

ABSTRACTS

UDC 37.046.16

Y.S. Avsiukevich

APPROACH TO RESEARCH-TEACHING NEXUS IN UNDERGRADUATE EDUCATION

The paper seeks to develop an understanding of the ways in which research connects with teaching and learning aiming to provide practical implications of how research-teaching nexus can be applied in undergraduate education. The analysis of recent requirements in recruitment sector worldwide, main objectives of educational reforms in the UK, European Union and Ukraine as well as of new strategic vision set in the leading higher educational institutions has heightened the need for investigating the concepts within research-teaching nexus in education and clarifying the terms in existing classification of teaching models focused on research.

The review of current studies has allowed the author to unravel the discussion over the frameworks for conceiving of research-led, research-based, research-oriented and research-informed teaching and, as the result, to expand the classification of teaching in research-intensive environment by suggesting a conceptualizing root to it, mainly, "research-driven" education. In addition, the review of the literature helped formulate clear goals for research-driven education and explore eight principles of its practical application. A number of ways to deploy these principles has been described to develop a range of high level skills of the students. The article also points to the evidence demonstrating the benefits of studying in research-intensive environment and identifies areas for further research.

Key words: kresearch-teaching nexus, research-led education, research-intensive environment, undergraduate programmes.

UDC 371.3

V.Ye. Baljuk

USE OF METAPHORICAL ASSOCIATIVE CARDS AT LESSONS OF UKRAINIAN LITERATURE AS A MEANS OF FORMATION OF CREATIVE INTELLECTUAL PERSONALITY

The formation of creative identity is a necessary condition for further full development of personality.

The development of creative potential of personality, creative mental abilities, creative thinking are really topical issues in the educational process. The modern, quickly changing world requires a personality who not only has the sum of knowledge but who is also capable of creativity, of generating non-standard ideas and of making predictions.

The use of metaphorical associative cards is known only in psychology and psychotherapy. The author proves that the possibilities of using this "tool" are much deeper as they can serve as a means of forming pupils' creative abilities when they are studying and analyzing literary works.

In the article the attention is focused on the need of developing the creative intellectual personality at modern school. The main functions of a metaphor as a literary definition and of metaphorical associative cards in the course of studying works of Ukrainian literature are revealed; potential opportunities of metaphorical associative cards as an instrument of formation of pupils' creative intelligence in the course of analysis of literary works are defined. Examples of exercises with the use of metaphorical associative cards in the course of studying a literary work are given.

Key words: personality, creativity, intelligence, Ukrainian literature, metaphor, metaphorical associative cards, creative intellectual personality.

UDC 378.147

I.G. Batrachenko

USE OF METAFOR IN THE PROCESS OF TEACHING ENVIRONMENTAL PSYCHOLOGY TO STUDENTS OF PSYCHOLOGY

The article analyzes the problem of using the method of metaphors in teaching the course of "ecological psychology" as a means of compensating for students' depleted experience of contact with nature, distancing and alienation from it. Metaphorical ecopsychological training can take place in traditional office environments where poetic tests, songs, paintings, photographs, and audio/video of plants and natural landscapes are being used, which serve as incentives for updating the processes of direct and metaphorical categorization of plants and explication, correction, and development of the phytoconceptosphere of a person. In the fresh-air sightseeing touristic version, the psychologist manages the processes of categorization, conceptualization and narration of plants and natural landscapes that are contemplated directly.

The results of pilot testing of ecologically metaphorical methods in the context of ecopsychological training are described. They speak in favor of the fact that metaphorical ecopsychological training is a promising direction

for further development of practical psychology. Particularly promising in this case are the options in the context of ecopsychological tourism that is organized in the natural environment outside the city (or, at least, in urban parks.

Key words: ecological psychology, ecosensory ecological derivation of personality, metaphor, ecopsychological training.

UDC 811.112.2

Ye.Ye. Beresten

TEACHING GERMAN PHONETICS IN CLASS

A "phonetic competence" is considered to be a complex of phonetic skills acquired in the process of learning. According to N.F. Borisko, a phonetic competence is the ability of a person to express the ideas correctly at the level of articulation and intonation and to understand the other people's speaking based on difficult and dynamic correlation of the corresponding skills, knowledge and phonetic comprehension.

Singing is known to help correcting pronunciation, what is more a melody and rhythm are auxiliary tools for effective mastering of phonetic material. Thus, it is possible to use famous melodies but in terms of new phonetic material. Meanwhile, the students can sing along, dance, beat the rhythm and perform the tasks set by the teacher, for example, to sort the words according to stressed syllables. To cultivate accent in a sentence, the author of the article offers the exercise for comparison. The student has to pick up the right answer to the questions posed. The game "Einkaufszettel" was proposed to develop clear pronunciation and correct articulation as in this way all students participate simultaneously, but each has his/her own task.

To develop correct pronunciation of the sounds "p", "t", "k" with an aspiration, a team game with a piece of wool is suggested. Here, the correct pronunciation is demonstrated by the distance covered by cotton wool moved forward by speaker's breath in the moment of utterance with aspiration. A game with a fly swatter is aimed at developing the skill of distinguishing long and short vowels, accelerating reaction and using the acquired knowledge about the ways of showing long and short vowels in writing. The author of the article believes that playing activities in foreign language classes are important, since they allow diversifying the monotonous repetition after a speaker or teacher.

Key words: phonetics, exercise, pronunciation, articulation, imitation, phonetic hearing.

UDC 371.3

T.V. Biryukova, V.I. Fediv, O.I. Olar, O.Y. Mykytyuk

PROBLEM-BASED LEARNING IN STUDYING MEDICAL AND BIOLOGICAL PHYSICS

The article shows the main principles of problem-based learning and the possibility of using its elements during classes on medical and biological physics with medical students. The topic "Physical bases of sound methods in medicine" is given as an example. The main questions of the theory of problem-based learning and stages of students' activity in the educational process, constructed on its principles, are considered. The directions of activity, professional qualities, methodical methods and functions of the teacher in problem-based learning are analyzed. The possibilities of problem-based learning for raising the level of cognitive motivation of students and increasing the efficiency of material mastering are shown.

Key words: problem education, students, methods, problem, tasks.

UDC 37.046.16(091)

M.V. Chekhovskaya

THE HISTORICAL AND PEDAGOGICAL FEATURES OF THE PROFESSIONAL PREPARATION OF FUTURE COMMODITY RESEARCHERS

The article examines the main historical events that influenced the development of training of future commodity researchers. The main historical stages of formation of professional training of future commodity researchers are revealed. The attention is focused on the major historical figures who influenced the development of training of future commodity researchers. The state normative documents that regulate the modern training of commodity researchers are considered, namely: The Law of Ukraine "On Higher Education", the Concept of the Development of Economic Education, the Concept of the Development of Ukraine's Education for the Period 2015-2025, the Concept of Improvement of the Educational Process at the Economics Faculties of the Classical Universities of Ukraine in the Context of Bologna Process. The work analyzes the training literature that was published for all stages of professional training of future commodity researchers. The main scientific publications that influenced the development of training of future commodity researchers are described. The first higher schools that trained these specialists were considered. The modern interpretation of the profession of commodity researchers and the basic requirements to their professional competence are analyzed.

Key words: competence, future commodity researchers, educational process, professional training.

UDC 37.011

S.V. Cherevko, L.S. Indychenko, A.V. Lopuha, A.A. Ploshynska

ASPECTS OF EDUCATIONAL WORK WITH FUTURE TRAINERS-TEACHERS: HEALTH-CONSCIOUSNESS

Deterioration of people's health on the planet, particularly among children, pupils and students, has been accepted as a common fact. Negative indicators in the health of modern youth are noticed not only on a physical level but also on mental and spiritual ones, which results in the social need for health-consciousness of the nation. In this process educational work with future trainers-teachers is given a leading part.

The article describes the results of the survey conducted among students concerning their needs and motives for health-consciousness. The aim of the paper is in researching and determining health-consciousness as a topical aspect of educational work with future trainers-teachers. Future teachers, the first-year students as well as the fourth-year students of Oles Honchar Dnipro National University, participated in the survey at the stage of approbation of methodological tools. At the implementation stage future trainers-teachers acted as respondents. Besides, in the course of the pedagogical experiment the authors compared the data obtained from the respondents-future teachers within a two-year period. As a result of the research, current aspects of educational work with future trainers-teachers have been identified and substantiated, namely, in terms of personal responsibility for staying healthy, the importance of physical activity and proper nutrition, familiarization with the tools of the World Health Organization concerning various aspects of health-consciousness.

Key words: educational work, health-consciousness, trainers-teachers.

UDC 378.124

F.G. Demchenko

ON THE ESSENCE OF THE "POTENTIAL", "CREATIVE POTENTIAL", "CREATIVE POTENTIAL OF THE TEACHER" PHENOMENA

Changes in the system of higher education in Ukraine and its integration into the world educational space has actualized the problem of the development of creative and pedagogical potential of the higher school teacher. Accordingly, there is a need to make radical changes in the professional training of future teachers which should be aimed at solving the problems of the new century, developing key competences of the individual, forming a new culture, developing new ways of thinking and activities, as well as creative potential.

The new century is defined as the century of intellectual creativity. Therefore, in the modern scientific discourse, the creative potential of the employee – his/her professionalism, erudition, the ability to create, the creativity of thinking – is put into the foreground.

The concept of creative potential characterizes a set of fundamental properties of personality, which are integrated into his/her possibilities, and reflects the innate inclinations and impulses of human abilities to one or another type of creativity that manifests itself in favorable social conditions.

Fundamentals of creative potential of the teacher are formed in the process of professional training and further develop in his/her professional activities. Therefore, the formation of a creative person largely depends on the educational institution, on how the organization of the educational process contributes to the realization of the creative potential of students.

Key words: potential, creative potential, creative potential of the teacher.

UDC 159.923

O.A. Dniprova, T.V. Yermolaeva

THE INTERRELATION OF PERSON'S SELF-ESTEEM AND OVERWEIGHT

The results of researching overweight people's self-assessment are presented in the article. The tested group consisted of 30 women who were overweight by indicators of body mass indexes. A control group consisted of a 21 women, who had normal weight.

S.R. Pantelev's «Methodology of self-assessment research» was chosen for conducting the research. After the test, using the calculation of Student's t-test and Fisher's F-test, we came to a conclusion that there are statistically authentic differences in the level (average values) between two groups according to the indicator of their «self-closure». Also there are statistically authentic differences (dispersions) between such indexes as «self-confidence», «self-assessment», «self-acceptance» and «self-accusation». The group of normal weight people has greater dispersion of indexes «self-confidence», «self-assessment», «self-acceptance» and «self-accusation». Additionally I.L. Solomin's «Methodology of colour metaphors» was used in the research (with the tested group only). Thus, despite the fact that divergence in self-assessment of overweight and normal weight people is not essential, overweight people are more oriented towards other people's opinion.

The results of our research prove that overweight people have evident motivation for social approval that demonstrates their low self-assessment.

Key words: self-assessment, overweight, self-closure, self-confidence, dependence, diet.

UDC 378.1(478)

I.M. Fednova

THE STUDY OF PSYCHOLOGICAL READINESS OF FOREIGN STUDENTS TO LEARNING AT HIGHER SCHOOL

The main views on the concept of "psychological readiness" are considered. Despite the fact that there is no clear definition among scientists and its meaning depends on the applied approach, the authors give the general explanation of readiness through a combination of motivational, value, cognitive, creative, emotional and volitional personality characteristics, general psychological and physiological states, which provide for the orientation of a person when performing certain actions and also provide for the possibility of their successful completion.

We also identify the essence of the psychological readiness of a foreign student as the result of all his/her previous development, which implies the sufficient level of intellectual development, the level of development of cognitive processes, as well as the formation of certain individual qualities. It is noted that readiness to learning supports successful fulfillment of student's duties, proper knowledge and experience application. Moreover, it helps to maintain self-control and adapt to unforeseen circumstances and obstacles, which, in its turn, is a pre-condition for the preparation of a highly skilled specialist.

The three theoretical approaches to the study of psychological readiness are highlighted, which do not exclude each other, but broaden and deepen the notion of readiness complexity.

The types of structural components of "psychological readiness" of foreign students to learning at higher schools are emphasized. These structural components include:

1. Positive student motivation.
2. Adaptive, psychological and intellectual properties of personality and mentality.
3. Theoretical readiness with a cognitive-semantic component.
4. Practical readiness with the procedural-activity component.

In addition, we mention the main adaptation problems of foreign students, which hinder high rates of psychological readiness to getting education, and, hence, the effective preparation of highly skilled personnel.

The examples of some events and arrangements which improve the quality of knowledge of foreign citizens are also given. The quality of knowledge is improved by increasing the indicators of psychological readiness (increasing motivation, different types of adaptation, using e-learning technologies, communicating with local students).

The arguments for foreigners' interest in studying at Ukrainian universities are stated. They are confirmed by the increasing number of such students in recent years.

We give some recommendations to higher educational establishments that admit foreign students concerning the development and continuous updating of the integral methodological system of principles for diagnosing individual's psychological readiness to training and also present the diagnostic complex itself, which is a significant factor in the growth of learning effectiveness and, as a consequence, the growth of the professional potential of foreign students as future specialists.

Key words: psychological readiness, foreign students, studying at higher school, adaptation.

UDC 378.126

V.A. Frytsiuk

COMPONENTS OF FUTURE TEACHERS' READINESS TO CONTINUING PROFESSIONAL SELF-DEVELOPMENT

The readiness of a prospective teacher for continuous professional self-development is considered as the student's ability to perform purposeful reflexive activities that are associated with design and implementation of qualitative changes in personality's identity and practical realization of subjective experience in the field of professional self-determination and self-realization on the basis of conscious self-regulation of one's own educational and professional activities.

Theoretical analysis of philosophical and psychological research shows that the process of professional self-development of personality is one of the most important but not fully studied problems. In philosophy the process of self-development of a personality is considered 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 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 and 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: readiness, future teachers, continuous professional self-development, readiness of future teachers for continuous professional self-development, components, criteria.

UDC 159.947.5.001

I.V. Garkusha, V.I. Kaiko

DEVELOPING THE SYSTEM OF MOTIVES AND MOTIVATIONAL PROFILES OF EMPLOYEES IN MODERN SCIENCE

The article is devoted to the process of motivation as a process of forming a system of motives, motivating factors on the part of a motivating subject and as a target setting for the actions of a motivated subject. Attention is focused on the motivational profile of an employee or the entire work collective of the enterprise. It is shown that the motivational profile of enterprise employees can be built as a result of the implementation of motivational monitoring, which is a repetitive sequence of actions to analyze and measure the state of motivation of employees or the collective of the enterprise as a whole in dynamics. Motivational personality profile is a set of persistent motives that add the purposeful nature to individuals' activities for mastering the profession, causing the orientation of an individual at creative self-realization. This concept can be reduced to a complex employee's motive. There are many approaches to determining the motivational profile, both among foreign and domestic scientists.

At the heart of various typologies of motivational profiles of staff, offered by different researchers, as a rule, are some needs and interests of a person. According to scientists, there are four basic types of work motivation achievements: instrumental, professional, mastery, patriotic (loyal), and one more type of motivation – avoidance.

Key words: motive, motivation, motivational profile of employees.

UDC 371.13:340

N.V. Iavorska

FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE LAWYERS IN THE CONTEXT OF STANDARDIZATION

This paper is devoted to the issue of formation of professional competence of future lawyers in the context of standardization. Features of the formation of professional competence of future lawyers in the context of standardization have been characterized. These features are shown: in taking account of globalization and integration contexts which cause the need for standardization of requirements to professional competence of lawyers at national, international and supranational (international) level; in orientation at the international professional standards / codes for legal professions; in need of correlation of professional and educational standards for lawyers; in informatization of society that, in its turn, makes new demands to competence of future experts. The components (set of knowledge, skills and relations), the criteria (cognitive, operational, personal), the indicators and the levels (high, sufficient, critical) of professional competence of future lawyers have been specified. The scientific methods used during the study are as follows: observation, analysis, synthesis, comparison, generalization, and deduction, systematic and functional analysis.

Key words: professional competence of future lawyers, context of standardization, criteria of the formation of professional competence of future lawyers.

UDC 378(091)

M.Ye. Karpova

HISTORICAL SOURCES OF BECOMING A PEDIATRICIAN AS A SUBJECT OF TEAM ACTIVITY

The article reveals the views of ancient philosophers, historians, physicians on the development of pediatrician's profession, the basic requirements for these specialists as subjects of teamwork, the leading qualities that a pediatrician should possess while interacting with a team.

The development of pediatric knowledge dates back to ancient times, and the experience of medical care for children came to us from ancient Greece and Rome.

The requirements for a pediatrician are described by Hippocrates, Soran of Ephesus, Abu Ali Ibn Sina (Avicenna). The pediatrician should show tact, endurance, discretion in working with colleagues and parents of a sick child. Paracelsus insisted on the need to establish mental contact with the physician and the inclusion of these contacts in the treatment process.

The monk physician Domian and the granddaughter of Volodymyr Monomakh Evpraxius are considered to be the first pediatricians and Stepan Khotovitsky is known as the founder of pediatrics. Stepan Khotovitsky stressed the importance of the physician's ability to establish a harmonious relationship with the sick child and his/her parents, as well as in working with colleagues.

The author came to the conclusion that the fundamentals of the pediatrician profession were defined in antiquity. The presented data should be taken into account when organizing the educational process in order to prepare future pediatricians for work in teams.

Key words: pediatrician, requirements for a pediatrician, professional pediatric skills, team work.

UDC 378.1.001

L.V. Koroletska

SCIENTIFIC RATIONALE FOR THE PEDAGOGICAL SYSTEM OF FORMATION OF ECOLOGICAL CULTURE OF FUTURE BACHELORS IN FORESTRY AND PARK GARDENING

The article gives theoretical analysis of versatile views on the systemic approach as the leading direction in scientific knowledge and on the concept and content of pedagogical systems. The feasibility of using the systemic approach to the problems of formation of specialists' ecological culture is considered. A systemic approach is the key methodological direction of modern scientific knowledge, which makes possible considering any scientific phenomenon as a system.

The pedagogical system of forming the ecological culture of bachelors in Forestry and Park Gardening is understood as being aimed at a specific pedagogical result. This system of many interrelated and interacting components that make up the managed integrity united by a common purpose is arranged according to certain criteria. The structure of educational system consists of five main components: the goal, content, technology, subject, and object. The main features of the pedagogical system of formation of ecological culture of future bachelors of Forestry and Park Gardening should be: integrity, emergence, focus, feasibility, structure, hierarchy, dynamism, openness, balance, stability, reliability, viability, conceptuality.

The developed conceptual provisions serve as a methodological basis for the elaboration of the pedagogical system of formation of ecological culture of future bachelors in Forestry and Park Gardening.

Key words: systematic approach, pedagogical system, structural components of the pedagogical system, functional components of the pedagogical system.

UDC 378.1(498)

L.V. Koroliova

CURRENT PROBLEMS OF HIGHER EDUCATION IN ROMANIA

The article makes a presentation of current problems in the development of university education in Romania. The conditions relevant to the emergence of problematic issues in the Romanian educational space were analyzed. The author also examines the interconnection between political, economic and social conditions that affect the educational environment of the country.

The strategic approach is a rather promising concept that has been implemented by the Ministry of National Education of Romania since 1998. Within the framework of this concept and due to the difficult political and social situation in the country new state-owned and private universities decided not to develop new strategic education programs but copied them from the leading world universities.

The next problematic issue for Romania's educational system today is rivalry among Romanian universities which has developed due to low funding, global competition and demographic decline.

Another problem faced by Romanian higher education is poor qualification of university staff due to lack of financial motivation.

A great percentage of the problems in the educational branch are caused by domestic and foreign policy of the country.

Despite the above-mentioned problems, the system of Romanian higher education functions at an adequate level, and the number of competitive universities are growing (the University of Bucharest and Alexandru Ioan Cuza University of Iasi that in 2017 have already entered the ranking of the Universities of the Times, the Babes-Bolyai University of Cluj and University Polytechnica of Bucharest that claim to be included into the category of world-class universities, and about 35 other higher educational institutions, both state-owned and private ones, that conform to high standards of quality).

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

UDC 378.001

L.I. Korotkova

FOREIGN EXPERIENVCE IN DEVELOPING AND FUNCTIONING OF CLUSTER STRUCTURES IN SERVICE AREA

The article analyses the external experience of conducting an effective cluster policy, and examines different approaches to the clusterization of the clothing industry and the services sector. The advantages of using the cluster approach in the leading countries of the world are determined and are as follows: increase in the number of jobs, salary growth, and possibility of constant retraining of employees.

The four-stage model of the OWL cluster in Germany has been described, features of the cluster application in France have been considered, and state financial support for their activities has been noted. The prerequisites for the creation of the Fashion Cluster and the manufacture of clothing in the USA have been considered, and its structure has been presented. The main stages of the International Cluster Policy of Japan have been covered, the clusterization of consumer goods industry in the South Africa has been analysed. An example of the consumer goods industry development in India by means of the government's implementation of the Policy of Global Clusterization has been given.

The expediency of implementing the Cluster Policy to increase the competitiveness of the Ukrainian economy has been determined.

Key words: external experience of clusterization, educational and production cluster, the Cluster Policy, consumer goods industry, services sector.

UDC 378-057.4:004

S.P. Kozhushko

INTERACTIVE TECHNOLOGIES IN PREPARING FUTURE SPECIALISTS OF TOURISM BUSINESS FOR PROFESSIONAL INTERACTION

The commitment of Ukraine to European standards in science and education, the dynamic development of national tourism industry put forward special demands to competence, professionalism, culture and personal professional training of future specialists in tourism business within the system of national higher education.

The study of contributions of both domestic and foreign researchers as well as our own investigations give sound evidences that the use of interactive technologies in the course of future tourism specialists professional training is a powerful tool, which guaranties the acquisition of core competences and stipulates the demand for university graduates at the labour market.

Interactive learning is treated as an active communication among the participants of teaching-and-learning process (in groups, in the external environment, and while using additional extracurricular sources of information). Interactive technologies are considered as a combination of methods, means, and forms of education organization, which ensures active nature of interaction among the participants of learning process, thus stimulating cooperation, creativity and attaining those didactic tasks that have been set up.

The technologies that have been proved to be the most appropriate in the system of training future specialist for tourism business are: dialogue-and-discussion, cooperative learning, collaborative learning, and case-based learning.

It is proved that those tasks which could be successfully solved using interactive technologies are: making professional decisions, anticipation of potential difficulties, acquiring new professional knowledge and skills, development of professionally important qualities, minimization of probable professional errors, development of self-assurance. Comprehensive implementation of the technologies mentioned above permits students to take active positions and guarantees self-development while collaborating with group-mates and teachers.

Key words: tourism business, interactive technologies, professional interaction, communicative activities, professional training.

UDC 378.147.167

O.V. Lebid

METHODOLOGICAL APPROACHES TO THE RESEARCH OF PREPARING FUTURE LEADERS OF GENERAL EDUCATIONAL INSTITUTIONS TO STRATEGIC MANAGEMENT IN THE CONDITIONS OF MASTER DEGREE STUDIES

A set of methodological approaches including systemic, student-centric, personal-activity, axiological, acmeological, and synergistic ones are considered as a theoretical and methodological basis in the process of

forming (in the course of master degree studies) the readiness of future heads of general educational institutions for strategic management.

In the formation of that readiness, the systemic approach implies consideration of the relation between the concepts, scientific facts, methods, and their application in theory and practice. The student-centered approach requires the organization of such training, which will be focused on the personality of the master degree student, not teaching but learning should be in the center of development and the way of conducting educational programs; master degree students should have a choice of content, methods, pace and place of study. The personal-activity approach determines the consideration of the future head of a general educational institution as a subject of activity, and the formation of his readiness for strategic management – as a process occurring within the system of activity, its genesis and development. The axiological approach allows us to identify a set of priority values in the professional activity and self-development. The acmeological approach is a holistic organization of psychological and pedagogical support for the development of personal and professional qualities that determine the readiness of the subject for strategic management, as well as self-development and personal growth as a strategic factor for productive management activity. The synergistic approach considers the process of forming readiness as an open system, for which non-linearity, incompleteness and openness, subjectivity and instability are characteristic.

Key words: readiness, strategic management, preparation of future heads of comprehensive educational institutions, methodological approaches.

UDC 81'1:378

L.Yu. Lichman

LINGUISTIC / FOREIGN LINGUISTIC COMPETENCE CONCEPT SCOPE: BUILDING GENESIS

Analyzing the history of secondary and higher school students' foreign linguistic training shows the definitions constant transformation, wherein some central concepts and beliefs take a back seat, becoming terminological relics, while new concepts and narratives hold key positions. Thus, since the second half of the 20th century, the theory and practice of competency-based learning have been in the ascendant in language education, where linguistic / foreign linguistic competencies / competences are basic concepts. However, studying the genesis of the process of building foreign linguistic competence in secondary and higher school students gives evidence of the terminological amorphism and inconsistency of the fundamental concept. Regarding the history of foreign linguistic competence ideas generation, one should begin with the works of Noam Chomsky, who articulated the concept of competence in the linguistic theory and practice. Following N. Chomsky, D. Hymes extended the concept to social reality, that received its concentration in the definition of communicative competence. Subsequently, the above definition was widely interpreted, subjected to a detailed analysis and structuring in the works of L. Bachman, I. Bim, I. Zimnjaja, M. Canale, M. Swain, G. Kitajgorodskaja, J. Cummins, E Passov, S. Savignon, N. Chomsky, D. Hymes, J. Van Ek and others. This theoretical space has formed the scientific and pedagogical views of the national linguists and educators, that is suggestive of promising outlook for further deepening the conceptual sphere of foreign linguistic competence in order to extend the practical potential of competence-centered language pedagogy.

Key words: foreign linguistic competence, genesis, psycholinguistics, communicative competence / competency.

UDC 159.922:004

John I. Liontas

THROUGH THE LOOKING GLASS: A SECOND LOOK AT UNDERSTANDING IDIOMATICITY IN CALL

This article takes a critical second look at understanding idiomaticity in CALL (Computer Assisted Language Learning). The conditions affecting markedly second language teaching and learning are highlighted amidst pedagogical constructs supporting the reconstructive nature of idiomatic understanding and production in English. The ensuing discussion underscores the promise digital technologies hold for further research work on idiomaticity including, but not limited to, idiom, metaphor, simile, metonymy, hyperbole, proverb, slang, cliché, lexical bundle, phrasal expression, multiword construction, collocation, colloquialism, and tropes of figurative language. It is argued that for the purposes of diagnosis and achievement idiomaticity must be thoughtfully anchored in pedagogical paradigms requiring further examination and care. These exemplars, as the need arises across contexts and audiences, are seen as particularly useful to the development and refinement of idiomatic knowledge, especially when such knowledge reflects the judicious and purposeful use of CALL technologies, electronic tools, and digital resources. Beginning with a critical retrospective account of significant CALL events and developments affecting second language learning and practice to this day, including common nomenclature and concepts associated with CALL, this article then appraises time-tested notions of theory-to-practice within pedagogy supports befitting natural language use. This is followed by a series of practical implications that take full advantage of the digital and com-

munications technologies to date. Based on students' interests, needs, and abilities, their systematic organization across social and academic settings, if addressed with due attention, is lauded as a viable methodological framework certain to impact the success or failure of understanding idiomaticity in CALL.

Key words: Idiomaticity, Pragmatics, Second Language Teaching, Digital Learning, Learner Empowerment, Natural Language Use.

UDC 37.036

G.V. Lokareva

THE FORMATION OF ARTISTIC AND ESTHETIC PERCEPTION AS A PROFESSIONAL QUALITY OF FUTURE ARTIST-DESIGNER

The article deals with the problem of forming artistic and esthetic perception as a professional quality of a future artist-designer and the importance of the issue from the pedagogical point of view. Design as a field of professional activity has its new varieties (design of industrial products, environmental design, graphic design, design of social and cultural sphere, etc.). An artist-designer modernizes the objective world of civilization according to the laws of nature and finds unique esthetical characteristics of objects of his/her professional activity. To realize creative ideas, the artist-designer needs to have a number of professional qualities – one of them is artistic and esthetic perception. A specialist cannot introduce a new authentic solution of a manufacturing task without this quality. The philosophical, pedagogical, psychological and art aspects of the problem are analyzed in the article. Theoretical outlines of artistic and esthetic perception as a psychological and pedagogical phenomenon are described: definition, psychological invariants of perception properties, and formation mechanisms. Artistic and esthetic perception is a professional quality that provides for creative approach to performing professional tasks and its formation is a necessary condition for high-quality training of future artists-designers. The artistic and esthetic perception is considered as a type of esthetic activity expressed in a focused and holistic perception of esthetic object (work of art) as an artistic and esthetic value. Information with esthetical characteristics ensured by artistic means gets into the field of the artistic and esthetic perception. This process includes two aspects: the action of perception aimed at the holistic current of information and the artistic and esthetic perception that is aimed at receiving information of every type through the prism of artistry (or artistic form) and imagery. Perceptive action is characterized by psychological invariants: objectivity, integrity, structure, constant, category and apperception. Values, needs, social experience, moral and emotional sphere (sensitivity) determine perception selectivity of not only art but also of a certain object which is the subject of professional activity of an artist-designer. There is a system of mechanisms that, on the one hand, regulate the process of perception and, on the other hand, is a social norm and a subject of personal regulation focused on perception of esthetic characteristics through specific setting connected with the solution of a professional task.

Key words: formation, professional training, professional quality, professional activity, artistic and esthetic perception, artist-designer, design-education.

UDC 372.3(438)

Bożena Marzec

ANTI-DISCRIMINATION ACTIONS IN KINDERGARTENS IN POLAND

The article presents the activities of Polish kindergartens aimed at preventing discrimination. The results of the reports, which mainly relate to the operation of schools in this regard, have been presented. There is also a reference to the legislation, such as the Polish Constitution, Education Act and the Regulations of the Minister of Education, regulating the equality and rights of all Polish citizens. The author presents the results of evaluation studies conducted in Polish public kindergartens in the years 2010 - 2015, connected with anti-discrimination actions that have been undertaken. The presented data are based on the results of the surveys and individual and group interviews. The analysis of the data shows a broad spectrum of activities that have been undertaken by teachers, principals and parents in order to prevent the occurrence of discrimination based on race, nationality, religion, gender, etc. Noteworthy is the fact that both parents and the principals and teachers of kindergartens unanimously found that they have not encountered any discrimination acts, thanks to the actions preventing from this type of behavior. They also emphasized the importance of the example they set to children. The presented findings indicate that there is no phenomenon of discrimination in Polish kindergartens. Nevertheless, the activities that teach children tolerance for widely understood diversity, have been conducted on a large scale. It is also extremely important to cooperate with the pupils' family home in this matter.

Key words: anti-discrimination activities, kindergarten, social norms, shaping attitudes.

UDC 37.036:378

D.V. Masalov

STRUCTURE AND CONTENTS OF INDEPENDENT CREATIVE ACTIVITIES OF HIGHER EDUCATIONAL ESTABLISHMENT STUDENTS

In modern conditions of society, due to changes in learning objectives, its focus on the formation of creative activities, the role of students' self-education is increasing.

The organization of independent creative activities of students is combined with a number of very complex educational problems. Firstly, it is the lack of clear procedures regarding the inculcation of independent work and determination of the real time budget for self-education and ability to use time efficiently. In addition, there is the problem of determining the ways of optimal combination of students' educational and scientific work in a holistic educational process of higher education. The organization of students' independent work should take into consideration the degree of students' preparedness, be based on conscious assimilation of skills of independent work, and vary depending on the course with further development of its forms and methods.

Independent creative activities of students of higher educational institutions have certain specific features and are perceived by students as fairly new activities in new, unusual conditions. It is the combination of labor and cognitive activities, since its implementation is work, a set of actions aimed at the organization and implementation of the learning process.

Painting is one of the most important disciplines of artistic and aesthetic cycle in training students of graphic arts art department as future teachers of fine arts. The program provides a system of independent and individual tasks aimed at mastering quickly and confidently the techniques of artistic reflection of reality, of artistic and imaginative thinking and creativity of students. Solving various complex educational and creative tasks is possible in the conditions of conscious and proactive approach to educational materials.

Key words: independence, independent work, creative work, future teacher of fine art.

UDC 378.1

V.M. Miroshnychenko

THE INDIVIDUALIZATION OF FUTURE PHILOLOGISTS' AUTONOMOUS STUDIES

The main form of teaching process organization that favors individualization are students' autonomous studies.

The efficiency of autonomous studies individualization is ensured by the implementation of the following principles: acceleration and variability; stimulation of students' self-dependence and motivational support of individual activities; support of students' individuality and development of their self-regulation; positive perspective and self-actualization; self-development and self-realization.

The importance of distance learning is emphasized as it provides all traditional types of lessons at higher educational establishments such as lectures, seminars, practical classes, research work, self-tuition, course work, master's thesis preparation, exams, final tests, as well as innovative forms of learning.

Blending traditional and innovative types of teaching favors the resource and time optimization. It provides for application and complementarity of traditional teaching technologies, distance, mobile, and e-learning in the situations that ensure students' self-control.

The advantages of virtual learning that favors the formation and development of information-learning interaction between students, teachers, and means of information technologies are defined.

Key words: individualization, autonomous studies, information technologies, distance learning, virtual learning, traditional types of teaching, blended learning.

UDC 37.011.31

S.M. Nadtochiy

FORMATIONS OF SOCIOCULTURAL COMPETENCE OF THE LANGUAGE AND LITERATURE TEACHER

The modern teacher of Ukrainian language and literature has to play an exclusive role in the formation of pupils' national consciousness, their active civic stand, high morals, esthetic tastes, and value orientations. In the article the specifics of forming sociocultural teacher's competence are presented. The analysis of the concept of sociocultural teacher's competence is given and it includes searching for a corresponding model of behavior in the multicultural world. It is defined that the sociocultural competence of the teacher of Ukrainian language and literature includes a number of competences – language, social, common cultural, intellectual, civil, informational, and ethical. It is reasoned that the sociocultural development of child's identity can be represented as a process of entry into culture, into the new social environment and integration in it that is implemented in a certain social situation of development. It is proved that the sociocultural competence is a structural set of social roles, norms and rules of

a group, cultural examples of behavior, value orientations, language, understanding of personality from the positions of those cultural characteristics that are encouraged in a given society.

Key words: sociocultural competence, philologist, teacher of Ukrainian language and literature.

UDC 378.1(4)

L.A. Oleksienko

PRINCIPAL APPROACHES TO PROFESSIONAL TRAINING OF FUTURE TRANSLATORS AT AUSTRIAN UNIVERSITIES

Having examined the requirements for training future translators and having analyzed the curriculum of the universities of Vienna, Graz, Innsbruck, it has been established that professional training of future translators at these educational institutions is based on competency, personality and activity, context, communicative, cultural and pragmatic approaches. It has been found that the personality and activity approach exists as a part of competency approach. The personality and activity approach specifies, deepens and complements the competency approach and ensures the abilities and possibilities of a specialist to perform a certain type of professional activity. The active approach to professional training of future translators is implemented with the help of intensive teaching methods (role games). Methods of introducing and implementing cultural and context approaches in training of future translators in Austria are described. It has been shown that the technology of the context approach in the professional training of translators at Austrian universities consists of three basic forms of activity. The content and peculiarities of educational process have been determined making an integral part of the pragmatic approach.

Key words: competency approach, personality and activity approach, communicative approach, cultural approach, context approach, pragmatic approach.

UDC 37.015.3

I.V. Oliynik, Yu.M. Nozhenko

PHENOMENON OF PSYCHOLOGICAL READINESS OF CHILDREN FOR STUDIES AT SCHOOL IN PSYCHOLOGICAL AND PEDAGOGICAL LITERATURE

Creation of favorable psychological and pedagogical conditions for full development and formation of child's successful social identity is the main task of psychological maintenance of activities at a preschool institution.

The views of scientists concerning the definition of "readiness for school" are reflected in the article; the principal prerequisites of psychological readiness for school studies are defined. The components of psychological readiness of children for school (communicative, cognitive, emotional and will power, personal) and the principal aspects of forming the necessary prerequisites for educational activities are considered.

The value of motivation is accentuated as a necessary component in child's readiness for school; the motives that stimulate studying are defined.

It is found that the principal parts of psychological readiness of children for school are: deliberateness in communication with adults; deliberateness in communication with coevals; the adequate attitude towards oneself.

Methodological tools applied for diagnostics of child's readiness for school are outlined.

Key words: school study, psychological readiness, mental processes, formations of motives, development diagnostics.

UDC 159.924.7

M.M. Oliynik

THE ROLE OF FAMILY IN FORMATION OF PHYSICAL ACTIVITY OF CHILDREN

Physical activity is the condition of normal development of human organism. Physical activity as a basis of life in children's organisms influences the development of their psychological state, functionality, and efficiency. In the article the role of physical culture in education of healthy personality is defined, the analysis of scientific approaches to the definition of "physical activity" is implemented, and the essence of this concept is disclosed. The importance of movement for child's full life and development is emphasized. The conditions for the solution of the problem of optimization of physical activity of schoolpupils are presented. The importance of cooperation and interactions of school and family in the course of physical training is emphasized and groups of exercises for formation of physical activity of children in the conditions of family education are suggested, namely: the exercises directed at the development of correct posture; the exercises containing acrobatics elements; outdoor games; exercises with the use of various objects; musical and rhythmic exercises.

Key words: family, movement, physical activity, physical culture, formation of physical activity.

UDC 378:371.382

Iu.Ye. Osatska, I.I. Kozinets

SIMULATION "BUDGETING OF A BUILDING PROJECT" AS A PART OF STUDENTS' SPECIAL COMPETENCE TRAINING AND TESTING

Continuous processes in the country's economy require constant renewal and improvement of higher economic education system. Thus, there is a need to improve existing models of economic students' training. It has been verified that the use of technologies in education system promotes not only intellectual development and creativity, but also enriches the individual with theoretical and practical skills, develops the ability for successful career. Technologies help to create many professional skills and abilities of students, promote the development of professional competences.

Realities with frequent legislative changes require the use of special work methods in training students in the field of knowledge 07 "Management and Administration", specialty 076 "Entrepreneurship, Trade, and Stock Exchanges". These are game exercises, practical tasks, role plays and simulations, discussion of problems in groups and pairs, business simulations.

To obtain special competencies for the "Production" function, the authors suggest training with three business simulations:

- "Construction project estimation";
- "Technological process parameters calculation";
- "Construction project effectiveness calculation".

The business simulation "Construction project estimation" (both as an element of 076 "Entrepreneurship, Trade and Stock Exchanges" specialty students' training and special competence testing) was suggested in the work.

Key words: economic education, training techniques, business simulation methods, special competencies, estimate, costs, calculation, prime price, production.

UDC 378.1:339.9

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

EVALUATION OF THE COMMUNICATIVE COMPETENCE LEVEL OF MASTERS IN THE FIELD OF FOREIGN ECONOMIC ACTIVITY AND METHODS OF ITS DEVELOPMENT

The scholarly paper concerns the issue of the estimation of the communicative competence level of masters in the field of foreign economic activity as a key skill, which facilitates the establishment and development of trade relations within foreign economic space. The authors have made an assessment of both the general communicative competence and professionally-oriented foreign language communicative competence level of development. The findings of this analysis have revealed a low level of mastery of communicative means by respondents, an inability to apply business communication techniques, manage their behavior and mood in the process of interaction, become an active participant and observer of the communication process as well as an inadequate level of interpersonal communication culture, incapability to make links with an interlocutor as well as mainly a minimum level of proficiency in professionally-oriented foreign language communication skills.

Based on the study made, the authors have proposed various methods to develop and increase the level of the communicative competence of masters in the field of foreign economic activity, which included different interactive training methods such as discussions, disputes, "brain storming", training in cooperation, business and situation-role games, case studies, student presentations, training projects, modeling professional situations both in English and in Ukrainian.

Key words: communicative competence, masters in the field of foreign economic activities, professionally-oriented foreign language communicative competence, training methods, evaluation, analysis.

UDC 378.1:159.9

O.L. Pinska

INTERPERSONAL RELATIONSHIPS AS A PSYCHOLOGICAL FACTOR FOR PEDAGOGICAL COOPERATION BETWEEN ACTORS OF AN EDUCATIONAL PROCESS AT A UNIVERSITY

Enhancement of requirements posed by the society to professional training of future teachers makes topical the issue of transitioning from informational and instructive education, which is strictly regulated, towards its modeling based on the subject-to-subject cooperation. Literature on psychology and pedagogy defines the cooperation as a meaningful mutual exchange and enrichment with the content of activity, experience, emotions, attitudes, different views and is characterized by activity, awareness, purposefulness of mutual actions of both parties who are actors of the educational process at a university.

Psychological characteristics of the pedagogical cooperation also cover aspects of interpersonal cooperation between actors of the educational process (professor and student): from cooperation between two people within "professor-student" and/or "student-student" system; to cooperation within "professor-audience of students" and/or "students – academic group" system of relationships. In the course of interpersonal cooperation, pedagogically efficient interpersonal relationships are formed, which act as a direct or mediated link between an individual and other people, constitute a property specific for humans as practical actors. Interpersonal relationships contribute to the enhancement of psychological and social contacts and establishment of mutual understanding.

The above supports the statement that interpersonal relationships mediated by the entire system of relationships between a person and other people correlate with individual's emotional states that occur in the educational environment and substantially determine the pedagogical cooperation process.

Key words: interpersonal relationships, psychological factor, pedagogical cooperation, educational process actor.

UDC 371.132:378(497.2)

S.V. Sapozhnikov

THE SYSTEM OF HIGHER EDUCATION IN THE REPUBLIC OF BULGARIA AS A FIELD OF SYSTEMIC RESEARCH AND THE OBJECT OF COMPARATIVE ANALYSIS

The experience of comparative study of training pedagogical staff in the Republic of Bulgaria highlighted in the article allowed to identify the essential features of higher pedagogical education in that country. Higher pedagogical education in Bulgaria is a complex, dynamic, pedagogical system capable of self-development that has general and specific characteristics in terms of the content, structure and functions of training pedagogical staff in each country of the region due to historical, geopolitical, cultural, religious, and educational traditions.

The study based on a systemic comparative analysis revealed that Bulgaria has its own approaches to determining the direction of training future teachers in the system of higher educational institutions. It is proved that the level of attractiveness of the pedagogical profession in the country is increasing due to guaranteed stable salaries in the difficult economic situation.

The results of systemic and comparative analysis of staffing the educational process give reasons to assert that the personnel potential of higher educational institutions reflects not only the readiness of teachers to implement their functions, but also reflects the complex of their capabilities in the long run, taking into account scientific and pedagogical qualifications, level of motivation, age, practical experience, business activities, professional mobility, quality of activities, including their effectiveness and innovative character.

In the process of the research, a tendency was revealed indicating the appearance of increasing contradictions between the requirements of society and the high level of future teachers' professional readiness for pedagogical work, on the one hand, and the insufficient level of equipping the educational process at higher educational institutions, on the other hand.

At the same time, there is a need in researching the concept, government plans, programs and doctrines in the field of education in the Black Sea region that determine the strategy of educational reforms, projects, plans and programs there. This research will allow to reveal the theoretical aspects of teaching staff training systems' functioning for the purpose of implementing such systems in the educational practice of Ukraine.

Key words: higher pedagogical education, higher education system, system approach.

UDC 378

T.L. Shepelenko

THEORETICAL ASPECTS OF THE ISSUE OF STUDENTS' COGNITIVE ACTIVITY AND INDEPENDENCE

The topicality of the issue of activating the cognitive function of students is determined by the need for a specialist to possess not only deep and solid knowledge, but also the ability to apply this knowledge in non-standard production situations, the ability to creatively approach the solution of emerging problems, to respond quickly and adequately to changing conditions of professional activity that needs the formation of cognitive activity and cognitive independence in them.

The generalization of the various scientists' approaches to the definitions of "cognitive activity", "cognitive independence" allows us to consider them as a complex system of a subject's properties, integrating important qualitative characteristics of the typical for him/her cognitive function, which involves a state of readiness to mobilize moral and volitional efforts to achieve educational-cognitive purpose, aspiration for active and independent cognitive activity.

The theoretical analysis of the issue shows the presence of external (reproductive) and internal (thinking) creative cognitive function, which characterizes the "I-inclusion" of a subject of educational activity in the cognitive process of study. As a result of a conscious transition from one level to another, qualitative and quantitative changes in the indicators of cognitive activity take place (cognitive autonomy, initiative, cognitive interest, attentiveness, volitional effort, etc.)

Thus, the higher level of development of the student's subjective position requires the formation of such personal entities as cognitive activity and independence that affects the performance of educational and cognitive function.

Key words: function, cognitive function, learning, activity, cognitive activity, cognitive independence.

UDC 37.015(091)

I.V. Tamozska

PRIVAT-ASSOCIATE PROFESSORS OF NOVOROSIISK UNIVERSITY: SCIENTIFIC AND PEDAGOGICAL ACTIVITIES AND PROFESSIONAL DEVELOPMENT (1901–1917)

It is essential to be able to distinguish preconditions in the past that influence the changes of modern domestic education as well as to use the best historic and pedagogic outcomes in order to prevent a repetition of previously made mistakes. Analyzing privat-associate professors' scientific and pedagogical activities in Novorosiisk University during 1901–1917 makes it possible to draw a conclusion about the vitality of privat-associate professorship institution.

The aim of the article is to reveal the scientific and pedagogical activities of privat-associate professors at the departments of Medical Faculty in Novorosiisk University.

Using objective historical methods, analysis and synthesis, the author has performed a retrospective analysis of privat-associate professors' scientific, research and pedagogical activities at the Medical Faculty in Novorosiisk University during 1901–1917. It is stressed that privat-associate professors played a significant role in Novorosiisk University scientific-pedagogical work. It has been revealed that privat-associate professors of the Medical Faculty generalized the results of their scientific activities in articles, textbooks, tutorials, theses, in speeches at Volynshchyna physicians' convention and the 10th Pyrohov convention. It is stated that they generally taught optional academic disciplines and special courses. It has been discovered that privat-associate professors contributed to the opening of Bacteriological Institute, Odesa Bacteriological Station and Embryological Museum. It is emphasized that privat-associate professors made important scientific discoveries in the sphere of medicine (choleraform avian vibrio, the phenomenon of spontaneous microbe dissolution). It is stressed that scientific trips to higher educational establishments and educational institutions in Western Europe contributed to increasing educational, methodological and scientific attainment level of privat-associate professors' staff.

It has been found that privat-associate professorship institution was the main source for filling vacancies at Novorosiisk University. Privat-associate professors gave a significant information-scientific impulse to the educational process in the University during 1901–1917.

Key words: Novorosiisk University, medical faculty, scientific and pedagogical activities, professional development, privat-associate professors.

UDC 811.111:378

O.B. Tarnopolsky, N.O. Chernyak, S.D. Storozhuk

TEACHING HUMANITARIAN DISCIPLINES IN ENGLISH AS A FORM OF ENGLISH IMMERSION IN THE EARLY YEARS OF STUDIES AT NON-LINGUISTIC TERTIARY EDUCATIONAL INSTITUTIONS

The article discusses two courses taught in English ("The Fundamentals of Psychology and Pedagogy" and "The Language Model of Contemporary Business Communication") developed as courses of disciplines of the humanitarian cycle for tertiary students of non-linguistic majors – primarily, future economists – in their first and second years of university studies. The developed courses are mostly used as optional ones and are designed for students who by the beginning of their university studies have already reached the pre-intermediate/intermediate level (B1+/B2) in their command of General English. Teaching such courses is considered as one of the forms of English immersion introduced not at the advanced (as usual) but at the early stage of studies at non-linguistic tertiary educational institutions. Three possible varieties of such courses are analyzed: those of total immersion and those of sheltered and partial immersion. It is shown that the course designed for the first year of university studies ("The Fundamentals of Psychology and Pedagogy") should be taught as the course of sheltered immersion while the course for the second year of university studied should be taught as a partial immersion course. This allows introducing total English immersion in courses of professional disciplines beginning from the third year of students' university studies and

not beginning from the fifth year as was suggested in our previous published research papers. In this way, early English immersion can be practically implemented when teaching students of non-linguistic majors.

Key words: courses of disciplines of the humanitarian cycle taught in English, non-linguistic tertiary educational institutions, early years of studies at non-linguistic tertiary educational institutions, English immersion, total immersion, sheltered and partial immersion.

UDC 378.22

L.S. Verchenko

THE TECHNOLOGY OF SOCIO-COMMUNICATIVE COMPETENCE DEVELOPMENT IN FUTURE HIGHER SCHOOL TEACHERS IN THE PROCESS OF MASTER'S DEGREE TRAINING: CONTENT-AND-PROCESS COMPONENT

The article is dedicated to the substantiation of the essentials of technology used for development of social and communicative competence in future higher school teachers in the process of their Master's degree training. It refers to a combination of methods, techniques and approaches of training, forms of control and correction. The stages (conceptual, motivational and stimulating, content-and-process, practical, troubleshooting and efficient) are introduced into the educational process at higher schools providing for self-fulfillment of Master's degree students in various kinds of social and communicative activities and ensuring the final results.

The essence of content-and-process component of the technique is described in the article. The component is presented through the updated content of such subject courses as "Psychology of Higher School", "New Technologies in Organization of Teaching and Educational Process at Higher School", "Professional Pedagogic Communication", "Crises and Deformations of Higher School Teacher's Professional Development", as well as through the original special course of study - "Social and Communicative Competence of Higher School Teachers" aimed at maintenance of general theoretical training of future higher school teachers in the area of their professional socio-communicative competence and at the development of the components of Master's degree students' socio-communicative competence.

Special attention is paid to the components of such special courses of study as: "Socio-Communicative Competence as the Basis of Professional Competence of Higher School Teachers" and "Socio-Communicative Competence of Higher School Teachers: methods, techniques and approaches to its formation"

It is demonstrated that the course program involves the combination of lectures (interactive lecture, lecture-discussion, lecture-briefing, problem solving lecture) seminars (interactive seminar, seminar-discussion, Socrates seminar, seminar-intervision, seminar as a defense of individual projects and creative engagements), and practical classes, and it envisages the use of such methods as dialogue-and-discussion, gaming, training, exercising.

Key words: socio-communicative competence, higher school teachers, Master's degree training, techniques used for the development of social and communicative competence in future higher school teachers.

UDC 378.126

N.P. Volkova, V.O. Bykova

THE SITUATION ANALYSIS TECHNOLOGIES IN THE PROCESS OF FUTURE SPECIALIST'S PROFESSIONAL TRAINING

This article presents the essence of technology to analyze situations as an effective means in the process of training future specialists in different professional areas.

The paper shows that under the conditions of active situational studies students are presented with a set of interconnected factors and phenomena as situations that characterize a certain stage, period or event of practice and require the student to make appropriate assessments, decisions and actions. In this paper possible situations are given which can become the basis of the mentioned factors.

Special attention is given to the technologies which activate the study process based on particular situational analysis methods (case problems, case exercises), study methods (case study, methods of cases, approach methods) and role-playing methods.

The paper reveals that the purpose of study methods is learning and gaining professional skills and knowledge based on activities in conditions close to real practice. The expediency of the situational exercises (tasks) bank is grounded and those tasks are considered as solutions of value-content problems; value-semantic conflict situations of objective and subjective reality; reflexive situations; situations directed at upbringing of students' professional tact and regulation of their own emotional states; situational decision-making exercises.

Special attention is given to the method of situational learning which is aimed at teaching students the ability to deal with non-standard situations with which, as a rule, a future specialist deals in real life.

Different classifications of case-studies are demonstrated in this paper, as well as instructor's actions using case-studies.

This paper also shows the way of introducing such technologies into the study process. Special attention is given to scholars' ideas on situational case technologies and their introduction into the study process. The author points out that the situation analysis technologies increase the quality of traditional lectures and practical classes with the help of innovative methods and ways of activities.

Key words: situation, situation analysis technology, study-methods, role-playing methods.

UDC 37.011.32-054.6

A.D. Vyselko

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF FOREIGN STUDENTS ADAPTATION

The article is devoted to describing the essence of psychological and pedagogical support of foreign students' adaptation for studying at Ukrainian higher educational institutions. Special attention has been paid to the concepts of "support" and "psychological and pedagogical support". It has been shown that psychological and pedagogical support is an indirective form of assistance directed at the development of self-consciousness of a personality. Special attention has been paid to the components of psychological and pedagogical support, exactly to the processes of psychological and pedagogical assistance from supporting pedagogical staff, psychologists, tutors and advisors.

The leading functions of psychological and pedagogical support (renewing, compensating, stimulating, correcting, socializing) have been determined.

The stages of support have been described: diagnostics of psychic and social health of a student; analyses of the information received; the development of recommendations for a student; making up the individual plan of assistance; individual or group consultation of all the participants of support concerning the ways and methods of solving problem; realization of the recommendations and techniques developed; analyses of the results of all the students; further analyses of students' development.

Efficient forms and methods of psychological and pedagogical support of foreign students have been suggested: personal example of tutor, teachers, fellow-students, informal interview, discussions, adaptation trainings, individual tasks, individual psychological and pedagogical support, control and overall monitoring of activities and psycho-emotional state of foreign students, studying the problems arising in everyday life and interpersonal relations, using the educational potential of student group, etc.

Key words: support, psychological and pedagogical support, foreign students, tutor.

UDK 378:340

M.G. Yeshchenko

USING WEB RESOURCES WHILE TEACHING THE COURSE OF "LABOR LAW OF UKRAINE"

The development of any society founded on knowledge and new social relations should be based on the use of scientific and innovative technologies that enhance the quality of human life. The construction of the information society in Ukraine is governed by the Law of Ukraine "On the National Program of Informatization", by the Decree of the President of Ukraine "National Strategy for the Development of Education in Ukraine until 2021". The specified regulatory-legal acts emphasize that the level of informatization, the ability to use the advantages of digital technologies are becoming one of the important factors of country's development.

The peculiarities of the modern economic and socio-cultural development of Ukraine, the processes of democratization of life, the impacts of processes of globalization and integration into the European and world community are putting forward new challenges to education. In the country, the formation of the national education system is under way, accompanied by a substantial renewal of pedagogical theory and practice. A change in the educational paradigm is taking place, new approaches are being proposed, forms and methods of education are being improved.

The training course on Labor Law at higher educational institutions of Donetsk region is one of the basic disciplines in training specialists in the field of economy.

Under the conditions of economic and socio-political transformations, strengthening of Ukrainian statehood, when studying the course "Labor Law" it is necessary to form and develop students' conscious, constructive-critical attitude to social processes and phenomena that occur, their motivation and competence regarding the future of their workplace. These tasks, first of all, rely on social and scientific education, in particular, the legal one. That is why one of the main educational tasks of higher school is the formation of individual's legal competence on the basis of using innovative means and technologies of teaching and learning, which are the information and communication technologies, in particular, web-resources.

Key words: labor law; legislation of Ukraine; Internet-resources; themes of practical classes.

TRAINING STUDENTS-TRANSLATORS TO MODEL SMART-TEXTS

The article deals with the interpretation of the author's considerations on the concept of a smart advert. It discusses the notions of a "model", modeling, and creativeness. The concept of creativity and creative effect, its role in the creation of an advert is discussed. It is stated that without a creative component the effectiveness of any advertisement is significantly reduced. It is argued that it is the creative elements that perform a considerable part of the psychological impact on the recipient. Creativity could be defined as a set of linguistic devices and abilities: knowledge of stylistic devices, a language play, an ability to build neologisms, and free treatment of language norms. The successful creation of a smart-text is the ability to effectively use all the expressive means of any language.

A model of any text (the length doesn't matter – whether it is long or short) is qualified as an algorithm of linguistic actions. It should be stressed that a model of real communication lies at the base of any text. A communicative content of a text in the process of communication (oral or written) is not only translated but is being built as a result of mental activity. And a language is understood, first of all, as a thought tool.

In using and presenting the concept of a "model" in the training process, a separate moment is training students to creatively develop or translate smart-texts. They are, first of all, the adverts of goods quality, of arts, services, etc. Their aim is to attract attention of customers, arouse interest, provoke / excite curiosity and desire with the following actions. It is a matter of advertising which is converted into a manipulative model with the plausible statement of facts. Thus, the key issue in the creation/translation of advertising messages according to the given model is the creative elements of the so-called "creative lexis", all those aspects of the original message which help to achieve the creative effects. These aspects often pose difficulties in the process of translation and do not fit into the framework of the standard translation models.

While researching the ways and methods of creative lexical creation/translation of a smart-text, we have made certain conclusions. The translator must decide, in fact, which function of the advertising text must be conveyed with higher accuracy – the information as it is, with maximum proximity to the original, or the manipulative psychological effect of the message, which is expressed through some creative means.

Key words: training, student-translators, modeling, creativeness, lexis, smart-texts, advert, impact, manipulative model.

DETERMINING THE LEVEL OF MOTIVATIONAL CRITERIA FORMATION AS TO THE LEVEL OF FUTURE LAWYERS' READINESS TO AVOID CONFLICTS IN THEIR FUTURE PROFESSIONAL ACTIVITIES: THE ESTABLISHING STAGE OF THE EXPERIMENT

The article has been devoted to the analysis of the establishing stage of the experiment investigating the level of developing the motivational criteria of future lawyers' commitment to preventing conflicts in their career. The structure of the motivational criteria of future lawyers' commitment to preventing conflicts has been considered. This structure contains axiological, cognitive and personal characteristics. The choice of the motivational criteria has been justified: the personal necessity in cooperation without conflicts; the correlation of the motivational complex components of personality which stimulates students towards implementing professional and preventive activities. On the basis of the emphasized criteria we have determined in our research three main formation levels of future lawyers for preventing conflicts in their career: the high, medium and low.

The sequence of diagnosing the formational level of motivational criteria of future lawyers' commitment to preventing conflicts in their career has been suggested: 1) the estimation of cohesion of motivational complex components that stimulates students to achieve conflict arrangement; 2) the analysis of the stage of determining the students' direction in the acquirement of professional and preventing activities; 3) determining the level of awareness of conflictological knowledge and skills as the important part of modern lawyer's professionalism.

In accordance with these aspects the diagnostic methods for determining the mentioned criteria have been given: 1) «The diagnostics of student's studying motivation» by A. Rean and V. Yakunin in the author's modification; 2) T. Dubovitska's «The professional direction of students» in the author's modification; 3) T. Dubovitska's «The diagnostic of the internal motivation of students for studying activities in the conflictological direction».

Following the results of diagnostics, it has been stated that the level of formation the future lawyers' commitments for preventing conflicts in their career insufficiently correlated with the motivational criteria. That requires coherent changes in the students' studying process. The necessity has been presented of introducing the adjustments into the studying process for changing the meanings of motivational criteria towards increasing their high and medium levels with the help of inculcating into the students' studying process the models of future lawyers' formation for preventing conflicts.

Key words: commitment for prevention of conflicts; motivational criteria; the structure of the motivational criteria; the aspects of forming the motivational criteria; the diagnostics of the motivational criteria of the commitment for preventing conflicts.