ABSTRACTS

V.V. Agiliar Tukler

DEVELOPING PRO-ACTIVITY IN CHILDREN IN PLAY ACTIVITIES: THE MODERN STATE

In this article psychological and pedagogical aspects of children's game and its modern state have been analyzed. The researchers emphasize the importance of play activity as a leading one in the formation of personality in the early period of development. A family is considered to be a primary element in bringing up children, in formation of personality, and in assimilation of a system of values and culture of the nation. It has been established that modern family relations are in a critical condition. Family education mostly chooses as priorities the development of logical and mathematical thinking, intellectualization of activities, filling a child with information while ignoring the educational potential of role-playing games. In this article the results of questioning parents of preschool-aged children are presented and they highlight the modern state of play activity development in family conditions. The analysis of the questionnaire data indicates that the need in human communication for children has decreased; the substitution of real communication by virtual communication one (by means of computer and modern information technologies) is taking place. The author emphasizes that the desire of modern children to play has not declined. They take part in role-playing games with pleasure and initiate them, but the majority of parents prefer didactic games. Modern plots for games reflecting social life of a child has been selected. In the article the problem of limiting role-playing games in time is indicated, since the time allocated for games is not enough for the full-scale revelation of their plots. Most of such games finish in the middle of game events. The author concludes that role-playing games are being gradually eliminated from the life of children by educational activities. Parents are trying to direct childhood in accordance with their own scenario and bombard their children with information. In such conditions, play activity is unjustly pushed out of the life of the growing generation. This leads to a decline in the level of pro-activity, which is one of the basic qualities of personality.
Key words: basic qualities, nurturing, pro-activity, family, role-playing game.

O.I. Bespartochna, G.Yu. Zuman

PECULIARITIES OF USING SIMULATIONS WHILE TEACHING GRAPHIC DESIGN TO FUTURE ENGINEERS

The features of professional training of engineering students with the application of simulations while studying graphic design have been considered. The main methods of our pedagogical research are: theoretical and systematic analysis of pedagogical, technical, fine art, philosophical and scientific literature aimed at studying theoretical problems of graphic design and method of simulations; abstraction and specification in order to determine the elements of simulations; pedagogical experiment, continued inclusion, observation, interview, etc. The article also examines: special features of future engineers training; their creativity; graphic design functions and special aspects of its application; present day need in simulations; future engineers' blocks of abilities, skills and knowledge which are generated in simulations; components of simulations, etc. The article describes the role of creativity which is a component of professional competence of an engineer; provides examples of simulations in graphic design and special features of their application. The use of simulations while studying graphic design demonstrates the creativity of a specialist with higher technical education. Graphic design as an art of information is a part of designing, constructing, using and improving methods and technology. While simulating, students apply both their knowledge of graphic design and their primary professional skills which bring simulations to reality.
Key words: graphic design, simulations, engineering.

Zh.B. Bogdan, T.O. Solodovnyk, N.V. Sereda

TEACHER PERSONALITY AS A FACTOR OF STUDENTS-PSYCHOLOGISTS EFFECTIVE TRAINING FOR FUTURE PROFESSIONAL ACTIVITIES

Problem setting. The educational activities are a specific environment where a future specialist (student) is formed with teacher immediate impact on him/her. So, the teacher's personality is one of the determining factors for students' successful learning in higher education.

Analysis of previous research. Analysis of current research and scientific publications makes it possible to conclude that the teaching profession belongs to the «subject-subject» relationship type. It arose in

civilization history as a decisive social development factor because of the necessity for formation, storage, and transfer of production skills standards and social behavior rules to the younger generation.

The article purpose is to determine the dependence of teachers' **professional success on their individual characteristics. The research was conducted at the National Technical University «Kharkiv Polytechnic Institute»** with the involvement of 76 teachers. The vitality test (the adapted version by D. Leontiev and E. Rasskazova) of the Hardiness Survey questionnaire developed by American psychologist Salvatore Maddi was used in the experimental study.

Conclusions and prospects for further researches. We can conclude that not only knowledge and skills, but also personality traits affect the success of teachers activity. A high level of vitality is inherent in successful teachers while the average level of vitality with the dominant component of control was found in teachers belonging to the unsuccessful group. Low levels of risk-taking were found in both groups. The set of used methods indicates that teachers success correlates with self-development, their desire to be creative in professional activities, striving for improvement, active social contacts.

Key words: professional activity, teacher's personality, expert evaluation, vitality, life spheres, terminal values.

UDC 373.66   *Z.P. Bondarenko*

STUDENTS' SOCIAL HEALTH IN THE CONTEXT OF DEVELOPING VOLUNTEERING

The determinants of the necessity for forming the mental health models of personality are demonstrated in the article. These models consist of three welfare forms: subjective, social and psychological ones, of healthy lifestyle of student youths in a holistic system of educational values at higher schools. The basic concepts of healthy lifestyle paradigm at higher schools and methods of students' recreation via complex participation in extracurricular activities (such as volunteer work) are focused on in the work. **The analysis of involvement of university students in participation at the volunteer centre in extracurricular time is done. The main activities of volunteer students are distinguished. The ways of attracting young people to effective social activities and healthy lifestyle ideas are discovered.**

The main forms of activities at a volunteer centre of higher education are revealed. Actual services provided by volunteer students to people in need are defined and analysed. Volunteering in student teams becomes a resource for social and educational practices, an organization brand, an individual lifestyle of students, and a model of professional formation of future experts in the field of education and applied psychology. **The program of the course «Social and educational basis of volunteer activities», the in**dividual work program on improving the health culture in terms of training, the guidance of students' individual computer-based work «Health technologies for improving the health culture of students in the conditions of gadget dependency» are analysed in the article. The results of the study can be used by students and teachers in the educational process of higher school, in students' self-upbringing and self-education, in postgraduate training and retraining of teaching staff, in educational activities of higher school teachers.

Key words: social health, healthy lifestyle, students, volunteers, volunteering, volunteer work, education, values, psychological, social, biological welfare, healthy lifestyle paradigm, dependence on gadgets.

UDC 378.147   *O.M. Bondarevska*

THE STRUCTURE OF THE DIDACTIC MODEL OF STUDENTS' INDIVIDUAL STRATEGIES IN FOREIGN LANGUAGETEACHING PROCESS

The purpose of the article is to justify the necessity of didactic model application in students' individual strategy formation and to analyze the features of its implementation.

The independent-cognitive activity is primarily self-learning which is formed in consciousness. The student becomes a creative person who clearly understands the motive, purpose, methods and techniques of gaining knowledge. The individual strategies are the pivot around which all kinds of cognitive activities are concentrated. In the article the main stages of developing didactic models of individual strategy formation are analyzed, the structural and functional components of a didactic model are revealed, and some relevant content of its categories such as functions, features, and aspects of didactic model are clarified.

Individual strategies are multifaceted and very effective for the students' independent-cognitive activity creation. **They act as the interconnection (sequence) of operations and actions (intellectual and prac**tical) aimed at implementing the outcome of independent-cognitive activities of students. The didactic model application develops the ability to plan properly individual strategies of students' independent-cognitive activity in the foreign language teaching process.

Key words: didactic model, structural and functional components, structuring principles, individual strategies, foreign languages.

V.V. Borysenko, N.V. Gagina

COMPETENCY-BASED LEARNING IN THE CONTEXT OF HIGHER SCHOOL LANGUAGE TRAINING

The authors of the article outline the main aspects and characteristics of competency-based learning in higher education and substantiate its significance in the aspect of language training of future specialists. Competency-based language learning is considered not merely as the acquisition of isolated knowledge, skills, abilities, but as the process of gaining some relevant experience of successful productive activities, the development of readiness to the appropriate communicative behaviour in various life and professional situations and advancement of personal abilities. Communication and cooperation are regarded as the main competencies that enable future specialists to fulfil professional roles and tasks, establish and maintain social connections and relationships. The necessity to modify the model of language training of future specialists that requires research activities, critical thinking, autonomy, creativity, and the use of modern methods and tools of language teaching in high school is indicated. The need for designing and implementing the system of competency-based language tasks is pointed out; the key features of competency-based language tasks are emphasized. It is mentioned that the requirements to the typology and structure of lessons and tasks and the role of a teacher, whose work is aimed at creating a developing learning environment, are fundamentally changing in the conditions of competency-based language education.

Key words: competency-based learning, competency-based language task, language education, key competences, higher vocational education.

S.V. Cherevko

PROFESSIONAL AND PEDAGOGICAL COMPETENCES DEVELOPMENT OF TEACHERS-TRAINERS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT BY MEANS OF FORMAL AND NON-FORMAL EDUCATION

The article is devoted to the substantiation of the organizational and pedagogical conditions of teachers-trainers in the process of professional development by means of formal and non-formal education. The criteria of restructuring the professional development system for teachers-trainers on the basis of compliance with social needs of society and individual, with international standards of professional development of specialists, international strategies and standards of health preservation, creation of an innovative educational environment; stimulation of the individual's autonomous health preservation behavior; cultivation of teachers-trainers' health preservation mission in the process of an intensive social-enlightening activity by means of formal and non-formal education are emphasized.

Organizational and pedagogical conditions for professional and pedagogical competences development of teachers-trainers have been substantiated in the process of professional development by means of formal and non-formal education that lie in the implementation of explicated (in regulatory-methodological documents and educational activity practice of teachers-trainers) production functions and elementary activity tasks of specialists in related areas.

Key words: professional and pedagogical competences, teachers-trainers, organizational and pedagogical conditions, means of formal and non-formal education.

Yu.E. Demidova, G.A. Shakhova

FORMING COMPETENCE OF SAFETY OF PROFESSIONAL ACTIVITIES AS AN ESSENTIAL COMPONENT OF MASTER TRAINING AT HIGHER EDUCATIONAL INSTITUTIONS

In the article the main aspects of forming knowledge of safety of professional activities of masters at higher educational institutions are considered.

Activities are an indispensable condition in human society. The model of the process of professional activities is "human- occupational environment" system.

Experience suggests that there are absolutely no safe activities. For that matter, forming knowledge and skills for safe professional activities are essential components of masters' training at higher educational institutions.

Training safe methods of interaction between people and the occupational environment has become a prerequisite for knowledge and skill formation in professional activities of a modern specialist.

In the process of training, future specialists should gain command of theoretical knowledge and practical skills of safety in their professional activities.

It is shown that the competence in labor safety issues is formed on the foundation of a set of specific interrelated social and pedagogical as well as psychological demands. One of the essential components of the formation of knowledge on the safety of professional activities is modeling professional activities of a specialist.

Thus, forming knowledge of safety of professional activities of masters at higher educational institutions is based on the following aspects: the connection of general and special disciplines with elements of disciplines on the safety of activities; teaching special courses on safety activities; development and implementation in the process of future specialists training of educational courses that ensure high competence in safety matters of professional activities.

Keywords: competence forming; safety of professional activities; hazardous situations; "human-occupational environment" system.

UDC 19.947.5

O.A Dneprova, A.R. Kogut

THE ROLE OF INTRINSIC MOTIVATION IN PREVENTION OF EMOTIONAL BURNOUT

The purpose of the article is to study theoretical views on the role of motivation in professional activities and, in particular, the meaning and functions of intrinsic motivation. In addition, the article considers labour peculiarities of socionomic professions.

The article analyses approaches which study root causes of the problem and the development of the emotional burnout syndrome, as well as the structure and dynamics of emotional burnout. The emotional burnout syndrome is considered as the result of prolonged impact of stress, and it is a defense mechanism of the "helping" type professions, due to the specificity of labour – numerous emotional contacts with people. Existential psychology considers emotional burnout as a consequence of non-existential orientation to work, formal and not substantive motivation in professional work.

The study results based on the interrelation of intrinsic motivation with the level of emotional burnout have been described. The strength of inner motives correlates with the level of the emotional burnout syndrome development. Thus, intrinsic motivation can be considered as the factor which contributes to the burnout prevention.

Key words: intrinsic motivation, extrinsic motivation, emotional burnout, emotional exhaustion, depersonalization, reduction of professional achievements.

UDC 159.922

T.V. Ermolayeva, K.V. Shvab

GENDER STEREOTYPES IN MODERN UKRAINIAN SOCIETY

Nowadays gender stereotypes in society are the issues of current interest and the solution of misunderstandings in gender stereotypes and gender roles is topical. The survey that was conducted in the study of gender norms, stereotypes and people's expectations confirms that gender stereotypes in modern Ukrainian society is a common subject for conflicting opinions.

Gender is a social point and a biological characteristic which indicate person's social status and socio-psychological characteristics related to the sex and sexuality.

Gender stereotypes are socially constructed categories of "masculinity" and "femininity" that are confirmed by different behaviors which depend on the sex and distribution of men and women inside the social roles and statuses.

Men's and women's images are constructed and fixed as gender stereotypes, which are visible in cooperation of people and have influence on the interaction style of society. Gender stereotypes define the peculiarities of self and others' perception. The interaction considering gender relations and social conflicts are divided into the following parts: the objective part – designed gender stereotypes; the subjective one – mutual expectations of individuals regarding appropriate gender behavior. Gender conflicts appear because of the difference in perception of each other and inconsistent expectation formation. It is important for life to understand and know such social stereotypes and expectations and their quality.

Key words: point, sex, gender, gender stereotype, social stereotype.

UDC 372.46:159.9

I.V. Harkusha, R.E. Kravets

DEVELOPING VERBAL CULTURE OF PRACTICAL PSYCHOLOGISTS' PERSONALITIES

In the article the issues of developing verbal culture of practical psychologists' personalities, the level of their training, their ability to competently express their views have been analyzed.

The issue of development of speech is of particular importance because nowadays there is a need to form a new type of personality who has mastered the culture of verbal communication.

The efficiency of practical psychologists' speech depends on the level of their language command, the correct choice of language means of speech.

Practical psychologists should be able to work, to communicate in public, and when communicating with clients, they must not only have a certain common cultural, educational and professional background and relevant physiological traits, but also the necessary level of rhetorical verbal culture, which includes knowledge and skills developed in cultural and linguistic training. They must also be able to manage their own behavior.

Key words: culture of speech, communication, practical psychologist, etiquette norms.

S.I. Gorban

THE POSSIBILITIES OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SACRED ART PAINTERS

Professional competence of future painters of sacred art is understood as an integrative quality formed in the process of learning and developing through hands-on activities. The components of professional competence of a painter of sacred art include: personal and individual competence, artistic and aesthetic competence, artistic and practical competence, research competence, communicative competence and information competence. The structural components are: value-motivational, cognitive-professional, active and practical, reflective ones.

In higher education institutions of today using innovative learning technologies is required for the formation of professional competence. In our opinion, ICT can be used in the training of painters of sacred art as a learning tool or as an information support in training, as well as a tool for professional activities.

ICT can improve the efficiency of traditional classes. The educational technologies that integrate best with ICT are: situational learning, project method, problem-based learning methods.

Information and communication technologies are stimulating cognitive motivation of students, and they also form the system of knowledge, abilities and skills, communication skills using verbal and non-verbal means. ICT are also a tool of professional activities of future specialists.

*Key words: sacred art painter, information and communication technologies, **professional competence**, information competence.*

M.B. Holovko

ISSUES OF FAMILY UPBRINGING IN THE WRITINGS OF REPRESENTATIVES OF PUBLIC AND EDUCATIONAL MOVEMENT OF 60S IN THE 19TH CENTURY

Studying the phenomenon of family and family upbringing from the standpoint of historical and pedagogical discourse is quite relevant today. Interest to the past experience can be explained by educational emancipation of mind, reviewing of traditional problem issues, finding the possibility of objective coverage of events and facts previously considered tendentiously. At present, there is no coherent historical and pedagogical research which, with regard to current methodology, logics and regularities of scientific knowledge, would have highlighted the formation of the theory of family upbringing as an integrated system of knowledge. The purpose of this article is to highlight the views on family upbringing in the works of representatives of the socio-pedagogical movement in the 60s of the 19th century from the perspective of structural-theoretical approach.

In the study of the accumulated knowledge we have used the original experience and ideas of pedagogical theories on the foundations of the science-based approach (pedagogical theory can be represented as an informative and formalized system of knowledge). This approach enables to disclose sources and trends of the major structural elements development that comprise the theory of family upbringing (ideas, concepts, laws, principles and rules). In the period under study the basic ideas of the theory of family upbringing were clearly formulated, in particular, the idea of humane treatment of a child in the process of upbringing, "national" idea of family upbringing, the idea of harmonious upbringing, the idea of mother's leading role, etc. The nature and content of such concepts as the goal, objectives and content of family upbringing, its conditions, ways and means (O. Dukhnovych, M. Pirogov, T. Shevchenko) have been analyzed. In the accumulated scientific and pedagogical experience there can be traced a tendency of searching ways of consistency, unity and continuity of social and family education, as well as their functions (K. Ushinskiy). A certain contribution has been made to solving the psychological aspect of the problem – the study of child psychology, problems of personality development and identity formation; psychological foundations of a game as a powerful means of child's education and development (K. Ushinskiy, M. Pirogov).

Key words: family upbringing, the theory of family upbringing, the basic structural elements of the theory of family upbringing, the public and educationcal movement, the views on family upbringing.

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M.R. Kabanova, T.M. Plekhanova, N.O. Chernyak

ON SOME INNOVATIVE TENDENCIES OF TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL INSTITUTIONS IN UKRAINE

Taking into consideration the importance of high-quality training of future specialists for a variety of professions, we emphasize that the great experience has already been gained as to the issue of researching and developing practical recommendations regarding foreign language teaching.

We focus our attention on the analysis of publications that allow us to understand the basic principles of scientific and methodological potential to improve the quality of education by means of self-study work in the context of the personality oriented approach.

Based on our experience, we have come to the conclusion that the most successful variants from the point of view of efficiency and productivity of foreign language teaching methods can be the so called workshops in the system of peer-teaching, since during such classes the psychologically comfortable atmosphere is created without stressful situations in all suggested tasks because the teacher is accessible on the terms of «equality» as a moderator. Besides, the above mentioned methodological technologies give the opportunity to combine completely different directions in teaching.

Key words: students' self-study work, interactive technologies, using peer-teaching principles.

UDC 378.147

O.O. Kalenyk, T.L. Tsaregradska, T.V. Tarasova

METHODOLOGICAL ASPECTS OF OPTIMIZATION OF TRAINING FOREIGN STUDENTS AT THE PREPARATORY DEPARTMENTS OF UNIVERSITIES IN UKRAINE

Methodological aspects of cognitive-communicative approach to teaching foreign students at the preparatory departments who study languages and general disciplines at universities of Ukraine are considered. The relevant methodological approaches are suggested for optimizing communicative competence of foreign students in different types of speech activities in the field of their professional communication – natural sciences. The features and implementation stages of a gradual learning process model of cognitive-communicative teaching of foreign students are identified. It is shown that the use of standard educational texts raise the efficiency of formation of linguistic competence in teaching and in professional field. The approach makes it possible to equip students with the necessary language skills related to logical thinking and raise their alertness to a higher level. This work should be based on inter-disciplinary connections in the study of natural sciences and patterns of gradual mastery of basic skills of speaking, listening, reading, and writing. It is shown that the construction of an integrated learning model for foreigners in the field of professional communication (natural sciences) and implementation of its main provisions in the learning process involves: the correction of curricula of language and natural sciences with a clear fixation in these of the incremental communicative competence in the subject-content and language aspects; determination of the situational-thematic and lexical minimum in each of the disciplines; the selection of structures of the scientific style of speech in natural sciences; determining ways of implementing basic types of speech and learning of students; creation of terminological dictionaries and textbooks with differentiated profiles for humanitarian and technical training.

Key words: foreign students, preparatory departments, communicative and cognitive learning principle, speech activity of students, typical academic text, scientific style of speech.

UDC 37.015.3

I.M. Kofan, L.V. Belova

INDIVIDUAL PSYCHOLOGICAL DETERMINANTS OF TEACHERS' PEDAGOGICAL ANTICIPATION

In the work the analysis of main theoretical approaches to studying the phenomenon of "pedagogical anticipation" and personal characteristics of school teachers has been conducted. It covers the issues of determining the individual psychological determinants of pedagogical anticipation.

To determine the level of anticipating skills and individual psychological characteristics of teachers, the following psycho-diagnostic tools have been used: the test of "Ability to predict" by L.O.Regush, the test of anticipating potential by V.D. Mendelevich, 16-factor personality questionnaire by Cattell, Self-Actualization test, and the test of frustrating reactions by Rosenzweig.

The results of research indicate that there is a certain relationship between personal characteristics of teachers and their pedagogical anticipation. Practical significance of the work lies in the possibility of targeted development of the anticipating ability determinants and use of research results in practical work of school psychologists, teachers, educators in counseling and psychological education. The results obtained can be used to improve the professional competence of educators.

Key words: pedagogical anticipation, teachers, individual psychological determinants.

UDC 37.0:316.3

I.M. Kolomiychuk

AUTHENTIC MATERIALS AS THE EFFECTIVE MEANS OF PROVIDING THE SOCIO-CULTURAL DIRECTION IN FOREIGN LANGUAGE TEACHING

The article outlines the main features and functions of authentic texts; basic concepts and fundamental aspects of authentic texts are analyzed; the usefulness and necessity of authentic texts in the process of foreign language competence formation have been proved.

The necessity of using authentic texts during foreign language lessons has been substantiated due to their functionality in case of application; they provide the original learner's illusion of being immersed into the language environment and help to succeed in foreign language learning.

The advantages of using authentic materials during foreign language lessons have been revealed.

It has been also proved that foreign language learning is possible only if the materials are authentic or include the peculiarities of native speakers' culture and mentality.

The specificity and stages of work with authentic texts during the lessons of foreign language have been researched.

Key words: foreign language, authentic texts, foreign language reading, foreign language competence.

UDC 378.1

N.O. Komisarenko

METHODS, FORMS, AND CONTENT OF QUALITY MONITORING OF ORGANIZING THE EDUCATIONAL WORK AT A HIGHER EDUCATIONAL ESTABLISHMENT

The requirements of modern times demand updating the educational system of Ukraine with regard to the principles of individualization, differentiation, humanization and democratization as well as the focus on individual. The search for modernized approaches to training specialists of the appropriate educational qualification level determines the need to optimize the educational process at higher educational establishments and provides for the creation of conditions for a full personal development of a future professional and his/her creative self-realization. That means the education of future generation capable of constant self-improving, learning, creating and increasing social wealth, contributing to the consolidation of the Ukrainian nation in the European and global community. That actualizes strengthening of the spiritual aspect of education. Solving this problem requires finding theoretical substantiation and development of new strategies by the pedagogical staff of higher educational institutions to provide for prognostication of the quality of educational process, implementation of monitoring system to mobilize efforts of teachers and students for its optimization.

Key words: monitoring, competency, subject of monitoring, quality of education, higher education, competence, education work, evaluation of results.

UDC 378:658

O.V. Kondrashova

ORGANIZATION OF FUTURE MANAGERS' INDIVIDUALLY ORIENTED CONTACT WITH BEST PRACTICES BY MEANS OF REMOTE SUPPORT: EXPERIENCE OF IMPLEMENTATION

The analysis of scientific literature demonstrated that during the past two decades constant interest to best practice research and its more active mastering and implementation is still maintained. Forms and contents of providing future managers with prolonged individually oriented contact with best practices by means of permanent remote support are researched in the article.

Author's own views as to the organization of future managers individually oriented contact with best practices by means of permanent, in particular remote, support are presented.

The author has defined the most efficient means of such support: roundtable discussions / meetings with famous top-managers; best practice presentations, studying and adaptation; webinars; development and working with cases; cascade training methods' partial use in conditions of informal education; the use of international organizations' topical electronic dictionaries; access to the permanently updated online educational resources, printed and electronic teaching resources; portfolio creation; implementation of author's integrated English-speaking special course, in particular its knowledge and skills matrix; topical English-speaking online modules; group exercises; topical search tasks. The need to use innovative technologies, to create future managers self-determination, self-improvement and self-development orientation field and give them support with international English-speaking educational and informative tools of professional direction is recognized.

Key words: future managers, best practices, remote support means, individually oriented contact.

L.V. Korolyova

FORMATION AND DEVELOPMENT OF EDUCTIONAL SYSTEM OF TRAINING TEACHERS OF FOREIGN LANGUAGES IN THE ROMANION REPUBLIC

The article analyzes and makes a presentation of the process of formation, development, problems and prospects of higher pedagogical education of the Republic of Romania in the direction of professional training of foreign language teachers. It describes the main stages of formation and development of the Romanian higher education. The author presents the essence of European integration processes in higher education in Romania

The article focuses on how rapidly cultural ties between European countries develop. In accordance with the requirements of European Higher Education Area (EHEA), learning foreign languages is very important nowadays. The Council of Europe also implements the policy of developing a coherent common structure of multilingual culture in Europe.

The author notes that the rate of globalization and the desire of Ukraine to achieve European integration require deep study of foreign experience and the latest trends, particularly, the experience of the Romanian Republic in the effective implementation of the educational process of training foreign language teachers in Ukraine.

Key words: higher pedagogical education, teacher training, teaching staff, the system of higher education.

O.S. Kovalchuk, L.M. Potapiuk

ENSURING ACADEMIC INTEGRITY IN INSTITUTIONS OF HIGHER EDUCATION: INTERNATIONAL EXPERIENCE

The article deals with the issue of academic integrity in foreign institutions of higher education that can be provided by creating a new academic culture. For instance, universities are expected to take responsibility for organizing the academic community. The authors emphasize that world's universities consider academic dishonesty as a threat to their security and believe that any fraud manifestations in higher education are unacceptable. Fraud at university undermines its overall credibility and makes doubt the competence of its graduates.

The authors emphasize the development of the systems to combat academic dishonesty at university level (like plagiarism, cheating, bribery). The article proves that a new academic culture is formed on the basis of human values (honesty, legality, responsibility, competence, etc.). Consequently, each university seeks the most effective ways to implement the principles of academic integrity. They include, for instance: intellectual freedom and social responsibility; the development of codes of conduct to ensure academic integrity; using standards developed by the International Association of Universities, organizational and methodological support of these standards; preparing recommendations for universities to address ethical issues and implementation of appropriate standards in institutions of higher education; avoiding plagiarism in work; deployment of computer systems to verify the originality of works; eradication of corruption; fight against cheating, bribery and such like. Acceptance by a university of the principles of academic integrity should be an important condition of positive change in students' consciousness to form a responsible attitude towards their future professions.

Key words: academic integrity, academic dishonesty, academic culture, code of ethics, plagiarism, cheating.

O.V. Lebid

THE PRINCIPLES OF STRATEGIC MANAGEMENT OF SECONDARY SCHOOLS

Addressing strategic management of secondary schools is not possible without the formulation of principles that should be the basis of activities of the system and allow the use of laws of control in specific circumstances of implementing the definite processes. Therefore, the system of strategic management of secondary schools should be formed based on modern principles that will allow this type of educational institution to maintain its competitiveness. Thus, to be effective, the head of an educational institution should be guided by the principles of governance.

Strategic management is a part of management and is the science of strategic aspects of organization – the principles, methods, and means of achieving the objectives of the organization in the long run. Therefore, in order to formulate and describe the principles of strategic management of secondary schools in the first place, it is necessary to reveal the contents of the general principles of management,

principles of education, principles of strategic management of the organization and principles of strategic management in education.

Based on the analysis of the above principles, we offer an original classification principles of strategic management of secondary schools: determination of strategic management, the principle of scientific and analytical predictions; information sufficiency and reliability; long-term evaluation of perspectives and decisions; flexibility, dynamic stability and control of the strategic management of general educational institutions; unity of strategic plans and programs; the principle of accounting and consistency of external and internal factors in the development of an educational institution; creating the necessary conditions for the implementation of the strategy; the principle of matching strategy and tactics of management in secondary schools; the principle of priority of the human factor; the principle of determination of strategy and organization of strategic accounting and control; the principle of strategic relevance of an educational institution available resources; a clear organizational separation of the tasks of strategic management and operational management tasks; personalization strategies; principles of marketing.

Key words: principles, principles of management, strategic management, principles of strategic management of organizations, strategic management of secondary schools.

Ihab Makhouli

FUTURE TEACHERS' READINESS FORMATION FOR WORKING AT SCHOOLS OF NATIONAL MINORITIES AS A MODERN INTERDISCIPLINARY ISSUE

The article analyzes scientific literature on the issue of future teachers' readiness formation to work at schools of national minorities. Historical and pedagogical research on a regional basis has been examined, as well as the studies on education of national minorities in polyethnic societies, and also the scientific works connected with ethnopedagogics and national education in the educational process.

The provisions to be used in the development of the pedagogical system for future teachers' readiness formation to work at schools of national minorities have been determined, as well as the ways of providing them with the necessary knowledge about history, religion, culture, national minorities' traditions and traditions of other people; understanding of the essence of ethno-cultural processes in Ukraine; understanding of family influence on formation of students' ethnic culture; respect for ethnic and cultural characteristics of students; pedagogical tact and adherence to etiquette; ability for self-determination in culture and the ability to honor the heritage of national culture; the ability to work in multiethnic environment within the educational process at secondary schools; the ability to use a great potential of folk pedagogy and cultural traditions of education in the educational process.

Key words: formation, readiness, school, national minority, interdisciplinary issue.

S.I. Medynska, K.V. Sokolova

THE STRATEGIC APPROACH TO FORMING THE FOREIGN LANGUAGE COMPETENCE OF WOULD-BE EXPERTS IN THE FRAMEWORK OF THE CONTEMPORARY EDUCATIONAL STANDARDS

The conception of strategic management has been widely used in business setting whereas application of its basic principles can be also extended to a broader range of the fields including the educational sphere and forming the foreign language competence, in particular.

So, the aim of the study is to find out the intersection of strategic management and organization of the educational process in forming the foreign language competence to take advantage of the management techniques in devising the strategic approach to teaching.

The foreign language competence is considered to be a crucial component of professional training of would-be experts in various directions of study since it is an integral part of successful communication and career growth at different levels of professional activity in the light of the current globalization processes. Thus, it needs developing new approaches to streamline and enhance the learning process. Such fundamental notions of strategic management as its constituents, namely strategic planning, resource management, control and evaluation, as well as the stages including strategy formulation, strategy implementation and strategy evaluation can be beneficial while applying in the educational field properly.

The nature of strategic management and educational process has a number of similarities like dynamism, adaptability and consideration, which results in the possibility of applying strategic management principles in forming professional competences and the foreign language one, in particular. Analysis of external and internal factors influencing the educational process as a whole and its participants specifically

along with regular benchmarking and gauging the actual and intended learning outcomes can lead to increased effectiveness and efficiency of the utilized resources.

Further elaboration of the management strategies which are applicable in the peculiar directions of the educational process taking into account their specifics, benefits and constraints is the next step in the study.

Key words: strategic management, foreign language competence, professional training, strategic approach, optimal training organization, strategic planning, resource management, control and evaluation.

UDC 378.1(477)

L.V. Movchan

MODERN VIEW ON THE QUALITY OF HIGHER EDUCATION IN UKRAINE

Education plays an important role in our life as a means of learning and development of skills. The quality of training in higher education is at the forefront now. Society needs new, highly qualified professionals who meet the requirements of the labor market.

The problem of improving the higher education system and the quality of vocational training in Ukraine can be solved on the condition that education will meet the requirements of new social and economic demands of the market economy. Formation of the educational market in Ukraine is possible through achieving balance between supply and demand in the labor market.

According to the globalization and internationalization of education the quality of training should be considered as the degree of accordance of real results of education and market conditions; the index of logistical support of the educational process; the model of prestige and economic efficiency of education; the figure of perfect content, technology and evaluation system of achievements; the indicator of attractiveness of investment into education.

The main conditions of successful development of educational systems are the choice and competitiveness, decentralization and autonomy, responsibility for results.

Key words: the quality of education, competitiveness, quality monitoring, labor market, vocational training.

UDC 376.3

L.M. Nikolenko

DEVELOPMENT OF SOCIAL SKILLS IN CHILDREN WITH DISORDERS OF AUTISTIC SPECTRUM IN INTEGRATED CHILDREN'S CAMPS

The experience of social skill development in children with autistic spectrum disorders in the conditions of children's health camp has been considered. It is determined that children's health camps play a considerable part in acquisition of skills of social interaction by children with disorders of autistic spectrum.

Free and easy atmosphere of dialogue, various kinds of activities, draw attention of autistic children, they observe others, leave their habitual condition gradually and imperceptibly, copying and repeating the actions of others. The attention to the importance of accurate systemic organization of such interaction in the children's environment is emphasized.

The program of development of social skills in children with autism in conditions of integrated children's camp is suggested. In the program several kinds of joint activities of children with autistic infringements are offered; problems which should be handled in the course of interaction are designated, and also the methods and ways of their implementation are suggested.

Key words: development of social skills in children with autistic spectrum disorders, children with autism in conditions of children's camp, children's recreation camp integration, autism, social skills in children with autism, special education, social interaction.

UDC 159.9:37.013

I.V. Oliynyk

CAUSES AND PREVENTION OF TEACHERS' BURNOUT SYNDROME

The article is devoted to the results of comparative analysis of terminology on "burnout" phenomenon. The peculiarities of educational activities, factors, causes and symptoms of the phenomenon have been investigated. The basic directions of professional burnout prevention have been determined. The main properties of the concept "professional burnout" as a special kind of professional destruction have also been explored. The issue of studying the dynamics of professional burnout structures during the process of individual professionalization has been paid attention to.

The analysis of definitions of the concept «burnout» enabled us to discover that most authors understand this professional phenomenon as consisting of a complex of negative (destructive) symptoms

and containing three components: emotional exhaustion, depersonalization and reduction of profession-al achievements.

Taking into account the views of authors and generalizing the approaches in relation to defining the essence of the definition «professional burnout», our own understanding of the researched phenome-non has been formulated. The professional burnout of a teacher is connected with destructive personality changes which arise, develop and show themselves in the process of its professionalization as a complex of negative symptoms, which have a stage-by-stage character and manifest themselves in emotional exhaus-tion, depersonalization and reduction of professional achievements and result in the decline of efficiency of professional activity and violation of subject-subject co-operation.

On the basis of analysis of scientific literature on the issue under study, the basic properties of pro-fessional burnout have been defined as a specific variety of professional destructions.

Basic aspects of psychological prophylaxis of professional deformations are considered, which are based on self-efficiency development, formation of confidence in one's own forces, development of ability to rely on one's own resources and to replenish them, development of skills of adequate estimation of the results of one's own activity (reflection).

It is indicated that the most effective forms of prophylaxis of burnout phenomenon are training and coaching.

Key words: teacher, professional burnout, emotional burnout, professional degradation, prevention of burnout syndrome.

A.S. Olkhovska

THE COURSE "MODERN TRANSLATION TECHNOLOGIES. CAT-TOOLS": CONTENT AND STRUCTURE

The article provides the content and structure of the course "Modern Translation Technologies. CAT-tools" which plays an important role in the vocational training of translators since mastering software tools, which assist in translation, is one of the obligatory demands among LSPs (language service provid-ers). The aim of the course is to develop translation skills alongside with forming skills in using CAT-tools. The optimal number of CAT-tools to be introduced to students totals three and they are: SDL Trados, MemoQ, Memsource. The thematic blocks (TB) distinguished by the author include: TB 1 – translating files of various formats (Word, Excel, Power Point, pdf) using SDL Trados, MemoQ, Memsource; TB 2 – creating and managing term bases in SDL Trados, MemoQ, Memsource; TB 3 – creating translation memories based on existing translations (*alignment*) and managing them in SDL Trados, MemoQ, Memsource; TB 4 – trans-lation projects in SDL Trados, MemoQ, Memsource. The author also presents three possible options of dis-tributing the material within the period of teaching in accordance with the syllabus of V. N. Karazin Kharkiv National University. Needless to say, the developed course needs to be experimentally tested which will constitute the aim of our further research.

Key words: modern translation technologies, CAT-tools, vocational training, the would-be translators.

V.V. Osadchiy

FACTORS INFLUENSING THE DEVELOPMENT OF DESIGN AS A SCIENCE

The features of development of design as a science and design education have been considered. The main methods of our scientific research are theoretical and systemic analysis of pedagogical, historical, technical, pictorial, philosophical scientific literature for cognizing the issue of design development and de-sign education in a theoretical way. The features of historical development of design and factors which af-fect it, namely culture, features of natural environment, economic and political features of society, the lev-el of development of science and technologies, etc., have been discussed. The features of development of design education in Ukraine have been researched. The methodological principles of implementing a de-sign project and their role in formation of mobility of future specialists have been distinguished.

The design as a science arose under the influence of the needs of society and external factors. The design education in Ukraine developed on the basis of the oldest art and technical universities, even locat-ed in one and the same city. Such a situation remains until today. At the same time, we affirm that the pres-ervation of duality in design, in the conditions of imposing art aspect on the technical one, has created op-portunities for mobility and dynamic development of the science.

The perspective of further researches lies in the analysis and implementation of the methodology of combining the technical and art aspects of design.

Key words: design, education, needs, art, culture, functionality.

UDC 339.5:006.3

O.O. Pavlenko, O.O. Triakina, N.S. Timchenko-Mikhailidi

THE MAIN DIRECTIONS OF THE INTERNATIONAL AND EUROPEAN STANDARDS IMPLEMENTATION IN PROFESSIONAL TRAINING OF SPECIALISTS IN THE FIELD OF CUSTOMS

The scientific paper focuses on the issues of the international and European standards, including the WCO Professional Standards and EU Customs Competency Framework implementation in professional education of specialists in the field of Customs. The analysis of pedagogical and professionally-oriented literature has revealed that an urgent need for highly qualified specialists of Customs administrations has encouraged educators and experts in the field of Customs to find relevant forms, methods and means of professional training that are uniform for any country.

The theoretical study of the WCO Professional Standards and EU Customs Competency Framework being implemented at the international, regional and national levels has allowed to conclude that they are the main instruments to be used for updating curricular and accreditation of training programs, adoption of innovative technologies and instruments in bachelor, master and expert programs, developing and testing e-learning platforms for vocational training, sharing experience between educators worldwide. The authors have also underlined the need for revising the content of bachelor and master programs in Customs affairs as well as developing new training courses within the Ukrainian system of Customs education by means of the international and European innovative instruments and methods.

Key words: international professional standards for Customs staff, the WCO Professional Standards, the EU Customs Competency Framework, implementation, Customs professional training, specialists in the field of Customs.

UDC 378:373.61

V.A. Pavlova

TEACHER'S THOUGHTS ON HOW ENTREPRENEURSHIP STUDENTS CAN DEVELOP THEIR COMPETENCE IN UNDERGRADUATE JUNIOR YEARS OF STUDY

Successful training of professional managers and specialists is crucial in terms of their future entrepreneurial activities.

In this aspect, students of the programme "Entrepreneurship, Trade and Exchange" should acquire general competences: searching, processing, and analyzing information from various sources; an ability to work independently and in groups; demonstration of initiative and entrepreneurial attitude. These competences enable further expertise for determining and completing objectives which arise in entrepreneurship, trade and exchange.

The curriculum includes the discipline "Basics of Entrepreneurship". In this way, the programme seeks to define initial entrepreneurial abilities for describing Bachelor Student's profile.

The important thing in pursuing a goal is an individual project in elaborating a business idea and its defence.

In the first stage, project participants should decide which branch of economy is suitable for their business, choose a type of business and develop a business plan.

A survey-based research on evaluating reasonability and demand in the chosen branch is obligatory. If the survey response rate is higher than 50%, the author develops a business advertisement.

The next stage is the development of a promotional offer and its implementation sequence.

The final stage is the defence of the business idea. First-year students describe their business idea and justify its reasonability, present their advertising offer, business plan and make general conclusions.

Various methods aimed at developing future entrepreneurial qualities and respective competences, in particular, student engagement in individual assignments, are especially important.

Key words: competence, entrepreneurship, employment readiness, success, individual assignment, independent work.

UDC: 37.015.3

O.L. Perederiy

THE SYSTEM OF PEDAGOGICAL INFLUENCE AS A FACTOR IN THE FORMATION OF SELF-CONCEPT OF WALDORF SCHOOL SENIOR PUPILS

The article describes the peculiarities of the high school students' self-concept formation at Waldorf schools in Ukraine. The main factors that influence the formation of the evaluation component are indicated. Particular attention is paid to the role of the pedagogical system that organizes the life of the educational institution where children are trained. It is emphasized that philosophy, the basic pedagogical principles, the teaching methodology, the style of interaction between the participants in

the Waldorf school pedagogical process have a positive impact on the self-concept formation for high school students. Comparative analysis of the senior pupils' self-concept in Waldorf schools and a secondary school (gymnasium) confirmed that the humanistic system of pedagogical influences, formed on the basis of Waldorf pedagogy, creates favorable conditions for the development of schoolchildren's personality and for the formation of self-concept evaluation component.

Key words: the concept of a new school, self-awareness, self-concept, Waldorf pedagogy, assessment, teaching effect, methodological system.

O.I. Perevorska

THE PROBLEM OF DEVELOPMENT BY STUDENTS OF COMMUNICATIVE POTENTIAL IN PRE-SCHOOLERS WITH GENERAL SPEECH UNDERDEVELOPMENT

The article presents a study of development of communicative potential in pre-schoolers with general speech underdevelopment. The study was conducted by university students – future professionals in the area of special education.

The article proves that full comprehensive development of a pre-schooler is only possible in society, under the conditions of his/her effective interpersonal interaction with peers and adults, his/her ability to establish communicative contact with others. Therefore, the problem of development of communication (speech) potential in preschool children with general speech underdevelopment is very topical today.

Under our supervision, a group of students of Dnipro National University named after Oles Gonchar have conducted a three-stage study of the development level of communicative potential of pre-schoolers. The study involved 56 children divided into two groups (the experimental and control ones).

The results of the study have allowed students to conclude that the development of communicative potential of pre-school children with general speech underdevelopment will be effective in case when children have speech therapy classes based on the program called «The word is our friend» aimed at activation of compensatory processes capable of normalizing speech function and, in turn, developing the communicative potential of the given category of children.

Key words: preschool age, general speech underdevelopment, communicative potential, speech development, speech-correction program.

O.L. Pinska

SELF-PERCEPTION AS A DETERMINANT OF PROFESSIONAL SELF-IMPROVEMENT OF A FUTURE TEACHER

The formation of highly intelligent and creative personality of a future teacher in the educational process of higher school requires his/her preparation for professional self-improvement, which means vigorous intelligent activities aimed at individual's self-improvement and depends on the ability to recognize himself/herself as a party in future professional activities.

The notion of «self-perception» in the scientific literature is considered in the context of personality's self-consciousness. As a structured mental formation, self-consciousness consists of two components: cognitive, i.e. the process of self-perception and its results as the system of individual's knowledge about himself/herself, and emotional, i.e. the process of self-conception and its results in the form of self-assessment.

The self-perception is comprised of a person's knowledge and assessment of oneself by recognizing the individual self, the focusing of thinking process on the perception and learning of an individual both in the form of perception of oneself being a carrier of consciousness and thinking, and in the form of perception and assessment of other people.

The mechanism of self-perception is a kind of individualistic reflection, which is understood as the activity of individualistic self-perception and as its rational component. In such a complex process, the person, on the one hand, represents himself/herself, and, on the other hand, demonstrates the personality's analytical actions associated with self-assessment.

Self-assessment is considered as the personality's principal formation in the structure of self-consciousness that functions as the assessment of individual's capabilities, and their comparison with the requirements of situational behavior, the assessment of the individual by others and his/her assessment of such others, on the basis of which the regulation is performed.

The deepnes and adequacy of self-assessment is determined by the skill to implement conceptual components of self-perception that enable to evaluate correctly one's spiritual and physical state and one's relations with the outside world and other people.

The self-perception results in the dynamics of changes in the context of individual self formation, i.e. the understanding by the individual of his/her own changes from 'self' point.

*Key words: self-perception, **professional self-improvement, self-consciousness, self-assessment**, individualistic reflection, components of self- perception.*

UDC 378.147:657

Z.V. Piskova, I.I. Kozinets

SIMULATION "ACCOUNTING ORGANIZATION" AS A PART OF STUDENTS' SPECIAL COMPETENCIES TRAINING AND TESTING

Transformation processes in the economy require the improvement of higher economic education. Training is an important technique component of interactive learning. Active learning methods activate independence of opinion, create an atmosphere of trust and mutual support, and make students active subjects of study.

We suggested in our work the methods of conducting simulations as a part of training students studying "Management and Administration," major 071 "Accounting and Taxation."

A structure of a modeled company (small business) was defined on the basis of structural and logical framework.

Attention is paid to the fact that an important factor of achieving simulation objectives is observing its algorithm. The proposed algorithm considers the principle of chronological sequence and logical structuring of educational material for up to 90 minutes.

The effectiveness of simulations was analyzed; and specific competencies achieved by students during the learning process were identified.

It is concluded that the suggested simulations as a part of training are relevant and effective for developing specific competencies of students. Also, attention was paid to the difficulties arising during simulation scenario preparation and implementation.

Key words: economic education, training techniques, simulation methods, special competencies, accounting and taxation.

UDC: 378.007.2

V.V. Proshkin

THE FORMATION OF DESIGN COMPETENCE OF FUTURE ENGINEERS BY MEANS OF ICT

The article shows that the modern level of development of information and communication technologies allows a new approach to the organization of educational activities in the university training of future engineers, the dissemination of scientific information and research results.

It has been demonstrated that comprehensive combination of traditional and innovative technologies facilitates the development of project vision and design abilities in the process of graphical training. The graphics programs that are used for the formation of design competence of future engineers have been considered: «Compass-schedule», «Auto CAD», «Arclii CAD», «Corel DRAW».

It has been found that the latest technologies have several advantages compared to traditional methods of graphical preparation: various computer graphics program application; combination of academic and self-design activities; the ability to perform tasks in the electronic format; the individualization of instruction and control of the knowledge acquisition level of each of the students. The stages of information use and communication technologies in the process of graphical preparation of engineers have been defined: drawing in combination with design; drawing in combination with computer graphics; interactive education on the Internet.

Key words: design expertise, future engineers, information and communications technologies, tools, training.

UDC: 37.046.12

I.R. Puchkov

USING BLENDED LEARNING WHILE TRAINING PRIMARY SCHOOL TEACHERS

The present time demands from universities the opportunity to provide students with qualified education using all modern information and communication technologies. The modern educational process is required to create the comfortable educational and informational environment that is impossible without using BLENDED learning.

At the State Higher Educational Institution "Donbas State Pedagogical University" from 2015 – 2016 the lecturers and educators use the distant form of teaching together with the traditional methods and forms.

The author has characterized the features of blended learning: availability of the teacher, organization of his/her own schedule of extracurricular classes, the teacher control of the learning process, the constant improvement of the course materials by the teacher, the individual approach to students.

The students were divided into two groups of 10 students in each group. One group was involved in blended learning, the other was taught traditionally. Both groups attended lectures and performed laboratory works using computers in university classrooms. The group involved in blended learning had access to the distant course.

The results prove that on average the points for the first, second and third content modules were, accordingly, by 16%, 11% and 20% higher in the group that was involved in blended learning. This confirms our hypothesis concerning the feasibility of using blended learning. The reliability of the results is confirmed by the t-criteria by Student; the results of calculations show the statistical significance at the level of α=0,05.

Thus, introducing blended learning into the educational process has given quite positive results.

Key words: blended learning, distant learning, information and communication technologies, structure of distant course, testing gadgets, chat, forum, glossary, individual work of student.

UDC 378:811

V.B. Pugatch, L.I. Yaremchuk

THE ISSUE OF FORMING COMMUNICATIVE PERSONALITY IN THE PROCESS OF PREPARATION OF FUTURE TEACHERS OF FOREIGN LANGUAGES

The study of foreign languages in modern society becomes the inalienable constituent of professional preparation of specialists of different types and on the quality of their linguistic preparation greatly depends the solution of the issues of professional growth and expansion of contacts with foreign partners.

In the article the analysis of scientific views is conducted in relation to determination of the essence of «communicative culture» and, «communicative competence» phenomena. The basic components of forming communicative personality are analysed. Attention to the theoretical models of foreign communicative competence is accented. Basic educational technologies which can provide efficiency of the process of forming communicative culture of a foreign language teacher are determined. Competence is defined as a dynamic aggregate of knowledge, abilities and skills, an integral quality of a specialist which is characterized by linguistic and professional orientation and represents the social, situational and professionally contextual state of language as the means of professional and personal intercourse.

Key words: communicative culture, competence approach, communicative competence, foreign language teacher, communicative personality.

UDC 37:262.1

G.M. Rozlutska

THE FEATURES OF DEVELOPMENT OF CLERGY EDUCATION IN TRANSCARPATHIA (THE END OF THE EIGHTEENTH CENTURY – THE BEGINNING OF THE NINETEENTH CENTURY)

Experience of historical and educational regions will help in resolving conflicts between clergy training systems in the Ukrainian and European traditions. The article analyzes the process of formation of clergy in our region from the late eighteenth century to the beginning of the nineteenth century. It reveals the organizational and methodological principles of operation of various types of educational institutions for training clergy. The characteristic features of the analyzed period were: the low cultural and educational level of the local population, the access to education depending on social and economic status, the lack of experience in the organization and management of theological institutions, the poor state of facilities and teaching, and the lack of teachers.

The article also determines the Transcarpathian regional features in preparation of clergy: regulatory function of Transcarpathian dioceses, creating diocesan theological schools for providing an opportunities to talented young people to continue their education in European schools and ensuring full cycle of education in theological training, including scientific studies of the European level for obtaining degrees.

Key words: clergy, education, regional differences in training, Transcarpathia.

UDK 378.0

A.P. Samodryn

TO THE ISSUE OF CONCEPTUALIZING PEDAGOGIC ORGANIZATION IN THE LIGHT OF KNOWLEDGE COSMIZATION

Nature, the first great organizer, is broadcast by personal educational channel to the world of man for mastering the cosmos, and the man himself is the only one of its organizational creations. School is an organizer of educational action where the teacher is the one who gives life to texts and organizes the life of man.

Organizing pedagogic action through cosmized knowledge in environmental and socio-educational system and arranging the people to act purposefully in a sorted manner, we implement the process of strengthening the capacity of cognizing, strengthening of related work – innovative activities in terms of innovatively thinking of man as a cosmic creature.

Teachers-researchers who have managed to understand the role and meaning of noo-spheric processes take responsibility for reflecting and designating space-time in a new way – exhibiting its harmonization and compliance with the laws of space in a new light.

Noo-spheric education is a kind of program where the goal of society is focused and where education becomes a holistic worldview that ensures proper environmental consciousness and spiritual component of personality simultaneously – making noo-spheric individual outlook.

The compensating function for the possibilities of educational disadvantages should occur as a pedagogic principle of cosmism – synthesis of terrestrial and space phenomena being in the knowledge of the course of historical processes of nature.

Speaking about the idea of cosmism in education, it would not be correct to consider only the learning content discretely – programs, textbooks, curricula. This is not enough. Knowledge has two origins: the real world (evolution, learning through experience) and faith as a source of spiritual knowledge (information, correlated with the term 'educational purpose'). By way of spirituality postulate we can identify ways to update pedagogical consciousness.

The need for a new teaching methodology and pedagogic education reform is on today's agenda. The educational symphony for a breakthrough into the new reality will not happen without an organized, antropocosmically concentrated scientific research and the coordination of efforts on all levels of pedagogic action. The problem of man's inner world is the main problem of our time and is and will continue to be the key to solving all the other problems of the world.

Key words: education, cosmism, biosphere, region, personality.

N.A. Soroka

PSYCHOLOGICAL JUSTIFICATION OF THE EXPERIENTIAL APPROACH TO SECOND LANGUAGE LEARNING AS LEARNER EDUCATION

Humanistic psychology has exerted great influence on language education in a number of aspects. It has impacted curriculum theorizing, particularly learner-oriented approaches to curriculum development. Experiential learning ensures that immediate personal experience is seen as a start for learning, giving life, texture, and subjective personal meaning to abstract concepts and at the same time assuring a concrete, publicly shared reference point for testing the implications and validity of ideas and judgments created during the learning process. Analyzing the application of the experiential learning theory, the author emphasizes the importance of learners' subjective experiences, attitudes, and feelings about their own learning. The learners' view of themselves as language learners and their self-concept and self-esteem are important characteristics that correlate with successful foreign language learning. Such notions as self-direction and knowledge of the learning process, the knowledge of learning tasks are considered to be the focal points in the process of language acquisition. The learning experiences obtained in the individual process of learning will have a cumulative effect on the development of learners' cognitive and affective characteristics, their views of themselves as learners, and can help to make them able to cope with difficulties and utilize their learning potential more fully.

Key words: awareness of oneself as person and learner, cognitive strategies, communicative approach, competence, experiential learning.

I.V. Tamozhska

THE UNIVERSITY COMMUNITY EVALUATION OF THE ROLE AND IMPORTANCE OF PART-TIME ASSOCIATE-PROFESSORSHIP IN UNIVERSITIES OF UKRAINE (THE SECOND HALF OF THE 19TH – THE BEGINNING OF THE 20TH CENTURY)

Historical and pedagogical heritage of the past has practical value for the development of a new system of education in Ukraine because not only does such knowledge allows assessing the unrealized ideas of that time but also finding ways of increasing the level of university education.

The purpose of the article is to reveal the views of the university community, including I. Vasyliev, V.S. Ikonnykov, M.I. Kostomarov, V.P. Krylov, M.O. Liubymov, Iu.I. Matson, M.K. Rennekampf, P.E. Romer, O. M. Savych, regarding the role and importance of part-time associate-professorship in pre-revolutionary universities of Ukraine.

With the help of the methods of objectivity, historical analysis and synthesis it is determined that there was no established opinion on delimitation of the rights and obligations of Associate Professors and part time Associate Professors at the beginning of the 60-s of the 19th century among the universities' faculties. A significant part of the faculty considered part-time associate-professorship unacceptable for the educational system of the Russian Empire because its development was very slow for a long time, and part time Associate Professors only waited for the promotion to the position of a full-time Associate Professor. It is noted that most of the Professors who analyzed the conditions of the existence of part-time associate professorship did not support the fee system and demanded a substantial increase of funds for these freelance teachers payment.

It is shown that the part-time associate-professorship was not developed at any of the universities of Ukraine, not taking into consideration the few cases that became the only exceptions. The Ministry of National Education was constantly against the intentions of complicating the full-time employment of Associate Professors. Some Professors evaluated part-time Associate Professors' scientific-pedagogical skills too critically considering special courses they taught unnecessary.

Key words: part-time associate-professorship, university community, part-time Associate Professor, vacant positions.

O.B. Tarnopolsky

EXPERIENTIAL LEARNING ACTIVITIES IN THE CONSTRUCTIVIST TEXTBOOK OF ENGLISH FOR STUDENTS MAJORING IN TOURISM

The article analyzes the unit structure in the textbook of English for students majoring in "Tourism." The textbook is designed on the basis of the constructivist approach, i.e. such an organization of the teaching/learning process that ensures students' involuntary language acquisition through participation in target language communication which is implemented when doing learning tasks modeling the professional activities of the future university graduate. Those tasks are completed in experiential learning activities that provide for modeling the professional activities and professional target language communication giving students opportunities of acquiring the language involuntarily through practical experience of participating in such communication. Examples of experiential learning activities are given – those that are used in every unit of the textbook in accordance with separate parts of every such unit. Those activities that are discussed and illustrated in the article include: role plays, simulations, and continuous simulation; project work; brainstorming, case studies, and discussions; professional presentations; reading and listening to professional information sources in English the greater part of which students autonomously find on the Internet; writing summaries, abstracts, essays, articles, reports, etc. on professional issues.

Key words: textbook of English, "Tourism" major, constructivism, experiential learning activities.

A.V. Tokarieva

SERIOUS VIDEO GAMES IN FOREIGN LANGUAGE EDUCATION

Nowadays, social media provides tools for communication and interaction, creates a participatory culture, built around social skills, civic engagement and informal mentorship. Students of today get news updates, search for ideas, share experiences in the webbed environment. With the convergence between media forms and the improved gaming ability of mobile devices, video games and edutainment are being broadly used in everyday classrooms. The area of foreign languages teaching and learning is not an exemption. That is why the author of the article discusses serious video games as an educational tool, enquires into the present state of serious video games' implementation in classrooms, presents pedagogical and practical challenges of using them. The article starts from the description of CALL and DGBL – two large fields connected with video games in foreign language education. Then it moves on to the analysis of pedagogical and practical challenges, connected with the principles of choosing a game, ways of its integration into curriculum, opportunities for the languages learning. The article concludes with specifying areas of further research that include more work on design of the activities that can foster foreign language education based on video games, teacher-training programs' development among others.

Key words: media competence, digital game-based learning, serious video games, foreign languages teaching and learning, educational characteristics of serious video games, genre of a video game.

A.I. Tverdokhleb

SMART-TECHNOLOGIES AS A GROUND FOR DEVELOPMENT OF TODAY'S EDUCATIONAL TRENDS

The article defines the opportunities and benefits of the smart-technologies which are already used in Europe and the world to boost the innovative and immersive level of classes, as well as to enrich students' knowledge both qualitatively and quantitatively.

The theme is relevant as Ukraine today seeks to determine the reasonability of using traditional methods in education and considers their further replacement with innovative ones. This is confirmed by pilot projects, such as "LearnIn - SMART education".

Adaptive features allow using smart-technologies that have proved to be good, such as: project "Classroom", uClass learning environment, FUSE, Ultranet. Their introduction can be followed by several changes during launch, research in effectiveness and further development of operational adjustments in technology.

Besides all-encompassing technologies, the paper also discloses some useful features of SMART Board. It is considered to be simpler and less time-consuming tool in terms of customization and placement in a classroom. However, its effectiveness and the ability to extend functionality beyond its borders by adding some extra programs cannot be underestimated, as that is what makes it a real treasure for many educational institutions.

As a result, development of educational institution's own smart-technologies based on those mentioned above can be considered as a doubtless advantage for each educational institution and the system of education as a whole.

Key words: smart-technologies, smart-classroom, educational resources, teaching and learning.

L.S. Verchenko

DESIGNING TECHNIQUES OF DEVELOPING SOCIAL AND COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS AT HIGHER EDUCATION ESTABLISHMENTS WHILE IN THE PROCESS OF THEIR MASTER'S DEGREE TRAINING

The article is devoted to substantiation of the essential techniques of developing social and communicative competence of future teachers at higher education establishments while in the process of their Master's degree training. Those techniques refer to a combination of methods and approaches to training, forms of control and correction. Stages of training (conceptual, motivational and stimulating, content process, practical, troubleshooting, and the resulting one) are introduced into the educational process at higher education establishments providing self-fulfillment for Master's degree students in various kinds of social and communicative activities and ensuring the final results. The essential stage of technique development of social and communicative competence in future teachers at higher education establishments while pursuing their Master's degree is presented as the conceptual stage technique which is the union and correlation of goals, tasks, methodological principles, and approaches to training, as well as diagnosing the level of development of social and communicative competence of graduates.

It is shown that the aim of such techniques is determined by the development of social and communicative competence in future teachers at higher education establishments while pursuing their Master's degree.

The following tasks are defined: stimulating the cognitive and professional motivation of students; mastering the social and communicative knowledge; practicing the social and communicative skills needed for some social and communicative activities; actualization of needs in personal self-knowledge and self-improvement.

It is shown that designing the technique of development of social and communicative competence in future teachers at higher education establishments while in the process of their Master's degree training is based on such methodological foundations as the systematic, occupational, competent, contextual, personally-oriented, participatory, and synergetic ones.

The essential principles that are to be implemented in practice are discussed – those of subjectivity, dialogic communication, the increasing number of social development techniques, world-outlook pluralism, differentiation, self-development, mutual development and professional mobility.

Key words: social and communicative competence; teachers of higher education establishments; process of Master's degree training; technique of development of social and communicative competence in future teachers at higher education establishments.

UDC 37.036   *N.P. Volkova*

WAYS OF STIMULATION AND MOTIVATION OF STUDENTS' CREATIVE ACTIVITIES

The article presents the diversity of means used for stimulation and motivation of students' creative activities that can be used at higher educational establishments. Special attention is paid to innovative and developing educational environment as well as to innovative and developing area in the course of professional training of future specialists. The diversification of university educational services has been characterized.

It has been demonstrated that retargeting educational process to the formation of professional competence and future specialists' competitiveness is a powerful means for enhancing students' motivation to creative activity. These can be realized through the following: continuous adaptation of study subject-matter to students' future professional demands, full-scale realization of developing and educational potential of the content of education; everlasting renovation of the content of education according to employers' demands; the use of modern person-oriented interactive and information-and-communicative technologies of learning (dialogue-and-discussion, play, training, project, case technologies, web quests, webinars, workshops, etc.); the provision of psychological and pedagogical escorting, individual support of student's training activities; students involvement into different forms of practical activities directed at implementation of professional initiatives in cooperation with university's economic partners and employers; active involvement of students into research and individual project work.

Key words motive, stimulus, creative activities, university innovative and developing environment, diversification.

UDC 37.015.3   *I.O. Zaytzeva, N.F. Pavlyukova, T.V. Legostayeva, A.O. Mysyura*

THE EFFECTIVENESS OF DIFFERENT TEACHING METHODS AT BIOLOGY LESSONS DEPENDING ON THE PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS

The analysis of literature showed that in psychology and pedagogy, for the whole period of their existence as sciences, constant interest is focused on the study of relations between different students' psychological characteristics and their achievements in the various types of lessons.

Nowadays the study of individual peculiarities of students for more effective organization of the educational process remains relevant. We researched the effectiveness of student's assimilation of learning materials by using different teaching methods depending on learners' psychological characteristics. The generalization of the scientific views on the processes of individualization of educational work is presented in our article. Adequate understanding of the efficiency of the educational process on the basis of mathematical models for the prediction of academic achievement in biology is formulated. The importance of studying the psychological characteristics of students for the correction of individual approach to them during different types of lessons is proved.

In the study of relations between different psychological parameters and student's achievements it was established that the high indicators of correlation coefficients are typical for such characteristics as introversion, the overall level of attention and attention span; the average indicators are typical for the level of nervous system excitability and achievement; moderate indicators are typical for the extroversion and the general level of attention.

The study results and the developed mathematical model allow, to a certain extent, to predict academic achievements in biology.

Key words: lesson, type of temperament, degree of extroversion and introversion, the level of excitability of the nervous system, the general level of attention and attention span, the efficiency of the educational process, achievement.

UDC 37.015   *A.V. Zhdanyuk*

HISTORICAL AND PHYLOSOPHICAL ASPECTS OF DEVELOPING VIEWS ON CONFLICT IN THE SYSTEM OF JURIDICAL RELATIONSHIPS

The article is devoted to the theoretical analysis of historical and philosophical aspects of the development of views on the essence, features, and types of conflicts in the system of juridical relationships. It has been determined that the problem of conflict is rooted in the far past and is connected with the opposition and confrontation during different phases of society's development.

The ideas of thinkers of Ancient China, India, Greece, and Rome have been researched. The attempts at solving juridical conflicts have been found in the memorials of Kyivska Rus at the end of 10th century. Dif-

ferent ideas of Middle Ages and Modern Age philosophers as to the reasons of conflicts and the prospects of their solution in the juridical system have been analyzed. It has been shown that, associated with huge changes in the economics, political, spiritual, and other spheres of social life, the 19th century started the new age in the development of explanation of that life and the accentuation of the notion of law conflict.

The author has determined that during Ukraine's stay in the structure of the Soviet Union, the conflict problems in juridical relationships had been a forbidden topic for the all the social sciences. The resumption of scientific research in this sphere was opened in the period of "perestroyka" (rebuilding), when the realization that the society consisted of different conflicts had been achieved. That created the prerequisites for the appearance of a new scientific direction – the theory of juridical conflict.

Nowadays the discussion on differentiating the notions of "juridical" and "law" conflict are continuing. We believe in using the term "juridical conflict" in our research which is defined as the confrontation of opposite, incompatible positions of the sides of the conflict that is based on the juridical confrontation. The solution can be achieved with the help of formal or informal legal procedures (negotiations). Our position can be explained by the fact that the term "juridical" means everything fixed by the current legislation of the country, while the term "law" embraces the processes and events which have taken place in the law field. Furthermore, in juridical activities both legal and not legal procedures are used, so we believe that a lawyer works only with law conflicts.

Such an approach gives an opportunity of drawing the wide circle of law conflicts with which lawyers deals during their careers and which their professional duties make them prevent.

Key words: historical aspects of conflictological concept, conflict in the system of juridical relationships, juridical conflict, law conflict.

UDC 37.013:81'243   *O.M. Znanetska, O.V. Tsvyetayeva*

THE ROLE OF COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE TEACHING

In the article the role of communicative competence in foreign language teaching has been considered. The notion, the main points and the components of communicative competence from the positions of pedagogical, psychological and interdisciplinary approaches have been analyzed. Communicative competence is claimed to be one of the future specialist's key competences. The scientific works on the problem have been investigated.

Communicative competence is a part of social and psychological competence of a person defined as the ability of an individual to interact effectively with people in the system of interpersonal relationships, which includes the ability to be guided in social situations, to identify correctly personality traits and emotional states of other people, to choose appropriate lines of behavior while communicating with them, to implement these methods in the process of interaction.

Competence is the personality trait that is constantly evolving; it is the ability to apply knowledge in new situations. Communicative competence can rightly be considered as the core one because it is the basis of all the other skills.

When learning a foreign language the acquisition of communicative competence by students is believed to be very important, as the ability to speak the language in the proper way according to the situation. Acquisition of communicative competence, the knowledge of what to say and the ability to say that to a particular person in a particular speech situation is necessary for a full, perfect mastery of the language, and the ultimate goal of foreign language learning.

Key words: competence, communicative competence, the notion of communicative competence, the components of communicative competence, competence approach, foreign language teaching.