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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНО-ТВОРЧЕСКОЙ ЛИЧНОСТИ БУДУЩЕГО СПЕЦИАЛИСТА ПО АНГЛИЙСКОМУ ЯЗЫКУ В УСЛОВИЯХ СМЕШАННОГО ОБУЧЕНИЯ

Современное общество требует улучшения качества подготовки специалистов, повышения конкурентоспособности выпускников высших учебных заведений на рынке труда. Для этого необходимо всестороннее усовершенствование организации и содержания образования, создание правовых и экономических условий формирования рыночных отношений в Украине. Именно поэтому важным является вопрос не только вооружить выпускников необходимым багажом знаний, умений и навыков, но и сформировать их личность как профессионала, способного к решению профессиональных задач. Практика и большое количество современных исследований свидетельствуют, что тенденция обучения начинает развиваться в направлении смешанного обучения, которое создает комфортную образовательную информационную среду, системы коммуникаций, предоставляют всю необходимую учебную информацию, а самое главное, создает условия для формирования профессионально-творческой личности будущего специалиста по- английскому языку.

Ключевые слова: профессионально-творческая личность, смешанное обучение, будущий специалист, английский язык, информационная среда, подготовка специалистов.

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MODULAR SYSTEM OF INTEGRATING KNOWLEDGE OF THE OLDER PRESCHOOLERS

The article deals with a block system of integration of preschool children's knowledge. The ideas of systematization of knowledge put forward by teachers-innovators are the basis of a block system. The essence of the bloc system of knowledge is the division of educational material into the themes («kingdom of plants», «winter phenomena in nature», etc.), which are given in the classroom in accordance with natural cycles, so the theme of «winter phenomena in nature» is taught in winter, the theme spring phenomena in nature» is taught in spring, etc.

Key words: a block system, preschool age, integration, a senior preschooler.

The essence of the block system of knowledge organization is to break the educational material on topics («the kingdom of plants», «winter phenomena in nature», etc.), which are given in the classroom in a manner consistent with normal natural cycles, so the topic of «winter phenomena in nature» is taught to children in winter, the topic «spring phenomena in nature» is taught in spring, etc. The research on the topic is preceded by direct children's acquaintance with the material – by thematic walks, during which the child gets a general idea about the topic, learns to love nature, and cares for it. Many topics are repeated every year, enriching the new material. The topic has a card-block, which is filled by children in course of learning the topic. «Windows» in the card-block are schematic drawings showing the

content of the topic, so the block reflects the content of the topic, so that «the kingdom of plants» consists of the «windows» vegetables, fruits, the conditions necessary for the growth of plants, trees, shrubs, grasses and flowers. The children paint pictures, examining each section. It is emphasized that the block is a system of generalized knowledge about the subjects and objects of animate and inanimate nature, which expands and deepens according to the age of the child. Thus, the block is a kind of a support scheme of the knowledge that a child receives in class [2]. The tests on learned topics are conducted with the support of the established blocks. During the lessons the practice of learning in the game process is widely used.

Block system of acquainting preschool children with nature is developed by the

teaching staff of preschool № 290 in Kharkiv. The block system is based on the ideas of systematization of knowledge, put forward by innovative teachers S. M. Lysenkova, F. V. Shatalov and M. P. Guzik.

Another important aspect of this system is the integration of knowledge in parallel display of the material on the topic in class on nature, on verbal communication, drawing, sculpting and literature. If, for example, we study the topic of «The Forest», then during the modeling lesson pupils model trees, wild animals, during the literature lessons they read works dealing with the forest, etc. This arrangement of the material provides a coordinated operation of multiple channels of information while working on the topic, as well as the integration of the knowledge gained in the different classes.

The general model of block system of integration knowledge of older preschoolers is presented in Table 1.

This described system of integration of knowledge the older pre-school children get in the field of natural history, has a number of positive features. The reliance on the natural cycles of nature in the construction of lesson plans allows the child to feel the inclusion of the studied material in the real fabric of reality, creates a motivation to learn. Matching the topics of lessons on nature with some other disciplines helps the child to get versatile acquainted with the topic's material, and reliance on created by a child visual schemes certainly makes the future reproduction of the material easier, but the same positive things turn around the negative side, if we're talking about the formation of the worldview on purpose.

The block system of studying the environment is primarily focused on the

understanding by the child a certain amount of knowledge in the field of natural history. This knowledge when transferred to the educational materials are transformed only quantitatively (what the child should know as a result of the learning process is a smaller copy of the adult's knowledge). Thus, at each new stage one and the same topic is covered in an increasing extent, consistent with the growing capabilities of the child. Such a system is the attempt to integrate knowledge mechanically without any dynamism and flexibility.

The system of supporting incentives, facilitating the representation, does not give an adequate view to a child on the true complexity and diversity of relationships in nature. The tests carried out to test knowledge after studying the topic orient teachers and children to reproduce the cognitive component of the program (the sum of knowledge).

Without any doubts the inherent in the system directed raising in the child of aesthetic and ethical components of the knowledge about nature is of great importance. However, the lack of clear understanding of the system's subordination of the aesthetic, ethical, and cognitive components of the worldview makes it difficult to create a working model of its formation. Thus, responsibility, and careful attitude for nature, the desire to follow the rules on the nature (ethical component) must be based on the perception of the beauty of the nature, the ability to appreciate it as a source of aesthetic sense (aesthetic aspect). This should be considered when planning the sequence of related courses. The setting of the priorities, with an emphasis on the logic of forming of the worldview as a complex system will help to create a real program of harmonious bringing up a child.

Table 1

The general model of block system of integration knowledge of older preschoolers

Stage	The content of the stage
I (preparatory work)	<ul style="list-style-type: none"> • development of long-term plan for the year; • selection of books; • development of didactic games and exercises on the block topics
II (preliminary acquaintance with the subject material)	<ul style="list-style-type: none"> • targeted walks, tours, observation • conversation
III (basic training)	<ul style="list-style-type: none"> • acquaintance with the subject material; • filling in the block card
IV (testing)	<ul style="list-style-type: none"> • testing children's knowledge in the form of didactic games

Creation of prerequisites for the formation of a child's holistic worldview within Waldorf education.

Waldorf education, known in Russia since the late 80's, was not widely used, perhaps because of stringent requirements of the education of Waldorf teacher. Basically we use elements of this school for the recovery and rehabilitation of the existing traditional teaching approaches and techniques. We are interested, first of all, in the basic principles of Waldorf education, aimed at developing a holistic worldview of the child.

It should be noted that the natural, organic development of a child is one of the first tasks of Waldorf education. According to Waldorf education the upbringing in kindergarten is made so as to avoid interference with the freedom of the natural development of the child and not to lose the balance of his still immersed in the dream consciousness. On the other hand, Waldorf education doesn't leave the child to himself, but takes the leadership with the right tools of example and imitation. Example and imitation are the basis of the educational impact on the children of the age of seven. Children in their first seven years of life have an intuitive ability to penetrate into the essence of action and expressive gestures of those people around them. Even the native language is absorbed in this way. A child learns through the subtle, direct and natural imitation. The way the child interacts with the environment, is the direct opposite of the way adults do. A child goes through a sequence of steps:

1. The empathy for an action, directly in what the will is involved;
2. The reproduction of an action in the game, in the result of what the child makes himself emotionally bound to the deed;
3. Awakening of an interest to the deed, rising of any questions relating to this deed, the transfer of observing to the consciousness leads ultimately to the formation of ideas and concepts.

If we are going to interfere as little as possible, writes Elizabeth M. Gryunelius [1], we will see that the child is standing on the fertile soil of imitation and grows in life naturally and successfully.

According to his nature and interests a child is good. Not good and complicated the child becomes when he is ripped out, first of all, pushing him for early intellectualization. This «pushing» is performed by adults if education is conducted in the form of rules and concepts belonging to the intellectual world, which is alien to a child up to 7 years. As a result, except for emotional disorders a child produces a defensive reaction in the form of early intellectualization. This intelligence, according to the authors of the approach, will be used in the future mainly to criticize others, to find fault with them, to present their demands to adults, demonstrating the behavior which is not peculiar of a child.

The alternative to such pseudo intelligence in Waldorf education is a natural development of the child. A small child has the slants fully connected with his thirst for action and having a strong-willed nature. During education in the elementary school they move into inner world of images and fantasies, and only later turn into judgments and concepts. Through education, which is considered to be the natural sequence of stages in the development of the future adult, a very different quality of the intellectual life is achieved in comparison to what is achieved by the transfer of the ready-made concepts. Concepts must organically grow in a man, like all the rest. Then they get depth, persuading power and originality. Concepts perceived only by the memory, often become a heavy load to drag through life. Waldorf education in a kindergarten is never designed in such a way so as to get early fruits of studying, whatever the approval in society it could meet. In Waldorf kindergarten any memory load is strictly avoided, especially learning to read and to write before the first form. Thus forces of the childhood and «childishness» in their peculiar value are saved for future life.

These aspects, as well as the methodological approaches of their realization are believed to be extremely valuable primarily for their consistency with the psychological laws of the formation of the child. Preservation of the «childishness» and raising the spiritual potential of the child is carried out in Waldorf kindergarten by making a child closer to the rich world of human culture. In course of time the

joint sessions on modeling, painting, singing not only develop appropriate skills in children, but also create an evaluative approach to the achievements of human culture. We should also stop at work with fairy tales and myths in Waldorf kindergarten. This educative approach is paid a considerable attention here. Tales, as Elizabeth M. Grynelius writes, in any way cannot be regarded only as an interesting time spending, as a pleasant and affordable for a child activity, on the contrary, they should be regarded as the most significant things in education associated with the most intimate inner subtleties of human life.

Even the apparent improbability of the characters of the tales in our materialistic time does not leave the true tales of the deepest

knowledge of the man. A form that gives an adult the notions of good and evil is conceptual (every adult has his own «concept» of good and evil). The thoughts in this form cannot exist in a child; they must be formed by means of imagery. If to try and do this, as a result we will get the same images, which are reflected in the tales. The stories that have come to us in the folk tradition show how different human qualities appear in everyday life. These ones may be referred again and again in the process of education, using them as a means of the correcting metaphor in order to help even the older children in particular situations, without addressing the child personally. For example, if a teacher notices that some children have a tendency to wish for themselves more and more but are not

Table 2

Comparative overview of educational technologies

Traditional models of education in preschool institutions	Block System of education	The program «Basic Component of preschool education»
1. The principles of educational material organization		
Knowledge is divided into different areas, corresponding to the existing sciences, in every area the child must acquire a certain minimum of information. The process of learning on each area is provided separately, the connections between the areas are not installed	The traditional division of spheres of human knowledge is retained. A purely mechanical link exists between some areas, the presentation of material in various areas is synchronized	The totality of human knowledge is divided into fewer areas (4) and is projected onto a sphere of life of the child
2. The basis of the educational material integration		
In the outer form of integration lies the traditional division of the sphere of knowledge into sciences	The basis for the integration of knowledge according to the child's view serves a reflection of the phenomena of nature in human culture	The integration of knowledge is based on a child's living function (daily experiences based on the studied phenomena)
3. Methodological aspects of teaching		
The presentation of knowledge is basically provided by a lecture with the elements of game	The presentation of knowledge is produced mainly by game activity with the elements of the talk	Not specified
4. The results' fixation		
Results are recorded quantitatively (tests), the presence of a minimum level of knowledge is presupposed	Results are recorded quantitatively (tests), the presence of a minimum level of knowledge is presupposed	Results are recorded quantitatively (tests), the presence of a minimum level of knowledge is presupposed
5. Ethic and aesthetic components		
Are not practically touched. The emphasis is on the development of the cognitive component	Are formed by the rational methods which are not interconnected. The emphasis is on the development of the cognitive component.	The necessity of their formation is marked, but the methodology is not developed

satisfied with anything, one can tell a story about a woman who had a heart's desire, which was then executed. But as soon as her wish was fulfilled, she had a new desire, which was also carried out, and so on, but her desires started to become more and more senseless. In choosing a story the teacher should be guided by his experience.

Another valuable methodological technique in Waldorf School is to observe the active labor of adults. The children who love to observe the work can once again accept and experience a little part of this world. The experiences that allow children to see the firsthand how the manual labor provides a different process and does the work necessary to sustain life are of special value. Except that, in addition to the professionalism and skills human qualities and values manifest themselves. Then the child will be able not only to reproduce in his games some actions characteristic of the adults, but also through the active imitation get the joy of work and creativity

Thus, the value of Waldorf School within the studied problem appears to us as follows: a child up to the age of seven years is not vied as "a little knowledgeable adult" and the peculiarities of this stage of development are taken into account, which primarily includes image information processing. This places special demands on the

teaching methods: instead of the scientifically structured material loading the memory of the child game techniques, metaphors (metaphors are the most fairy tales and myths) are widely used. As a motivation for learning the natural striving of the child for imitating the actions of adults is activated.

In general the teacher faces the task of integrating the information the child receives in the structure of the child's personality, which favorably differs from the traditional form of academic skills requirements.

The following table 2. contains a comparative overview of the described educational technologies.

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МОДУЛЬНАЯ СИСТЕМА УЧЕТА ЗНАНИЙ У СТАРШИХ ДОШКОЛЬНИКОВ

В статье рассматривается блочная система интеграции знаний детей дошкольного возраста. В основе блочной системы лежат идеи систематизации знаний, выдвинутые педагогами-новаторами. Суть блочной системы организации знаний состоит в разбиении учебного материала на темы («царство растений», «зимние явления в природе» и т. д.), которые подаются на занятиях в порядке, соответствующем естественным природным циклам, так тема «зимние явления в природе» преподается детям зимой, тема «весенние явления в природе» преподается весной и т. д.

Ключевые слова: Блочная система, дошкольный возраст, интеграция, старший дошкольник.

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МОДУЛЬНА СИСТЕМА ОБЛІКУ ЗНАЬ У СТАРШИХ ДОШКІЛЬНИКІВ

В статті розглядається блочна система інтеграції знань дітей дошкільного віку. В основі блокової системи лежать ідеї систематизації знань, висунуті педагогами-новаторами. Суть блокової системи організації знань полягає в розбитті навчального матеріалу на теми («царство рослин», «зимові явища в природі» і т. д.), які подаються на заняттях в порядку, відповідному природним природним циклам, так тема «зимові явища в природі» викладається дітям взимку, тема «весняні явища в природі» викладається навесні і т. д.

Ключові слова: Блочна система, дошкільний вік, інтеграція, старший дошкільник.

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