

## ABSTRACTS

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N.V. Akimova

### CLASSIFICATION OF THE MEANINGS AND SENSES IN THE CONTEXT OF PROBLEMS OF TEXT UNDERSTANDING

Most current scientific theories of text understanding are concentrated around meaning and sense, probably, their interaction is the mechanism of understanding. However, there is still no clear theoretical division between these concepts; despite their popularity, they have not received real operationalization. The classifications of meanings and sense also require systematization that is based on a clear differentiation of these concepts. In Russian and German, these words are often used as synonyms; and in English and French only one of these terms is used predominantly. In Russian-language literature, some authors consider meanings as a special case of sense, while others consider sense as a special case of meanings. The concepts of meaning and sense are also interpreted differently in the classical psychological literature.

The analysis of scientific literature showed that meaning can be interpreted as semantic units that are related to words and contain elements of definitions, meaning is coded in the dictionary; sense can be interpreted as a new, individual and original semantic component that a reader brings to the text. The analysis of these classifications taking into account the differential features of meaning and sense should note that the meaning can be typical and prototypical, while the sense can be associative, connotative, and contextual.

*Key words: meaning, sense, value, understanding, text.*

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Ye.B. Chernyak, N.V. Yorkina

### FORMATION OF GENDER COMPETENCE OF STUDENTS IN THE PROCESS OF THEIR PREPARATION FOR THE CONDITIONS OF PERFORMING ACTIVITY

Recently, the great attention of scientists in the field of music education is given to the study of methodological foundations of gender education, the definition of gender equality in the field of education, the search for effective teaching methods for representatives of different sexes.

It is determined that in the process of musical-psychological correction of individual properties in representatives of different sexes there is compensatory interaction of strong types of temperament (phlegmatic and sanguine), optimal complementarity of weak and strong types (melancholic and phlegmatic), movement from introverted types of temperament to extraverted ones (phlegmatic and sanguine, melancholic and choleric, melancholic and sanguine).

The best results in terms of musical performance are shown by instrumentalists who combine "men's" qualities (volitional quality, concentration of attention, enhanced self-control) and "women's" qualities (emotionality, flexibility, impedance). The performers with domination of characteristic features of masculine or feminine types are inferior in that respect. The last place in performance is occupied by instrumentalists with poorly expressed male or female qualities.

Thus, in the process of preparing instrumentalists of different sexes there is the possibility of directed musical and psychological correction of individual properties, regardless of gender identity. In representatives of the strong unbalanced and weak types of temperament it is done as a compensatory variation of bi-functional indices, reinforcement and complementarity with the qualities of strong stable types.

The experimental results obtained provide the opportunity to create programs of psychological support during the preparation of performers for the conditions of the stage performance.

*Key words: gender competence, androgens, masculine and feminine individuals, performing activity, individual psychological peculiarities, instrumentalists.*

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I.G. Danylchenko

### FUTURE PRESCHOOL TEACHERS' TRAINING FOR FORMING SKILLS FOCUSED ON SUSTAINABLE DEVELOPMENT OF PRESCHOOLERS BY MEANS OF FICTION

The problem of sustainable development is urgent today because it is caused by the complexity of relationship between humans and their environment.

Education, which is oriented at sustainable development, is aimed at the assimilation by people of all ages of extremely important ecological, economic and socially appropriate behavior skills, without which it is impossible to create and maintain sustainable well-being of society.

The determining role in the development of human worldview belongs to the period of preschool childhood.

Using fiction (literature) in modern scientific and pedagogical practice is an important knowledge component of future educators' professional training for formation of skills focused on sustainable development of preschoolers.

Future teachers' training for formation of skills focused on sustainable development of preschoolers was implemented in 2 stages: the 1st-basic stage and the 2nd – practical stage.

The basic stage purpose was to ensure students' perception and awareness of the common goal and objectives of education for the sustainable development of preschoolers by means of children's literature.

At this stage, the teacher gave the information about the art works contributing to the skills focused on the sustainable development of preschoolers, taught students to analyze, evaluate, select and appropriately use such works when teaching preschoolers.

At the practical stage the purpose was to transfer the theoretical knowledge of the discipline «Children's Literature» onto the plane of practical skills.

We used practical training of the classical structure and practical training in the form of seminars based on interactive technologies, which are the means of maximum activation of the entire student group.

The practical stage was also implemented during the pedagogical practice in preschool institutions.

The suggested system of work in the process of teaching the course «Children's Literature» will contribute to the qualitative improvement of future preschool teachers professional training for formation of skills focused on sustainable development of preschoolers by means of fiction.

*Key words: sustainable development, education for sustainable development, preschool teacher, environmental education of preschoolers, economic education of preschoolers, social development of children, fiction.*

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H.V. Davydenko

### **IMPLEMENTATION OF INCLUSIVE EDUCATION AT HIGHER EDUCATION INSTITUTIONS AS THE IMPORTANT ASPECT OF SOCIAL INCLUSION: BARRIERS AND WAYS OF OVERCOMING THEM**

The article analyzes and reveals the theoretical and methodological principles of the organization of inclusive education at higher education institutions. It is believed that the current approach to the implementation of principles of inclusive education in practice is closely linked to the problem of eliminating possible barriers in the process and achieving access to educational services in the result. The main barriers hindering the development of inclusive education in the system of higher education in Ukraine are the low overall level of theoretical training and the non-competitive ability of students with disabilities compared to the normative applicants; unfavorable state of the material base and of higher education in what concerns teaching students with disabilities; unpreparedness of modern scientific and pedagogical workers to work in the conditions of inclusive educational environment; unsuitability of traditional pedagogical methods and forms of study to work in an inclusive educational environment; unpreparedness of students' cultural and educational environment to inclusion.

Elimination of these barriers is not only a prerequisite for the successful implementation of inclusive education in higher education in Ukraine, but also creates the necessary conditions for the introduction of social inclusion.

*Key words: inclusion, inclusive education, social inclusion.*

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O.A. Dniprova, T.V. Ermolaeva, N.O. Chernyak

### **GENDER STEREOTYPES AND CAREER CHOICE**

The article analyses the problem of gender stereotypes and their interrelations with the career choice. Writing the article, we defined the theoretical and methodological grounds for the study of the independent career choice, chose a set of methods which are adequate for the purpose of the study, diagnosed and analysed the degree of androgyny and its relationship with the choice of profession.

Based on our research, we can make the following conclusion: choosing the career, on the one hand, young people usually pay attention to their interests, tastes, likings and inclinations, on the other hand,

take into account the widespread concept in a society as to the professional segregation based on gender stereotypes and, as a result, make a choice in the area of professional activity that is traditionally considered to be typical to the gender that they associate themselves with. At the same time, young men tend to be in more favourable situations than young women, since gender stereotypes in the field of professional activity attribute to the masculine-type gender more high status and well-paid jobs. Moreover, even if a young man decides to be self-actualized in the typical female profession, he will be in a better position and is perceived as a «worthwhile worker,» unlike a young woman who decides, by virtue of her expressive masculinity, to build a career in a typical male-dominated sphere of activity. Such a woman has only the honour to be given lenient attitudes.

*Key words: gender, femininity, masculinity, stereotype, professional self-determination*

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*O.I. Donets*

### **SEXUAL ATTITUDES OF WOMEN IN ADOLESCENCE**

An analysis of scientific studies has allowed to establish the distinctions of sexual attitudes of males and females.

Sexual attitudes show willingness to some sort of sexual activity, the unconscious set of acceptable and socially unacceptable sexual behavior for the person and for other people.

Empirical findings demonstrated lower inclination of adolescent women for objectivation of a sexual partner, lesser sexual arousal and affectability, lesser tolerance to pornography as compared to adolescent men. Healthier attitude toward sex is peculiar to woman as compared to men. The high level of psychological mindedness of adolescent women correlates with the higher level of satisfaction of sexual life, advanced attitude toward sexuality, sexual arousal and affectability. The high level of self-monitoring of women in adolescence correlate with higher level of dissatisfaction in sexual life as a consequence of psychoneurotic sexual reactions.

*Key words: sexuality, attitude, self-monitoring, psychological mindedness, gender, woman, adolescent.*

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*O.A. Ignatyuk, Y.Ye. Demidova*

### **ERGONOMIC COMPETENCE AS THE RESULT OF TEACHING AND AS AN INTEGRATED INDEX OF QUALITY OF PROFESSIONAL PREPARATION OF FUTURE HIGHER SCHOOL TEACHERS IN THE CONDITIONS OF EDUCATIONAL TRANSFORMATIONS**

The analysis of theory and practice of preparation of specialists at higher schools allows to say that the problem of forming the ergonomic competence of specialists at higher school in the conditions of educational transformation acquires an all-increasing value. It is related to the strategy of harmonization of educational services, preparation of competitive specialists, their mobility and ability to work. One of the possible directions of improving the development of such competence is teaching future teachers integrated ergonomic and psycho-pedagogical disciplines. The authors specify the results of teaching the integrated ergonomic and psycho-pedagogical disciplines in the context of forming ergonomic competence as an index of quality of professional preparation of future higher school teachers.

It is shown that the ergonomic competence is formed on the basis of totality of socially-psychological, physiological, psychological, psycho-physiological, anthropometric and hygienic constituents. The results of teaching the integrated ergonomic and psycho-pedagogical disciplines in what concerns their influence on forming the ergonomic competence of future higher school teachers are demonstrated and discussed.

*Key words: ergonomic discipline; ergonomic competence; future teachers; training; professional activity; pedagogy of higher education; psycho-pedagogical disciplines.*

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*O.L. Iliencko*

### **ACTIVITIES OF ADVISORY AND RESEARCH CENTERS AS A MEANS OF FORMING COMPETITIVENESS OF A FUTURE PROFESSIONAL**

The article analyzes the activities of consulting and research centers and demonstrates their role in shaping the competitiveness of a future professional. It is noted that the formation of competitiveness of a

future professional, which is implemented in the process of preparation at the university and requires the development of a scientific-methodological system and technology for its implementation, should be combined with the use of such additional means of influencing the personality of a professional as the work of the advisory and research centers of the University. It is mentioned that, in order to develop the competitiveness of future professionals, the centers do such activities as surveys of employers and students regarding professional and personal competences, psychological and professional trainings on the development of communication and self-presentation skills in the course of interviewing, compilation of application documents, as well as formation of entrepreneurial knowledge and competencies. **The paper examines the activities of such innovative advisory and research centers at O.M. Beketov National University of Urban Economy in Kharkiv as the Center for Pre-University Education and Career and the Megapolis Technology Transfer Center. As the result of the analysis of the centers' activities, it can be concluded that their performance is an example of how the cooperation of state bodies and businesses with the university contributes to competitiveness development of future professionals.**

*Key words: competitive professional, competitiveness forming of a future professional, advisory and research centers, questionnaire, psychological and professional trainings, employment of future professionals, entrepreneurship knowledge and competences.*

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

### **STUDENTS' PATRIOTIC UPBRINGING IN THE STUDY OF MEDICAL AND BIOLOGICAL PHYSICS**

The article deals with the relevance of students' patriotic upbringing at the current stage of development of our country. The role of natural sciences in the patriotic upbringing of students is illustrated using as examples the life of physicists whose names have entered into the history of world science.

The analysis of literature shows that the issue of patriotic education is relevant at the present moment, especially given the events taking place in our country. The fundamentals of the theory of patriotic education were laid by such well-known teachers as B. Grinchenko, M. Hrushevsky, M. Drahomanov, A. Makarenko, K. Ushinsky, V. Sukhomlinsky, O. Dukhnovych.

Patriotism is a highly moral feeling, an important part of the value structure of any citizen. However, the issue of patriotic education at medical educational institutions using as an example the teaching of natural sciences remains only partially highlighted as yet. It has not been the subject of special scientific studies aimed at determining the upbringing potential of educational subjects and, therefore, needs more attention. In particular, in the study of medical and biological physics, we have an opportunity of giving examples concerning the service to our people rendered by the prominent physicists of the second half of the nineteenth century and the twentieth century who, even forcibly staying for many years in a foreign country, never forgot whose children they were. Thus, patriotic education through the examples of life and scientific work of famous Ukrainian scientists is the reason for students to take pride in their country and in themselves as citizens of their homeland.

*Key words: education, patriotism, natural sciences, scientists-physicists.*

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L.V. Guryeyeva

### **CURRENT STATE AND TRENDS OF INTERDISCIPLINARY TERMINOLOGY STUDY**

The article deals with the topical issues of the interdisciplinary terminology research within the process of teaching bilateral interpreting. The study of interdisciplinary terminology is of particular importance for training of future professionals in bilateral interpreting, since knowledge of this particular vocabulary layer helps future interpreters accurately and adequately transfer information and navigate in several related scientific fields, increasing the efficiency of the interpreting process.

The essence of the concept of interdisciplinary terminology is defined in the paper. It is noted that the peculiarities of the formation model of a certain branch of science outline the nature of terminology. Consequently, three main groups are identified. The terminology of the first group mainly includes the basic terms borrowed from the terminology of the original science. The terminological units of the second group are more complex as they represent a set of terms from the related sciences or their notions change with regard to the original definition. The terminological units of the third group are the most complex, since when a new field of knowledge is formed, the basic vocabulary presents a combination of terms belonging to the branches of knowledge that interact in this case.

The conducted analysis proves that the study of interdisciplinary terminology will significantly improve the future interpreters' skills. However, insufficient research of interdisciplinary terminology needs further attention.

*Key words: interdisciplinary terminology, bilateral interrelating, term system, language for specific purposes.*

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*I.V. Harkusha*

### **THE MAIN TYPES OF PERSON'S ATTITUDE TO MONEY**

A lot of scientific research is devoted to studying money.

Research of attitudes to money, monetary sets and social and psychological features of income and expenses allowed to define personal monetary types.

The assumption that the dependence on people and the world around during the initial stage of life was perceived as a menacing experience became the theoretical basis of our classification. This typology is based on clinical observations and is interpreted through a prism of the psychoanalytical theory.

The American researcher A. Ferni, on the basis of empirical research, defined the following types of attitudes to money: 1) money as an element of the system of values and a motivator; 2) fanatical irrational attitude to money; 3) money as an award for work; 4) money as tool of power; 5) money as an instrument of financial control (everything that relates to the subject's household); 6) money as a source of negative emotions (guilt, alarm, strain).

The monetary attitudes are viewed as the component of integrated system of personal attitudes reflecting individual, subjective and appraising selective approach to money as an object of reality and represents the interiorized experience of handling money and interactions with other people concerning money in a specific sociocultural situation. The monetary attitudes of a person differ in relative duration and generality, characterize the life position of a person concerning money, comprise the system of more private monetary relations.

Money as a value is a stable belief that from the personal or social point of view the existence of money is preferable to its absence. Money doesn't belong only to the group of material values, it can be the means of achieving social and spiritual goals

So, money is not only a purely economic phenomenon, but also, to some extent, a social and psychological one.

*Key words: money, attitude towards money, monetary relations, monetary set, constructive attitude, destructive attitude.*

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*S.O. Holovko*

### **THE TECHNOLOGICAL APPROACH TO FORMATION OF MANAGERIAL CULTURE OF FUTURE MASTERS IN MANAGEMENT**

The article deals with the problem of formation of administrative culture of future masters in management in the process of professional training.

The pedagogical technology has been developed as an interconnected set of forms, methods, means and resources of educational process. The technology is presented in the form of blocks such as the target one, the theoretical and methodological one, the organizational and content one, the diagnostic and productive one. The content of several academic disciplines was updated: "Foreign Language", "Information Systems and Administrative Technologies", "Technology of Personnel Management", "Decision-Making Technology", in the context of content addition of theoretical knowledge concerning tendencies of actualization of innovative management activity and innovative character of economy development. The activities of the university's Center for the development of competencies have been discussed.

An optional discipline has been developed: "Managerial Culture", aimed at improving and developing the general intellectual and general cultural level of masters, as well as developing practical skills in shaping the managerial culture of future managers. The main directions of scientific work of graduate students, which promote their critical thinking, formation of the main competencies of managers, are highlighted.

*Key words: management culture, technological approach, manager, master, vocational training.*

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T.A. Harkava

### **METHODOLOGICAL PRINCIPLES OF TEACHING PETRYKIVKA PAINTING**

Petrykivka decorative painting is one of the brightest representatives of decorative arts and crafts. It has been recognized by the world art community and is listed by UNESCO in the representative list of intangible cultural heritage of mankind.

The rapid and diverse development of society, the changes that are felt in the arts field increase the requirements for the professional competence of specialists, which attracts the attention of the pedagogical community both in Ukraine and abroad.

The conducted analysis of literature showed that the methodology of teaching decorative and applied art is constantly being developed by Ukrainian and foreign teachers and art critics. However, the question of teaching Petrykivka decorative painting is a gap in scientific research.

The basic methods of teaching Petrykivka painting proposed in the article are both commonly accepted in pedagogy (and classified there according to the source of knowledge into verbal, visual and practical) and specific ones for studying the techniques of Ukrainian folk painting.

The key to success is the emotional saturation of the learning process generating students' interest in independent search and an incentive to creative expression of students' own personality. The most promising way of developing creativity is the development of artistic and creative thinking, which is based on visual artistic, figurative and compositional thinking that produce the future master's own style.

*Key words: Petrykivka decorative painting, teaching methods, techniques of painting, traditionalistic, creativity, self-expression.*

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N.M. Hrynyayeva

### **THE ISSUE OF FORMATION OF FOREIGN LANGUAGE PROFESSIONALLY ORIENTED COMPETENCE OF FUTURE SPECIALISTS IN FOOD INDUSTRY**

The analysis of modern approaches to the development of future specialists' in food industry professionally oriented foreign language competence made it possible to conclude that competence is a combination of relevant knowledge, skills and abilities, along with the ability and experience to effectively address problems specific to a particular field of activity. The foreign language competence should be understood as a system of speech skills, an ability to conduct a dialogue, to reproduce, create and understand oral and written monologues and dialogical expressions of different types that are necessary for students in various life situations.

The main object in the field of teaching foreign languages should be the foreign language communicative competence, which is considered as a structural element of the professionally oriented competence of the student. The tendency for the professionalization of teaching foreign languages in general is implemented in the formation of communication skills on professional subjects.

Of equal importance in training specialists in food industry are profession-oriented disciplines and psychological and pedagogical disciplines. It is impossible to achieve a high level of foreign-language professional-oriented competence without the corresponding level of knowledge of other subjects related to the specialty. Such formation should be comprehensive for the successful pursuit of further professional activities.

For the formation of foreign-language professional-oriented communicative competence, it is necessary to ensure the appropriate practical orientation of teaching a foreign language, namely, the course of a foreign language should be closely linked with a number of special disciplines studied by students in specialized courses.

*Key words: competence, foreign language (English language) competence, professionally oriented competence, food industry, specialists.*

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V.I. Kaiko, S.M. Matsiievskya

### **RESEARCH OF INTERRELATIONS BETWEEN PSYCHOLOGICAL FEATURES OF PERSONALITY AND GRAPHOLOGICAL CHARACTERISTICS OF HANDWRITING**

In the article the problem of the current state of graphology as a science studying interrelations between psychological features of personality and graphological characteristics of handwriting and signature are considered.



Graphology nowadays is very popular in Ukraine though the greater portion of theoretical developments and practical use of this science belongs to foreign researchers. Graphological characteristics are very important and useful for human activities. For example, graphological tests are used for hiring personnel or for helping criminals and people with psychological problems. Graphology helps to define the person's character, their mental abilities, and predict person's behavior and reactions in different situations.

Recent graphological research has been analyzed in the article. A considerable amount of research in the theory and practice of graphology has been conducted. On the basis of it, the relationship between the character of a person, their psychological features and their handwriting and signature has been established. In this way, handwriting is being studied in the two directions of science: psychological and forensic.

The importance of the study is due to the fact that handwriting perfectly reflects the psychological features of a person. Handwriting, as well as character has certain features depending on the field of activity, social status of a person, and life experience.

*Key words: graphology, handwriting, signature, psychological features of personality.*

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*R.M. Kliuchnyk, O.I. Opaleva*

### LINGUO-DIDACTIC POTENTIAL OF FOREIGN LANGUAGE ADVERTISING TEXTS

The issues related to the usage of advertising texts when teaching foreign languages have been considered in the article. In particular, the article considers their role in the socio-cultural competence formation. The linguo-cultural competence has been considered as a complicated phenomenon, which includes awareness of the language, as well as of traditions, history and customs of the state and the people. An advertising text is said to comprise scientific, publicist, official and other styles. The connection between advertising discourse and the culture of a nation using the language being learned has been considered.

The influence of political and economic globalization on advertising has been analyzed. Ethnic and cultural dimensions of advertising have been proved to play a crucial role. Advertising texts turn out to be quite similar due to the global market economy.

Morphological aspects of advertising texts have been considered. The role of a noun, an adjective, a verb has been studied. A verb and a noun have been proved to have the most effective influence on consumers. Positive attitude towards goods and services is considered to be the main thing among other language advertising instruments. Sometimes advertising can ruin negative stereotypes, e.g. «*Préjugés, pourquoi?*».

The views of scientists on the structure of student's socio-cultural competence have been given. The phenomenon of advertising discourse under the influence of the market economy has been considered. Comparative, systemic, structural-functional and axiological approaches have been used in the article. The article provides examples of cases, which could be used in teaching English and French. Such texts can explain the mechanisms of language functioning. The authors offer their own set of tasks, which comprise the creation of original advertising slogans. Smart texts have been studied as an effective tool to improve the socio-cultural skills, e.g. *must have*.

It has been proved that it is possible to create a complex of exercises based on advertising to facilitate perception of lexicon and grammar of the language being learned. The possibility of further political advertising usage as a tool for language learning has been considered.

*Key words: advertising, advertising text, smart text, socio-cultural competence, case, discourse.*

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*T.S. Korshun*

### OPPORTUNITIES FOR INDIVIDUALIZATION OF LEARNING THROUGH ONLINE PLATFORMS

In the article, the author develops a classification of instruments for the individualization of learning through online platforms. The study shows that personalization of training is possible at different levels – from each specific task to the settings of the entire platform as a whole and even beyond it (in the case of exporting data to external resources). The opportunity to establish social contacts between students within the framework of group work significantly affects the individualization of education, as well as increases the motivation of students.

The author makes propositions for online-platforms for using a wide range of possibilities for individualization of learning. According to the author, each element of individualization is important and valuable not only in itself but also as an element of a more integrated approach to creating personalized learning. Online learning technologies can offer every user unique learning environment that can help them to meet their personal learning objectives and goals.

The study elaborates the main individualization strategies for online learning. Some factors (such as page interface, font size, the ability to make bookmarks and notes) are only a technical task and do not have a pedagogical dimension. But at the same time, they have an important influence on the effectiveness of teaching in general.

*Key words: education, online learning, adaptive learning, individualization of education, personalized learning.*

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*T.L. Kozhushkina*

### **THE CONTENT ANALYSIS OF THE NOTION “THE CULTURE OF INTERPERSONAL INTERACTION”**

The article is devoted to theoretical analysis of scientific works on the interpretation of the concept of “culture of interpersonal interaction”. In accordance with the identified components in the structure of the term the approaches of scientists to define the category “culture” are considered.

It is noted that by the mid 60’s of the twentieth century culture was considered from the standpoint of a set of historically established material and spiritual values. The national science traditionally distinguishes three areas of scientific research: axiological, ethno-sociological, and spiritual. At present, the term “culture” is most often used to indicate the level of education and upbringing of a person. On the basis of the analysis, the interpretation of the term is given according to which culture characterizes the entire social system and, therefore, permeates every social phenomenon; the person assimilates culture, becoming an object of cultural influence, and creates it, being the subject of cultural creativity. The main function of culture is the formation of a person in the process of activity as a bearer and speaker of cultural values.

It is established that from the end of the twentieth century culture began to be studied in terms of the communication aspect, which means taking into account the peculiarities of the establishment and development of interpersonal relationships in society. On this occasion, scientists in their work widely apply related terms “relationships” and “interpersonal relationships”. In this paper, the concepts of “relationships”, and “interpersonal relationships” are equated, because their human nature is indisputable; they are formed and disclosed only in interaction through an interpersonal attitude and under the influence of relations that have developed in society.

It is revealed that interpersonal interaction is a system of mutual influence of subjects in the process of activity, which is oriented towards the achievement of a common result, aimed at forming the relations between them and promotes the development of their personalities.

The analysis of foreign and domestic literature made it possible to propose our own vision of the culture of interpersonal interaction as a formed personal formation, which is a component of the general culture of the individual based on the internalized complex of specific knowledge, skills and abilities that make up the spiritual, moral, social and emotional content of the individual and promote successful communication in joint activities.

*Key words: culture, relations, relationships, interpersonal interaction, communication, culture of interpersonal interaction.*

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*I.I. Kozinets*

### **ASPECTS OF PROFESSIONAL TRAINING OF FUTURE CUSTOMS MANAGERS AT HIGHER EDUCATION INSTITUTIONS**

“Management” is one of the most popular modern specialties, interesting and diverse, and students should make a lot of effort to master it perfectly.

The competitiveness of graduates in the labor market is increasing in the context of global economic processes, that is why the professional training of customs officers at higher education institutions needs to be improved. Therefore, the issue of determining the modern aspects of managers’ professional training remains relevant for the implementation and development of professional education at the institutions that train future professionals for the Customs.

The purpose of the paper is to identify the main aspects of managers professional training at Ukrainian and foreign higher education institutions and for their implementation in the customs managers’ professional training.

Considering the managers learning at higher educational institutions of different foreign countries, it was noted that foreign scholars refer to the following priority directions of scientific and pedagogical re-



search in the field of training managers: creation of socio-pedagogical conditions for stimulating students' education; implementation of the principles of updating content and teaching methods; improvement of the standards system for higher managerial education; using the world experience of specialists training.

As the research shows, the quality management system promotes the development of the professional training of all participants in the educational process: not only teachers, but also students. The need to implement a quality management system at higher education institutions is one of the factors behind the development of future managers' professional education.

In the context of globalization, the issue of foreign-language professional communication remains relevant. Professional communication is interaction of people who have common professional activities, during which they exchange information, experience, ideas, and realize the stated professional purpose. For effective foreign language professional communication, it is necessary to use knowledge of a foreign language, psychology, pedagogy. Therefore, the preparation for foreign language professional communication should provide a fundamental knowledge of these subjects and, at the same time, create conditions for their systematic application in professional communication with foreign partners.

Business games and role-playing games are effective methods for perfect training of future management activities, which always help to master the theoretical material, to carry out creative homework, to be able to imagine a role in the workplace when it is necessary to make a concrete, correct decision.

Thus, the paper presents aspects of training of future customs managers at higher education institutions. Particular attention is paid to the following aspects: studying the experience of professional training at foreign and domestic institutions, the introduction of a quality management system for higher education, the development of foreign-language professional communication and the use of active forms and methods while studying.

*Key words: professional training, manager, customs officer, institution of higher education, quality management system, foreign language professional communication, training forms and methods.*

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L.A. Kravchenko, I.M. Kobzieva

#### **THE SEXUAL ENLIGHTENMENT AS AN ELEMENT OF ADOLESCENTS' UPBRINGING PROCESS**

The article considers the problem of adolescents' sexual enlightenment as part of the personality health culture. The question of improving the health of adolescents and the health of nation is most relevant when solving the internal and external challenges of each country's development. The health of the population is an integral indicator of social well-being, an important component of ensuring sustainable development, which is the desired perspective and goal for each country and world community.

The factors influencing the formation of sex-role behavior, and the consequences to which they lead, are disclosed. It is proved that solving the problem may be achieved by the introduction of a special training course for adolescents and youth «Respect. Love. Sex», which aims to secure the process of growing up, helping teenagers develop self-determination skills for their own sexuality and learning how to build healthy relationships at different stages of development.

The results of the implementation of the pilot project «Respect. Love. Sex» for the sexual education of adolescents in the Dnipropetrovsk region are given. In the study of the pilot training course «Respect. Love. Sex» were involved 266 adolescents, including 121 boys and 145 girls aged 13-15 years.

The research results have shown that, due to the introduction into the educational process of a training course «Respect. Love. Sex» for adolescents and youth, adolescents realize their health potential, and the development of each individual in the context of his life and human values will take place.

*Key words: adolescents, educational institution, educational module, sexual education, sexual enlightenment.*

UDC 376.3

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A.O. Kryvorotko

#### **GENDER EDUCATION OF ADOLESCENTS WITH COGNITIVE DEVELOPMENT DISORDER**

Adolescence is one of the most important periods of a personality development, in particular in the gender awareness formation which is explained by active sexual maturation. During this period, a teenager realizes the importance of his/her gender, he/she forms their gender identity and stereotypes of gender roles.

Gender identification of adolescents with cognitive development disorder springs from the social environment factors, in particular from the relationship between teenagers and their parents, the propagand-

da in the media of behavioral patterns of «true men and women», the lack of scientifically substantiated and implemented gender education programs. Consequently, inadequate understanding of gender roles that are characteristic for both their own and the opposite sex and a disharmony in the qualities' development is formed in adolescents with cognitive development disorder.

The study involved pupils of the Educational and Rehabilitation Center named Chance, 56 teenagers aged 14 to 16. The research revealed a low level of gender education of adolescents with cognitive development disorder, which led us to the conclusion that it is advisable to organize special educational activities with this category of children both on the part of educational institutions and their parents. A particular attention should be paid to the formation of adequate ideas about the role of men and women in society, to the communication culture learning and interpersonal interaction, behavioral skills according to adolescents' gender.

*Key words: gender education, teenagers, cognitive development disorder, empirical research.*

UDC 376.3

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*V.I. Lazarenko, Yu.O. Chuprina*

### **FORMATION OF SOCIALLY USEFUL SKILLS OF SENIOR PRESCHOOL CHILDREN WITH HEARING DISORDERS**

In the article the problem of formation of socially useful skills of senior preschool children with hearing disorders is analyzed.

Depending on intensity, we may distinguish the following types of hearing disorders: deafness (deaf children do not hear people) - a hearing disorder which makes it impossible to perceive and understand sounds including speech sounds; relative deafness (hearing-impaired) – a slighter hearing disorder at which perception of sounds is complicated.

The social development of a child with a hearing disorder is caused by a number of factors: conditions of hearing, level of development of speech, individual features, specially organized training, conditions of family education.

The pedagogical conditions of formation of skills of socially useful activities of children with hearing disorders are: compliance of such formative work with didactic principles and the specific principles of work with children with hearing disorders; creation of favorable environments; interaction of parents with teachers and children; maintenance of communicative activities of children with hearing disorders; readiness of teachers to organize specialized activities for formation of socially useful skills.

The empirical research conducted by us was held in in 3 stages: a stating stage, a forming stage, and a control stage.

The control stage has allowed to check the overall performance at the forming stage and has confirmed the effectiveness of the suggested formative work. The hypothesis about the conditions of formation of social activity skills of children with hearing disorders has been confirmed.

*Key words: social activities, socially useful activity, culture of behavior, communication skills, working skills and abilities.*

UDC 373.66

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*T.V. Loza*

### **DEVELOPMENT OF SOCIAL WORK CLIENT'S PERSONALITY: THE COACHING APPROACH**

There is a tangible shortage of new socio-pedagogical technologies in the field of practical social work. Firstly, they must promote the professional development of service providers – professional social workers. Secondly, they must arm them with new tools for the clients' development in order to attract the personal potential as a resource for emerging from a crisis.

An analysis of foreign experience shows that it is expedient to include the coaching approach into the social work practice. We interpret it as promoting a personality to developing his/her own strategy to overcome difficulties through the effective use of personal resources. The communication format provided by the coaching approach, referred to as “transformational conversation”, gives the orientation of the dialogue to qualitative changes in client's life. It implies **changes of his/her behavior patterns and their subordination to the goals he/she sets**. Transformational changes relate to all spheres of client's psychic activity and are manifested in the following main aspects:

- Value-motivational (changes of values, motives);

- Cognitive (comprehension of new approaches, emergence of new thoughts, representations, vision of a new one);

- Behavioral (carrying out certain actions, transformations);
- Emotional (emergence of new emotions).

The study of coaching models (SUCCESS, GROW) allows us to conclude that they must become an instrument for disclosing the potential of a client. As a result, we can receive positive transformation of client's behavior based on self-awareness, on objective assessment of the current situation, the search and selection of optimal methods for the activity, and in the end – the achievement of goals and uplifting to a new level of personal development.

*Key words: coaching, coaching approach, coaching model, social work with the client, personal potential, transformational changes.*

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V.I. Malysh

### **FEATURES OF ECONOMIC EDUCATION OF TEENAGERS FROM LARGE FAMILIES IN THE MARKET SOCIETY**

The tendency of increasing the relevance of economic education in a market society was discovered on the basis of the analysis of recent publications and studies, which is natural in the transition period experienced by the post-Soviet society.

The search for innovative mechanisms for increasing the positive impact of modern information influences and for controlling the negative ones in the process of economic socialization was implemented. The potential of leading social institutes for economic education of teenagers from large families as one of the most vulnerable age and social categories was considered.

The complexity of the economic education of these adolescents is related to the outdated values of planned economy, which are proper to the older generation. This can lead to the conflict of economic values of different generations. Thus, parents from large families give to teenagers an example of a “consumer life position” waiting for support from the state, charitable organisations and other social institutions.

From the position of an expectation of outside support, the process of economic socialization of the younger generation will not be able to reach a qualitatively new level that would promote individual development and the development of society as itself. Instead of this, new threats to them appear.

The initiative, the competitiveness, the entrepreneurship are the qualities that should be formed in market relations of teenagers from large families. The significance of civic organisations for large families in the modernization of family economic education was proved.

*Key words: economic socialization, economic education, values of the market society, teenagers from large families.*

UDC 378.147(430)(436)

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O.Ie. Markheva

### **DEVELOPMENT OF LEARNING AUTONOMY OF FUTURE TRANSLATORS IN THE PROCESS OF THEIR SELF-MAINTAINED EDUCATIONAL ACTIVITIES (BASED ON EXPERIENCES OF GERMAN AND AUSTRIAN UNIVERSITIES)**

Learning autonomy is a characteristic that should be developed by future translators, considering that it provides the opportunity to organize their own learning, promotes the development of responsible attitude to the results of their own activities, the ability to make independent decisions. The development of learning autonomy of future translators takes place during self-maintained educational activities, because in its essence it maximally allows to activate the mechanisms of self-organization and self-management of a future translator. Given the reformatting of the educational process from the classroom training almost fully managed and supervised by teacher to an out-of-class student-centered and self-regulated process, where the teacher is a tutor, there is a need to initiate new ways of its organization. An indicator of the quality of the educational process today is its basing on techniques. Among the techniques used for organizing the self-maintained learning activities of future translators at German and Austrian universities should be named: problem learning, differentiated, person-oriented learning, learning as research, information teaching-techniques, credit-module teaching- technique. All these techniques allow students to become active and responsible co-organizers of the process of their professional development and to transfer the teacher to the position of mentor and assistant.

*Key words: self-maintained educational activities, learning autonomy, professional training of future translators, using techniques.*

## THE SCOPE OF APPLICATION OF COMPUTER TESTING IN THE CONTEXT OF CULTURAL AND MOTIVATIONAL ASPECTS WHILE FORMING THE FOREIGN LANGUAGE COMPETENCE OF UNDERGRADUATE TOURISM STUDENTS

The use of technologies in the classroom is considered to be an effective tool of heightening students' interest in the educational process due to its appeal to the young generation through its ubiquity but it also has to be applied prudently as a motivational tool because of its restrictions in this respect.

Analyzing the four emotional drives and computer testing it can be noted that the latter satisfies only two drives such as acquire and defend while control of the level of the foreign language competence via team projects and team presentations with the use of computer technologies satisfies the four emotional drives that is why computer testing can be used only as an ancillary tool in this respect.

The definition of an optimal system of motivation in the educational process should take into account cultural aspects to use appropriate external and internal factors of motivation. According to the findings of the study, it can be concluded that cultural characteristics offered by G. Hofstede and E. Hall have complementary character and show vivid proneness of the Ukrainians to relationships and teamwork due to a high level of collectivism and femininity with predominance of the features which are characteristic of high-context cultures as well as a high level of uncertainty avoidance which leads to the conclusion of necessity of fairness in assessment.

Computer testing actually has some advantages over traditional forms of control, but it is not a panacea since it requires significant advancements in the test system aimed at expanding the capabilities of computer test frames with their optimal adaptation to the peculiarities of forming the foreign language competence.

Thus, computer testing as a method of interim and final control should be used along with the other forms of control like making presentations, writing business letters and essays, summarizing articles etc., i.e. those controlling techniques which require creating a linguistic product to demonstrate the realistic level of the foreign language competence and satisfy the four emotional drives of motivation corresponding to the distinctive features of the Ukrainian culture.

*Key words: computer testing, motivation, foreign language competence, cultural model.*

## INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES

The literature analysis has shown that in the methodology of teaching foreign languages the issue of choosing effective teaching methods, specially, interactive methods, is constantly topical, since increasing the effectiveness of learning depends on the appropriateness of selecting and using a variety of teaching methods and technologies, the most suitable for educational program, as well as on activation of the entire educational process.

Methods of teaching are the ordered ways of interaction of teacher and students, aimed at solving educational and disciplinary tasks.

The choice of teaching methods is made on the basis of:

- the goals of teaching;
- the content of the educational material and the specifics of the subject area;
- the pace and timing of the learning process;
- didactic and logistic support of the learning process and the level of students' training.

Interactive learning is learning in dialogue mode when the participants of the pedagogical process interact with the purpose of mutual understanding, common decision of educational tasks, and development of personal qualities of students.

The use of interactive teaching methods contributes to the development of such personal qualities of students as communicability, cooperation, ability to defend their point of view, compromise, etc.

Interactive methods are effective in teaching professional English dialogue-questioning of future administrative managers, as they provide the organization and development of spoken interaction, which leads to the joint decision of common professional communication tasks important for each participant.

It is the interactive learning that creates the necessary preconditions for the development of communicative competence of students, and for the formation of skills to achieve collective and individual solutions in problem situations arising in the process of future professional activities.

*Key words: foreign language, teaching method, interactive learning, cooperative learning, "brainstorming", business game, situational simulation, simulation games.*

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O.V. Monastyrna

### **STUDENTS TEACH STUDENTS. IMPLEMENTATION OF PEER TEACHING STRATEGY IN EFL CLASSES**

The article is aimed at investigating the peculiarities and effectiveness of implementation of peer teaching strategy in EFL (English as a foreign language) classroom. The study is focused on students, tutors (peer-teachers) and tutees (peer-taught students) and their interaction within a group or pair in peer taught EFL classes. The article discusses the advantages of peer teaching implementation in EFL classroom and is aimed at describing the use of the teaching strategy to enhance learning experience of students, their motivation towards mastering a foreign language, and confidence in using it as a means of communication; at describing how students become actively and more directly involved in the learning process when peer teaching strategy is applied. The article emphasizes the importance of applying peer teaching-based activities in making a significant difference in the process of the students' foreign language acquisition. Possible variations of the peer teaching strategy application (e.g., workshops) in language teaching practice are shown. The light is shed on how the implementation of the peer teaching in EFL classes helps to produce positive outcomes for both tutors and tutees.

*Key words: peer teaching, students' interaction, learning process, EFL.*

UDC 371.13

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S.A. Nakhod

### **ABOUT THE TECHNOLOGIES OF PREPARING TEACHERS FOR WORKING IN THE CONDITIONS OF INCLUSIVE EDUCATION**

The article is devoted to the theoretical analysis of scientific approaches to the technologies of training teachers to work in the conditions of inclusive education. On the basis of systematization of views of leading scientists, the authors' vision of the investigated phenomenon as a systematic way of organizing the joint activity of students and teachers, which contributes to the successful formation of their readiness for inclusive practice, is presented.

The characteristic features of the technology of training teachers to work in the conditions of inclusive education are established: the technology of training is aimed at mastering its contents, solving professional problems in the field of inclusion and activating the active component of training. For implementation of teacher training technology, it is necessary to diagnose the difficulties faced by teachers in professional activities related to inclusive education; when preparing teachers for work in inclusive education, it is necessary to use a complex of technologies that will allow the formation of motivation-value readiness, professional competence and readiness of teachers for innovation; preparation must be continuous, implemented with the help of technology.

It was found that effective means of preparing teachers for work in the conditions of inclusive education are humanitarian technologies – a set of technologies oriented at the professional and personal development of teachers and aimed at achieving the goal. Inclusion of humanitarian technologies in the training of teachers will not only actively master the material to be learned, but will also create or modify understanding of the values of joint education of children with normal and impaired development.

Determining the stages of training teachers to work in the context of inclusive education (immersion in the work of solving professional problems; problematization; goal-setting and planning; designing a solution to professional problems and its implementation; reflection on the activities performed), it was concluded that there is a need to use certain humanitarian technologies in each of them. The prospective direction of further research is the analysis of possibilities of humanitarian technologies in improving the professional training of teachers in the conditions of inclusive education.

*Key words: inclusive education, teacher training technologies, children with specific health problems, humanitarian technologies.*

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S.I. Nestulya

### **EDUCATIONAL PROJECT "DEVELOPMENT OF LEADERSHIP IN UKRAINE ON THE PRINCIPLES OF GENDER EQUALITY" IN THE PROCESS OF FORMING FUTURE MANAGERS' LEADERSHIP COMPETENCE**

The analysis of the literature has shown that the term "educational project" is nominated as a unique activity regulated by established conditions, aimed at achieving the expected result or creating a certain

unique educational product or service in accordance with the available resources and requirements for its quality. The technology of the project is described as a set of educational and cognitive methods that allow solving a particular problem as a result of independent actions of students with the mandatory presentation of results. At the same time, the design technology provides each participant with an educational process to develop their own cognitive interests, the ability to independently build their knowledge, navigate the information space, and develop professional competence.

After analyzing the above definitions, we can conclude that the educational project can be considered as a form of training future bachelors in the field of management, aimed at developing their leadership competence in the educational environment of the university.

The proposed project "Development of Leadership in Ukraine on the Principles of Gender Equality" of the type of a "Training Center" is nominated as the activities of research and teaching staff of universities, their partners and future bachelors of management aimed at developing the leadership competence of future bachelors of management in project activities. The project is in the interests of society as a whole, requiring to develop management mechanisms based on leadership models – **an important tool for personal development**, creating institutions of civil society, market economy, improving the efficiency of state bodies and local governments.

*Key words: leader, manager, bachelor, competence, leadership competence, educational project.*

UDC 376.3:004

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S.I. Netosov

### **TO THE QUESTION OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROCESS OF INCLUSIVE EDUCATION OF CHILDREN WITH HEARING DISORDERS**

The article considers the issues of **habilitation, rehabilitation and socialization of children with hearing disorders** in the process of inclusive education using ICT. The work investigates the peculiarities of the speech and cognition development of children mentioned above. The basis of the mental activity correction of children with hearing disorders is the activity that is aimed at student's acquisition of verbal communication, which can be especially effectively implemented during inclusive education. ICT provide individualization and differentiation of the education and correctional and developmental process organization. The correction component during inclusive education with the use of ICT is based on the diagnostics of peculiarities of students' hearing and speech disorders, which promotes the development of an individual plan for the specific student, activates the child's compensatory mechanism. The research defines conditions for the effective use of ICT for solving the educational and correctional problems in the process of inclusive education of children with hearing disorders. The emphasis is put on the fact that the strategically perspective structural type of ICT in terms of the education and correction process of inclusive education is cloud technology that is the basis of cloud oriented teaching environment in education institutions. The analysis of modern technologies, software packages, computer simulators and games demonstrates that nowadays there is a great variety of means, which together with the traditional methods offer additional opportunities for the solution of problems with diagnostics and correction of children's hearing and speech disorders during inclusive education, and the competent use of ICT is a factor of positive influence on the processes of education, correction and socialization of children with hearing disorders, formation of eager subjects of activities.

*Key words: information and communication technologies; soft-hardware; inclusive education; children with hearing disorders; diagnostics of speech and hearing disorder.*

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N.V. Nykonenko

### **COMMON AND DIFFERENT IN WORK AND PREPARATION OF SPECIAL AND GENERAL EDUCATION TEACHERS**

On the basis of analysis of legislative acts and scientific research, the terms "special education teacher" and "general teacher" are distinguished in the article. It is proved that preparation of a special education teacher is substantially more comprehensive than one of a general education teacher's. Special education teacher education programs also provide for the acquisition of information regarding dramatically different needs of students with disabilities as well as educational methods of their behaviour correction. At the same time general teacher education programs do not include information about students with disabilities and peculiarities of teaching them.

The list of specialists corresponding to special education teachers' category according to the Classification of Instructional Programs (CIP 2000, CIP 2010) valid in the American educational system is studied



to summarize the fundamental principles of classifying special education teachers (the kind of disability, its incidence and students' age).

By analyzing Federal Settings or placement conditions for students with special educational needs in educational institutions, it is emphasized that a special education teacher is the main person to develop the Individualized Education Program for every student with special needs as well as teaching the mentioned category in different educational settings.

*Key words: special education teacher, special education teacher preparation, the system of higher education of the USA, general education teacher, special education.*

UDC 378.1:159.9

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*I.V. Olynyk, O.S. Yanchenko*

### **THE PROBLEM OF PSYCHOLOGY AND PEDAGOGICAL ESCORT OF STUDENTS-DISPLACED PERSONS**

The article is devoted to one of the most important problems of training in modern higher education institution – the problem of work with students-displaced persons. Questions of the solution of problems of adaptation of students-displaced persons, features of psychological and pedagogical escort of such students and features of activity of psychological service of the university with them are considered. The article discloses the concepts of a displaced person, internally displaced person, adaptation, the university environment, maintenance.

The main requirements to organizational and pedagogical conditions of adaptation of displaced persons to university environment are selected. Organizational and pedagogical conditions of adaptation of displaced persons to the university environment are analysed. The main activities on providing complex social psychological assistance to students-displaced persons are offered. The need of creation of psychological service in the conditions of university is emphasized. The authors have suggested the main areas of work of psychological service with students-displaced persons.

*Key words: adaptation, student-displaced person, psychology and pedagogical maintenance, psychological service.*

UDC 378.1:34

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*V.V. Omelianenko*

### **PROFESSIONAL AND ETHICAL COMPETENCE OF FUTURE BACHELORS OF LAW: THE FORMATION OF STRUCTURAL AND FUNCTIONAL MODEL IN THE PROCESS OF PROFESSIONAL TRAINING**

The system of special educational activities aimed at the formation of professional and ethical competence of Bachelor of Law in the professional training is presented as a structural-functional model. This model includes four phases (preparation, organization and activities, regulation and correction, evaluation of the results) and reflects the holistic, polystructural and synergistic character of the legal education.

The model, which we have developed and scientifically grounded, contains goals and tasks, principles, scientific approaches, component structure of the investigated process, organizational and pedagogical conditions, content, forms and methods of their realization; criteria and indicators of the formation of the professional and ethical competence of future lawyers, and the final result.

The structural-functional model is understood as an integral system of representations of essential features, properties and characteristics of the elements in the process of forming professional and ethical competence of future bachelors of law in the field of professional training.

It is proved that the implementation of targeted educational strategy is, above all, focused on the social order of society, which requires ethically competent professional lawyers with new qualities. Their professional training is based on the international standards and conformity to the modern labor market competitiveness. Such an educational idea should become the dominant of ethically oriented and advanced professional training of future bachelors of law on the basis of legal ethics, anthropocentric pedagogy and socio-moral principles of humanism.

The aforementioned process, according to our concept, is presented on three planes: we should provide a positive dynamics of changes in the formation of professional and ethical competence of Bachelor in Law taking into account value-orientation, cognitive-instrumental and evaluative-efficiency criteria.

It is determined that efficient lawyers are highly educated and devoted to their profession – people with commendable conduct, social and moral responsibility for the legal consequences of their decisions, aware of the limits of their own competence, independent in judicial decisions grounded on the principles

of transparency, fairness, impartiality, confidentiality, integrity, tact, client orientation. They serve the law with a sincere desire to help people, are independent in views and beliefs, possess a formed aspiration for self-cognition, self-analysis and self-construction.

*Key words: structural and functional model, professional and ethical competence, future bachelors of law, professional training.*

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*T.M. Ostapenko*

#### **TEACHING METHODS AS THE MAIN LINK OF DIDACTICS AND ACADEMIC DISCIPLINE**

The research aims at the demonstration of experience related to organizing studying with the use of contemporary techniques (illustrated by the example of case situations, a business game; using the example of the academic discipline "Methodical Frameworks for Teaching Accounting Disciplines" (hereinafter – MFTAD) for higher educational institutions.

After studying the MFTAD discipline, students should be able: to apply competencies concerned with teaching **accounting disciplines at higher educational institutions; to apply traditional methodological instruments** for studying activities, and contemporary innovative tools. Case situations and business games are among the contemporary innovative methodological instruments of teaching accounting disciplines.

Let us consider a case situation examined by students, using the example of the academic discipline «Managerial Accounting». The case situation «**Accountant Keeping Records of Costs and Output of Apiculture**» includes the following steps:

1. **Students study scientific papers on the topic of the situation (accounting costs and output of apiculture based on the general ledger system).**

2. They prepare a presentation on the topic of the situation.

3. During the workshop, several students of the group make other students aware of presentation materials on the suggested topic.

4. **The lecturer models a situation, where the students leave for beekeeping at an agricultural enterprise** in order to do an internship. The lecturer appoints «accountant interns», who will «prepare notes» for reporting on implemented measures to their superior. The lecturer notifies students of the following situation: «Imagine that you have been appointed as an accountant intern keeping records of costs and output of livestock (apiculture) at an agricultural enterprise. On Monday (31<sup>st</sup> July of the current year), you begin to work. Suddenly, you receive a message that you should make Report No. 5.5 agri. (monthly) on apiculture by the end of the working day. The need for Report No. 5.5 agri. emerges because on 1<sup>st</sup> August the accountant intern should report to the chief accountant on incomes of the MailA enterprise from apiculture (as the main activity) gained in July of the current year».

**A task for other students: within mini-groups (about 4 persons), the students should offer the precise content of accounting transactions (the correspondence of accounts, a procedure of calculation of revenues (expenses) from initial recognition of products (biological assets), a procedure for closing entries of a production report.** The students have 25 to 40 minutes to discuss some possible alternatives of accounting transactions. After the expiry of the time limit, the students should accurately describe the completed task in their notebooks.

One of the mini-group students reports to their superior on outcomes of beekeeping (responds to the questions of the superior whether the enterprise benefits from beekeeping).

5. Outcome data for the workshop: the students should fill in a register of economic transactions, close **entries, calculate an amount of revenues (expenses) from initial recognition of products and/or biological assets** and disclose the methodological frameworks of calculation.

6. **The workshop's purpose is the formation of abilities and skills for application of non-traditional practical workshops** in preparation of bachelors and masters in the specialty «Accounting and Taxation» [2, 3].

Let us consider the business game «Educational Lecture – the Main Form of the Teaching Activity», which consists of the following steps:

1. The game's purpose is the formation of skills and abilities for preparation, holding and assessing a lecture for students.

2. Tasks for individual work of students:

1. The choice of a lecture type according to a corresponding procedure of holding: an introductory lecture; a problem-solving lecture; a lecture with a presentation; a lecture in the form of a conference, etc.

2. The role-playing game with the use of all attributes of the plot of a practical lecture. To assess each fragment of the lecture, the of a higher educational institution should form an expert group (take notice of requirements for lectures).

3. **The topic of a lecture is chosen according to an optional part of the curriculum: according to an academic course of special/accounting disciplines.**

4. There are different alternatives for organizational techniques of holding a workshop. For instance: students and a lecturer discuss several presentations of students on the chosen topic of a lecture. The presentation comprises an introduction and a summary of one issue (up to 15 minutes). The expert group assesses the pedagogical mastery of the future lecturer, an ability to raise and address an issue in the process of the lecture, to apply methods of encouraging the educational and cognitive activity, an ability to allocate time, etc.

5. Issues to be highlighted for assessing the lecture:

1. The content of the lecture.

2. Methodological frameworks of holding the lecture.

3. **A personality of the lecturer (knowledge of the subject, emotionality, voice, elocution, pronunciation, connotation, literacy, appearance, an ability to speak in front of an audience, to capture and hold the audience's attention and to establish connection with the audience).**

5. Lecture outcomes: informative value of the lecture. Achieving didactic objectives [5].

It is worth mentioning that there are other approaches to evaluating lectures.

**Implementation of the European Credit Transfer System in studying contemplates significant reduction of an amount of lectures, seminars and tutorials. Hence, a lecturer may teach basic knowledge at lectures. At seminars and tutorials, a lecturer may use case situations and a business games (in order to review skills acquired in the process of individual work).**

*Key words: methodology, teaching, teacher, lecture, business game, case situation, accounting.*

UDC 378.1:613.8

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*O.I. Perevorska, I.M. Kobzieva*

#### **HEALTH-SAVING TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF A HIGHER EDUCATIONAL INSTITUTION**

The paper looks into the problem of introducing health-saving technologies into educational work with students of higher educational institutions. It has been indicated that this problem has become very important, since it is the youth, as the promising part of society, who will build the future of our country. It has been proved that the solution to the problem will be the introduction of the educational program "We are for the healthy lifestyle" aimed at the implementation of health-saving technology due to innovative approaches in the educational process of higher educational institutions.

Implementation of health-saving technologies in educational work with students has been conducted in three stages on the basis of the Faculty of Psychology and Special Education and the Faculty of Philology at the Dnipro National University named after Oles Honchar. 58 students of that university aged from 17 to 20 have taken part in the research.

The results of the study have proved that due to the introduction of health-saving technologies, namely the program «We are for the healthy lifestyle.» in the educational work of the higher school, students' lives have gradually improved and they themselves have changed.

*Key words: students, higher educational institution, health-saving technologies, educational process, educational program.*

UDC 378.147

DOI 10.32342/2522-4115-2018-16-38 *O.O. Pavlenko, Kw.S. Choi, O.Ye. Bondar, G.Yo. Bae, O.O. Horbanova*

#### **DEVELOPMENT OF EDUCATIONAL PROGRAMMES FOR TRAINING TRANSLATORS AND INTERPRETERS: THE EXPERIENCE OF AUSTRIA, THE USA AND SOUTH KOREA**

The article considers the issue of the development of educational programmes for training translators and interpreters in three countries from different parts of the world based on the experience of Austria, the United States, South Korea. For the first time a comparative analysis of such programmes was conducted, their similarities and differences were grounded. The authors used theoretical methods: analysis, comparison and systematization of educational programmes for training translators and interpreters, structural-system analysis - to determine the state of scientific development of the problem and identify the content of educational programmes for training translators and interpreters; generalization of theoretical regulations and their interpretation - to substantiate the presence of similarities and differences in the programmes. It is found that the similarities include: focus on current professional standards; coherence of educational and professional standards for translators and interpreters; functioning of professional training programmes in the context of professional activity; orientation of the programmes on challenges of globalization; compulsory mastering of two foreign languages; improvement of translation competence.

The differences were identified as follows: the presence / absence of the norms for official licensing of educational programmes for training translators and interpreters; presence / absence of formal requirements of the State to obtain master's degree in interpretation and translation as a condition of being employed.

*Key words: training of translators and interpreters, educational programmes, translation, interpretation, licensed / unlicensed educational programme.*

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O.L. Pinska

### **THE FORMATION OF READINESS OF PROSPECTIVE TEACHERS FOR CREATIVE PEDAGOGICAL ACTIVITY**

The process of forming the readiness of a future teacher for creative pedagogical activity is determined by the specifics of pedagogical creativity, which makes requirements for a teacher expressed in the structure of readiness for creative professional and pedagogical activities.

Readiness for creative pedagogical activity is considered by scientists in direct connection with the formation, development and improvement of mental states, motives, cognitive processes, abilities, the complex of individual psychological qualities of a person, the systems of professional and pedagogical knowledge, skills, emotional and volitional processes of students ensuring successful implementation of professional functions in future creative pedagogical activities. In the structure of readiness of a future teacher for creative professional-pedagogical activities the following components are defined: motivational (positive attitude, interest in the profession, stable motives of professional activities); personal (complex of individual psychological qualities of a person); cognitive-procedural (professional features of cognitive processes, pedagogical abilities); content (the system of knowledge, skills, creative professional-pedagogical activities); emotional-volitional (actualization of the emotional aspect of pedagogical activities, the formation of volitional qualities); appraisal (appraisal of one's own professional preparedness, the need for professional self-improvement).

*Key words: readiness for pedagogical activity, readiness for creative pedagogical activity, components of readiness for creative pedagogical activity, stages of formation of readiness for creative pedagogical activity.*

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T.P. Prykhodko

### **ACTUALIZING MOTIVATION FOR TEACHERS' OF HIGHER EDUCATIONAL INSTITUTION SELF-ORGANIZATION**

The readiness of a future specialist for teaching at a higher educational institution as a goal and the result of his vocational and pedagogical preparation should include the motivation for pedagogical self-organization.

The concept of "self-organization", and, in particular, "pedagogical self-organization", began to be used in pedagogical studies of the Soviet era to determine one of the principles of the educational process organization. Self-organization as a principle or a process was studied by educators and psychologists in the context of studying the organization of educational activity or organization of the subject of study. With the advent of works on pedagogical synergy, the term "self-organization" acquires a synergistic subtext, since this term is the key in the synergetic terminology system and as a component entered the name of a new theory - the theory of self-organization.

The pedagogical self-organization of a specialist takes place in two interrelated forms: self-education and self-learning that complement each other and determine the direction of professional growth of the individual. Self-education is an active, purposeful activity of the person whose purpose is the systematic formation and development of positive and elimination of negative qualities. The content of self-learning is the updating and improvement of professional knowledge, skills and abilities to achieve the highest level of professional competence.

Based on the synergetic position of self-organization as a process, we conclude that pedagogical self-organization is a process of synergetic self-structuring, self-regulation, and self-improvement of the components for the professional competence of the teacher.

*Key words: professional training, teacher of institutions of higher education, actualization, motivation, pedagogical self-organization.*

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S.V. Sapozhnikov

### PROFESSIONALISM OF THE FUTURE PRIMARY SCHOOLTEACHER IN MODERN WORLD

This article deals with scientific approaches to solving the problem of pedagogical professionalism of future primary school teachers. Also, the relevance of the study of this phenomenon is being examined. The relationship between the concepts of “professionalism” and “professional competence” is determined. The content and structure of the concept of “the basis of professionalism of the future teacher of primary school” is substantiated. Taking into account the content of the basic principles of professionalism of the future teacher of primary school, the main components of it are identified. The learning and analytical component is the system of professional, personal and cultural activity, fundamental and methodico-mathematical disciplines which represent the elements of future professional activity. The technological component is one of the characteristics of the degree of practical application of knowledge of the theoretical, operational character as well as of productive technologies implemented in the practice of professional activities of future primary school teachers. The reflexive and evaluative component determines the level of development of evaluation and self-evaluation, understanding of responsibility for the results of professional activity based on criteria, indicators and levels of formation.

Thus, the results of the theoretical analysis have proved that the term “professionalism of the teacher” is used for additional characteristics of the level of professional training with the help of personal qualities of a professional, which is a logical continuation and refinement of the development of a conceptual thesaurus on the problem of vocational training of primary school teachers. The professionalism of the teacher is considered by scientists as a condition, process and result of the formation of a high level of activity. Professional activity at the same time implies the process of forming the foundations of professionalism and the result that is achieved, and the intermediate result of its formation. The content of professionalism is the development of the personality of the professional teacher, his/her creative powers, abilities, needs, relationships, and forms of professional activity.

*Key words: professionalism, professional competence, basic competencies, the basics of professionalism of the future teacher of primary school.*

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P.P. Savchuk, L.M. Potapiuk

### PROFESSIONAL FORMATION OF THE STUDENTS OF THE TECHNICAL UNIVERSITY THROUGH THE SPREAD OF ACADEMIC INTEGRITY

The article deals with the problem of academic integrity, which is the main component of the professional formation of students. The level of informing students about the problem of academic integrity and their readiness for changes in the academic environment are determined.

The significance of moral standards for the domestic educational community is revealed. It is noted that the creation of a system to struggle against academic dishonesty in the university environment is a guarantee of the effective functioning of the entire Ukrainian higher education system.

It has been found that the Project for the Promotion of Academic Integrity in Ukraine guides and educates students, teachers and administrators of the practical value and importance of academic integrity, provides resources and action plans for close involvement in its strengthening.

It is established that it is precisely at the student's age that the formation of the professional aspect of the student's personality in the academic environment ends, formation of not only his/her personal development, but also professional formation. It is proved that the spread of the principles of honesty, decency, trust, mutual respect among all participants in the academic process will provide an opportunity to ensure a successful socio-psychological formation of students.

The main ways of spreading academic integrity and introducing it into the everyday life of the institution of higher education are determined by popularization of information and educational, explanatory work; creation of new ethical codes, specific programs for ensuring academic integrity; formation of a stable system of personal principles among students; providing respondents with systematic knowledge of moral values in future professional activities.

*Key words: professional formation, students, academic integrity, academic dishonesty, academic community, academic culture, moral values, ethical code.*

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T.L. Shepelenko

### **FORMATION OF PERCEPTIVE SKILLS BY FUTURE PROFESSIONALS IN THE FIELD OF LAW IN THEIR PROFESSIONAL TRAINING**

The topicality of the problem of perceptual skills is determined by the need for training professionals who are capable not only of performing their production functions, but also capable of interaction with a wide range of legal subjects (an investigator, prosecutor, judge, defender, expert, victim, witness, suspect, etc.). The effectiveness of interaction largely depends on the formed communicative competence, which includes developed perceptual skills as its important component.

Perceptive skills are reflected in the ability to create an adequate image of a partner in communication based on perception, understanding and evaluating of his/her expressive movements that indicate intellectual-volitional processes, qualities, emotional state of the individual, forms of cooperation with partners. The essence of perceptual skills is revealed through description of the basic types of non-verbal signals (gestures, facial expressions, looks, postures, touches, gait and communication spaces) that can be used by a person, determination of their interrelation and communication capabilities.

Adequacy of perception and interpretation of information received in the process of perceiving a person is determined by the effectiveness of students' perceptual skills, which allows them to use their own "non-verbal language" in their future professional communication activities. Therefore, in the process of professional training of lawyers, educational institutions should focus on formation of perceptual skills of students.

*Key words: communicative competence, social perception, perceptual skills, non-verbal language, types of non-verbal signals.*

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O.L. Shums'kyi

### **LINGUODIDACTIC TECHNOLOGY OF FORMING FUTURE FOREIGN LANGUAGE TEACHERS' PREPAREDNESS FOR LINGUISTIC SELF-EDUCATION**

In the paper it is substantiated that the content of future foreign language teachers' professional education should be focused on linguistic self-education. It is defined that linguodidactic technology of forming future foreign language teachers' preparedness for linguistic self-education is a well-ordered aggregate of organizational, psychological, didactic forms of cooperation between teachers and students, aimed at realizing the content, methods, forms and methods of students' linguistic self-educational activities in the training process at the teachers' training institutions of higher education with due regard to students' individual features and needs. This technology stipulates accurate performance of pedagogical activities which guarantee success. The process of forming preparedness for linguistic self-education should be arranged in such a way that gradual activation and intensification of all the above mentioned processes of "self" take place at each stage. It is proved that forming future foreign languages teachers' preparedness for linguistic self-education should be brought into effect according to the following stages: 1) a propedeutic one, that includes acquiring theoretical knowledge and familiarizing oneself with basic skills of linguistic self-educational activities; 2) a reproductive one, which stipulates gaining subjective experience in linguistic self-education; 3) a self-regulating stage, at which the framework of forming stable system of linguistic self-education is established; 4) an experimental and searching one that is characterized by the well-formed student's capacity for constant self-reflection of his or her linguistic self-educational activities, as well as by full autonomy, which would result in generating the individual style of linguistic self-education that is the mode of linguistic self-educational activities based on individual peculiarities of mastering foreign languages and personal experience of foreign language self-instruction.

*Key words: linguistic self-education, linguodidactic technology, stages, student's subjectivity, managerial functions of the teacher.*

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S.M. Sitnyakovskaya

### **DEVELOPMENT OF BILINGUAL PROFESSIONAL COMMUNICATIVE COMPETENCE OF FUTURE SOCIAL SPHERE SPECIALISTS IN THE PROCESS OF BILINGUAL TRAINING**

The article presents the features of the development of bilingual professional communicative competence of future social sphere specialists in the conditions of bilingual education.



It has been proved that bilingual professional communicative competence is a combination of a foreign language communicative competence and professional communicative competence, which are interdependent and interrelated in the conditions of bilingual education.

Under the bilingual professional communicative competence the author understands the ability of a person to perform professional duties effectively with the ability to perform functions of communication, document management, scientific activity and professional self-development and self-improvement in both the native and foreign (English) languages.

It has also been proved that bilingual professional communicative competence, the development of which is the ultimate goal of a model of future social sphere specialists' professional training on a bilingual basis, is a comprehensive and integrated concept, which, integrating and activating the professional activities of a future social sphere specialist, become a part of his or her professional competence.

*Key words: professional training, bilingual education, social sphere specialists, bilingual professional communicative competence.*

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*O.B. Tarnopolsky, M.R. Kabanova, P.W. Bradbeer*

### **TO WHAT EXTENT ARE METHODS OF TEACHING FOREIGN LANGUAGES DEPENDENT ON GENERAL PEDAGOGY?**

The article discusses mutual relations between methods of teaching foreign languages as a science and general pedagogy. It is proved that, though the former is a pedagogical science, it is autonomous and in many aspects even independent of general pedagogy – much more so than any other branches of didactics related to instruction of particular disciplines.

The autonomy/independence of methods of teaching foreign languages is due to the specificity of such teaching. First, when foreign languages are taught, unlike teaching most other disciplines, the goal is not giving students knowledge but developing their automatisms, subskills, and skills in target language communication. Second, the automatisms, subskills, and skills taught are quite different from those that are developed when teaching a number of different subjects where automatisms, subskills, and skills formation also occupies an important place (like physical education or teaching students their L1). Third, foreign language teaching solves the task unknown to teaching whatever other discipline – that of developing students' "secondary language personality" making it possible for them to communicate with native speakers of the target language in full accordance with the social and cultural norms of the target language community.

All these factors put methods of teaching foreign languages into the position of a very specific branch of pedagogy – a thing apart from all its other branches. It even allows methods of teaching foreign languages develop practical approaches to learning them ignoring some general didactic principles.

*Key words: methods of teaching foreign languages, general pedagogy, mutual relations between the former and the latter, autonomy/independence.*

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*L.S. Verchenko*

### **DIAGNOSTICS OF THE LEVELS OF DEVELOPMENT OF SOCIAL AND COMMUNICATIVE COMPETENCE OF FUTURE HIGHER SCHOOL TEACHERS**

The article is devoted to justification of diagnostic tools for assessing the levels of development of social and communicative competence of future higher school teachers. A set of techniques used for diagnostics of criteria indicators of social and communicative competence of experts is analysed. The level of development of motivational and value criterion of social and communicative competence was determined by the following indicators: level of motivation of achievement (the technique "Assessment of requirement for achievement" by M. Korolchuk and V. Kraynyuk), orientation at interaction (the technique "Determination of orientation of the personality" by B. Bass), the need for communication (Yu. Orlov's technique "Requirement for communication"), presence of universal and professional values (the technique "Self-actualization test" by Yu. Alyoshina, L. Gozman, M. Zanik, M. Kroz).

The results of diagnostics of the levels of development of social and communicative competence of future teachers received during the stating experiment stage are presented. The conclusion is drawn that teachers of higher educational institutions do certain work on the development of social and communicative competence of undergraduates. However, a considerable part of future teachers of higher education institution have demonstrated only low and sufficient levels of the studied phenomenon. This necessitates

further work on purposeful development of social and communicative competence of future higher school teachers in the course of their graduate training.

*Key words: social and communicative competence, diagnostics of the levels of development of motivational and valuable, cognitive, operational and personal criteria of social and communicative competence of future higher school teachers.*

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N.P. Volkova, V.V. Gavyada

### **ON THE ISSUE OF MONITORING THE QUALITY OF ORGANIZATION OF STUDENTS' INDEPENDENT WORK**

The article is devoted to the presentation of the results of monitoring the quality of organizing students' independent work at Alfred Nobel University.

It is shown that independent work determines the transition of students from the positions of the object of management to the position of the subject of management of independent activity, where the person becomes the subject of his/her own development, being constantly in search, learning to independently solve the issues of planning, organizing, controlling their own educational activity, cultivating independence as a personal trait of character. Implementation of independent work requires systematic monitoring of the quality of its organization, which involves observation, questioning and analysis of the results and provides the opportunity for teachers to use the information obtained in order to make corrections in their own activities and activities of students.

The article presents the results of research conducted at Alfred Nobel University, the purpose of which was to study the level of quality of the organization of independent work of university students.

The emphasis is on the factors that motivate students to work independently; the difficulties faced by students during independent work; methods of pedagogical stimulation of independent work of the student; organization of independent work of the student. The article shows the effectiveness of systematic monitoring, which allows timely identification of negative trends and problems in the organization of students' independent work and finding ways to solve them, and is also a means of motivating teachers to improve the forms and methods of organizing independent work of students.

*Key words: independent work, monitoring, quality of organization of students' independent work.*

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M.I. Vorovka

### **THE CONCEPT AND SPECIFIC NATURE OF SOURCES FOR HISTORICAL PEDAGOGICAL RESEARCH**

The article describes different approaches to the concept of historical sources, analyses its specific nature and discovers common features of historical pedagogical sources. The suggested classification of sources is based on the studies about the theory and practices of gender culture development among university students since 1960-s until the beginning of the 21<sup>st</sup> century and this classification includes material, graphic and written sources.

The last type includes several categories of sources. Documented sources are mainly the materials of party conventions and komsomol conferences, statistic sources, news and information statements, acts of law and decrees of the government (in the USSR, the UkrSSR, Ukraine), international documents, the paperwork of educational institutions etc; the writings of pedagogues, psychologists and sociologists; periodicals (mainly scientific). A study of topics and content of these sources allows us to determine the place of gender culture development problem in psychological and pedagogical research, also to understand the evolution of the approaches to its issues. The study of sources illustrates the changes in attitude to gender culture development problem and its understanding by pedagogues. Interpretative sources are mainly the writings of native and foreign researchers, which allow us to understand the methodological base of studies and to analyze the nature of historical pedagogical processes with the factors and patterns of their development. Educational and methodological sources mainly include syllabuses and curriculums, textbooks, methodological literature, which was published during the indicated period. The analysis of these sources allowed us to determine the content, the forms and the methods of gender culture development among university students in different historical periods.

*Key words: historical pedagogical source, base of sources, classification of historical pedagogical sources, specific nature of sources for a study, theory and practices of gender culture development.*