lastly it will consider questions concerning conventions within hyperfiction.

Hyperfiction, which can allegedly liberate readers from the constraints of print, often becomes too constraining for many readers when their only option is to follow the linked paths the author has prepared. Some readers refuse to read for very long when the reading brings them no rewards, that is, when it does not allow them to construct a reasonable explanation for the events of the fiction.

To conclude, we should say that readers move back and forth between confronting the signs (reading with a critical distance) and allowing themselves to be absorbed into that imagined world. It should be clear by now, that hyperfiction has developed into a medium that offers rich possibilities for creating interesting reading experiences. There are more variables than in print literature, because the medium offers many ways of presentation and because so few conventions exist. Thus, there are many more questions that the writer must ask himself in addition to those connected with putting the right words in the right order. The reader, likewise, must broaden his interpretive range for new ways of literary signification and learn to notice subtle meanings implied in the use of linking and other formal elements.

*Key words: informational technologies, hypertext, hyperfiction, textuality, modeling technology.*

УДК 372.853:004.9

*Y.V. Echkalo*

#### **TOOLS OF COMPUTER SIMULATION IN LEARNING PHYSICS**

The article deals with the problem of intellectual development of students in learning physics by means of computer simulation. The main objectives of teaching computer simulation in learning physics is the general outlook development, mastery of modelling as a method of knowledge, the development of practical skills of computer simulation, the implementation of inter-subject relationship, development and professionalization of computer skills, developing skills of project activities.

It is shown that computer simulation of physical processes is one of the components of intellectual learning environment. The article analyzes in detail the classification of simulation software, such as software of demonstration and modelling and educational software tools creating the environment of activities. Using software of demonstration and modelling allows establishing interdisciplinary communication, improves the quality of knowledge, creates positive motivation, and enhances student interest in the subject.

Educational software tools creating the environment of activities are intelligent educational systems the use of which contribute to understanding the essence of logical relationships between the original and models, especially the construction of models, and forms students' idea of modelling as a method of learning about the world.

Accordingly, the adequate use of educational software tools creating the environment of activities in learning physics contributes to the development of intelligence of students.

*Key words: learning physics, computer simulation tools, development of intellect.*

УДК 378.147

*M.M. Gaidar*

#### **DEVELOPING PHILOLOGY STUDENTS EDUCATIONAL AUTONOMY BY MEANS OF PROJECT METHOD**

Taking into account the lack of class hours which students spend under the supervision of the teacher, they must be capable of working independently. Moreover, only a self-organized and conscientious person can progress significantly in his/her studies.

Unfortunately, in Ukrainian educational system too little attention is paid to the development and maintenance of students' autonomy to the detriment to their personal development and skill acquisition.

The autonomy development is particularly valuable for philology students as learning languages requires regular and extensive practicing not only within class hours.

Thus, it is essential to define the most effective ways how to form students' learning autonomy. The article analyses the project method as one of the most advantageous in this respect. The benefits of this method are presented, as well as possible side effects when the method is implemented incompetently, without careful mapping out.

In addition, the author introduces a project on learning types of writing which has been applied practically and resulted in conspicuous improvement in students' attitude towards the study process.

*Key words: autonomy, project method, academic writing, written language.*

УДК 811.161.1'243:371.214.114

Z.I. Girich

### DESIGN FEATURES OF TESTS ORIENTED AT TURKIC-SPEAKING AUDIENCE

The article considers the problem of improving the efficiency of the process of mastering Russian as a foreign language on the basis of «national-oriented test materials» (tests). It was found that the formation of a national procedure-oriented learning models system (mainly in the initial phase) facilitates control through adaptive tests. It is noted that tests of national-oriented nature are divided into diagnostic tests of the Russian language mastery and achievement tests. Achievement tests progress-oriented at Turkic-speaking students allow taking into account the difficult moments of language and speech and realizing the reasons of language and speech errors, as well as taking measures to eliminate them. The classification of typical errors caused by interference and phonetic characteristic of students-Turks' native language is given. The scientific classification of errors in the speech of Turkic-speaking foreign students of philological profile will enable teachers to offer them appropriate types of exercises. It was established that the forms of control must cover such tasks and exercises that would give an opportunity of checking the level of pronunciation and intonation in all types of language skills: listening, reading, writing, speaking. Examples are given of tests on phonetics (elementary level of study), taking into account the difficulties of articulation and recognition of voiceless and voiced consonants in hyphenation in mixing soft Russian phonemes with native phonemes in the (Turkic) language, intonation pattern with registration statements. The prospect of further research is to develop an achievement test associated with the mastery of Russian vocabulary.

*Key words: Turkish-speaking students, the Russian language, phonological system, phonetic errors origin, achievement test.*

УДК [376: 378. 046.4] (477)

V.A. Gladush, Ya.Yu. Baranets

### REVISITING THE ISSUE OF PROFESSIONAL COMPETENCE FORMATION OF AN INCLUSIVE INSTITUTION TEACHER

The article reveals the essence of the concept of «institutionalization» and steps of inclusive learning implementation into special education system in Ukraine. It is an innovative kind of education that creates additional opportunities in socialization of children with mental and physical development.

The authors emphasize that the Ukrainian scientists have carefully studied the experience of advanced countries on the implementation of inclusive learning for such a category of children and analyzed the first results of pedagogical experiment in Ukraine. The first changes in the public minds about the need for comprehensive educational needs of children with disabilities and adopting legislation on the spread of inclusive education in all regions of Ukraine could be referred to positive changes. On the other hand, the organization of patronage by government agencies for this educational innovation, providing educational and methodological support of the educational process, etc. remain problematic.

The researchers note that in educational institutions more and more attention is paid to the adaptation of curricula to work in inclusive educational institutions, namely, special courses are introduced, training manuals are being developed, but at present this is not enough, because educators

are left alone with existing problems. Everything mentioned above proves the urgent need to further improve the professional competence of teachers in inclusive schools' system in postgraduate education.

*Key words: deinstitutionalization, inclusive education, children with psychophysical development problems, teachers, post-graduate education.*

УДК 378.147

I.Ya. Glazkova

### **STRATEGY OF CONFLICT PREVENTION BETWEEN SUBJECTS OF EDUCATIONAL PROCESS AT UNIVERSITIES**

The author notes that such terms as «barrier», «conflict», «difficulty» are used as synonyms in scientific literature. The author highlights the conceptual essence of each of them, and proves that they are not identical. The characteristics of most generalized conflicts classification, including interpersonal conflicts, (those which interfere with the interests of different people); and intrapersonal conflicts (in which intrapersonal patterns of one person are interfered with) are given.

The author emphasizes that the emergence and development of conflicts are caused by the action of four groups of factors and causes, including: objective, organizational, social and psychological, and personal ones.

The article states that the main lines of conflict are the three main levels of interaction: the macro level («society»), middle level («administration»), and the bottom («person») level. These differences lead to conflicts in the system of three levels: the macro «society-university» level, the average «administration-university staff» level, the low «student-teacher», «teacher-teacher», and «student-student» level.

The author stresses that in the process of future teachers' training we should form in them the readiness to conflict prevention and to overcoming them. According to the author's point of view, the methodological tool of the mentioned readiness formation is the strategy of conflict prevention. The efficacy of that is ensured by a set of tactical moves which eliminate, minimize conflicts in the process of learning and in future professional activities. The effectiveness of the strategy is determined by some tactics: forecasting, promotion, support, and auto-training.

*Key words: conflict, conflict potential, conflict prevention strategy.*

УДК 371.13: 004.031.42

M.R. Kabanova, N.A. Chernyak

### **PROFESSIONAL ORIENTATION FORMING OF FUTURE PSYCHOLOGISTS AND INTERACTIVE TECHNOLOGIES IN THEIR TRAINING**

The article analyses methodological approaches which use the interactive technology that is aimed at the formation and further development of future psychologists' skills and abilities for their future professional activity. Some peculiarities of interactive methods in higher school teaching that deal with the role of the case study in the process of professional orientation forming are also highlighted, as well as the possible topics and models of organizing and playing cases are presented in the article.

Thus, the purpose of the article is the organizational and methodological approach analysis of the interactive technology use that is aimed at the formation and further development of future psychologists' skills and abilities for their future professional activity.

The great attention is drawn to imitative and case study methods and the main advantages of the mentioned methods are described. It is also concluded that the case study method provides teachers with a social reality where students are participants of the reality, and professional orientation forming of future psychologists undoubtedly occurs in a social environment.

We suppose that the future is for the combined technologies of teaching, where the method of case study has already taken its place as one of the most effective ways in the process of forming professional orientation, professional skills, and competences as well.

*Key words: professional orientation, interactive technology, professional training, imitative methods of studying, case study method.*

УДК 371.213.212.09 «1945/1961»

O.J. Karpenko

### **LEGAL PRINCIPLES OF DEVELOPING CHILDREN'S GUARDIANSHIPS IN POLAND (1945–1961)**

The article highlights the issue of developing children's guardianships in Poland in the postwar years. The methods of conceptual and cognitive analysis of legal documents were involved in the study.

A lot of important problems of people, of their physical existence, development of culture and forms of social life were being solved in postwar Poland, which inherited a rich legacy of guardianship theory and practice of the interwar period, though it was not fully used. Since 1950 the responsibility for the tasks concerning the tutelage of children was laid on the state. This included centralizing the management of guardianship activities, mainly professional care, and after-school educational establishments. Mass forms of influence for the formation of natural behavior of pupils were widespread in education. During that period, collective education prevailed over individual work with children. The positions of psychologists, guardians, and nurses were introduced in guardianship and upbringing institutions. A number of laws on guardianship were passed («The Six-Year Plan in the Care of Children,» 1950; «The Development of the System of Education,» 1961) that defined priority task in reforming the institutional forms of care. Making guardianships and upbringing institutions state-owned, providing financial, medical and educational assistance, creating family-based care for orphans allowed providing the required conditions for further development of young generation.

*Key words: children, guardianships, orphanages, foster family, Poland.*

УДК 378.091.26:811.111

T.A. Kladkova

### **OBJECTS OF ASSESSMENT OF FUTURE PSYCHOLOGISTS' ENGLISH SPEECH COMPETENCES**

The article deals with organizing the assessment of the English proficiency level of future specialists in psychology. The author analyzes the latest publications and research on this issue and highlights such unresolved aspect as defining objects of assessment of future psychologists' English speech competences formation. After analyzing different scholarly views on the structure of foreign language communicative competence, the author concludes that direct control objects of assessment of students' foreign language learning are their developed speech skills. The author emphasizes that defining objects of control depends on the learning objectives set out in the current governmental documents for non-linguistic institutions of higher education. They are English for Specific Purposes (National Curriculum for Universities), Common European Framework of Reference for Languages: learning, teaching, assessment, Department Standard of Higher Education and programs developed individually by university teachers. Based on a detailed analysis of the abovementioned educational documents and methodological sources, the author has specified, developed, and expanded descriptors for B1.2, B2.1.1, B2.1.2 and B2 levels to determine English proficiency level of future psychologists studying at a higher education institution. Conclusions are made and future prospects for studying this issue are outlined.

*Key words: objects of assessment, speech skills, foreign communicative competence, levels of language proficiency, future psychologists.*

УДК 37.015.324.4

O.Yu. Korzh, I.V. Korchikova

### **PSYCHOLOGICAL FACTORS OF STUDENTS' ATTITUDE TO PEDAGOGICAL PROCESS**

In the article the problem of negative factors, that affect students' adaptation in High Educational Establishments during the first year of studying, is discussed. It was defined that estimation of students' satisfaction with studying & educational process, relationships with coevals and teachers, well-organized life are essential characteristics of adaptation. Internal and external factors of violation of adaptation are discussed. Conducted research has established precise contributions of internal factors, especially personality traits, to the estimation of training process. According to research results, we can assert, that the estimation of the training process of the 1<sup>st</sup>-year students

highly depends on their individuality. More than 70% of personality traits depend on satisfaction with studying, educational process, chosen occupation, relationships with students and general contentment of studying. Life satisfaction and relationships with teachers less depend on personality traits, so they are more susceptible to internal influence. Situation completely changes on the 4<sup>th</sup>-year of studying. Students' individuality stops affecting the estimation of studying process. Students begin taking into account more objective factors in estimation forming of training. Thus, we succeeded in formulated task. We've studied contribution of students' individuality on estimation of studying process, where they participated. We found out, that that this contribution is much greater on the 1<sup>st</sup>-year than on the 4<sup>th</sup>-year of studying. Contribution of individuality on the 1<sup>st</sup>-year is 75% on average, and 63% on the 4<sup>th</sup>-year of studying. It was proved that personality traits have great influence on estimation of training quality during the first year of studying, and this influence is much lower during the fourth year of training.

*Key words: students, personality traits, satisfaction with studying.*

УДК 378.147

*O.G. Lugantseva*

### **THE TRAINING CYCLE AS A STRUCTURAL ELEMENT OF THE TRAINING LEARNING TECHNOLOGY**

Training plays an important role in the professional preparation of social pedagogues. Many scientific works on social psychology are devoted to the study of the phenomenon of training. We believe that training is also a learning technology and is included place in a group of innovative personality oriented learning technologies.

We have proposed the following definition of «training learning technology in professional education». It is considered as an ordered set of interactive forms and active learning methods, which have a formal structure of an algorithm, and application that provides intensive development of certain areas of professional activities.

Characteristics of training as a learning technology require determination of allocation of an independent structural unit that gives a pedagogical effect. To find this allocation was the aim of the study.

A structural element of training for us was a training cycle. The training cycle is the algorithm of teaching and professional interaction of training participants, including coaches. The purpose of the interaction is the attainment of a given change in the personality of future professional, i.e. the formation and development of personal characteristics necessary for professional activities. At the heart of the training cycle as a psychological and pedagogical phenomenon is the mechanism of change: processes of externalization-internalization of training participants' experience. The structure of the training cycle consists of three main stages. Advancement through stages of the training cycle is implemented by attaining educational and professional objectives that perform different functions at each stage. In addition to the structure of the training cycle, its infrastructure for each of the training sessions should be developed.

*Key words: professional training of social pedagogues, training learning technology, training cycle.*

УДК 371.13:159.9

*K.G. Makarova*

### **THE USE OF GAME TECHNOLOGIES IN THE PROCESS OF FORMING THE CULTURE OF BUSINESS COMMUNICATION FOR FUTURE TRANSLATORS**

The article is dedicated to the study of game technologies as a way of forming communicative skills of philology students. In the process of the research, we have identified the key features of a business game/simulation. They are the following: motivation, effortlessness of speech, and individual approach to every learner. We have also studied the effect of the game on the teaching process and the beneficial impact they have. The studies have been concentrated on the advantages of games implementation in teaching Business English for non-native speakers. So, it became evident that organization and use of game technologies in the process of forming culture of business communication for future interpreters/translators results in a more effective and beneficial teaching process. Our tutor-



ing experience clearly shows that business games stimulate student's motivation and prepare them for practical use of the English language, as well as for implementation of acquired skills in their future professional work.

*Key words: game technologies, culture of business communication, training of future translators, business game/simulation, effectiveness of teaching process, students' future professional activities.*

УДК 37.013.42

I.V. Manokhina

### **THE ISSUE OF SOCIAL PEDAGOGUES' PROFESSIONAL TRAINING IN SCIENTIFIC STUDIES**

Professional training is a complex multi-level educational system that includes a set of objectives, contents, forms, methods, and technologies conditioned by the needs of educational interaction.

According to modern scientific concepts, the graduate's personality must be competitive and ambitious, have social mobility, flexibility, and the system of professional knowledge that will determine the level of professional success.

Nowadays social pedagogues' professional training is supposed to meet the social demand. A significant change in the educational system is obvious: innovative technologies' appear; the purposes and final results change so that, instead of the process of teaching, we have the process of student's development; preparation of narrow specialist is replaced by training a professional possessing topical competencies.

Socio-pedagogical activities should be aimed at identifying and removing the causes of the child's personal problems, they also have to prevent deflection in the development and behavior, optimize interaction with society, and pay attention to self-realization according to opportunities and available resources.

In this connection it should be noted that the main purpose of social pedagogues' professional training is to prepare highly qualified specialists of appropriate level who know not only theoretical and methodological material but have practical skills of socio-pedagogical activities and knowledge of related disciplines (psychology, sociology, etc.); specialists who are able to work effectively according to the international standards and are ready for professional development and improvement, social, educational, psychological, and professional mobility.

*Key words: professional training, professional education, socio-pedagogical activities, social pedagogue.*

УДК 378.147.88: 330.003.12

M.Y. Martynenko

### **THE CULTURE OF INDEPENDENT STUDY OF FUTURE ECONOMISTS: THE ASSESSMENT CRITERIA**

The current tendency of higher schooling is the constant increase of educational information for students' independent learning. This fact leads to the intensification of independent study.

Due to this, the process of students' independent study culture formation is the topic of voluminous scientific research. To evaluate the level of students' independent study culture, it is necessary to identify the specific criteria and indicators.

The assessment criteria of independent study culture of future economists are identified and analyzed in the article. The following criteria are named: motivational, professional-personal, cognitive, and practical-professional ones.

According to these criteria and their indicators, the levels of independent study culture are determined and characterized in the paper (high, medium, and low).

*Key words: the culture of independent study, criteria, indicators, levels of independent study culture formation.*

### **METHODOLOGICAL RECOMMENDATIONS FOR WORKING WITH A THEMATIC TEXT AT THE ADVANCED LEVEL OF LEARNING A FOREIGN LANGUAGE**

Each student becomes a subject of cognitive activities because he or she not only acquires knowledge with the help of the teacher, but also participates in its search. Therefore, the effectiveness of the academic process largely depends on the availability of practical and cognitive skills which the teacher helps the student build or develop during his or her study process.

The goal of the proposed article focuses on the generalization of the professional experience of foreign language teachers at Dnipropetrovsk Alfred Nobel university (Ukraine) tending to form the knowledge and systematize the work with the theme-based texts as well as vocabulary content in the class of foreign language (Spanish, German, French, and English).

The article is based on the need to find ways of regulating student's academic activities at an advanced level of learning a foreign language at philological or translation and interpretation departments.

The article is presented as a kind of guide with tips and advices on how to work with a specialized text in a foreign language class in order to facilitate understanding in general and improve all kinds of speech activities expressed in a text. The article also proposes some methods of step-by-step memorization of vocabulary and systematization of grammatical notions.

The academic process is examined as a source of knowledge acquisition through which students perceive and at the same time absorb the information based on their cognitive environment, regardless of the type of classroom assignments while studying.

*Key words: thematic text, lexical skills, step-by-step approach, text analysis, study process, foreign language learning activities.*

### **COMPETENCE OF BACHELOR IN ELECTROMECHANICS IN SIMULATION**

The article is devoted to communication competence in modeling with other competences of Bachelor in Electromechanics, its structure and the contribution of components in the formation of competence. The approaches to defining competence of bachelor-electrician are determined. A system of competencies is suggested. In order to determine the inclusion of each of the selected competencies in the formation of competence of Bachelor in Electromechanics, experts' opinions were surveyed. The goals were to determine the structure and content of the bachelor's in Electromechanics competence in modeling. The research focus was to research the relationship of competence in modeling with other competencies of Bachelor of Electromechanics, its structure and the contribution of components in the formation of competence. The object of the research was Bachelor's in Electromechanics learning process. The subject of the research was the theoretical base of expertise of Bachelors in Electromechanics in modeling. The research methods used were: theoretical – analysis of scientific sources concerning the study, classification, specification and synthesis of theoretical, empirical, and experimental data, theoretical design and simulation of competencies of bachelor-electrician in modeling, analysis, synthesis, abstraction, induction, deduction, systematization and classification of results of theoretical research; empirical – the current state of research training in electromechanics, monitoring, summarizing domestic and overseas teaching experience, expert evaluation. The results of the research were the connection of competence in modeling with other competencies of Bachelor in Electromechanics, its structure and the contribution of components in the formation of competence. The structure and content of the electrician's competence in modeling were defined. The principal conclusions and recommendations were: the system of competence in electromechanics in modeling involves three groups of competencies: the general scientific, common professional, and specific professional ones. The formation of competence of Bachelor in Electromechanics in simulation cycle starts in mathematical and natural-scientific training (the leading one is general scientific competence) and continues in the cycle of professional and practical training (the leading ones are common professional and specific professional competencies).

*Key words: competence, competency system, electromechanics, modeling.*

### **ORGANIZATIONAL AND SEMANTIC MODEL OF PROFESSIONAL AND PEDAGOGICAL SELF-REALIZATION BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES OF A TEACHER IN POSTGRADUATE EDUCATION**

In the article the author analyzes the organizational and semantic model of professional and pedagogical self-realization by means of information and communication technologies of a teacher in postgraduate education. The generalized notion of professional and pedagogical teacher's self-realization is presented in which the structure and implementation of the organizational and conceptual model of this process is included. The structural and logical schemes of this model are identified and they consist of individual interconnected elements and ensure efficient use of information and communication technologies for professional and pedagogical self-realization of a teacher in postgraduate education. The author suggests organizational and pedagogical conditions for professional-pedagogical self-realization of a teacher in postgraduate education by means of ICT tools that constitute the imaginary block of the model which is planned to be tested in experimental work.

The suggested model has consists of targeted, organizational, semantic, operational, technological and result components. Each of these components has meaningful and practical content and ways of implementation.

An important part of the model is a conditional block that contains the organizational and pedagogical conditions. The combination of organizational and pedagogical conditions promotes the mainstreaming desire for teacher's professional and pedagogical self-realization by means of information and communication technologies. It naturally fits into the specially organized educational system that reflects the objectives, content, certain forms, and methods of interaction and collaboration of teachers included in the system, and involves primarily its practical implementation in the educational process of postgraduate education institutions.

*Key words: organizational and semantic model, professional and pedagogical self-realization of a teacher in postgraduate education, information and communication technologies.*

### **THE ENVIRONMENT OF SOCIAL INTERACTION IN PUBLIC STUDENT ASSOCIATION**

The article considers the theoretical analysis of environment and process of social interaction in student's public associations which promote the social statement of the person-leader. The effective self-realization of students as subjects of public activity has been provided.

It is established that the environment of social interaction as a way of the organization of joint activity is system which makes the social environment (or an interaction situation); the subject which carries out activity; requirement for motivating personal possibilities (passing to motivation); the purpose; the maintenance; the subject of which activity is directed; the result of activity.

The process of social interaction provides estimating students of other subjects of interaction, conditions and means providing this process, personal leader requirements and possibilities, comprehension of the personal purposes and their achievements due to socially-practical activities in student's public association.

In this system the process of requirement and motives, merging in a single one, stimulates development of the person in general and provides systematic movement to the purpose in order to form necessary leader qualities.

Thus the activity purpose is represented as an essential backbone element of personal leader qualities process forming the activity of student's public association.

*Key words: the environment of social interaction, student's public association, the social statement of the person.*

### **EDUCATION OF PERSONAL VALUES IN THE ERA OF CULTURAL CHANGES**

The problem of cultural crisis, and hence the crisis of values that is faced by many developed countries is caused by factors such as the destruction of traditions, rationalism, pluralism of values, rapid development of science, welfare, exaggerated respect for a human person, etc.

All this affects the formation of values of a growing personality. Being based on studies of the State Institute for Family and Youth we confirm the materialistic type of value orientations of the Ukrainian youth as being dominant.

In view of this, the question of finding ways of raising children and young people in a pluralistic society faced with the crisis of culture should be considered.

We share the view of both domestic (A. Wyshnevskyy, V. Skotnyy, etc.) and foreign (V. Bretsin-ka, E. Valevander, etc.) educationalists about the need to return to the basic traditional Christian values (goodness, beauty, justice, generosity, truth, wisdom, the meaning of life, etc.), which have to be transmitted by education. Mastering core values by the individual is important not only for society but also for the personality, because they give meaning to life, facilitate choosing the right decisions, are deterrent mechanism for immoral acts, create harmony in life on the level of inner peace and interpersonal communication.

*Key words: culture, education of values, education, crisis in the perception of values, values.*

### **INTERPRETATION OF «CHARACTER EDUCATION» NOTION IN AMERICAN PEDAGOGICAL LITERATURE**

Character Education was the subject of extensive research by American scientists because it is an integral part of the educational and teaching process.

N. Burke and her colleagues believe that the nature of education is a quality of teaching, which is the fundamental aspect of good education. M. Davis has identified and characterized the types of character education. As for the program «character education», Professor T. Lickona argues that it is any international program designed for the positive development of every student.

American scientist R. Gutierrez indicates that individualism is an integral part of American constitutional heritage, so Character Education suffered greatly because of the cultural revolution of the 1960s and 1970s.

The alternative to this program was the idea of explanation and interpretation of values. There was a lack of sense of the only code of ethics; instead morality began to change depending on the situation or the circumstances in which individuals found themselves. The society began to develop different opinions on values that led to the decline of morals among the young generation.

Today, a large number of American organizations and government agencies support the return of Character Education in schools. 25 states out of 50 supported the project by amending the state constitution in some way. The rest are currently promoting the development of the curriculum and have specific ideas about how to effectively implement the program.

*Key words: the concept of «Character Education» types of Character Education, American School, morality, moral values, character trait, Character Education implementation.*

### **THE COURSE «FACTORS OF SUCCESSFUL EMPLOYMENT» IN THE STRUCTURE OF THE VOCATIONAL TRAINING OF TRANSLATORS**

The article provides the theoretical grounds for the development of the course «Factors of Successful Employment» with the purpose of improving the vocational training of the translators. It describes the aim, structure and content of the aforementioned course. It also presents the possible distribution of the material within the period of teaching in accordance with the syllabus of V. N. Karazin Kharkiv National University.

The main aim of the course is to acquaint students with the translation industry, trends at the world and Ukrainian modern translation markets, professional competence requirements of translators and translator trainers and the possible ways of employment.

The course consists of nine topics: 1) the world's translation market; 2) the Ukrainian translation market; 3) the profile of a modern translator; 4) organizational structure of a modern translation company; 5) translator's modern computer tools; 6) the process of translation quality assessment; 7) translation quality standards; 8) the employment process of the translator; 9) training translators as an occupation.

The course is developed for students of the higher educational establishments majoring in translation. It will be useful for the teachers of the discipline «Factors of Successful Employment» and for all persons interested in the vocational training of translators.

*Key words: successful employment, vocational training, the would-be translators.*

УДК 378

*O.O. Pejcheva, R.V. Kelembet*

### **THE ESSENCE OF INTERPERSONAL INTERACTION BETWEEN SUBJECTS OF THE LEARNING PROCESS IS DESCRIBED IN THE ARTICLE**

The authors prove that interpersonal interaction occurs in the communication process. The authors claim that in the course of learning English, students have the states interfering full manifestation of the personality, reducing their activity, interfering their creative self-expression. The authors consider such states as barriers. The researchers analyze the reasons causing barriers in the course of learning foreign languages at universities. For example, weak informative motivation, unavailability to independent activity, deficiency of imagination, imperfection of processes of perception and thinking, a low self-assessment, existence of certain traits of character, temperament, indecision, emotional instability, lack of skills of self-checking and introspection, the weak organization of process of training etc. On the basis of the literature analysis, it is proved that for the first time the concept «pedagogical barrier» was introduced into scientific circulation by the researcher L. Yaroslavskaya. It is defined as a difficult multidimensional pedagogical phenomenon caused by factors of internal and external character and it is inherited by all subjects of teaching and educational process which in a result interferes, constrains, reduces the efficiency and success of this process. The authors support the definition of a pedagogical barrier initiated by I. Glazkova. Thus, the pedagogical barrier, on the one hand, is a difficult pedagogical phenomenon which interferes, constrains, reduces the efficiency and success of pedagogical process (negative functions), and on the other – the means stimulating, inducing, raising the efficiency of subjects' activity of pedagogical process (positive functions) by its overcoming. The aim of the research is systematization of barriers in the course of foreign language learning at English classes at university. The authors proved that speech barriers demanded not only overcoming, but first of all artificial creating.

*Key words: interaction, interpersonal interaction, barrier, foreign language communication, subjects of educational process.*

УДК 378:37.03

*A.A. Plaksin*

### **DEVELOPING DIDACTIC CULTURE OF FUTURE TEACHERS AT MIA EDUCATIONAL INSTITUTIONS: CONTEXTUAL APPROACH TO EDUCATIONAL CONTENT SELECTION**

In the article the possibilities of the contextual approach to training of graduate students of MIA educational institutions are substantiated.

According to the author, the main characteristics of the content of the educational process within the contextual approach are modeling not only didactic knowledge of the professional activity in the process of training future teachers but also the socio-professional experience through re-creation of real professional situations.

The author has justified the principles that provide the contextual focus of the content of psychological and pedagogical disciplines in MIA educational institutions. They are the association of theory and praxis principle; the principle of sequential simulation in teaching of the holistic content

of professional activities of a specialist; the principle of concentration of educational information; the principle of motivation of simulation-based professional activities; the principle of the problematic character of graduates' educational content at MIA educational institutions; the principle of visualization; the principle of integration and differentiation of didactic knowledge; the pedagogical principle of creativity; the principle of variability; the principle of creating a situation of emotional perception of educational content, etc.

It has been proved that the development and implementation of a contextual approach in the process of graduates' training ensures the formation of a holistic view about the nature and structure of didactics, the understanding of its functions in future teaching.

*Key words: training of graduate students, prospective teachers in MIA educational institutions, the educational content, didactic culture, the contextual approach.*

УДК 378:37.013

*E.I. Raykhman*

### **FUTURE MASTERS' OF PEDAGOGY RESEARCH WORK AS A PEDAGOGICAL PHENOMENON**

The article deals with the content and structure of future masters' of pedagogy education and their research work as a pedagogical phenomenon.

An organizational structure of masters' scientific society has been outlined. This structure is a part of the system of social self-government that unites young researchers who take part in research and organizational work within departments' problems groups and the university's structural subdivisions (centers and laboratories).

The aim, tasks, functions, principles and the main directions of the activities have been presented. Masters are engaged in research work in such forms of training as classes, independent work, research work, work experience, practical training and final tests. Future masters' motivation to research work and ways of its reinforcement have been defined. Those are the motivation of achievement (desire for success, goal achievement, desire to find and solve pedagogical problems); motivation of self-actualization (ability to creative self-actualization and self-development); motivation of acknowledgement (desire to have a good reputation among colleagues); motivation of involvement (communication with noted scientists and teachers, work inside scientific group); status motivation (ability to managerial promotion, desire to occupy a high social status in society).

Future masters' motivation to research work writing and ways of its reinforcement have been defined as well. They are the actualization of emotional feelings during writing a research work, obligatory nature of students' corresponding, showing an interest in research work and cognition, significance of explaining the research work for promotion, informational awareness of pedagogical science innovations and events of scientific life.

*Key words: research work, future master, pedagogical education, pedagogical phenomenon.*

УДК 811.111:378.018.43:34

*S.M. Romanyuk*

### **DISTANCE LEARNING IN TEACHING ENGLISH IN THE PROCESS OF FUTURE LAWYERS' PROFESSIONAL TRAINING: CURRENT STATE AND PROSPECTS**

The article describes the state of English distance learning in vocational training of students majoring in law. It enumerates the advantages and disadvantages of distance learning for students, teachers, and higher educational establishments. It also provides the perspectives of developing distance learning courses and theoretical grounds for their development.

The integration of Ukraine into the European and world structures as well as rapid development of information technologies affect all the areas of our life, the educational sphere is not an exception. Nowadays the modernization of the Ukrainian higher education is mostly connected with the development of distance learning which is regarded as one of the most essential factors of ensuring competitiveness at the educational market. Being outside the world's educational processes may cause the outflow of students from the Ukrainian universities, because it is more likely that they may choose modern and convenient foreign open universities.

Distance learning has advantages and disadvantages but the analysis shows that the advantages prevail. The creation of distance learning courses is a complex and rather time-consuming process which involves the development of fundamental theoretical grounds. It should be done gradually and consistently starting with the introduction of separate aspects of distance learning into the educational process of students of full-time and part-time programs. Some elements of distance learning may be effectively implemented in the student's independent work.

*Key words: distance learning, English, vocational training, students majoring in law.*

УДК 378.126:373.54:7/9 (043)

T.S. Rozumna

### **CHARACTERISTIC FEATURES OF COMMUNICATIVE COMPETENCE IN INTERACTIVE TEACHING OF FOREIGN COMMUNICATION**

Mastering a language as a means of communication means the knowledge of aspects of language and also the skills and abilities which can be used in practice in a concrete situation – in the process of communication with an interlocutor or with some other source of information. Therefore, conditions which help to understand linguistic material in a natural way are created in the interactive model of teaching, in the process of cooperation and intercourse. It is personal problems and authenticity of dialogic educational communication that are the characteristic features of interactive teaching. A student is put in a position to say in a foreign language what he wishes to express at the moment of communication, even if he does not know the language well. An important role is played by a personal plan since what a student wants to say is related to the real problem of his/her everyday life, a problem which emotionally concerns him at the moment of speaking.

The communicative orientation of the discipline «Foreign language» is shown in goal setting, choice of content, creation of necessary conditions for group work in the process of acquiring communicative competence which is the result of the interactive communication teaching. Communicative competence is defined as an ability of a person to start and maintain the required contacts with other individuals. The structure of competence consists of knowledge, abilities, and skills which ensure effective communication. Such competence means an ability to change the depth and circle of communication, to understand and to be understood by partners in communication.

*Key words: communicative competence, interactive model of teaching, dialogue, communicative failure, competence.*

УДК 378.1 (477.7)

S.V. Sapozhnykov

### **MISSION AND META-SYSTEMS OF HIGHER PEDAGOGICAL EDUCATION IN THE COUNTRIES-MEMBERS OF THE ORGANIZATION OF THE BLACK SEA ECONOMIC COOPERATION (BSEC) IN THE CURRENT REALITIES**

The attempt to identify, generalize, and specify the essence of the concepts such as, «mission of the higher pedagogical education» and «goal of the higher pedagogical education in the Black Sea region» is made in this article. Nowadays, the mission, the goal, and the content of the higher pedagogical education are the main components of the concept. The mission of the higher pedagogical education is the reflection of the stated balance as a set of notions concerning its principal areas of competence and primary functions in society. The main mission of the higher pedagogical education in the BSEC countries is considered to be a process of formation of the pedagogical and scientific-pedagogical elite of the country. The elite, in its turn, realizes its responsibility for the country, respects its rights and freedoms, national traditions of its people, relies on the scientific truth, and is willing to achieve educational, scientific, social, and cultural aims of the citizens.

The goal of the higher pedagogical education in the BSEC countries is determined as complex training of competitive pedagogical personnel that will meet today's requirements being oriented towards modern educational upbringing technologies. This orientation is based on developing future pedagogues' deep thinking and improving their pedagogical and methodological skills. The principal goal is training pedagogues who are able to suggest ways of solving problems in the conditions of

the generalized, modern world and information revolution, who are eagerly striving for constant professional and personal development.

*Key words: higher pedagogical education, systematic function, university, mission of the higher pedagogical education.*

УДК 372.881.111.1:37.02

*I.O. Simkova*

#### **GENERAL BACKGROUND OF TWO-WAY INTERPRETING TRAINING OF FUTURE PHILOLOGICAL BACHELORS SPECIALIZING IN SCIENTIFIC AND TECHNICAL TRANSLATION**

The article deals with the general background of two-way interpreting training of future philological bachelors through forming their professional competence of an interpreter/translator. The subject content of interpreting training for the translation work in the scientific and technical fields is considered.

The practical and theoretical models of a professional competence of interpreter/ translator forming are analyzed. In the analysis of different models of professional competence in interpreter/ translator's forming it was found that many scientists have different views concerning the definition and classification of components that should be included in professional competence of such an interpreter / translator. Nevertheless, there are two major trends in modeling professional competence of an interpreter / translator: the theoretical and practical ones.

According to the theoretical models, the professional competence of an interpreter/ translator should be developed on the basic statements that exist in methodology and pedagogy. In practical models, the development of professional competence of an interpreter/translator is based on psycholinguistic research.

The types of interpreting are characterized. It includes sight translation, consecutive, and simulation interpreting. The subject content and types of interpreting/translation training are interconnected. For instance, to form a professional competence of an interpreter/translator in sight translation we have chosen medical, law, scientific, and technical fields.

*Key words: future philological bachelors, interpreting training, scientific and technical fields, general background, two-way interpreting training.*

УДК [004.382.76+004.738.5]:378.147

*A.M. Striuk, M.V. Rassovytska*

#### **THE USE OF CLOUD COMPUTING IN BLENDED LEARNING OF INFORMATICS BY ENGINEERING STUDENTS**

The purpose of this research is to develop the model of using Google Apps in the blended learning of informatics by engineering students. The goals are: to determine the modern requirements for teaching informatics to engineering students; to prove the feasibility of using cloud technology in teaching informatics to future engineers; to select the cloud tools that are the most appropriate to informatics' curriculum; to develop the model of using Google Apps in the blended learning of informatics by engineering students. The object of the study is learning of informatics by engineering students. The subject of the study is the use of Google Apps in the blended learning of informatics by engineering students. The research has justified the choice of Google Apps as a leading system-based cloud oriented learning in the blended learning of informatics by engineering students; the model of using Google Apps in the blended learning of informatics by engineering students has been constructed.

*Key words: Google Apps, cloud computing, blended learning, informatics, engineering students.*

УДК 378:373.43

*O.B. Tarnopolsky*

#### **DESIGNING AN INTERMEDIATE COURSE OF ENGLISH WHEN TEACHING ADULTS WHO LEARN IT OUTSIDE UNIVERSITIES' LANGUAGE PROGRAMS**

The article analyzes the experience of designing and using an intermediate course of English when teaching it to adults who have previously finished an introductory (preparatory) course of that



language, a beginner's course of oral everyday communication, and a pre-intermediate language course. The distinguishing features of the suggested intermediate course are discussed as compared to the three preceding courses of lower levels. The course in question is aimed at learners' acquisition of English at B1+ level and designed for all those who desire to acquire it outside university language programs – for instance, in different kinds of commercial language courses. The developed course is structured for preparing learners' to sit the international Cambridge PET English examination and is designed on the basis of communicative approach with limited focusing on language forms and on the basis of parallel and equalized teaching of both written and oral communication with written communication slightly prevailing. The selected topics of oral and written communication taught in the course are listed and typical learning activities used there are analyzed with relevant examples given. The high results of the discussed intermediate course in the conditions of teaching it to adults who learn English outside universities' language programs are cited.

*Key words: intermediate course of English, teaching English to adults who learn it outside university language programs, communicative approach, parallel teaching of both written and oral communication.*

УДК 378

*L.M. Ternavs'ka, O.A. Shauerman*

#### **LEXICAL COMPETENCE FORMATION IN STUDENTS OF NON-LINGUISTIC SPECIALTIES BY MEANS OF ENGLISH PHRASEOLOGY**

The article deals with the problem of lexical competence formation in students of non-linguistic specialties by means of English phraseology. The first of the article is dedicated to the theoretical interpretation of the essence of lexical competence, developed by a number of scientists. The authors consider lexical competence as a component of English communicative competence. The second part deals with the peculiarities of learning phraseological units within university course of English. It also contains the analysis of the current curriculum and English text-books for students. The authors, based on analysis of English teachers' interviews and the content analysis of English textbooks, conclude that educational materials do not facilitate gaining by students new experience of using phraseological units in their speech. The authors determine the effective ways of teaching English phraseological units in order to form university students' English lexical competence. The authors propose an algorithm of exercise that provides introduction, initial consolidation and use of phraseological units by students.

*Key words: lexical competence, phraseological units, foreign language, foreign language communicative competence, curriculum, types of exercises, learning strategy, student.*

УДК 37.01:3393

*N.I. Trishkina*

#### **NEW APPROACHES TO THE FORMATION OF TRADE AND ECONOMIC PROFILE EXPERTS' PROFESSIONAL COMPETENCE**

Modern processes of reforming the national education system are not possible without a thorough scientific analysis of the role and place of elements of the system. There is a particularly urgent need for such analysis in the area of junior specialists' training which educates the most spread categories of professionals who ensure the level of production culture and the operation of complex technological systems.

The analysis shows that not enough scientific professional sources feature the professional competence of college students in trade and economics. There is a contradiction between the need to change the existing educational environment in order to form modern professionally qualified graduates and the lack of identified characteristics in the formation of students' professional competence. This necessitates creating the required conditions for the formation of target professional competence of graduates from vocational schools of trade and economics.

In modern times, the content of training in its very essence is changing: the subjective aspect is reinforced and the role of psychosocial factors is increased. The concept of education itself is modified and understood not simply as a sum of knowledge, but as methodological training plus comput-

er literacy and a certain level of information culture. Simultaneously, a new concept of «third literacy» is being formed: a culture of communication, aesthetic education, broad intellectual activity that characterizes the general culture of a person.

Thus, the efficient formation of high-quality professional competencies of future professionals in trade and economics can provide a real opportunity for preparing professionals of an appropriate level who are competitive on the job market, freely using their professional skills and are oriented towards related industries, capable of efficient performance in their specialty, and ready for continuous professional development, for social and professional mobility.

*Key words: teacher, institution of higher education, competence, innovation, educational process, education, student.*

УДК 378.147:811.111

*O.V. Vashchylo*

### **METHODOLOGICAL PRINCIPLES OF ESP MONOLOGICAL SPEECH TEACHING TO MA STUDENTS MAJORING IN MECHANICAL ENGINEERING**

Considering high demands to future mechanical engineers' foreign language proficiency level and the existing lack of learning time, there appears a necessity in developing more efficient monological speech teaching methodologies. This determines the topicality of our study.

Methodological principles to be used while developing the stated methodology are identified in the article. Among them is the principle of integration with professional subjects, the learning materials authenticity principle, the communicative principle, the principle of differentiation and integration while teaching ESP speaking, the principle of speech situation consideration, the principle of motivation.

The possible ways of implementing these principles are suggested. Much attention is paid to the principle of differentiation and integration (while teaching ESP speaking) implementation. There exist different points of view concerning this issue. Some linguists suggest teaching ESP monological speech on the basis of reading, others believe it is productive to use listening for this purpose.

In our study, we believe it is efficient to teach ESP monological speech using professional audio-texts. Such texts serve as a bright example of authentic speech, motivate and facilitate students own monological speech production. According to some scientists these texts are the source of linguistic and professional information. Since MA students listening skills are considered to be already formed at this stage, this approach is recommended to be used.

*Key words: ESP monological speech teaching, teaching principles, methods of teaching, mechanical engineering.*

УДК 378. 018 (477)

*N.P. Volkova, I.G. Batrachenko*

### **REFLECTION FORMATION OF MASTER STUDENTS MAJORING IN PEDAGOGY OF HIGHER SCHOOL IN THE COURSE OF THEIR PROFESSIONAL TRAINING**

The article reveals the essence of 'reflection' as a notion, describes researchers' viewpoint on the role of reflection in the activity of a pedagogue, as well as the ways of reflection formation. It is stressed that the formation of reflection of master students should be performed during lecturing, conducting seminars, in the course of differentiated individual work. The article contains the author's viewpoint on those techniques that guarantee the formation of reflection with the above mentioned specialists in the course of their professional training. Special attention is paid to different situations that imitate professional activities. The author considers the essence and stages of introduction of such a method as the reflexive polylogue and the methods used for creating reflexive environment: reflexive contrasts, conceptualization, reflexive cocktailing.

The article demonstrates that one of the ways that could be used to develop master students' reflection is their involvement in analysis-and-appraisal, search-and-practice activities. Such activities contribute to the formation of students' steady self-images and images of the people around them, enrich their professional experience. The following methods are considered as the main ones: solving psychological and pedagogical tasks; modeling ambiguous, problem situations, fixation of problem

situations that aroused spontaneously in the group of master students; students' involvement into real life situations by changing the conditions of one and the same problem.

Particular emphasis is put on reflection-and-game methods of development, as well as on the modifications of social-and-psychological training.

*Key words: reflection, reflection of master student majoring in pedagogy of higher school, methods of reflection formation.*

УДК 159.922.7

T.V. Yanchenko

### **SCIENTIFIC AND PRACTICAL ACTIVITIES OF DNEPROPETROVSK EXPERIMENTAL PEDOLOGICAL STATION (THE 20<sup>TH</sup> – THE BEGINNING OF 30<sup>TH</sup> YEARS OF THE 20<sup>TH</sup> CENTURY)**

Pedology, or the science of the child, was developing in the Soviet Union during the 20<sup>th</sup> – early 30<sup>th</sup> of the twentieth century. Scientific and practical work in the field of pedology was conducted by experimental pedological stations. There were four of them – the Central one (Kharkiv), in Kyiv, Odesa and Katerinoslav (after 1926 – Dnipropetrovsk). Each of those stations had 2 departments – of normal childhood and of defective childhood. At the departments of normal childhood the office of social pedagogy (social education) worked and at the departments of defective childhood – a medical-pedagogical office.

The experimental pedological station in Katerynoslav was founded in 1922. The specifics of the activity of the office of social pedagogy was in practically solving pedagogical tasks of social education and children's learning. It was headed by M. Chelkak.

The medical-pedagogical office was headed by Professor of Psychiatry I. Levinson. The office was engaged in solving the problems of children who had deviations in development.

The contents of the activity of that institution was the organization of pedology surveys and developing on the basis on their results new educational technologies for different categories of children.

In 1936 the activity of Dnepropetrovsk experimental pedological station was suspended in connection with the prohibition of pedology in the Soviet Union.

*Key words: pedology, child, experimental pedological station, scientific and practical activities.*

УДК 378:374

A.F. Yevsyukov

### **THE EFFICIENCY OF SELF-EDUCATION PROCESS OF FUTURE TEACHERS OF HIGHER AGRICULTURAL SCHOOLS IN GRADUATE COURSES**

The issue of forming future teachers' self-education skills in the conditions of student-oriented education in graduate courses for specialty «Pedagogy in Higher School» is a relevant and principal one among the strategic directions of ensuring a high-quality system of training. The article highlights the effectiveness of the educational process organization for future teachers in higher agricultural schools within their graduate level of training, in particular, in what concerns the process of self-education. On the basis of analyzing various views of renowned researchers, the essence of the concept of self-education of future teachers of higher agricultural schools has been clarified. Self-education of future teachers is not just an important form of their educational process, but it should become its mainstay. The above is not possible only through the transfer of knowledge in finished form. It is required to achieve future teachers' transformation from the passive consumers of knowledge into its active creators, able to state a problem, analyze the ways of its solution, find an optimal result, and prove its correctness. In modern conditions, such skills must be developed and acquired in the process of self-education. The article suggests methodological and pedagogical measures to increase the efficiency of the self-education process of future higher agricultural school teachers taught in their graduate courses.

*Key words: efficiency, self-education, future teacher, master, activities.*

### SCIENTIFIC AND PEDAGOGICAL SOLVING OF THE ISSUES OF FORMING INTEREST IN MUSIC

The article is devoted to the issue of determining objective features of school pupils' interest in music and methodologies of its forming.

In the article the essence of interest is examined and scientific views about it of philosophers, psychologists, and teachers are summarized.

The author considers that this problem is topical, difficult, and yet insufficiently studied. This is explained primarily by the fact that with age learners develop a whole complex of contradictory interests in music. In this connection quite important is the substantiation of the essence of those interests and developing methods able to form such interests in practical work of teachers.

Generalization of research of both the author and other scientists prove that the interest in music is the focus of interdependent physiological processes, which are based on: characteristics of school pupils, their knowledge, natural curiosity, and the need for aesthetic experiences. On the basis of research, the author argues the importance of personal factor in developing interest in music (knowledge that contributes to understanding musical material), of musical ear (directs attention and imagination), of the ability to perceive musical material (which is associated with attention, imagination, feelings), of memory (which promotes the ability to think) and the activities of school pupils.

In conclusion, the article argues that the methodology of developing school pupils' interest in music should be based on interdependence of marked psychophysiological factors and on group and collective forms of pupils' work.

*Key words: interest, education, emotions, feelings, consciousness.*

### SYSTEM CONSTITUENT CATEGORIES OF ECONOMIC COMPETENCE

Education aimed at developing economic competence of students, provided skillful teaching is guaranteed, can serve as a means for improved overall life competence, better personal and family life, and for forming an efficient citizen.

However, at the moment, in national educational literature there is no economic competence structuring and no systematizing of related concepts.

The article provides the analysis of existing definitions of system constituent categories of economic competence, as well as the author's own view on the economic competence, its system and the definition of each system constituent category.

The economic competence is presented in 3 dimensions which can be described as economic knowledge together with the application of that knowledge and further deeper theoretical thinking.

The economic competence includes the following categories: economic knowledge, economic education, economic thinking, economic instruction, economic consciousness, and economic culture.

Economic competence is thus based on economic education that is embodied in economic knowledge and economic instruction, which together with economic education form the economic thinking and economic consciousness. In addition, the economic culture of an individual is based on the economic instruction and economic thinking. In this way, the knowledge provided and cultural factors allow forming an economically competent person.

*Key words: economic competence, system, economic knowledge, economic education, economic thinking, economic instruction, economic consciousness, economic culture.*