# ABSTRACT&REFERENCES

## THE RESEARCH OF PROBLEMS OF CAREER GUIDANCE OF PUPILS ON IT- SPECIALTIES IN UKRAINE IN THE SOCIAL CONTEXT

**p. 4-8**

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*Ukraine (together with the whole world) demonstrates the unfavorable economic-demographic tendency, on which background the decrease of population's employment level, increase of the number of unemployed persons, professional-qualification imbalance and heterogeneity of conjuncture on the labor market, ineffective population's employment can be observed. In the last years the question of satisfaction the demand for professional specialists is most urgent for IT-industry – the most developed and largest segment of innovative economy of Ukraine. At the same time main limitations and challenges for IT-industry in Ukraine include an acute staff deficit. The questionnaire of pupils of the eleventh classes of schools in Kharkiv and Kharkiv region as to the problem of choosing their future specialty testified that senior pupils have great complications with choosing the direction of future professional activity. Reformation of the educational system, started in Ukraine, has just the remote prospect of improving the present situation.*
*The one of ways of solving the aforesaid problems may be the purposeful and system preparation of school graduates to the conscious choice of a specialty in IT-branch that must be a priority sphere of career guidance work realization by a teacher of informatics. A teacher of informatics must realize his/her exceptional role in favoring professional self-determination of schoolchildren in IT-direction and to be prepared, motivated, active, purposeful and persistent as to realization of such career guidance work*
***Keywords:*** *labor market, IT-branch, staff support, career guidance of schoolchildren, IT-specialties, teacher of informatics*

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## RESULTS OF EXPERIMENTAL IMPLEMENTATION OF THE METHODOLOGY FOR FORMATION OF THE ART CULTURE OF FUTURE ARTISTS-DESIGNERS

**p. 8-11**

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*The article realizes the analysis of experimental implementation of the methodology of the art culture formation in the process of professional training of future artists-designers. At the analysis of the scientific literature there was determined the essence and structural components of art culture of future artists-designers. The art culture of future artists it is a complicated personal construction that includes the totality of artistic abilities in the art sphere, conscious feelings, motives of artistic activity, readiness to realization of the creative potential through the harmonic transformation of reality and internal world for productive realization of educational and professional functions. The methodology of formation of the art culture of future designers is grounded on the competence approach, directed on revelation of the potential of future specialists, combining the work for the development of structural components of the art culture of future designers. There were characterized pedagogical conditions of formation of the art culture of future designers. There were grounded the results of probation of the methodology of formation of the art culture of future artists-designers. It was proved that the methodology of formation of the art culture of future designers is an effective condition of formation of the studied phenomenon*

*Keywords: culture, designers, methodology, model, component, training, program, conditions, structure, artists*

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**FORMS OF CONTROL OF LANGUAGE COMPETENCE OF FOREIGN STUDENTS ON LESSONS IN A FOREIGN LANGUAGE (UKRAINIAN)**

**p. 12-16**

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*The main task of teaching foreign language (Ukrainian) is to teach students-foreigners to use foreign language as a communication medium in all kinds of speech activities and in different situations of real life. One of the aspects of the educational refors is the implementation of new methods of veraluation the students' success. Effectiveness and validity of such evaluation can be realized with the help of testing.*

*The usage of testing gives opportunity to make independent evaluation, realise the principle of individual teaching, to get the information to teacher and students about the level of mastering topic.*

*Tests on subjects "Foreign language (Ukrainian)" consists of different tasks: tasks of multiple choice, where one must choose variants the right answer among several; or detine the fact of enisting particular elements in the suggested grammar and speech constructions according to marks, combine suggested language elements according to particular signs, make up sentences from the mixed words, fill in the gaps, to write composition on particular topic, make up dialogue doctor – patient, to finish the suggest text (material for finishing is not attached).*

*Such methods of control the level of knownledge among students is actual, especially in time when concept of language education of foreign citizens is the subject of discussion at*

different departments in Ministry of Education and Ministry of Health Care, and is still in the pricess of changing

*Keywords*: control, forms of control, language competence, effectiveness of control, foreign students, foreign language (Ukrainian)

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## METHODOLOGICAL PRINCIPLES OF FORMING DESIGNING SKILLS IN THE PROCESS OF PREPARATION AND IMPLEMENTATION OF THE DIPLOMA STUDY

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*The article analyzes the structure of the diploma project and shows the possibilities of increasing the efficiency of its development by optimizing the content of educational information, phased control with provision of feedback, timely teacher counseling, etc.*

*The methodology of formation of designing skills for future mechanics of motor transport industry in the process of preparation for graduation design is proposed, which involves two aspects: content related to the selection of knowledge, and managerial, which reflects the organization of training. The methodology of forming design skills in the process of preparation for diploma design provides an integrative relationship between the theoretical component of training with industrial practice with the help of a diploma project, which involves functional tasks that a technician-mechanic should carry out in a professional activity.*

*The research substantiates the following methodological principles: the emphasis on the interrelation of the stages of diploma design and the study of professionally oriented disciplines for the formation of design skills engineering-mechanics; revealing of innovative directions of professional activity of technics-mechanics in modern conditions; identification of criteria for the development of design skills, based on new requirements and industry demands; the need for an individual approach to students; improvement of designing skills in the process of studying professionally oriented disciplines; taking into account the peculiarities of the practical training of future mechanics of the motor transport industry, based on the modern requirements of the motor transport industry.*

*The main stages of the implementation of the methodology of forming the design skills in the process of preparation for graduation design and stages of its implementation, in particular analysis of residual knowledge on basic disciplines (mathematics, physics, computer science, drawing), studying of the discipline "Introduction to a specialty", practical work, examination of mental maps , completion of a course project, pre-diploma practice, defense of a diploma project, etc.*

*Keywords: diploma design, methodology, designing skills, technics-mechanics, automobile industry*

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**PREPARATION OF FUTURE TEACHERS OF INITIAL SCHOOL IS TO FORMING OF COMMUNICATIVE COMPETENCE OF STUDENTS**

**p. 21-24**

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*An attempt to carry out the practical decision of scientific problem of preparation of future teachers to forming of communicative competence of junior schoolchildren is done in the article. Essence of concept "preparation of future teachers to forming of communicative competence of junior schoolchildren" is reasonable as the integrated system of the special knowledge, abilities and skills of communication and personality internals, that determine the general and professional level of culture of communication that will provide possibility of forming of communicative competence of junior schoolboy. The special interest at the studies of future teachers of initial school in pedagogical higher educational establishments causes problem of forming of communicative competence of junior schoolchildren. Such approach envisages the simple not transmission of knowledge and abilities from a teacher to the student, but forming for the future graduating students of readiness to the outlined type of activity.*

*The methodical system of preparation of future teachers of initial school is suggested to form the communicative competence of students*

*Keywords: preparation of future teachers, communicative competence, competence approach, forming of communicative competence*

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**JUSTIFICATION OF THE CONTENT AND STRUCTURE OF THE DEONTOLOGICAL COMPETENCE OF THE EDUCATIONAL MANAGER**

**p. 24-28**

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*Nowadays exists a significant contradiction between the public need for improving the efficiency of management activities, increasing the requirements for the professional behaviour of managers in the changing conditions of the functioning of an educational institution as an open social system and the existing level of deontological readiness for professional management activities. The need for solving this controversy determines the development of the problem of deontological preparation of education managers, which should be investigated from the competence approach point of view, which allows allocating the meta-level of professional competence – the deontological competence of the education manager.*

*The aim of the article is the substantiation of the meaning of the concept «deontological competence» and its components.*

*To achieve the research aim, methods of theoretical analysis and generalization of actual scientific works of domestic and foreign researchers were used.*

*It is determined that there are such approaches to defining the notion of «competence»: cognitive, systemic, functional, person-activity, multicomponent. The deontological competence of the education manager is defined as a complex subjective characteristic that determines his deontological readiness for management activity, the ability to have a suitable professional behaviour and make effective decisions. The emphasis is placed on the fact that deontological competence is a dynamic combination of deontological knowledge, practical skills, ways of thinking, professional, ideological and civic qualities, deontological values, which determines the ability of a person to carry out a proper professional behaviour and perform professional duty. It represents an integral characteristic of the education manager, defined by the requirements to him, the scope of his managerial functions, the conditions of management activities, ideas about its effectiveness. The structure of deontological competence as a unity of motivational-value, cognitive, technological components is substantiated.*

*Conclusions and suggestions. The results of the study are the basis for developing a model of deontological preparation of education managers in universities, criteria and indicators for its effectiveness*

***Keywords:*** *deontology, education мanager, deontological competence, deontological readiness, components of deontological competence*

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FORMATION OF METHODICAL READINESS OF THE FUTURE TEACHERS OF MUSIC BASED ON THE PRAXEOLOGICAL APPROACH

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*The article analyzes the state of the formation of the methodical preparedness of the future teachers of music based on the praxeological approach. We suggest pedagogical praxeology as methodological basis for mastering the skills of professional functioning in the educational space, the prerequisite for the formation of methodological readiness.*

*The analysis of scientific sources on the peculiarities of the music and pedagogical activity of the future music teacher, the approaches to the content and structure of the methodical preparedness of the specialists made it possible to clarify the essence of the structure of the methodical preparedness of the future music teacher as the dynamic integrity of the interconnected individual, personal and vocational qualities that integrally reflects the personality-professional characteristic of the individual.*

*The developed system of methodical preparation of the future music teacher is represented by: structural components (motivational-value, cognitive-reflexive, creative-conative, emotionally-volitional and communicative-asertive); criteria of assessment (the degree of formation of incentives and value orientations to mastering the methodical activity, the degree of understanding the essence, characteristics and requirements of methodological activity, the degree of ability to creatively implement effective methodological activity, the degree of formation of emotional-volitional involvement in the methodological activity, the degree of mastery of communicative activity based on assertiveness); functional components of the system (analytical-design, competent-prognostic, demonstration-transformational and artistic-performing); levels of preparedness (formally imitative, reproduced-productive, adaptive-constructive and creative-interpretative) and quality of preparedness (productivity, efficiency, effectiveness, success).*

*The singled out criteria allowed us to establish that none of the students has a methodical preparedness at the creative and interpretative level, 37.5 % adaptive-constructive level, 37.5 % reproduced-reproductive and 25 % formally imitative. This fact indicates the need to develop pedagogical conditions for the formation of methodical readiness of the future teachers of music based on their acquisition of individual methodological experience in the educational process by the method of teaching music*

***Keywords:*** *future teacher of music, methodical readiness, praxeology, criteria of methodical readiness, components of methodical readiness*

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**SELF-EDUCATION AS A COMPONENT OF THE SYSTEM OF POST-GRADUATE EDUCATION OF ECOLOGICAL SPECIALISTS**

**p. 34-37**

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*During the study there was analyzed the notion "self-education" as a component of the development model of professional competences of ecological specialists in the system of post-graduate education. Self-education is considered as a separate structure beyond the system of education and as a part of professional life. There were characterized structural-functional stages of self-education organization in the formation of specialists' professional competences: diagnostic, educational-organizational, practical-research, resulting-generalizing, summarizing-controlling. Main principles and forms of self-educational activity were separated. The structure and content of a course work on elaborating the environment monitoring system for the "Little motherland" as a form of self-education in the inter-course period at the qualification improvement that includes cameral, methodological, experimental, resulting-recommending stages of its preparation was elaborated. The course work realization as a form of self-education in the system of post-graduate education forms specialists' ability to independence, self-determination, self-realization, self-management, self-development. At the same time the acquired professional experience becomes a source of education of his/her colleagues*
*Keywords: postgraduate education, self-education, qualification improvement, course work, monitoring of environment, competences*

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**TEACHERS' MULTICULTURAL EDUCATION IN ITALY**

**p. 37-40**

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The article deals with an analysis of the process of teachers' multicultural education in Italy. Multiculturalism has become an essential dimension of education in West European countries due to globalization which contributes to appearance of immigrants and necessitates organization of education with respect to cultural, ethnical, religious diversity. Italy, being a recipient country, is in the focus of attention of scientists who study education of ethnically diverse classes. The aim of the article was to provide analysis of education programs of Italian universities and find elements of programs and courses which facilitate learning about ethnical and cultural diversity in the world and develop skills of intercultural communication, professional activities and personal development under conditions of globalization. Programs of professional training in Milan and Padua universities were analyzed. We found that they include modules of cross-cultural communication, cultural diversity in the world, etc. The perspectives of further research involve study, interpretation, implementation of multicultural educational experience of West European countries in the system of professional training in Ukraine

*Keywords: multicultural education, educational pluralism, global society, intercultural education, cultural values*

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## BRITISH UNIVERSITIES EXPERIENCE IMPLEMENTATION IN PROFESSIONAL TEACHER TRAINING IN UKRAINE

### p. 41-45

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*The necessity to improve the native system of pedagogical education in the context of European requirements is conditioned by a series of contradictions, present in teacher professional training till now.*
*The system of higher education of Great Britain is characterized by multi-level and diverse forms that provides the variation character of studying and takes into account the dynamics of needs of educational institutions that is a problem for higher education in Ukraine.*
*The paper offers recommendations as to using the foreign experience for improving professional training of future teachers in Ukraine. It has been elucidated, that not enough attention still paid to studying European values, intercultural and socio-political aspects at training pre-school specialists in Ukraine. The obvious necessity to improve Ukrainian learning programs has been determined taking into account tendencies of intercultural and European values. There has been offered to implement consulting work as an urgent need for solving the problem of shortening classroom hours and the necessity to support students in their independent and individual work. There have been analyzed possibilities to change the approach to strategies of continuous professional development of specialists in Ukraine, accenting attention just on the system usage of information-communication technologies. There have been revealed problems of trials to implement distant education in Ukraine and offered to use the progressive experience of Great Britain in the modern pedagogical culture, in the correspondent methodological-scientific and psychological support of professional training in the system of distant education*
*Keywords: continuity of education, Great Britain, teaching forms and methods, information-communication technologies, distant education*

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