

ABSTRACTS

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CURRENT ISSUES OF PSYCHOLOGICAL AND PEDAGOGICAL AS WELL AS LINGUISTIC AND CULTURAL FEATURES OF FORMING SKILLS OF ORAL AND WRITTEN RETELLING IN THE TRAINING OF FUTURE TEACHERS AT PRESCHOOL EDUCATIONAL INSTITUTIONS

Lingua-culturological competence is implemented in the knowledge of material and spiritual culture, the historic development of the Ukrainian nation, folklore, traditions, customs and rituals of the people, as well as the ability to use cultural knowledge in professional activities.

The Law of Ukraine on higher education imposed the task on higher education institutions to prepare highly skilled professionals with due intellectual potential. Modern life puts forward high requirements for the training of students – future teachers. Mastery of speech is required to help future teachers become true professionals with a high level of knowledge and skills in teaching activities.

The paper examines topical issues of psychological and pedagogical as well as linguistic and cultural features forming skills of oral and written retelling in the training of future teachers of preschool education. Cooperation of linguists and teachers created a wonderful precedent, initiated by practice of learning retelling and creative attention to a text as the main product of the individual's speech activity. In theory and methodology of professional training of future preschool teachers there emerged an axiomatic need to distinguish between the study of language and its functioning, the study of language concepts and study of function, application, use of language means for communicative and speech intercourse with another person, group, or team.

Positive motivation in educational activities is generated through self-studying of teachers and students working on their presentations (preparation, writing, analysis, assessment, editing). Various techniques are used and among them: predicting the content of the text by its title or the first or last paragraphs; listening to expressive reading of the text and evaluating the quality of expressive reading; self-preparation of students for expressive reading of the presentation text; collective expressive reading of the text in an undertone; individual expressive reading of the text (student's choice); work on micro themes with their further content and streamlining through the plan of the text, etc.

Key words: topical issues, psychological and pedagogical features, linguistic and cultural features, oral and written retelling, professional training of future preschool teachers.