ABSTRACTS

M.M. Alyokhin

EVOLUTION OF FUNCTIONS OF STUDENTS' GOVERNMENT AT UKRAINIAN SCHOOLS

The successful organization of students' government in secondary schools is primarily related to the clear division of functional load based on the isolation of specific functions of government – the obligation and the role that it performs at an appropriate institution.

In the Soviet school, students' government functions can be divided into general administrative and specifically self administrative. Soviet educators isolated the hierarchical system of general administrative functions which include target (top), social-pedagogical (middle), and operational (low) functions, with each of the operating functions simultaneously aimed at reaching all functions of middle and higher units.

The practitioners of national pedagogy in the independence period distinguished the following functions: socializing (social adaptation), supporting organizational and practical (instrumental), compensational innovative, self activating, self organizing, and collective self-control functions.

However, we believe that this list does not cover the full extent of the social order that exists today in schools. Thus, the pupils' self leadership acquires new functions. In its object-orientation, they are divided into personal (in the framework of which the formation of the student as an individual is implemented) and social (with the top goal to ensure the practice of students' self-government) functions. The personal functions include socializing, motivational, world-viewing, integrative and communicative functions of students' government; the public functions include instrumental, managerial, financial, economic, mediating, vocational, social, educational, preventive, and public-control functions.

Key words: general education institution, student government, student government function, leadership.

S.M. Amelina, R.O. Tarasenko

FORMATION OF INFORMATION COMPETENCE OF FUTURE TRANSLATORS BASED ON THE USE OF INTERNATIONAL INFORMATION RESOURCES

The article discusses the possibility of using international information resource in the process of formation of information competence of future translators. The characteristics of corpora and databases of the European Commission Directorates and other international organizations are presented. The attention is paid to the importance of the reviewed information resources in professional activities of translators at the present stage, which is characterized by the extensive use of the latest translation technologies based on computer-assisted translation systems.

It is noted that the multidimensional nature of database application may include the creation of translation memory, extraction of terms from the database, creating special dictionaries to implement the functions of automatic term entry into the translation process. It is stated that translators can compile, depending on their needs, their own bases of bilingual or multilingual resources, linking different language versions of the same document. It is noted that it is appropriate to implement in the curriculum for future translators some courses, such as «Information technologies in translation projects», where the content should be directed at studying these aspects.

Key words: information resources, databases, information competence, translator.

N.V. Bayurko

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF PREPARING FUTURE BIOLOGY TEACHERS TO THE DEVELOPMENT OF PUPILS' ECOLOGICAL COMPETENCE

Formation of ecological competence of citizens is one of the main tasks of steady developmental education.

Competence is considered as the personal characteristics which combines the knowledge, acquirements, skills, and attitudes that allow a person to implement those or other functions directed at achieving the purpose in specific activities.

On the basis of analysis of scientific and psychological and pedagogical works, it is established that the efficiency of formation process of students' ecological competence is ensured by the complex of pedagogical conditions: implementing the interdisciplinary principle of integrating the ecological knowledge of disciplines of general scientific, humanitarian, natural and professional cycles; the use of the system of educational and ecological problems and tasks; the application of active methods of implementing the ecological education of students of higher educational establishments; the introduction of special courses into the educational process of higher school.

Besides the pedagogical conditions for formation of the ecological competence of the teacher, the technologies and techniques of forming the specified competence of researchers were also developed.

In the author's opinion, the formation of readiness of future teachers of biology to the development of ecological competence of pupils of the secondary school during vocational training will be more effective if the following organizational and pedagogical conditions are created: stimulation of students' requirements in mastering the techniques of development the ecological competence of schoolchildren by increase of ecological literacy of the future teachers; the use of modeling fragments of professional and pedagogical activities for maintaining the personal inclusion of students into ecological and educational activities at the lessons of vocational disciplines; the motivated use of tasks with ecological direction during different kinds of practices that are included into future biology teachers' training.

Key words: future teacher of biology, environmental competence, commitment to the development of ecological competence of students; pedagogical conditions.

N.B. Benkovska

COMPARATIVE ANALYSIS OF INTERNATIONAL AND NATIONAL EXPERIENCE IN TRAINING ECONOMISTS AT HIGHER EDUCATIONAL INSTITUTIONS

The article analyzes the main trends in the development of higher economic education in educational institutions of the United States and Western Europe (United Kingdom, France, and Germany). These trends are compared with the leading prospects of development of the educational process in higher educational institutions of Ukraine.

The analysis of scientific research in this field shows that the most successful economic training of youth is achieved in England, Germany, and the USA. It is especially shown in the formation of economic thinking of young people, their attitude to education as a prerequisite for professional success and recognition of their professional prospects.

In the area of formation of the principles of behavior and students' activities, the developed democratic countries reject the authoritarian pedagogy. Higher educational management and administration of universities do not emphasize the concept of «educational measures», they give preference to the means of formation in young people of proper moral principles and desirable canons of individual and collective behavior in a democratic society. Moreover, the National Doctrine of Education of Ukraine in the 21st century provides for the change from collective education to the personal one.

The most significant problems of western higher economic education is quite close to the Ukrainian ones, and it is necessary to find ways of formation in students of knowledge, skills, and professional qualities which help them to realize themselves effectively in economic activities during their professional career, even when changing the nature of their work (e.g. transition from an accountant to a financier, the management of a bigger team, etc.).

Key words: economist, economic education, economic activities, training of economists, higher educational institution.

E.E. Beresten

GRAMMAR IN THE LESSON OF GERMAN

The study of foreign languages is unthinkable without the study of grammar. This is stated by great numbers of researchers in modern methodology. Among domestic scholars who devoted their

works to this range of issues are such researchers as A. B. Strelnikova, M. V. Zhernakova, I. I. Filippovich, E.R. Latypova, L. R. Mybarakshina, and many others.

The analysis of the advanced studies of domestic scientists made by us showed that grammar was in the center of methodical research. In our view, this issue is studied well enough. However, the importance of our research is in suggesting a new approach to teaching grammar on activity basis.

Some exercises are suggested following that approach.

Key words: grammar, exercise, activity approach, communication.

UDC 371.3
S.L. Bobyr

THE MODEL OF PROPAEDEUTIC COURSE «INTRODUCTION INTO SPECIALTY «LANGUAGE AND LITERATURE (ENGLISH)» FOR PROSPECTIVE TEACHERS

Described in the article is the model of the propaedeutic course «Introduction into Specialty «Language and Literature (English)» for prospective teachers. Designing a new course we primarily kept in mind the needs of the trainees and the requirements of the Ministry of Education. Besides, we took into consideration all the significant factors, such as: the relevance of the course to the goal and the objectives; its correlation with other related courses; its transparent structure that resembles the crucial concerns of the course; effective use of the time allotted; students' access to materials, programs, and technologies; the monitoring process which entails a continual and systematic observation of the course implementation; clear-cut tasks and requirements to reporting documents and procedures; criteria of assessment.

The main goal and the objectives of this course is to help first-year students adapt to the university system of education in the shortest possible time thus making their learning process more effective, understand the crucial directions of their professional preparation – what kinds of professional functions they are supposed to perform in future and what subjects they are going to study in the University, when and why, what other activities besides studies they can get involved in, how they can develop their personal gifts and talents, and why it is so important for this profession, what facilities there are at their disposal and how to use them.

The model embraces two content modules – «Overall issues of professional teacher preparation in Pedagogical University» and «Components of the FL and World Literature teacher's professional preparation». Each module has a certain number of class hours, self-study and independent work, which are carefully distributed, planned, monitored and assessed. The table demonstrates the model of the course and the examples illustrate the tasks for self-study and independent work.

Key words: propaedeutic course, Introduction into Specialty, model, prospective FL teacher, content module, credit.

UDC 378.1-057.4
L.G. Boiko

TOPICAL ISSUES OF PROFESSIONAL PREPARATION OF SPECIALISTS IN TOURISTIC BUSINESS AT THE MODERN STAGE

The development of economy of the country and the development of society initiate educational development and search for new ways of professional preparation of specialists. Today, tourism in Ukraine is one of major industries in economy. Therefore, professional preparation of future specialists in touristic sphere is important for the economic successes of the country as a whole.

The analysis of international tourist activities testifies to the fact that domestic tourism lags behind the world standards. In particular, there is unsatisfactory quality of educational services, the innovative forms of organization of tourism are little used, and there are questions in what concerns the service culture. It is therefore necessary to change the programs of preparation, to introduce new directions, forms, and methods of work.

The basic problems that need solutions are:

– coordination and competitiveness in the European space of Ukrainian educational programs for training future specialists in tourism;

– search for such models of educational process which would be balanced and harmonious in what concerns teaching theoretical courses and their practical applications;

– implementation of competence approach that will provide orientation of educational process towards solving the problems of society;

– orientation of preparation of specialists towards forming professional world view concept on which professional thinking, psychological readiness for professional activity, an ability to react quickly to changes in the national and world standards of service on the tourist market are based;

– organization of different types of practical preparation, which begins with forming professional primary skills and ends with professional practice with the purpose of reinforcing the acquired knowledge, skills, abilities, and practical experience obtained;

– preparation for intercultural communication;

– forming national consciousness, education through local cultural traditions;

– psychological accompaniment of professional preparation of students in higher educational establishments.

Thus, high-quality preparation of specialists is possible only on the condition of forming a standard of education, educational programs with taking obligatory account of experience, principles and approaches proper to European higher educational establishments, as well as introducing the balanced approach to correlation of theoretical and practical preparation.

Key words: professional preparation, educational program, activity approach, general and professional competence.

M.M. Chepil

IVAN FRANKO'S VIEWS ON TEACHER'S PERSONALITY THROUGH THE LENS OF TODAY

The research into the pedagogical output of Ivan Franko (1856–1916) is of theoretical value and practical significance for Ukraine's current development in the view of educational reforms and search for a value paradigm.

I. Franko's views on the ideal teacher and his competences from the standpoint of today; the role of the teacher in organizing the educational process and his/her social functions; the teacher's influence on pupils' life, etc. have been highlighted.

The teacher's personality has been stated to be important for the formation of nationally conscious Ukrainian citizens with the help of school subjects and democratic schooling system. In this regard, the function of the teacher undergoes changes as he/she must take part in organizing educational activities on equal terms with the pupils.

I. Franko's requirements for the teacher's personality are as follows: to love children, to have a wide range of knowledge, to ensure pupils' physical and mental development, to teach children to think independently, to instill high moral values in young people, to encourage independence, diligence, active life position, etc.

The teacher's social functions have been analyzed. Pupils' development, formation of views and beliefs, independence, love of learning are thought to depend on teacher's personality, authority, character, erudition, skillful teaching, and the appropriate choice of educational methods.

Key words: teacher, pupils, education, training, school, Ivan Franko.

D.A. Chernenko-Shnurko

DEVELOPING TEENAGERS' PATRIOTISM USING MODERN TECHNOLOGIES OF UPBRINGING

There are many definitions of «educational technology».

Pedagogical technologies are divided into training and upbringing technologies. L. Danilenko suggests the following classification of innovative technologies of upbringing: developmental education, student-centered education, community education, creative education, personality-oriented education, psychological control, adaptive control.

The upbringing technologies can be divided into three components: structural-logical technology, integration technology, and gaming technology.

Mass forms of work (reading conferences, thematic evenings, literary quizzes, meetings with famous people of the region, participation in voluntary organizations), group work (class hours at school, political information classes, releasing wall or school newspapers, radio, television, artistic

performances and educational films), individual forms of work are discussed in the article as means of patriotic upbringing.

Key words: upbringing, technologies, patriotic consciousness, upbringing influence, forms, methods, pedagogical technologies, upbringing technologies.

N.O. Chernyak

PROFESSIONAL PEDAGOGICAL COMMUNICATION AS AN INSTRUMENT OF PERSONALITY FORMATION OF FUTURE EXPERTS IN THE FIELD OF SOCIAL WORK

The article deals with the importance of communicative competence of future experts in the field of social work, the development of their social activities, further formation of their cognitive interests. The formation of the wholesome communicative personality by means of successful acquisition of knowledge as well as getting skills to express communicative needs through verbal, non-verbal and Internet means of communication is the highlight of our attention.

The process of experts' upbringing in the field of social work requires particular efforts from lecturers and teachers. Acquisition of verbal, non-verbal and computer means of communication, abilities to vary communicative means play a special role in the upbringing process. To obtain the desirable results, it is required to use much more situations from real life which encourage forming both communicative and professional competences.

Key words: modern education, professional communication, communicative competence, innovative methods

O.A. Derbak

THE SYSTEMIC HISTORICAL ANALYSIS OF MAIN STAGES OF HIGHER EDUCATION IN THE REPUBLIC OF MOLDOVA

The present paper overviews the systemic historical analysis of higher education in the Republic of Moldova. The article presents the main stages of higher education in Moldova.

The first historical stage (15th-19th centuries) shows the origin of education in Moldova on examples of monastery schools, collegiums and men's gymnasium in Kishinev.

The second historical stage (1930–1991) presents the higher education development in the Republic of Moldova during Soviet period.

The third historical stage (1991–2005) overviews the higher education in Moldova in the context of European educational space.

The fourth historical stage (2005–2014) shows the higher education in the process of globalization.

Key words: higher education, systemic-historical analysis, establishment of higher education.

S.P. Derkach

METHODOLOGICAL ASPECTS OF COOPERATIVE LEARNING

Over the last decade the implementation of active learning methods has become rather popular, especially cooperative learning as an effective method to enhance learning activities of students. It has been proved that cooperative learning gives positive motivation, productivity and effectiveness of learning activities of students. The article considers methodological principles of cooperative learning, which is the foundation for the formation of students' practical skills and abilities; their capacity for flexible thinking, rapid response and adaptation to unexpected changes; their being active in resolving any issues and sociable; their being capable of reflection on one's own activities.

Nowadays, Ukraine needs young people who are more flexible, creative, and active – young people, who can solve problems quickly, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. Knowledge only is no longer enough to succeed in the increasingly complex, fluid, and rapidly evolving world in which we live. In order to make better and more effective life-long learning and potential success it is now widely accepted that young

Ukrainian people need to have opportunities to develop personal capabilities and effective thinking skills during their education.

Key words: cooperative learning, active learning, interactive learning.

UDC 37.041:371.13

V.A. Frytsiuk

READINESS OF FUTURE TEACHERS FOR CONTINUING PROFESSIONAL SELF-DEVELOPMENT

In the context of modernization of higher education, one of the factors in providing the state competitiveness on the global level is to improve specialists' preparation quality, in particular, to form prospective teachers' motivation to continuous professional education and professional self-development. Self-development of personality of prospective teacher is urgent for modern educational process.

Theoretical analysis of the philosophical and psychological research shows that the process of professional self-development of personality is one of the most important but not fully studied issues. In Philosophy the process of self-development of personality is observed as spiritual and practical transformation in order to complete individual self-improvement. In Psychology it is viewed as a necessary condition for self-realization. Psychologists consider self-development as a conscious process of personal development for effective self-realization based on significant aspirations and external influences.

The analysis of contemporary psychological and educational research confirmed that in the scientific psychological and pedagogical literature the term «teacher's self-development» has no clear consistent definition due to different methodological approaches to its consideration. The process of professional self-development of future professionals is considered by scientists from the standpoint of different approaches.

Key words: professional self-development, readiness, future teachers, continuous self-improvement, continuous professional self-development, readiness of future teachers for continuing professional self-development.

UDC 159.923.2

I.V. Garkusha, A.M. Synets

WORLD VIEW AND PSYCHOLOGICAL PRE-CONDITIONS
OF FORMING PROFESSIONAL IDENTITY OF HIGHER SCHOOL TEACHERS

The problem of forming professional identity of teachers remains topical for a few thousand years already, from pre-science times until today.

World view psychological pre-conditions of forming professional identity of higher school teachers are analyzed in the article. Humanistic and traditional pedagogies are compared. A model of education of K. Rogers is considered and analyzed – the model of concentration on personality. The characteristic features according to A. Maslow are distinguished.

Key words: professional identity, identity of a teacher, humanistic ethics, humanistic pedagogy, humanistic psychology, self-actualization, self-realization.

UDC 371.331

M.M. Hreb

PROBLEMS AND PROSPECTS OF USING LECTURES AS AN EFFECTIVE FORM
OF TEACHING LEXICOLOGY AND PHRASEOLOGY TO PRIMARY SCHOOL TEACHERS

The analysis of the literature reveals that statement of the problems and prospects of using lectures (as the effective form of organization for teaching future primary school teachers Lexicology and Phraseology) is modern and topical. After the analysis of the lecture's definition as an effective form of education organization at higher school, after studying scientific works, the author has determined the demands to lectures and ways of teaching (using such methods that will change the student's role from a passive listener to an active participant of the educational process). According to the author's point of view, this will facilitate forming skills of critical thinking, the ability to reproduce the given information critically, to make generalizations and conclusions independently, to state one's own

thought (on the information given during the lecture) on the basis of comparative analysis and synthesis of scientific opinions. The processed material has given the opportunity to determine objective and subjective reasons on which the effectiveness of lectures depends.

The author emphasizes the special significance of using multimedia devices of presentation of the theoretical material during lectures on the discipline «Modern Ukrainian Literary Language.» This leads to the opportunity of complex implementation of students' visual and auditory analyzers. The article analyzes scientific research on problems of implementation of informational-communicative technologies in lectures on linguistic disciplines. The most essential benefits of using multimedia methods of education in the process of lecturing are determined.

As the prospect of further research, the scientific and practical grounding of the system of educational methods is considered – those methods that will enable future primary school teachers to master Lexicology and Phraseology.

Key words: primary school teacher, forms of educational process organization, lecture, types of lectures, requirements to lectures.

T.V. Hrebenyk

STRATEGIC MANAGEMENT AS A SYSTEMIC MEANS OF ENSURING THE COMPETITIVENESS OF AN EDUCATIONAL INSTITUTION

Unbalanced structure of education in Ukraine, unstable legal framework, budget deficit of educational institutions, lack of experience in managing higher education institutions under the conditions of strong competition, confirm the presence of problematic task for the strategic management of a higher education institution.

We should start by adopting highly competitive rates with strategic planning of an educational institution. In addition, it is clear that employees' understanding of the real level of competition is a strong argument for their own motivation in innovative development of an institution – while the perspective characterized by decrease in capacity to meet personal needs is not desirable.

The dynamics of changes taking place in an educational institution should ensure creation of conditions under which such an institution of higher learning will have the best chance to be competitive in the education market. At this, a strategic plan should be considered as a set of specific management decisions that will ensure efficiency in achieving the objectives.

The internal factors that conduce to the success of strategic management of a higher education institution to ensure its competitiveness, in our view, include the following ones: regulatory – legal, financial – economic, material – technological, socio – motivational, and personnel – management.

However, it should be noted that there must be a sufficient level of team's readiness to use the approaches of strategic management within an educational establishment. The use of the mentioned type of management is important in an education institution in general, and in its every separate unit in particular.

Converting strategic management into the main systemic means of ensuring competitiveness of an education institution will facilitate concentration of administrative work on the main issues and ensure increase the quality of education.

Key words: strategy, management, strategic management, strategic planning, institution's competitiveness, innovations.

S.M. Khatuntseva

DIDACTIC VALUE OF PEDAGOGICAL BARRIERS IN THE PROCESS OF FORMATION OF FUTURE TEACHERS' READINESS FOR SELF-IMPROVEMENT

In the article, the scientific and theoretical basis of the problem of pedagogical barriers in the process of future teachers' professional training has been analyzed; the role of pedagogical barriers in the process of formation of future teachers' readiness for self-improvement has been determined. It has been proved that during the formation of readiness for self-improvement some pedagogical barriers of self-education and self-upbringing may arise.

The author emphasizes the dual nature of a pedagogical barrier, highlights its developmental potential and defines its positive and negative features as well. It has been found that during the formation of future teachers' readiness for self-improvement sometimes different pedagogical barriers of self-education arise: the lack of desire for self-education, motivational and emotional discomfort, and poor self-organization of the process of assimilation of new knowledge.

It has been pointed out that there are some barriers of self-upbringing: insufficient level of formation of the reasons of professional up-bringing, absence of goal-setting, lack of self-control and self-adjustability of professional behavior, lack of desire for self-actualization. Pedagogical barriers of self-education and self-upbringing are colored with individual personality characteristics that determine the nature of future teachers' activities for self-improvement.

The attention has been focused on the fact, that the future teacher himself/herself must be aware of the presence of pedagogical barriers and should try to find effective ways to overcome them; secondly, it is necessary to create favorable conditions for successful overcoming of barriers or preventing them in the process of self-improvement. The source of such a barrier is the existence of an imbalance between the individual and the environment.

Key words: future teacher, self-improvement, readiness for self-improvement, a barrier, a barrier of self-education, a barrier of self-upbringing.

M.O. Kniazian

THE SYSTEM OF TASKS TO FORM THE GENERAL CULTURAL COMPETENCE OF FUTURE TEACHERS OF FOREIGN LANGUAGES

The issue of formation of general cultural competence of future teachers of foreign languages is presented in the article. The general cultural competence displays students' knowledge of the cultural heritage of different peoples, the ability to assimilate this knowledge, to use this information to improve cross-cultural interaction. The major components of this competence are motivational, cognitive, and functional ones.

In order to form the components described above, we have developed the system of tasks (reflexive and critical, analytical and constructive, independent and creative).

The reflexive and critical tasks provide for students' research of scientific literature on the formation of general cultural competence, the analysis of the material, the expression of their own attitude to scientists' ideas, argumentation of educational methods' efficiency.

The analytical and constructive tasks are developed for creating the techniques of designing the content and methods of formation of pupils' general cultural competence.

The independent and creative tasks mean that students suggest original versions in the formation of pupils' general cultural competence (for pedagogical practice) or students' general cultural competence (for assistants' practice).

Key words: general cultural competence, future teachers of foreign languages, system of tasks.

I.M. Kofan, V.O. Nudel

LEADERSHIP QUALITIES DISPLAY FEATURES IN INTERPERSONAL RELATIONSHIPS IN YOUTH AGE

The issue of leadership qualities manifestation in interpersonal relationship in the youth age is examined in the article.

The question of understanding the leadership phenomenon based on different approaches of foreign and domestic psychologists, as well as the characteristics of youth interpersonal relationship formation, are considered.

The nature of connection between the styles of leadership, the level of leadership qualities manifestation, and the types of interpersonal relationships has been examined using as research materials the data from 50 boys and girls. The following methods were used: the questionnaires «Leadership skills diagnosis» (E. Zharikov and E. Krushelnytsky), «Leadership styles diagnosis» (L. Rumyantseva), and «Interpersonal relationship diagnosis» (T. Leary).

The article proves the existence of correlation between the characteristics of leadership qualities manifestation and interpersonal relationships in the youth age.

The results may have a very broad application and can be used in applied psychology that deals with the issues of interpersonal relationships and personality development in pre-adult age, in the practice of social and psychological services at higher school, and within individual psychological counseling as background information for coaches.

Key words: leadership, leadership abilities, leadership styles, interpersonal relationships.

A.V. Korkishko

HISTORICAL AND PEDAGOGICAL ASPECT OF THE CATEGORY «IMAGE» IN THE FOREIGN SCIENTIFIC SPACE

The attitude of community to the teaching profession has been different in the process of historical development. Therefore, the issue of professional image of the teacher, the educator, the lecturer should be considered in the context of history of educational thought by examining peculiar features at each historical stage.

The aim of the article is the analysis of scientific literature and the study of philosophical, historical, and educational aspects of the category «image» in the foreign scientific space.

A brief analysis of the views of the outstanding foreign thinkers, philosophers, politicians, writers, historians, educators from different countries (Confucius, Socrates, Plato, Democritus, Aristotle, Marcus Fabius Quintilian, Cicero, N. Machiavelli, J. A. Comenius, J. Locke, Jean-Jacques Rousseau, C. A. Helvétius, D. Diderot, J. H. Pestalozzi, F. A. Diesterweg) makes it possible to assert that all of them consciously or subconsciously drew attention to the need and value of the image of the teacher's personality. The analysis of genres of the foreign historical and pedagogical literature allows to note that some components of the image (the teacher's features; the development of the speaker as a personality; appearance as a vivid example; the behavior: honesty, fairness, responsibility, discipline, etc.; social respect and honor; language: bright, figurative, easy to understand, concrete, etc.; grasp of the so-called «Socratic» method of conversation, dialogue culture; creativity, the ability to transform; standard to follow, constant work over himself, professional obligations, etc.) were considered and implemented in the educational process at that time.

Key words: image, imaging, history of foreign pedagogy, philosophical thought, teacher, pedagogue.

S.P. Kozhushko

APPLYING INTERACTIVE TECHNOLOGIES IN THE SYSTEM OF PREPARATION OF FUTURE SPECIALISTS IN TOURISM BUSINESS FOR THEIR PROFESSIONAL INTERACTION

According to official data distributed by world leading statistic agencies, tourism industry is among those that have the fastest tempo of development. Thus, the demand for specialists operating in this branch of industry is demonstrating its positive dynamics. As the result, higher educational institutions have to revise their systems of training to provide the branch under consideration with managers of new generation possessing the set of competences that meet the requirements of the day.

Among the competences that are of crucial importance for successful work of tourism managers special place belongs to dialogue-communicative ones as without productive communication (in all its manifestations) the work of tourism manager can not be considered effective.

To stimulate the formation of communicative competences the following variants of classes were tested and proved to be effective in the course of training future specialists in tourism business: lecture-dialogue (discussion, dispute, and talk), lecture-situation, lecture-conference, lecture-consultation. Emphasis is made on the dialogue that transforms learning into the sphere of inter-subjectivity when knowledge acquisition becomes a phenomenon of social value and assists in peer teaching (team learning), while teachers and students become equal participants of the process of learning and cooperate in the atmosphere of mutual understanding, confidence, self- and mutual exactingness.

Implementation of dialogue-oriented learning as a manifestation of interactive learning has demonstrated its total efficiency and positive contribution to the development of student interactive skills, tolerance, critical thinking and decision-taking.

Key words: dialogue-communicative competences, specialists of tourism business, professional interaction, interactive technologies of learning.

UDC 371.3

I.I. Kozinets

FEATURES OF VIRTUAL COMMUNICATION

The special area of virtual space – the Internet is considered in the article, where new opportunities and specific features for communication and communication barriers have appeared. The features of self-presentation and self-communication through computer networks are analysed. Communication skills to communicate in the Internet are mentioned, such as the ability to: express one's own thoughts, understand and receive information, build virtual relationships, develop tactics and strategy of individual behavior. The characteristics of communication that takes place via computer networks are also considered: simultaneous communication of a large number of people located in different parts of the world; inability to use most of the non-verbal means of communication and self-presentation; depletion of emotional component of communication; anonymity and reduction of psychological risk in the communication process; simple change of formal attributes. The author focused on the specific style features of virtual communication (dominant, controversial, spectacular dramatical, attentive, friendly, open, inspirational, calming). The means of expressing emotional reactions were considered: the use of template graphics; the use of specific words, characters, greetings called «caps». Attention is paid to the appearance of a peculiar culture of communication – the network etiquette. The rules that arise during communication on the Internet are described.
Key words: communication, virtual environment, style, communication.

UDC 371.13:81'243

R.A. Kravets

PROVIDING THE MULTICULTURAL EDUCATION OF FUTURE AGRARIANS BY MEANS OF THE COMUNICATIVE APPROACH IN FOREIGN LANGUAGE CLASSES

On the basis of the study it has been established that an important role in implementing the communicative approach in the context of multicultural education of future agrarians in foreign language classes belongs to ensuring awareness, openness, partnership, objectivity, impartiality, optimal use of communication opportunities, mutual responsibility, and apportionment of duties. They determine the nature of communication which may be cognitive, evaluative, altruistic, friendly, affective, romantic, conflicting, and hostile. Cognitive communication pursues a goal of obtaining knowledge about people, their relationships, and the environment; evaluative communication is connected with the need to gain social approval; altruistic – aims at supporting and helping other people; friendly – depends on mutual affection, friendship, goodwill; affective – conveys emotions; romantic is revealed in aspiration for the unusual, bright, exciting; conflicting – reveals itself in obvious confrontation; hostile – appears in unfriendly prejudices towards other participants of the communication. Communicants' emotional states affect the nature of communication.

It has been proved, that the communicative approach's maximum efficiency is achieved when it is implemented by using personalization and differentiation in teaching, finding ways of widely attracting personal abilities of future agrarians in the conditions of individual and collective work of a group. Ignoring personal individualization leads to losing the ability of using student's rich internal reserves.

Having conducted a thorough analysis of pedagogical and methodological literature, we can conclude that implementing the communicative approach is closely correlated not only with the development of a future agrarian's skills to behave (verbally) as a representative of a particular language (within the requirements applied to a specific phase of training and higher educational institution's type), but also plays the key role in developing adequate capacity for interaction with different cultures and societies. Moreover, the communicative focus of teaching is to stimulate high personal motivation of students in business foreign language communication.
Key words: multicultural education, communicative approach, foreign language, agrarian industry, individualization, differentiation, competence.

UDC 371.213

S.L. Kucher

THE CONCEPTUAL BASIS OF CONTINUOUS DESIGN TRAINING OF FUTURE TEACHERS OF TECHNOLOGY

In the modern Ukrainian education system «Technology» as the educational sector has become more comprehensive since it is a component at all levels from preschool to professional.

The fundamental basis of technical education is changing from design technology to the art and design paradigm. Under these conditions, students receives the competencies required from a modern professional (mobility, creative approach to solving problems, integrity of vision, etc.).

The result of design-training of teachers of technology at universities should be a person with a wide range of competencies that allow to demonstrate the unity of theoretical and practical training in the field of design, as well as a person who is ready for «learning for life».

Conceptual provisions, on which a system of continuous design training of future teachers of technologies is based, include: 1) implementation of competence-based, activity-based, subject-oriented and practice-oriented approaches; 2) the continuity of design training for all levels of pre-vocational, vocational and after-professional education; 3) development of educational programs taking into account the trends of development of Ukrainian national and world design.

Further searches in the study are associated with the formation of a substantial component of design training of teachers of technology in connection with the content of labor training and technological profile at school.

Key words: design-preparation of future teachers of technology; long-life learning; continuity and multi-level education.

O.V. Kyiashko

ADVANTAGES AND DISADVANTAGES OF USING ON-LINE EXERCISES
FOR LEARNING LANGUAGES

A key reason for the use of technology within a learning situation is to enhance the quality of learning and teaching. Computer-based on-line exercises and tests have been used in a wide range of setting to provide more favorable conditions for getting information and practicing.

Though the technology that makes on-line exercises and tests possible is a great thing, it can also cause problems. If you do on-line testing, you should have a back-up plan for students who have technical difficulties and be ready to receive some frantic emails from students who have poor internet connections or faulty computers; unlike collaborative, project-based assessments, on-line exercises or tests can feel more impersonal than they do in the classroom which may contribute to an online student's sense of isolation.

Advantages of on-line exercises and tests are also meaningful: they can be more accessible to students with disabilities who have assistive technologies built into their computers than handwritten tests are; they can be a lot more interactive than traditional papers; once an exercise or a test are developed, it is relatively easy to transfer and repeat them.

Key words: Internet, on-line exercises and tests, advantages and disadvantages, skills.

O.V. Lebid

THE ROLE OF RESEARCHING THE ENVIRONMENT
IN EDUCATION INSTITUTIONS STRATEGIC MANAGEMENT

Focusing on providing long-term success of secondary schools in the changing environmental conditions justifies transition to strategic management as one of the most promising innovations in management education. This defines the increasing relevance of the theory of strategic management in education.

The strategic management of a comprehensive educational institution includes a very difficult problem of analyzing the external environment, primarily in order to reveal the threats and opportunities that an educational institution should consider when defining its strategy.

In modern conditions, a secondary school must be able to adapt to the environment and to actively shape the external conditions of its activities, constantly revealing potential threats in the environment. On this provision strategic management is based.

I want to emphasize that general education as an object of management and is influenced by complex external factors that make up its environment. Measuring the appropriateness of these factors creates the foundations for the prestige of an educational institution. That creates pre-conditions for

characterization of environmental factors of an educational institution: demographic, socio-cultural, legal, political, scientific, technological, economic, natural, and environmental resources.

The analysis of the environment in all the above-mentioned factors is necessary for successful operation of secondary schools in the system of strategic management and will anticipate changes in the educational environment and society, so as to respond to them.

Key words: strategic management, strategic management of general educational institutions, organization's environment, external organization's environment, the external environment of general educational institutions.

L.Yu. Lichman

CRISIS OF COMPETENCE: SOME ASPECTS OF LANGUAGE EDUCATION IN META-HISTORICAL ENVIRONMENT

To study the issues of building linguistic competence becomes increasingly topical every year due to the growing social, religious, cultural and civilizational conflicts identifying the society's development at meta-historical stage. The demographic and linguistic space of the planet is transformed in response to the socio-economic and environmental disasters: peoples disappear and languages die reaching disaster proportions. At that, the intensive introduction of innovative technologies must be stepped up for building linguistic / foreign linguistic competence. In particular, cognitive linguistics and language education open a promising possibility in the matter of increasing language proficiency. The productive aspect of cognitive-oriented linguistics involves studying the idea of a personality authenticity associated with the frame theory. Investigating the individual's linguistic and cognitive characteristics makes it possible to project a student's cognitive map with the view of improving the process of building foreign linguistic competence. Therefore, while arranging the language education activities one should take into account the characteristics of the individual's mental development. Comprehending the in-depth mind foundations leads to designing and simulating the activities, to mounting communication between teacher and students. Developing the methods and mechanisms for improving language proficiency within the framework of extending a personality's authentic potential requires applying appropriate evaluation methods. The formula determining the level of linguistic competence consists in the following: the productivity index of training activity equals the coefficient of training material correspondence to the individual's psycholinguistic nature. The effective implementation of cognitive linguistics concept in the language education sector of Ukraine boosts the development of cognitive-oriented education, it enables the development of innovative strategies for building the foreign linguistic communicative competence of students.

Key words: authenticity, foreign linguistic competence, frame, epistemophilia, cognitive map, meta-historical environment.

Y.O. Lysenko

VALUE ORIENTATIONS AS INDEX OF THE QUALITY OF LIFE OF STUDENTS OF THE ACADEMY OF MUSIC

The article analyzes the scientific approaches to researching the category of value orientation in philosophical and psychological aspects. The meaning of the category of quality of life in the value representation of personality is considered. The place and role of the theory of values is discussed, its meaning for the development of complex of sciences about a man and society; the prospects of its development are marked in the unity of gnosiological, psychological and pedagogical aspects. Further development was obtained for the category and notions including such concepts as «significance», «value relations», «estimation», «value orientations». The connections of the value orientations and the quality of life of personality are investigated using as examples value orientations and the quality of life of modern young people-students.

Valued orientations as a higher level in the personality system fully depend on the values of social association with which self is identified. The levels of that system also differ according to educational regulations. The value orientations determine the vital aims of a person and express the most essential things for personality. This aspect requires further empiric research.

Key words: philosophical, psychological approaches of research of category quality of life, life, valued orientations, personality.

UDC 371.13:379.85

S.I. Medynska

FORMATION OF FOREIGN LANGUAGE COMPETENCE AS A COMPONENT OF PROFESSIONAL TRAINING OF SPECIALISTS IN THE TOURIST INDUSTRY

Foreign language competence is considered to be an important constituent of professional training of would-be experts in the tourist industry since the foreign language is applied as a tool for successful communication at the different levels of the professional activity which is a crucial factor under conditions of the current globalization processes.

Analyzing the components of the portfolio of a successful manager engaged in the tourist industry it is possible to draw the conclusion that foreign language competence is apparently a constituent of communication competence but it is also crucial for the sound development of professional, cognitive and outcome competence as a way of self-development, self-realization and a direction of systematic improvement of the manager's competence because of its ubiquitous nature.

The intended learning outcome of forming foreign language competence is creating a language personality who is a universal individual characterized by such qualities as creativity, self-sufficiency, fluency, ability to establish rapport and trust with interlocutors as well as a personality with the definite viewpoints and a firm life position.

The structure and content of the foreign language course has to take into account the pedagogical conditions of forming the competence of would-be experts in the field of tourism and apply a complex approach to teaching the foreign language, namely English, including general and business aspects (GE and BE) as well as the tourism direction (ESP) for optimal organization of training.

Key words: foreign language competence, specialist in the field of tourism, professional training, professionally oriented communicative competence.

UDC 371.1:004

G.I. Miasoid, T.I. Iusypiva

EXPERIENCE OF USING COMPUTER NETWORKS IN K-12 SCHOOLING IN THE USA

This paper addresses the problem of reforming the system of education and meeting the needs of today's learners and the technological advances, which offer wider opportunities to increase the learning results. The paper also examines the place of computer network in the system of learning environment. It views the computer networks as an educational medium to transfer textual information in a two-sided way between the teachers and learners, and between learners, notwithstanding their location or time of online connection. The study aims at analyzing the experience of using the computer networks in the K-12 system in the USA. It examines the major forms of learning activities and research projects to get students involved. The advantages of the networks to increase higher learning results are discussed. The findings show that computer networks are an efficient educational medium that facilitates collaborative learning and makes learners get involved in the research projects. This educational medium has no time or location barriers unlike a traditional classroom environment. As well as this, students approach global scientific problems and get in contact with real experts online. Besides, by way of participating in a group research via the computer network, students acquire writing skills, skills of expressing their thoughts clearly, as well as get more responsible and aware of the research outcomes. The paper offers practical implications as to introducing the computer networks in the system of secondary and higher education of Ukraine by way of increasing the technical capacity of educational establishments and developing the methodological approach to organizing and controlling distance learning via computer networks.

Key words: computer-based learning technologies, computer network, two-way system of information exchange, learning environment, educational medium.

UDC 81.25

O.A. Mikhlik

ACTIVIZATION OF INDEPENDENT FOREIGN LANGUAGE SPEAKING AT THE BEGINNING OF STUDY

Today it is possible to perform foreign-language speaking only by stimulating motivational needs following creative approach in the selection of language means. The work with modern information

technologies opens new possibilities in the use of didactic sources that can significantly improve the training of future specialists.

The organization of inner demand in foreign language speaking is directly dependent on the effective organization of students' independent work. Creating a model of quality management of the independent foreign language speaking is a topical scientific problem and, of course, it is the foundation for speaking as a part of speech activity and the related training material, including the words, grammatical structures and the facts of reality. At the initial stage of speech activity all types of speech skills are founded, but the lack of language base formed at this stage is a difficulty for foreign language self-expression.

The factors of success of self-activation of foreign language expression in the initial phase of training can be attributed to motivational needs and psychological preparation. Their successful implementation depends on the creativity of both communicants in the learning process. Building a systematic friendly relationship and common vision of the goals, the formation of a number of skills (listening skills, mnemonics, control mechanisms of speech) as well as self-criticism in the evaluation of the results will create a solid foundation for further mastery of foreign language.

Key words: foreign language speaking, motive, communicative needs, speech support.

S.H. Mishchenko

METHODOLOGICAL SUPPORT OF PROFESSIONAL TEACHER'S GROWTH

The article outlines the issue of methodological support of teacher's professional development as a condition for raising his/her professional competence. The etymological analysis of the concepts of «support» and «support» in terms of educational interaction has been made.

The algorithm of methodological support of teacher's professional development has been presented. It is implemented through the diagnosis of his/her individual characteristics and professional needs, through developing individual programs of professional self-help in self-improvement, and correction of deviations from normative modern professional requirements to teachers. Attention is focused on positivity of mutual help in the process of self-improvement, which may involve as facilitators both experienced teachers and young professionals.

The expediency of methodological support for professional development of teachers is substantiated. It is to address the issue of individual introspection and the introspection of all professional activities. The enhancement of professional competence of teachers in general as a result of implementing an integrated program of development of human capacity is emphasized.

It is determined that the forms of methodological support organized within the framework of scientific and methodological divisions of colleges promote the development of professional competence of teachers.

Key words: professional competence, methodological support, facilitator, college teacher.

O.V. Nevmerzhytska

IDEOLOGY AS A SOURCE OF FORMATION OF AXIOLOGICAL IDEAS IN THE DOMESTIC EDUCATIONAL SPACE IN THE 19TH – THE FIRST THIRD OF THE 20TH CENTURY

The article is devoted to the analysis of the development of axiological ideas in the domestic educational space of ideology. A multiple interpretation of the term «ideology» is indicated as: 1) the science of the products of human mind; 2) systematic collection of views that theoretically represent the interests of the designated social groups, classes or statuses; 3) absolutization of certain ideas or values as «the only way» of solving certain human problems.

It is noted that during the 19th – the first third of the 20th century domestic schooling was influenced by the ideology of conservatism, liberalism, socialism and nationalism.

Conservatism has brought the religious and moral values, an appeal to the preservation and sustainability of educational traditions, the idea of inequality of men and, therefore, of the education to be received, inclusion of loyalty to the Government as to the God-given authority into the curriculum of education. The liberal ideology brought the reassessment of educational values, ensured the

construction of the educational process on the basis of the ideas of freedom, the free development of its subjects, equality in obtaining education regardless of origin, status or gender, democratization and humanization of school life and management of educational institutions, etc. Socialism largely indoctrinated the educational values, making them dependent on the needs of the socialist society. The ideology of nationalism provided for the development of national values (the national idea, native language, love of the native land, its culture, traditions and willingness to fight for the freedom of Ukraine, etc.) that served as a means of preserving national spirit, spreading aspirations to obtain political, social, cultural independence, etc.

Key words: ideology, axiological ideas, national educational space.

UDC 371.13

L.M. Nikolenko

THE ROLE OF EMPATHY IN PROFESSIONAL SELF-DETERMINATION
OF CORRECTIONAL TEACHERS

In the article the results of research process of formation and development of empathy in future correctional teachers throughout their studies at a higher educational institution are presented. The importance of the problem of formation of empathy in future correctional teachers is proved. By way of practical research the interrelation of propensity to empathy and professional self-determination of a person is demonstrated. It is established that the level of empathy of future correctional teachers is higher than in those people who have not chosen for themselves a pedagogical profession.

It is found that in the course of studies the level of empathy of future correctional teachers decreases under the influence of certain factors.According to the author, such factors include accumulation of professional knowledge, experience of interaction with children having various infringements of psychophysical development, the development of ability to restrain themselves in difficult situations of pedagogical dialogue.

The necessity to form empathy as stable professional requirement to assist specific children in development and socialisation is indicated.

Key words: empathy, correctional teacher, professional self-determination, personal qualities, students, formation.

UDC 378.1:378.124

I.V. Oliynik

COMPONENT ELEMENTS OF PROFESSIONAL PEDAGOGICAL EXPERTISE
OF HIGHER SCHOOL TEACHER

Professionalism of a teacher is a leading factor which determines the quality of preparation of specialists in any field that is why forming pedagogical expertise is an important pedagogical issue.

The analysis of scientific pedagogical sources in which teachers-classics and modern research workers investigated the phenomenon of pedagogical expertise in theoretical and practical aspects is done in the article. Approaches to understanding the category of «pedagogical expertise» have been defined. The target structure of personalization of educational process at higher school, in our view, should consist of three mutually related components: development of value-sense orientation of personality for the achievement of subjectively meaningful professional «Ego»; expansion of the sphere of Ego-competence of the student; development of internal responsibility for one's own knowledge and actions.

The basic component elements of professional pedagogical expertise of a teacher of higher school are considered: the humanistic orientation of professional activities, thorough professional knowledge, developed pedagogical capabilities, pedagogical techniques.

When doing the detailed analysis of scientific research, leading capabilities have been selected that a personality should have for performing pedagogical activities: communicativeness, perception, personal dynamism, organizational capabilities, emotional flexibility, optimistic prognostication, psychological stability, creativity

Key words: higher education, teaching activities, teaching skills, teaching techniques, nstructor.

UDC 37.037

M.M. Oliynik

THE ISSUE OF DEVELOPING STUDENTS' MOTIVATION
TO GET ENGAGED IN PHYSICAL CULTURE AND SPORTS

In the article, the analysis of scholarly and psychological sources is made on the issue of forming students' motivation to get engaged in physical culture. The approaches to understanding the essence of this construct, the functions and structure of motivation have been explored. The principal motives that encourage a person to engage in sporting activities have been determined.

The main factors that stimulate students' interest and motivation to be engaged in physical culture are considered. They are: the improvement of quality and content of physical culture classes; the pedagogical actions in relation to the rapprochement of subjective desires of students to the objective tasks of physical education; the improvement of equipment used in physical culture classes; meeting prominent sportsmen living in the city; popular lectures, etc.

Classes in physical culture are considered as a polymotivated activity with a hierarchy of school student's reasons to be engaged in them.

It was discovered that following the criterion of origin reasons can be divided into three groups: biogenic reasons which arise as a result of awareness of requirements in cognition and self-realization; sociogenic reasons which are formed in the process of expansion of experience; stimulating reasons that appear as the result of the pedagogical influence.

Key words: physical education, motive, need, motivation.

UDC 37.041=134.2

M.Y. Onishchenko, A.A. Pliushchai, G.A. Onishchenko

PECULIARITIES OF INDEPENDENT WORK ORGANIZATION
OF PHILOLOGISTS LEARNING SPANISH AS A SECOND LANGUAGE

At the present stage, the expansion of international cooperation, Ukraine's integration into the world community and its entry into the European educational space make the Ukrainian higher education seek to prepare highly competent specialists capable of continuous professional self-improvement having necessary information and cognitive competencies which allow them to be fully involved in the cognitive activities not only in higher education processes but also in the following practice with the purpose of progressive and creative self-development.

Teaching Spanish as the second foreign language at universities of Ukraine has been growing steadily due to many objective reasons. However, due to the shortage of time allocated to teaching the second foreign language at most universities, there is a low level of language competency of students, the factor that does not provide profound preparation and training for future specialists, ready not only to perform professional activities, but also to stimulate self-development and problem-solving skills, including self-education and maintaining the language at a good level.

Primarily this happens due to the significant weaknesses of the theoretical components of self-training for students-interpreters, secondly, the lack of practical manuals is a problem as well. The importance of independent work in teaching interpreters requires an appropriate restructuring of the educational process as a whole, modernization of teaching materials of the core disciplines, the creation of new didactic approaches for self-development and offering training materials, which requires the introduction of new forms of control and self-control as such. That is why there is a necessity to develop an effective method to give not only specific knowledge, but also elaborate ways to quickly absorb it and master all the material taught by means of self-training and independent work.

Key words: independent work of students, second foreign language, the learning process, language competency.

UDC 37.014

O.V. Ovcharuk

THE MODERN EXPERIENCE OF EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN
RIGHTS EDUCATION IMPLEMENTATION IN THE EASTERN PARTNERSHIP COUNTRIES

The analysis of literature in the sphere of Education for Democratic Citizenship and Human Rights Education has demonstrated that this is the mainstream of education policies in the countries members of the Eastern Partnership and the Council of Europe.

The article deals with the general approaches and peculiarities of the Education for Democratic Citizenship and Human Rights education implementation in the Eastern Partnership countries. The main state documents aimed at EDC\HRE implementation are described; the state education programs, curricula, projects are analyzed in the scope of developing the young generation able to act in democratic society in the Council of Europe countries.

Key words: Council of Europe, education, human rights, Eastern Partnership Countries, EDC/HRE.

O.O. Pavlenko, O.O. Triakina, N.S. Timchenko-Mikhailidi, V.B. Pugach

ASSESSMENT AND DEVELOPMENT OF PROFESSIONAL COMPETENCE
OF MASTERS IN CUSTOMS SERVICE

The paper emphasizes the necessity of better quality education of professionals, whose sphere of activities is connected with representing Ukraine in the world and influences its perception as a democratic person-oriented society, taking care, meanwhile, of its economic, political, environmental, military, travel safety and other interests. This process includes gaps recognition and designing a comprehensive and effective system of professional training of future Customs officers by means of different training methods and instruments, including international experience adaptation.

To meet the purpose of the study the authors have made an assessment of the current level of professional competence of university students studying for Master's degree in the field of Customs. This evaluation was divided into two stages: testing the level of professional knowledge and skills and estimating the level of professionally significant personal qualities by means of various diagnostic instruments (tests, surveys, monitoring students' activities during fulfillment of professional tasks, expert observation, self-observation). The results of the assessment showed that both professional knowledge and skills and professionally significant personal qualities of masters in Customs service turned out to be at a low level and needed revising.

Therefore, the authors suggested certain methods and instruments of developing and improving professional competence, in particular, by means of various professional tasks, modeling Customs environment challenges, discussions and interaction as well as a combination of e-learning techniques.

Key words: assessment, development, professional competence, professional knowledge and skills, professionally significant personal qualities, masters in Customs affairs.

E.L. Pinskaya

THE DEVELOPMENT OF NON-VERBAL BEHAVIOR
IN FUTURE TEACHERS DURING THE LEARNING PROCESS

The efficiency of the educational activity of a teacher is largely determined by the level of proficiency of his or her own behaviour arrangement techniques. Non-verbal means of expression (facial gestures, hand and arm gestures, eyes, pantomime, posture, manner of walking) constitute a component of that behaviour. The significance of non-verbal means is that they convey not so much what people think, but what and how they feel.

The socially and biologically conditioned way of organizing non-verbal means manifests itself in an individual, particularly sensuous form of human actions, and is defined by the term «non-verbal behaviour».

The efficiency of teacher's non-verbal behaviour is conditioned by his/her skills to flexibly use his/her own non-verbal repertoire, and to adequately perceive mimic and pantomimic expressiveness of students.

A typical deficiency of students' non-verbal behaviour is the inability to convey through external means of expression the feelings the students experience, and to relate, in an unbiased manner, their own vision of their non-verbal repertoire to be seen by others.

The development of non-verbal behaviour in our study proceeded in stages: 1) a theoretical stage – the creation of informational and motivational basis of the non-verbal behaviour; 2) a training stage – the development of specific mechanisms of the non-verbal repertoire through an exercise

system; 3) a correction and implementation stage – the development of the non-verbal repertoire under the conditions of group interaction.

The implementation of the technique developed involved psycho-pedagogical conditions: the realization of an individual approach and the provision of feedback which created the possibility of timely adjustments to the process of mastering the skills of the non-verbal behaviour.

The work done resulted in changes in non-verbal behaviour of the students which manifested themselves in the rise of frequency of the non-verbal repertoire coordination with the situational context of the interaction.

Key words: communicative competence, non-verbal communication, non-verbal behaviour, expressive mime, expressive pantomime, subjective value field.

O.V. Popel

ROLE OF INTERACTIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE IN NON-LINGUISTIC UNIVERSITIES

The article analyzes the problem of future IT-specialists foreign language communicative competency development by means of interactive technologies. The key notions «interactive teaching» and «interactive technologies» «are under consideration. The current state of the issue under study has been analyzed. The characteristics of modern interactive teaching technologies, which play an important role in the process of effective learning a foreign language in non-linguistic universities, helping to achieve a high level of foreign language interaction in the process of professional activities have been described. On the basis of conducted analysis, the essence of the phenomenon «interactive technologies» has been defined. The kinds of interactive technologies depending on the aim of the lesson and forms of students' educational activities have been highlighted.

The techniques of work on developing foreign language communicative competence of future IT-specialists by means of interactive technologies such as: cooperative learning, collective group training, situational modeling, debating techniques have been introduced into the teaching process. The illustrations of tasks according to each technology have been offered. The obtained results as for the formation of foreign language communicative competency development by means of interactive technologies have been highlighted.

Key words: interactive technology, foreign language teaching, foreign language communication, non-linguistic universities.

N.N. Primina

THE CRITERIA APPARATUS FOR THE EVALUATION OF FUTURE NAVIGATORS' LINGUISTIC KNOWLEDGE AND SPEECH SKILLS

The article is devoted to the issue of defining the criteria apparatus of the evaluation of future navigators' linguistic knowledge and speech skills.

This apparatus is based on the developed eight-step didactic model of teaching future navigators how to read authentic English sailing directions.

The criteria (linguistic, pre-speech, speech, occupational), evaluative indicators and the levels (high, sufficient, average, low) of evaluation of future navigators' linguistic knowledge and speech skills have been defined.

The linguistic criterion has the following evaluative indicators: receptive understanding of separate lexical units and the reproduction of these lexical units in English with the native language support. *The pre-speech criterion* has the following evaluative indicators: understanding the sense of the text that was read; reproduction of the sense of the text that was read; application of the sense of the text that was read in educational-and-professional activities. *The speech criterion* has the following evaluative indicators: speed of silent reading a complete educational sailing direction which includes from 900 up to 1000 words; adequacy of the perception of the read text; adequacy of the application of the material that was read in educational-and-professional activities. *The occupational criterion* has the following evaluative indicators: reading the authentic navigational information containing

900-1000 words; readiness of the occupational reaction to the information usually given in the authentic sailing directions; adequacy of the occupational activities to the real navigational conditions.

Key words: criteria apparatus, linguistic knowledge, speech skills, levels of evaluation, future navigators.

UDC 373.5

A.P. Samodryn

AXIOLOGICAL AND NOTIONAL GUIDELINES OF MODERN GYMNASIUM DEVELOPMENT

The development with participation of humans becomes of more targeted nature – noospheric and educational, global one. And this means that the views of Academician V.I. Vernadsky are very topical for educators.

In the new light, a modern comprehensive educational institution is required to look for more sophisticated approaches to produce personality, to become a social institution promoting an innovative person – the carrier of new values. There is a problem of understanding the time and acting correspondingly regardless of the language of communication. Biosocial uniqueness of every personality involved in planning his/her own future, is the leading factor in the creation and implementation of complex social and economic systems. The profile activity of a person is personified and differentiated during the term of earthly existence – the spirit or functioning artifact is the personality, and to a large extent the support on the part of school determines the condition of stability of the system «man – nature» in the process of life. Training a professional (to be added: in the conditions of profiled professional education), which has a natural knowledge is a task for the global community, formulated in the Program of Action 'Agenda for the 21st century'. Natural knowledge and integrative education is a fundamental platform of spirituality. Nowadays, psychology from the science of soul has to be transformed into the science of mind, pedagogics – into psychopedagogics. For this purpose, the school needs a teacher-synthesizer of cultural and ethical structural-functional paradigm of science. The industry of education in the noospheric epoch has already begun on the planet. The value of personality in the noospheric epoch has begun first of all. With the construction of civilization, the individual spirit 'flows' into the social dimension of the spirit, creating a new consciousness.Noosphere will be constructed with the consciousness of synergizing individual spirituality – the spirit of creative productive forces of the planet, the spirit of creative united personality of the planet. Society's state of mind must be configured to act towards its spirituality, otherwise it will be degrading. Correlation between social and morphological organization of humans should not be beyond the problem of profile education that provides (through personality) the improvement of the bio-social dimension of humanity – humanization. Consciousness is the result of evolution, its origins are of geological origin, personal implementation and collective application: direct, indirect. The world of humans largely begins in a human him/herself, is constructed by a human, and 'settled' in him/her at the final stage, and therefore it is necessary to speak about the education profile, in the first instance, as about the length, endowed with the condition of isolation, self-identity (DNA helix – psychophysiology – pedagogics – creative life – DNA), via which the life energy is moving through.

Key words: spirituality, preprofessional education, education system, integrative education, region, personality.

UDC 378.1

S.V. Sapozhnikov

ANALYSIS OF CONCEPTUAL PRINCIPLES OF HIGHER PEDAGOGICAL EDUCATION
IN THE COUNTRIES OF THE BLACK SEA REGION

In the article, the conceptual principles of development of higher pedagogical education are analyzed in the countries-members of the Organization of Black Sea Economic Collaboration (Azerbaijan, Albania, Bulgaria, Armenia, Greece, Georgia, Moldova, Russia, Romania, Turkey and Ukraine); basic directions of reforms of the systems of higher pedagogical education are illuminated and basic progress trends come to light.

The comparative analysis of state documents that contain conceptual principles of development of the systems of pedagogical education in the countries of the Black Sea region gave grounds for distinguishing features and strategic priorities which are general for all the countries of that region:

development of the new and improvement of the operating legislative and normative legal base; providing equal access to higher pedagogical education on all its levels, which helps in the development of citizens' competence necessary for their employment, effective work and subsequent studies; integration of higher education of the country into the European educational space; regulating the system of higher education in the country in accordance with the requirements of market of educational resources and labor; improvement of the quality of education and providing its competitiveness on local and international labor-markets following the requirements of today in what concerns training of pedagogical personnel; the improvement of mechanisms of higher educational establishments' management by developing their autonomy; reformation of the system of research and innovations through demonopolizing its financing with the use of proper rules directed at supporting cutting-edge experience in the field of education and science; modernization of material and technical base of higher educational establishments in the country; comprehensive support of students' mobility.

Key words: higher pedagogical education, system of higher education, strategic directions.

S.F. Sharkova

QUESTIONNAIRE RESULTS OF A RESEARCH STUDY CONCERNING THE LEVEL OF SATISFACTION WITH FOREIGN LANGUAGE CLASSES IN TERMS OF MULTICULTURAL EDUCATION

The article presents the theoretical and experimental research on how the activity approach which refers to intercultural-sensitivity training affects the efficiency of foreign language course. The retrospective view of various programs concerning foreign language learning in educational institutions are analyzed. The feasibility of implementation of the main requirements outlined in the author's PhD study in the process of foreign language teaching management has been considered.

The main principles underlying psychologically safe and pedagogically grounded conditions of foreign language teaching and learning are set, substantiated and tested. It has been suggested to accept multicultural student group as a linguistic environment for foreign language acquisition when communication is achieved through personal interaction by means of the language which is being learned.

It has been pointed out that students in experimental groups estimated classes more positively insofar as the material has been better to understand. This helped to sustain motivation for both Ukrainian and foreign students.

Key words: culture-oriented approach in foreign language mastering, multicultural student groups, recreation of foreign language environment, level of satisfaction with foreign language course.

T.L. Shepelenko

HUMANIZATION OF EDUCATION AS A BASIC PRINCIPLE OF PEDAGOGICAL INNOVATION THEORY

The topicality of the issue related to humanization of education is determined by the contradiction arisen at the present stage of higher school development between students' focus on acquisition of knowledge and skills as the basis of professional training and their personal development.

Resolving this conflict requires a renewal of education by transforming the traditional educational process into an innovational one. Educational innovation theory, promoting the development of students' needs and the opportunities to be the subjects of teaching and learning activities is based on certain conceptual provisions, the main one of which is humanization of the educational system, which is impossible without humanization of pedagogical activities.

Generalization of scientists' positions regarding the definition of «humanization of pedagogical activities» makes it possible to define it as a component of a new pedagogical thinking and involves the recognition by a teacher of the value of personality, its right to liberty, social protection, creating of conditions for talent development and stimulation of self-development.

Humanization of pedagogical activities changes the nature of the educational system. Humane education is a personality-oriented education that is realized in the innovative technology of personality-orientated training.

The implemented analysis of the nature and content of personality-oriented education enabled revealing its features (the students recognition as a key player of the educational process; shifting the emphasis from a didactic purpose to development of student's personality; attraction to self-dependent selection of the methods of cognitive activities; maximum realization of commitment and independence), which characterize it as an innovative teaching technique. The above mentioned demonstrates that the principle of humanization of education is the most important educational phenomenon.

Key words: humanization of education, educational innovation theory, humanistic pedagogical activity, innovative educational technology, personality-oriented education.

UDC 81'243   *O.V. Shkurko*

THE ROLE OF WRITING IN TEACHING FOREIGN LANGUAGES

In recent years the number of trainers and teachers-practitioners who understand the importance of writing in foreign language teaching has significantly increased. The methodology of teaching foreign language writing is the process of mastering graphics and spelling to fix spoken language and speech material. The process of learning to write in a foreign language is in need of different principles and methods.

The role of writing for adequate psycho-physiological and intellectual development of the individual is very important. Psychologists say that writing by hand synchronizes the work of hemispheres of the brain, promotes concentration and rate of speech and is a central element in the development of intelligence.

At Ukraine's higher educational establishments, teaching foreigners Ukrainian and Russian writing skills is organized at preparatory departments. In mastering such skills at the early stage there are usually a number of difficulties that arise from differences in graphic and phonetic system of the native and foreign languages. Overcoming these difficulties is possible only through frequent repetition and consolidation of skills and graphically correct spelling and writing.

In higher educational establishments writing it is not the purpose of teaching foreign languages, but its use as a medium of instruction is necessary for the development of productive speech and perceptual skills.

Key words: writing, written speech, graphics and spelling writing skills, analytical and synthetic methods, the purpose and means of teaching foreign languages.

UDC 37.014.5   *V.V. Shust*

CONCEPTUAL MODEL OF POLITICAL VALUES OF YOUTH

In the article the conceptual model of political values of youth is presented. It focuses on building a consistent system of socio-political values, priorities for the entire Ukrainian society embodied in political ideology, as well as on integrating the civil society in the movement to the future. The relevant concept is concentrated on promoting the emergence young people's humanistic qualities that can not only survive in the «hard» conditions of social environment, but also live and grow spiritually.

The proposed model outlines the ways of achieving the goal of the study and includes the target, content, organization and activity, analysis and result components.

The conceptual approaches to the research issues were implemented in the following inter-related areas: building knowledge about the specifics of political struggle; developing motivation of actively participating in political life; transforming knowledge about politics into political values and settings. The methodological basis of the above mentioned developments in the conceptual model is the behavioral and value-oriented approach.

The psycho-pedagogical conditions of formation of political values are:

1. The focus of the content of humanitarian subjects' social and cognitive component on the formation of political values.

2. Creating a personal and meaningful motivation to master the fundamentals of politics, perception of objects, processes and phenomena of interest in social and political life.

3. Orientation of emotional and sensual sphere of personality on the development of political values through the development of activities with political and axiological potential.

The proposed conceptual model helps to change the system of political communication in society.

Key words: political values; conceptual model; political communication.

O.S. Sirotin, O.O. Myshak

EDUCATIONAL EXTRACURRICULAR WORK IN FOREIGN LANGUAGE CLASSES AS AN INSTRUMENT OF FORMING PERSONALITY OF FUTURE SPECIALISTS IN AGRARIAN INDUSTRY

The article analyzes the use of the educational potential of extracurricular work in foreign language while developing personality and professional skills of students at higher agricultural educational establishments.

Extracurricular educational work is particularly important in the formation of identity because it is different from the general educational process and has a great variety of forms of conducting it. The efficiency and effectiveness of extracurricular work depends on the following conditions: involvement in the work of all students, regardless of their level of knowledge; a combination of initiative of students with the role of the teacher; interest and novelty of content, forms and methods of work; aesthetics of all the events; clear organization and careful preparation of planned activities; availability of targets and prospects of activities; widespread use of teaching methods to stimulate the activities of students. All the above mentioned conditions together provide focused, consistent, systematic and, at the same time, versatile influence on personality development.

In extracurricular work, in terms of formation of students' individualities, we find particularly effective a foreign language week – a complex form, which is designed to facilitate purposeful organization and systematization of all the extracurricular work in a foreign language, the revitalization of scientific groups' work, for which this week is kind of a report forming creative relationships between students and teachers.

Extracurricular work in a foreign language gives wide opportunities for educating future professional's individuality because it creates a socio-cultural environment, the conditions for self-realization of students' creative abilities, as well as their socio-cultural identities and self-determination.

Key words: extracurricular work, educational potential, formation, personality, forms of extracurricular work.

Y.V. Smakovsky

PEDAGOGICAL CULTURE OF THE TEACHER AS A SCIENTIFIC ISSUE

Socio-cultural changes occurring in the Ukrainian society due to the European trends necessitate continuous improvement of the system of training and practice of education. The issues of improving the quality of teaching and level of students have become dominant in modern teaching methods. In public life an educator with a system of universal and professional values actualizes the value of pedagogical culture.

Pedagogical culture as an integrated part of professional culture depends on the qualitative aspect of problem-solving in pedagogically-cultural interaction, on plotting the trajectory of professional growth and on the effectiveness of education of younger generation.

Culture embodies the values that were created by people in the past and that exist today. This culture it is classified into the material (equipment, production experience, the material values created in the production process) and the spiritual (creation, distribution and consumption of values of science, art and literature, education, philosophy, and the like) ones. Supporters of another approach consider culture as historically determined level of development of society and person expressed in types and forms of organization of life and activities of people and in material and spiritual values created by them.

Given the characteristics of the functions of culture, which are always manifested in two aspects – the social and psychological ones, – we can conclude about the relevance of the activity approach to development of the culture of the teacher. The culture of the teacher, and, accordingly,

pedagogical culture synonymous with it, describes the process of assimilation of social values, status, personality, as well as the process of creating, in the course of teaching activities, new social values.

Effective means of training teachers to master the ways of socially relevant cultural activities, their internalization, and the development of relevant personal qualities and professional skills is an art. It plays an important role in the development of culture, has a powerful multifunctional cultural impact on man. It is known that art only then fulfills its high purpose when artworks focus on the holistic and harmonious education of an individual, when they are the real force that gives a person awareness of the need to improve his or her internal life.

Thus, it is determined that the pedagogical culture is a system of norms and value orientations practically realized in the process of cultivation of a person that provides the conditions for self-development and self-realization in the education system and in self-education.

Key words: pedagogical culture, spiritual culture, the future teacher of music.

UDC 371.3

T.Ye. Snitsa

METHODICAL RECOMMENDATIONS FOR THE TEACHERS AS TO THE FORMATION OF POLYCULTURAL COMPETENCE OF FUTURE BORDER GUARD OFFICERS

Nowadays, when countries and nations become closer, develop their cooperation and partnership in cultural, economic and military spheres a social necessity appears to form a polycultural personality focused on ethnic cultural values, tolerance and the ability for intercultural communication. The tendency of tolerance formation in international relations can be solved by forming polycultural competence – an integral personal and professional quality of a modern specialist in any field of activities.

Professional activities of a border guard officer requires a high-level of responsibility, the developed system of values, the ability for self-control and constructive interaction with people of different nationalities, religions and social groups. To meet such requirements, we have to prepare a specialist possessing polycultural knowledge. To implement all this, we see the necessity to formulate the key methodological recommendations for teaching the staff of the National Academy of the State Border Guard Service of Ukraine to develop polycultural competence of future border guard officers.

It's important to begin the development of polycultural competence as a personal and professional quality from the very first days of studying. The most effective method at this period is a lecture. During seminars, we advise not just to question the cadets but to organize a discussion with the purpose of developing their cognitive activities, the ability to build the logic of statements, arguments, to draw conclusions, to involve classmates into the discussions, to listen to others.

In the process of professional training, besides lectures and seminars, it's helpful to use educational discussions, brain storming, and didactic games.

At the lessons, it's important to create friendly atmosphere with positive, tolerant attitude towards the others. In such atmosphere there is no place for arrogance, intolerance to other people's opinions, indifference or aggression.

Foreign language studies have special polycultural potential, as language is the interpreter not only of thoughts and ideas, but also of cultural values of nations.

The suggested methodological recommendations for teachers who work on polycultural competence formation require further development. These recommendations are designed to promote the professional development of personality of a future officer as a representative of the Ukrainian Border Guard Service on the polycultural arena of the world and outline the prospects for further studying the above mentioned issues.

Key words: polycultural competence, professional training, border guard officer, method, methodological recommendations, personal and professional quality, educational process.

UDC 371.13

O.V. Soroka

ART-THERAPEUTICAL COMPETENCE AS A COMPONENT OF PROFESSIONAL COMPETENCY OF SPECIALISTS IN THE SOCIAL SPHERE

In the article such concepts as «competency» and «competence» are differentiated. They are complementary and interdependent. Professional competency of a specialist in social sphere is an in-

tegrative quality that is made of key competency and competence. We distinguish art-therapeutical, diagnostic and constructive and creative competences. The art-therapeutical competence is represented by the complex of art-therapeutical knowledge, abilities and skills. Also it includes the practical experience of art-therapeutical activities and positive attitude to them. It predetermines the willingness and ability of specialists in social sphere to successfully influence the needs of different population categories.

Key words: competency, competence, professional competency, art-therapeutical competence, specialist in social sphere.

S.V. Sorokvashin

COMPONENTS, CRITERIA AND INDICATORS OF THE DEVELOPMENT OF INFORMATIVE AND COMMUNICATIVE COMPETENCE OF FUTURE SKILLED WORKERS IN THE BUILDING INDUSTRY

The level of informative and communicative competence (ICC) of students is considered to be one of the major factors in the development of the education system at the modern stage of professional mobility of skilled workers on the basis of the competence approach.

Taking into consideration the necessity and importance of assessing informative and communicative competence for the successful professional formation the projects and institutions that assess the IC are highly valued in many European countries

The elements of organizing the ICC of future skilled workers of the building industry must reflect in full the main aspects of their professional competence. The analytical reviews of psychological and pedagogical literature, the theoretical and experimental studies of the problem have led us to the conclusion that there are the following components in ICC: motivational, cognitive and activity-creative that pre-suppose command of certain knowledge and skills, as well as proper attitude experience.

The clarification of the essence of ICC of future skilled workers of the construction industry, as well as characteristics of its structural components has allowed distinguishing the criteria for diagnosing personal and professional qualities: the axiological, epistemological, and praxiological ones.

Key words: informative and communicative competence, criteria, indicators, components, skilled worker.

S.D. Storozhuk

PROJECT TECHNIQUES: ESSENCE AND FEATURES OF USING PROJECTS IN THE EDUCATION PROCESS OF TEACHING WRITING TO STUDENTS-PHILOLOGISTS

The article reveals the essence and content of the concept of project techniques. The author pays particular attention to using project techniques in the learning process, the requirements for its use, the sequence of activities of teachers and students in the process of implementation of project techniques, the system of actions of the teacher and students at different stages of the project. It is noted that project techniques require students to apply new knowledge, produce the ability to act and make decisions on their own, develop critical thinking and commitment to creativity and self-development, create the desire and ability to learn independently.

The project method is one of the innovative pedagogical techniques, it answers the requirements of the National Doctrine of Education Development for transition to a new type of humanistic and innovative education. The essence of project techniques is stimulating students' interest in the wealth of new knowledge and skills, participation in project activities, so this method is used for the development of student's creativity, cognitive activities, and independence. Project techniques involve using aggregate research, exploratory and creative methods, techniques and tools.

The basic requirements for using project techniques are the presence of a significant problem that requires research to find solutions; practical, theoretical, cognitive significance of the expected results; self-(individual, pair, group) activities of students; structuring a substantial part of the project; using research methods, definition of the problem, hypotheses of its solution, the discussion of research methods and ways to design outcomes, collecting, organizing and analyzing data, summarizing findings, presentation of results, adjustments of conclusions.

The work on a project has an innovative character, requires students to apply new knowledge, based on previously digested material; develops the ability to act and make decisions and resolve conflicts; forms the desire and ability to learn independently.

Key words: project, project method, project activities, project techniques.

V.A. Svidovskaya

PEDAGOGICAL COMDITIONS OF FORMING PROFESSIONAL COMPETENCE OF FUTURE LAWYERS BY USING TECHNOLOGIES OF DISTANCE EDUCATION

After the scientific sources analysis, generalization of domestic and foreign experience of the organization of distance education and using competence approach to teaching at higher educational establishments, pedagogical conditions of forming professional competence of future lawyers by using technologies of distance education were defined.

Formation of professional competence of future lawyers at universities becomes more effective if the following pedagogical conditions are implemented:

1. Creation of integrated information and learning environment. It can be created by combining traditional and distance learning forms and methods, extensive use of modern information and communication technologies as a technological basis of the process of distance education.

2. Increased autonomy and cognitive activities of students. This is possible through using practice-oriented forms and methods of educational work, complex interactive multimedia learning materials. Demonstration, training, and controlling materials may be used.

3. Increasing differentiation and individualization of the educational process, as well as ensuring multi-level interactivity in the educational process by using distance learning technologies.

Key words: distance learning, distance education, competence approach, professional competence, future lawyers.

O.B. Tarnopolsky

DIVERSIFICATION OF THE CONSTRUCTIVIST APPROACH TO TEACHING ENGLISH FOR PROFESSIONAL PURPOSES AT A NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTION

The article discusses different variants of the constructivist approach to teaching English for professional purposes at a non-linguistic higher educational institution (diversification of the approach depending on the students' major and their stage of learning). Those variants are analyzed by way of describing the gradual development of the method of constructivist English language teaching for professional communication. Three principal variants of the developed method have been elaborated. The first two variants are: the one for teaching English to 2nd year students majoring in Economics and Business as distinct from the one for teaching that language to 2nd year students with some humanitarian major. The third variant is for teaching 1st year students as distinct from teaching 2nd year students.

Experiential and interactive learning, content-based instruction and limited out-of-class use of language-form-focused learning activities are considered as proper to all the three variants (except the latest modification of the second variant where language-form-focused learning activities are practically not used at all). Continuous simulations characterize the first variant and, to a more limited extent, the above-mentioned latest modification of the second variant. Blended learning with its organic combination of traditional in-class work and online learning is a distinctive feature of the second and third variants and, finally, the aspectization of the learning process in accordance with the components of the foreign language professional communicative competence to be acquired distinguishes only the third variant from the first two.

Key words: teaching English for professional purposes at a non-linguistic higher educational institution, constructivist approach, variants of the method of constructivist learning, blended learning, experiential learning, continuous simulation, aspectization.

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A.V. Tokarieva

APPLICATION OF COMPUTER VIDEOGAMES TO CONTEMPORARY EDUCATIONAL CONTEXT

Contemporary students belong to the generation that has grown up with «new technology». They can work with multi-tasks, prefer graphics before the text, function best when networked and get instant gratification or frequent rewards. This relying on technology has a promising pedagogical perspective. In this article, the use of computer videogames for the purpose of learning and instruction is discussed. First, the author provides a brief overview of two main theoretical schools connected with computer videogames – narratology and ludology. Then, the theories of learning relevant to educational games are highlighted with the focus on videogames' capability to influence cognitive and motivation spheres. Multimodality, interactivity, narrative, and social use are listed among the characteristic elements of videogames. A comprehensive typology of serious games designed by Ben Sawyer and Peter Smith is discussed with the purpose to indicate that formal and informal education is one of the most active fields of serious games' development. Later, different arguments in favor of serious videogames are presented. Along with the advantages, the challenges of implementing computer videogames in the educational process are discussed. Finally, the application of computer videogames to foster civic engagement among young people is suggested as a vector for further investigation.

Key words: computer videogames, edutainment, serious games, game, learning by doing, simulation.

UDC 371.13:81'243

O.M. Tur

COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN DOCUMENT SCIENCE AND INFORMATION ACTIVITIES: THE LINGUA-COMMUNICATIVE COMPONENT

In the article the concepts of «linguistic competence» as a constituent of communicative competence of future specialists and «communicative co-operation» are analyzed on the material of the scientific discipline of documentation and informational activities. The structure of professional communication is presented: 1) the beginning of communication as establishment of contact and creation of favorable terms; 2) learning about the position of the interlocutor; 3) exposition of the position; 4) joint analysis of a problem for removal of interlocutor's doubts, refutation of remarks, search of variants for solving the problem; 5) making a decision.

The types of the most widespread errors of interpersonal communication (display of authority, absence of attention to the opinion of other people, ignoring the state of the interlocutor, inattention to the reasons of behavior of the interlocutor, absence of interest in the problems of the interlocutor, absence of confidence that the information is perceived, too long or too short speech, absence of attention to the interlocutor etc.) are considered. The importance of an ability to listen to an interlocutor is defined in the article, the types of ability to listen are considered: non-reflexive (an ability to listen silently, not to insert remarks into the speech of the interlocutor), reflexive (active listening, helping the interlocutor to express ideas and feelings, creation of favorable terms for communication), and spontaneous (incomplete perception of information, selectivity) ones.

The terms of effective listening (visual contact, postures of participants of communication, interpersonal space etc.) are determined. The examples of tasks are given for development of linguistic competence of future specialists in documentation.

Key words: communicative competence, communicative co-operation, linguistic competence, communication.

UDC 37.041

N.P. Volkova, K.V. Ustymenko

INDIVIDUAL WORK IN THE PROCESS OF PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL AND PEDAGOGICAL COMMUNICATION

The article substantiates the expediency of different types of individual work (complex integrative pedagogical phenomenon, which has dynamic hieratical structure and is a leading

form of organization of individual learning activity of students of higher educational institutions) in the process of preparation of future teachers for the accomplishment of their professional and pedagogical communication.

It is demonstrated that individual work presuppose: students' acquisition of knowledge as well as skills to get knowledge independently; understanding the importance of obtained knowledge, norms and values of future professional activities; stimulation of students' drive to do more complicated tasks; free choice of the level of module tasks, free choice of tempo and number of attempts while doing module tasks and the possibility to use a computer as a means of learning; progressive attraction of students to specified professional interests.

The conditions of organization (assignment justification, clear problem definition, algorithm of task performance, students awareness of the way of task performance, clear understanding of the scope of work, form of reporting, terms of work submission, types of consultancy work, forms and types of control, assessment criteria) as well as components of individual work (work according to directions, set of individual tasks of modules, the task for individual identification of the system of landmarks in each case, tasks for the formation of communicative actions which are not dependent on subject content) directed at the formation of communicative skills have been determined.

The necessity to differentiate individual tasks of different levels of difficulty (reproductive, search and creative, research and creative) has been proved. Special attention has been paid to peculiarities of implementation of certain types of students' individual work: project method, exercises, communicative tasks (training, combined, of elementary level of combination, creative), situational tasks («case-study»), exercises designed by teachers of drama pedagogy, search exercises, etc.

Key words: professional and pedagogic communication, students' individual work, formation of communicative skills.

L.H. Yaroshchuk

CREATIVITY AS A COMPONENT OF CREATIVE POTENTIAL OF FUTURE SCHOOLCHILD'S PERSONALITY

At the current stage creativity is the norm of child's development starting from an early age. We need to develop creativeness, open the magical world of art for preschoolers, read books with children as much as possible.

Today to help parents the so-called «small schools» are created. They develop intellectual and creative abilities of preschool children, give them knowledge and skills necessary for success at school, teach how to adapt to being among peers. Active constructive creativity should be a constant companion in child's life in family and preschool. That predetermines success of studying at primary school.

The article analyzes the definitions of «creativity», «creativity of schoolpupils,» determines how creativity in preschool years affects younger pupils in primary school.

Key words: creativity, creativity, creativity of students, preschooler, pupil, schoolchild.

M.G. Yeshenko, O.M. Sypchenko

STATE AND PROBLEMS OF PRE-UNIVERSITY TRAINING IN MODERN CONDITIONS

The issue of staff training and the tasks of the effective organization of the system of professional education connected with it is one of the most important issues for providing the normal functioning of society whose sustainable development is not possible without a substantial increase in the intellectual potential of the nation. The educational activity of a person as an integral part of life is the problem of the modern system of continuing education.

Pre-university training as one of the levels of continuing professional education foresees the creation and development of readiness for future training and later professional activities. That is why the important problem of any modern educational institution is to ensure the continuity of school and university education and adaptation of school leavers to university education system. Long-term observations have shown that the system of pre-university education is aimed not only at professional orientation of young people, but also at solving these problems.

Due to the improvement of the whole system of professional training of young people, the problem of pre-university education has acquired special significance. It is known that while transiting from school to higher education a freshman is exposed to educational stresses caused by the change of the education system didactics, teaching methods and activities that make it difficult to adapt to a new life in the university society and affect the quality of education. To create favorable conditions for the development of a student as a full subject of the educational process, pre-university training is designed for solving the problem of formation of readiness of school leavers to obtain higher professional education.

Key words: pre-university training, continuing education, higher educational institution, listeners, applicants, school leavers, professional training, pedagogical principles, content of pre-university education.

A.Y. Zabolotskii

CURRENT STATUS OF DISTANCE LEARNING IN UNIVERSITIES OF UKRAINE

A significant role in supporting distance education, particularly in higher education, play information and communication technologies that permeate as the process of learning and management processes. In the field of ICT in the educational process has significant scientific potential of V.Y. Bykov, V.P. Bespalko, A.F. Verlan, A.M. Gurzhii, M.I. Zhaldak, L.A. Kartashov, T. Smith, A.P. Kudinov, O. Lyashenko, N.V. Morse, Y.I. Mashbytsya, V.N. Monakhov, S.A. Rakov, V.P. Sergienko, A.B. Spivakovsky, O.M. Spirina and others.

The leading Ukrainian universities on today relating to distance learning without much enthusiasm, offering the possibility of 19 universities, in addition, not all specialties. Methods of teaching is the one that used the most foreign universities in the 2000s, this use case technology or materials that are password access to the site distance learning universities.

The need for implementation of distance learning technologies doubts and domestic universities must not only introduce foreign technologies and receive financial aid, but rozroblyuvaty own models of distance education and fund them accordingly.

Key words: distance learning, distance education, use of ICT, the conflict model of distance learning, distance learning methodology.

L.M. Zubkova

DEFINING THE ESSENCE OF THE CONCEPT OF «LIFE COMPETENCE» AND ITS MAIN FUNCTIONS

The article is devoted to the analysis of such pedagogical notions as «competence», «competency», «life competence», and to the denomination of life competence functions.

As a part of study, it was established that the competence is considered by scientists as 1) the ability to perform something effectively and successfully; 2) a set of fundamental skills which are necessary for effective performance of certain activities; 3) a skill level of a personality which reflects the degree of competency, allows acting constructively in changing social conditions.

We endorse I. Zimnyaya's view that the competence is one of the integral parts of personal general culture, ideology and knowledge, and a skill system which provides for purposeful independent activities. «Competency» is considered as a socially recognized knowledge and skill level in a certain field of human activities.

On the basis of scientific literature analysis, it was found that «life competence» is defined as a multilevel category which is being formed throughout life, including family and friend relationships, stages of socialization, getting axiological and professional knowledge and skills. Life competence is also considered to be one of the main determinants of personal self-realization.

The main functions of life competence for teachers-to-be are determined in this article (protective function, the function of life anticipation, of self-determination, self-realization, etc).

Key words: competence, competency, life competence.

UDC 377.112.4

Yu.I. Zavalevsky

TEACHERS' COMPETITIVENESS AS THE RESULT OF THEIR PROFESSIONAL COMPETENCE

The article presents the process of increasing teacher's competitiveness as a result of the increase of their professional competence. The relationship of personality's competitiveness and their activities in presenting professional results is grounded. The content of professional competence of a teacher, which makes him/her competitive in the professional environment, is determined as including: competence in solving professional problems, in using knowledge in new conditions, and the ability to work with various information sources, international and electronic ones among them. It is proved that the formation of teacher's competitiveness occurs in three stages in accordance with the experience in his or her professional activities: mastering the basics of profession; achievement of educational excellence; presentation of personal teaching experience. The article demonstrates the dependence of recognition of professional competence of a teacher on the assessment of the results of his/her work by subjects of teaching interaction: students, colleagues, school administration, public institutions representing social factors (potential employers of future specialists). It is noted that to improve the professional competence of a teacher, increase his/her level of intelligence and the ability to rethink the formation of modern processes to provide self-help, self-improvement and self-realization, the scientific and methodological work of educational institutions should be upgraded.

Key words: competitiveness, professional competence, teacher, teaching skills.

ДЛЯ НОТАТОК