

ПЕДАГОГІЧНІ НАУКИ  
ПЕДАГОГИЧЕСКИЕ НАУКИ  
PEDAGOGICAL SCIENCES

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МЕТОДОЛОГІЧНІ ОСНОВИ ПЕДАГОГІЧНОЇ ОСВІТИ  
МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ  
METHODOLOGICAL BASES OF PEDAGOGICAL EDUCATION

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**TYPOLOGY OF EDUCATIONAL ENVIRONMENT  
IN COMPETENCE-BASED PEDAGOGICAL EDUCATION**

*The article discusses the problem of creating educational environment for the formation of pedagogical university students' professional competence, which includes material and technical, technological and subject-social components that are consistent with the components of professional competence of future teachers: motivational-valuable, cognitive-activity-based and personal-reflexive. The author proposes a typology of the educational environment, which is differentiated by the introduction of innovations (traditional and innovative), types of activities (game, educational, professional, communicative), features of the environment (natural, social, educational-informative and virtual), the specifics of the impact on the individual (health-maintaining, developmental, educational and reflexive). It is identified the types of educational environment that determine such key functions: pragmatic, creative and transformative, stimulating, educational, adaptive, communicative, ecologo-aesthetic, social, economic, informational, health-maintaining, developmental, educational and reflective. The education environment of higher education institution is considered as a combination of spiritual and material conditions for active and creative personality's self-development, formation of professional skills and realization of innovative potential.*

*Evaluation of the efficiency of the educational environment should be carried out by different indicators and reflect the level of development of professional competence of students. Criteria of the effectiveness of the educational environment are the following: satisfaction with the content and organization of work; nature of the relationship between the participants of the educational process; presence of necessary conditions for the prestige of the institution; normative-legal documentation at the appropriate level, etc.*

*Educational environment of Pedagogical University promotes development of future teachers' professional competence under the following condition: contents of subjects are focused on practice; forms and methods of work are logically reasoned; principles of democracy and developmental education are dominated in the relationship between students and teachers; material and technical opportunities for modern educational activities are provided.*

# ІСТОРИЯ ВІТЧИЗНЯНОЇ ТА ЗАРУБІЖНОЇ ПЕДАГОГІЧНОЇ ДУМКИ ИСТОРИЯ ОТЕЧЕСТВЕННОЙ И ЗАРУБЕЖНОЙ ПЕДАГОГИЧЕСКОЙ МЫСЛИ HISTORY OF NATIONAL AND FOREIGN PEDAGOGICAL THOUGHT

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## **IDEA OF PATRIOTIC EDUCATION IN UKRAINIAN PEDAGOGICAL THOUGHT (LATE XIX — EARLY XX CENTURY)**

*Scientists' ideas about patriotic education of Ukrainians as the national goal of pedagogy are based on a single retrospective analysis of its educational heritage. M. Hrushevskiy regarded the national goal of pedagogy as a combination of the achievements of European philosophical and pedagogical ideas and Ukrainian national pedagogy. As the key of national education dominant is identified: religious and religious-spiritual principle (God) and patriotism (Ukraine) as an integrated expression of essentially perfect Ukrainian, as an ideal nation. Five major stages of scientists' views on national issues and the problem of education of patriotism are defined and characterized.*

*The article presents teachers' views on Ukrainian educational ideal, which should combine activity, patriotism and religious outlook. It is determined that means of education of leading patriot, statesman, and scientist are considered the formation of will and character of personality based on deep knowledge of psychological development, combined with research-based education.*

*The transformation of social and moral principle of patriotism in the educational thought of the late XIX century and early XXI century are analyzed. The author's interpretation of the term "patriot-statesman" is discussed.*

*It is proved that scientists' ideas under current conditions do not remain only theoretical achievements of the past, but also introduce the practice of education of patriots. It occurs in three main areas: firstly, the idea of creating modern nationally-oriented educational school programs; secondly, scientists's heritage became the part of training courses that are taught to future teachers and educators at universities; thirdly, scientists' ideas are used by members of modern patriotic orientated youth associations. The main results of the study can be used in teaching the history of pedagogy, in creating a new generation of textbooks for universities, further scientific historical and educational research.*

## **ПЕДАГОГІЧНА ІННОВАТИКА ПЕДАГОГИЧЕСКАЯ ИННОВАТИКА EDUCATIONAL INNOVATION**

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## **CREATIVITY: ESSENCE, STRUCTURE, PECULIARITIES OF FORMATION AND DEVELOPMENT**

*The aim of the article is to analyze the essence, structure, patterns of formation and development of creativity. One of the priorities of education is improving of educational environment that should relate to contemporary requirements as well as provide education development with its advantages and achievements. This process creates favorable conditions for formation of person with a new creative thinking, who could reach self-realization and be able to generate new ideas.*

*The article presents scientists' views in the field of pedagogy and psychology according to the structure of person's creativity, examines existing models of creativity. It justifies scientific-methodical recommendations concerning the possibility creative to use the progressive ideas of the Polish experience regarding the teachers' creativity development for the modernization of the system of education in Ukraine.*

*Theoretical generalization made on the basis of the analysis of numerous views on the structure of creativity, enables to come to the conclusions: so far there is no agreed consensus among the educators and psychologists about the structure of creativity; the divergent thinking is an important component of creativity; a decisive role in the latter is played by motivation; the important role in this process is played by positive emotional state of a person, the belief in his potentialities; the creative achievement is impossible without the person's assimilation of general and specific knowledge associated with creativity.*

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## **CONCEPTUAL MODEL OF CIVIL ACTIVITY OF CLASSICAL UNIVERSITIES STUDENTS**

*The article introduces the study of the essence of the content and structure of civil activity of classical university students. It defines the trends of development of Ukrainian society, the rapid socio-economical, socio-political, demographic changes in the lives of people who require constant improvement and development of civil activity of person, including civil activity of classical university students. It defines the main scientific approaches to the problem of the study of students' civil activity: philosophical, historical, political and legal, social, psychological (activity-oriented, student-centered, and axiological). It presents the authors of research in the problem of person's civil activity. However, it doesn't exist generally accepted definition of the concept "students' civil activity". So, the main goal of the research is to find out the content and structure of civil activity of classical university students.*

*The analysis of the scientific literature, which defines psychological characteristics of youth's civil activity, gives opportunity to find out content and justify conceptual model of student's civil activity. From the author's point of view, civil activity of students is a quality of a person of young age, which contains a combination of knowledge, skills, aptitudes, willpower, motivation, feelings aimed at effective implementation of civil activity.*

*The structure of students' civil activity includes such components and indicators: cognitive ( legal and civil knowledge, forecasting and analytical knowledge and understanding of civil responsibilities), motivational (social-psychological attitude, civil assertiveness, desire to achieve civil goal), emotional (attitude to social values, attitude to himself as to citizen, attitude to civil virtue, emotional stability to civil events), behavioral and volitional (development of civil determination and persistence, ability to leadership in society, development of civil responsibility, ability to civil activity).*

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## **RESEARCH RESULTS OF THEORETICAL AND METHODOLOGICAL BACKGROUNDS OF CROSS-CULTURAL INTERACTION BETWEEN PARTICIPANTS OF THE PEDAGOGICAL PROCESS AT HIGHER EDUCATION INSTITUTIONS**

*The article deals with the results of the research "Theoretical and Methodical Backgrounds of Cross-cultural Interaction between Participants of Pedagogical Process at Higher Education Institutions". According to the study of methodological backgrounds of the researched problem the article presents theoretical and methodical backgrounds of the research and carries out its analysis.*

*Modern trends of the world development cause the relevance of this research problem. They outline the need for personality education, his/her availability to cross-cultural cooperation and effective interaction across cultures. Cross-cultural interaction is a way of culture development, a mean of implementation of communication links as far as under its influence the dynamic changes in cultural activities of interacting cultures occur, new elements of culture appear and values, behaviors, world views, lifestyles are corrected. Despite of amount of conducted studies the phenomenon of cross-cultural interaction has not still found an adequate reflection in pedagogical research. Its peculiarities in participants' interaction in pedagogical process have not been examined. In scientific literature it is not represented at the appropriate level the description of important aspects and elements of cross-cultural interaction, its impact on the person*

*as well as his / her individual development of axiological guidelines based on enrichment with universal and specific national values in cross-cultural interaction.*

*The author's research hypothesis is based on the following: when participants of pedagogical process interact across cultures it should be taken into account the impact of cross-cultural context mechanism on the development of personal culture of any individual of this interaction. The effectiveness of this interaction will be expressed in the occurrence of persistent manifestations in personal culture of participants' interaction, embodied in the pattern of cross-cultural interaction availability.*

*According to the study of methodological backgrounds of the researched problem the article presents theoretical and methodical backgrounds of the research and carries out its analysis on the basis of implementation of theoretical and conceptual models, methods and methodological support to the process of the formation of readiness of pedagogical process participants for cross-cultural interaction in educational process, finds out the reasons of persistent changes in their personal culture, provides confirmation of positive dynamics of its manifestations on the level of readiness for cross-cultural interaction.*

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**TO THE PROBLEM OF SELECTION OF CONTENT  
OF SPECIALISTS' PROFESSIONAL TRAINING IN JOURNALISM AND MEDIA:  
THEORETICAL, METHODOLOGICAL AND PRACTICAL ASPECTS**

*The author of research examines implementation of the main approaches of updated content of national education in the context of practical training in journalism and information, in particular: the deidealization of content (the strengthening of human values, the professional orientation); establishing of interdisciplinary connections for strengthening ideological component of the educational process, eliminating duplication of material, implementation of the integrity principle; individualization and differentiation (provided by the various levels of difficulty in learning, variety of learning tasks); providing of practical and professional orientation of education content (problematic educational material); orientation of educational content to provide activity opportunities, autonomy, self-development and self-improvement of the individuality of student, enhancing of his responsibility for teaching and learning activities (selection of practice-oriented tasks for self-study and for individual teaching and researching tasks).*

*The author emphasizes that nowadays the problem of fundamentalization of specialists' professional training is remained, because despite of general theoretical framework, this process has some specificity for different approaches of training. In order to ensure the consistency in the subjects' study, avoiding duplication of educational material and strengthening of interdisciplinary connections, the fundamental training should be done by implementing integrated disciplines.*

*The article presents a program's fragment of integrated course "Communication Technology", outlines goals, tasks, content and problematic technology of its teaching. It emphasizes that educational problem situations, communication in particular, can be varied: within the meaning of the unknown (target, way of activity, conditions of activity); within the level of problem; within the ways of inconsistency of information (conflict, ambiguity, discrepancy, etc.); within methodological peculiarities (heuristic conversation, intellectual experiment, game situations, problematic presentation of material, etc.).*

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**INFORMATION COMPETENCE AS NECESSARY SKILL OF MODERN STUDENT**

*The model of psycho-pedagogical support of student in the system of competency-oriented approach to the teaching process is based on the concept of competence, as the overall capacity of the individual,*

*education as integrated learning outcomes, associated with the ability to use knowledge and personal experience in specific life situations.*

*The competence means a range of issues with which a person is familiar, has knowledge and experience. Competence is examined as a set of interrelated personality traits (knowledge, skills, ways of activity), that are defined in relation to a range of objects and processes required for high-quality productive work with them. Competency is the person's possession of competence, including his personal relationship to it and subject of activity. The competences development takes place by means of educational content. As a result, a student develops abilities and opportunities to solve real problems in daily life.*

*In our opinion information competence has objective and subjective aspects. The objective aspect is the demands that society brings to the modern professional's activity. The subjective aspect of information competence is in reflection of objective aspect of individuality through professionalism, his professional activities, and peculiarities of motivation for improvement and development of their own information competence.*

*The aim of this article is a review of peculiarities of development of information competence, as a necessary skill of a modern student. The task of the article is to study theoretical background of the formation of student's information competence at modern school. To solve the following tasks it is used theoretical methods of scientific search (analysis and synthesis of psychological and pedagogical, methodological literature on the study problem, theoretical understanding and synthesis of teaching experience of teachers to determine the condition of the formation of students' information competence).*

*In future, teachers should provide children at the lesson with all these intellectual activity techniques, to establish students' ability to apply the gained knowledge during their own independent work with information: writing reports, essays, their own annotations to the textbook, to engage other students, creating their own reports, to search wise arguments in debate. It will be possible with developed teachers' information competence.*

## ПРОФЕСІЙНА ОСВІТА ПРОФЕСИОНАЛЬНОЕ ОБРАЗОВАНИЕ PROFESSIONAL EDUCATION

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### **PRINCIPLE OF INTERACTION BETWEEN UNIVERSITY AND SCHOOL IN METHODOLOGICAL TRAINING OF FUTURE MUSIC TEACHERS**

*The path of joining higher educational establishments of Ukraine to European educational market relations will require a significant increase in the efficiency of students training for professional activities. A national musical-pedagogical education is supervising system of methodical preparation of specialists skilled in their profession and competitive on the labour market. A great requirement of corrections in interaction between all the components of the following system is provided in interaction between university and school. In this professional and integrative environment it is important to substantiate scientifically administrative and teaching mechanisms of cooperation between educational institutions and enterprise, facilities for theoretical and practical training of students, monitoring the musical-pedagogical education and interaction with employers.*

*The purpose of the article is to analyze the features of collaboration between universities and comprehensive educational institution in the context of methodological training of future Music teachers to musical practical activities. The specifics of functioning of the educational environment in university and schools have integrated pedagogical interaction, based on the complex relationship between: administrations of institutions; professors, teachers, students and pupils.*

*One of the conditions of effective interaction is a successful management of collaboration between two educational institutions joined with strong productive relations in training of specialists. Pedagogical management means the activity in making joint decisions, organization, control, analysis and adjustment of the processes related to mutually beneficial collaboration.*

*Collaboration between university and school is an important communicative and educational environment which influences the quality of productive activity as well as the prospects of arts education development. The principle of interaction between the university and a comprehensive educational institution reveals the mechanisms of creation of modern educational context which involves mutual understanding and trust in communication. In the process of pedagogical interaction between lecturers and teachers, students and pupils it is formed a real image of the environment, developed mutual experience of life, solved educational, and arts problems.*

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### **MODEL OF IMPLEMENTATION OF COMPLEX OF DIDACTIC CONDITIONS FOR DEVELOPMENT OF STUDENTS' SKILLS IN INDEPENDENT AND COGNITIVE ACTIVITY BY MEANS OF INFORMATION TECHNOLOGY**

*The use of modern information technology in educational process of high school requires changes in methodology, methods of teaching all subjects. Focus on the formation of reproductive skills such as memorization and reproduction by traditional teaching changes in the development of such skills as comparison, synthesis, analysis, identifying of relationships, planning group interaction using IT.*

*The article presents the model of implementation of complex of didactic conditions for the development of students' skills in independent and cognitive activity by means of information technology as a didactic categorized system used simultaneously in several dimensions: technical, organizational, specific didactic, and value-oriented.*

*Structural model fragments are identified as a model of implementation of the complex of didactic conditions for the development of students' skills in independent and cognitive activity by means of information technology: specification of purposes of development of students' skills in independent and cognitive activity, their coordination with general aims of training; branched-structured information and educational environment of a certain institution of higher education; basic principles, forms and methods of development of students' skills in independent and cognitive activity; neutralization of inhibitors and increasing facilitators' activity in the process of implementation of the complex of the process of development of students' skills in independent and cognitive activity by means of information technology; criteria-evaluation apparatus; fixing of final result — development of students' skills in independent and cognitive activity.*

*It is identified structural model fragments, which can be joined into three units: prognostic-aimed, unit of practical actions, criteria evaluation unit. It is emphasized that developed model is not linear, and recursion is managed by a teacher within the general principles of the educational process of higher education.*

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### **MANAGEMENT AND METHODOLOGICAL CONDITIONS OF INFORMATION CULTURE DEVELOPMENT OF BACHELORS IN TOURISM IN THE PROCESS OF PROFESSIONAL EDUCATION**

*The widespread use of modern teaching, information and communication tools in the learning process makes it possible to ensure the intensification of the process of studying and to improve teaching and learning activities of students. It also makes it possible to assure the quality of educational process due to the requirements of the information society; it helps to create conditions for the intellectual development of students, to open their creative potential; to improve the professional training of future specialists and to form their competitiveness in the international market of intellectual labour and to improve the level of information culture and information and computer training of students.*

*The use of modern Internet technologies in the process of tourism subjects studying enables to successfully implement student-centered teaching and makes it possible for students to choose a personal path of learning, to organize independent work of students to handle a lot of information and integrate it to submit information to student in various forms, to intensify the processes of perception, thinking and memory, to increase interest to the subject and to create a comfortable environment for study and work. It also helps to assess students' knowledge objectively; to spend significantly the time for students' testing and to provide rapid information retrieval and viewing. Obviously, the raised problem is relevant and is of great interest to researchers.*

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### **CONTENT AND STRUCTURAL COMPONENTS OF FUTURE MUSIC TEACHERS' MUSICAL AND PERFORMING COMPETENCE**

*The article deals with the content and the structural components of future Music teachers' music and performing competence. It analyzes the main approaches to the definition of the concepts "professional competence", "musical and performing competence", "musical and performing interpretation". It determines structural components of musical and performing competence and pedagogical conditions for the effective formation of future Music teachers' musical and performing competence. Professional competence is considered as the most important characteristic of a specialist that includes not only the level of knowledge, skills in a particular area of professional activity, but also a set of personal qualities that reflect the ability to act effectively in society. Professional competence of the future teacher is considered as one of the stages of professionalism that is the basis of a teacher's work and treated as a person's ability at different levels to solve various types of educational tasks. Musical and performing competence is considered as an integrative professionally significant personality trait of a future Music teacher, which is determined by artistic and interpretative competences in different types of musical and performing activity. The author defines future Music teacher's musical and performing competence as an integrated personality trait, which is displayed in purposeful creative musical and performing activity of a student, the ability for artistic interpretation of music in a variety of musical and performing activities (instrumental, vocal, choirmaster's, accompanist's, ensemble, etc.) and consists of meaningful, personal and reflexive components. Pedagogical conditions for effective formation of future Music teachers' musical and performing competence are the following: stimulation of students' creative activity in different types of musical and performing activities; providing self-centered approaches to each student in the process of teaching and education; phasing in future Music teachers' musical and performing competence formation.*

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### **COMPETENCE-BASED APPROACH TO DEVELOPMENT OF CULTURE OF PROFESSIONAL COMMUNICATION AMONG FUTURE TRANSPORT INDUSTRY TEACHERS-ENGINEERS**

*The article is devoted to the issues of using positions of competence-based approach to training of transport industry teachers-engineers. It discusses the aspect of training connected with the development of culture of professional communication among engineers-teachers. It analyzes theoretical positions of competence-based approach which are the basis of competence-oriented education. It determines the essence of culture of professional communication of future teachers-engineers in a context of their professional activity.*

*On the basis of the content analysis of educational professional training program of such specialists it is determined that a culture of professional communication is a professional important description*

of teacher-engineer's personality. The content of study and generalization of job description of teacher-engineer is found out that it consists of four blocks (professional and pedagogical orientation, professional and pedagogical competence, professionally important qualities, psychodynamic properties of personality).

It is determined the essence of culture of professional communication of future teachers-engineers in the context of their professional activity. It is distinguished the components of the culture of professional communication as teacher-engineer's personal characteristic, presented interdependence with such characteristics as communicative competence and professional communicative competence.

It is discussed the essence of the concept "culture of pedagogical communication", distinguished the stages of pedagogical communication. It is defined structural components of culture of professional communication (value-based and motivational, informative, emotional, operational). It is found out the peculiarities of educational process which should be considered in the context of competence-based approach to development of culture of professional communication among future transport industry teachers-engineers.

### **V.S. Kushnir,**

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## **MODEL OF FUTURE PHYSICIANS' PROFESSIONALLY ORIENTED LINGUISTIC COMPETENCE**

The article presents the content and structure of future physicians' professionally oriented linguistic competence. Actuality of the article is determined by the terms of dynamic development of Ukrainian society and requirements to the candidates to work, that require from a future specialist abilities of business communication in a foreign language, knowledge of important terminology in the professional area.

The basic scientific approaches in relation to determination of investigated phenomenon are important in the problem of study of the professionally oriented linguistic competence of future specialists, such as competence approach, axiological approach, systemic approach, activity-based approach, culturological and communicative approaches. However, the problem of determining the concept of "professionally oriented linguistic competence of future physicians" is still actual. Therefore, the aim of the research is to determine the content and structure of the professionally oriented linguistic competence of future physicians.

From the author's point of view the professionally oriented linguistic competence of future physicians is an integrated personal quality of future specialists in medical industry, that contains totality of linguistic knowledge, abilities, skills, value orientations, causes, emotionally-willed processes of professional and personal communication and leads to effective realization of professional activity.

The author refers the following components and indicators to the model of the professionally oriented linguistic competence of future physicians: cognitive and conceptual (knowledge about the system of language; understanding of phonetic, lexical, grammatical, orthographic standards; knowledge of rules of syntactic construction of sentences; knowledge of rules of stylistic choice for the construction of expression; knowledge of features of the country the language is studied; knowledge of standards, rules of language etiquette); operatiag and activity (ability of monologue, dialogue, polylogue commonunication; ability to speak and write in a foreign language; communication skills of domestic and business standards; ability to communicate with native speakers; linguistic knowledge operating in the professional activity; ability to understand, to use non-verbal methods of communication); motivational and value-based (interest to language phenomenon cognition; necessity to improve linguistic knowledge, skills; awareness of foreign communication needs; awareness of skills significance to apply linguistic knowledge in the professional area; commitment to succeed in the professional area); emotional and willful (attitude to the values of foreign environment; emotional firmness in communicative situations; attitude to the process of formation of linguistic abilities; development of willful qualities); professional and communicative (ability to show communicative capabilities; ability to show organizational capabilities; development of professional and moral qualities; skills of professional behavior and professional communication).



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**DETERMINING LEVELS OF DEVELOPMENT  
OF INFORMATION AND COMMUNICATION COMPETENCE  
OF STUDENTS OF PRE-SCHOOL SPECIALITY**

*The article examines the levels of development of information and communication competence of students of pre-school speciality. The relevance of the following research is influenced by the fact that development of future teachers' information and communication competence has not been identified as a separate branch of science. It is analyzed scientific views on the competence-based approach to the training and requirements of professional competency of students of preschool speciality at each level of training. The article discusses the levels of development of the information and communication competence of students of pre-school speciality of such education qualification levels as "Bachelor" and "Specialist". These levels are identified as high, optimum, sufficient and low. General requirements for the criteria and components of information and communication competence are identified and characterized. According to them, the degree of development of its constituents is determined and estimated. Without destroying the whole integrity of competence, it is distinguished such components and criteria of information and communication competence as cognitive, emotional- evaluative and behavioral. Cognitive component is the amount of knowledge and understanding new information-communication technologies; the concept of information, information technologies, processes, and their role in the educational process management in pre-school institutions. Emotional-axiological component involves motifs system: cognitive motifs, connected with increase of knowledge in the field of information technologies; social ones, based on generally accepted cultural norms, responsibility and desire to acquire knowledge and skills; communicative ones, based on the need for communication and, as a rule, are based on the Internet, e-mail, teleconferencing, webinars and others.*

*The author has worked out a course program Modern Information-Communication Technologies in Pre-school Education and introduced it into the training system for students with education qualification level of "Specialist". It can be stated that the process of formation of information competence of future pre-school teachers will be effective providing that while studying Mathematics and Natural Sciences disciplines, such as "Basics of Computer Science", "New Information Technologies", "Technical Means of Education" and the worked out discipline "Modern Information-Communication Technologies in Pre-school Education", formation of all the above mentioned components of competence are taken into account.*

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**FORMATION OF THE INTERCULTURAL COMPETENCE  
OF INTERNATIONAL RELATIONS SPECIALISTS  
IN FOREIGN LANGUAGE TEACHING**

*The relevance of the study is predetermined by the focus of modern pedagogy on reforming of the educational system as a result of globalization in our country. In the context of integration changes and introduction of the Bologna process to the educational system of Ukraine, possession of intercultural competence becomes a compulsory quality of modern professional skills of qualified specialist in "Person — Person" profession as the current trends of the global society in social, cultural, economic and political aspects have led to the formation of international multicultural society.*

*Growing international contacts as well as interest in learning languages have led to intercultural communications, which make the issue of correlation between the language and the culture during the training*

*of future specialists more actual at the lessons of foreign languages. During these lessons cultural conception plays an important role and provides the forming of student's speech behavior, skills of choosing necessary cultural norms, i.e. forming among the future specialists the perception of other cultures, making behavior skills and strategies during the communication with foreigners.*

*As a result of the categorical analysis of terminological triad "competence — professional competence — intercultural competence", the conceptual importance of intercultural competence in training future specialists of International Relations based on the competency approach has been proved in the article. Also the content of the category of "intercultural competence of future International Relations specialists" has been revealed. It is proved that intercultural competence is a compulsory quality of specialist's professional competence.*

*The author reveals the new approach to the defining the pedagogical conditions of formation of the intercultural competence of International Relations future specialists in teaching foreign language. The article includes assurance of facilitation support in students' language speciality training, systematization and generalization of students' knowledge according to the specificity of intercultural communication and also conceptualization of ethno-cultural world outlook within International Relations future specialists, which are effectiveness pedagogical conditions for solving the relevant task.*

## ПСИХОЛОГІЧНІ НАУКИ ПСИХОЛОГИЧЕСКИЕ НАУКИ PSYCHOLOGICAL SCIENCES

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### ТЕОРЕТИЧНІ ОСНОВИ ПСИХОЛОГІЇ ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПСИХОЛОГИИ THEORETICAL FOUNDATIONS OF PSYCHOLOGY

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### CREATIVITY AS A SUBJECT OF SCIENTIFIC RESEARCH ON MULTI PARADIGM STAGE OF PSYCHOLOGY DEVELOPMENT

*This work presents the results of theoretical analysis of creativity as a subject of modern scientific research in terms on a multiparadigm stage of psychology development. At the present multiparadigm stage of psychology it is studied creative problem associated with a number of difficulties: in spite of the long history of the development of the general theory of creativity there is no satisfactory system of views on the nature of creativity and a clear and consistent general theory; there is no comprehensive definition of creativity, which is caused by the difference of approaches to the study of creativity, the scholars belonging to different schools tied for first place various properties of the objects and use different methodology. However, ambiguity and multiplicity of interpretation of the concept of creative activity in psychological science, as well as a large number of controversial and unresolved issues should be taken positively — as the great promise of this trend.*

*Due to the changes in the general scientific paradigm in the field of humanities, the situation of contemporary development of psychology is considered a crisis. Including changes in the overall humanitarian paradigm it is possible to find out the different view of the specificity of psychological research of creativity. Therefore, it is necessary to identify the new approaches to study the problem. Product is the study of creativity of the system approach and system-strategic concept of creativity by V.O. Moliako.*

*Following the research positions by V.O. Moliako school in a working definition of creativity selectable, which give representatives of system-structural approach: creativity is a human activity, which resulted in something new, something that still did not exist, and the products of creativity — it is not only material goods, but also some ideas, solutions, just a thought, the fruit of imagination that can not discover materializes. The system-strategic concept of creativity involves the interpretation of creativity as an organic component of holistic mental capacity of an entity that is the basis of its activities. It is considered especially productive situation in this concept of the nature of creativity, transferring the focus of creativity as a result of the objective on the personal aspect of individual experience of the process of creating something new.*

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## **PSYCHOLOGICAL DETERMINANTS OF TEACHERS' COMPETENCE DEVELOPMENT IN EUROPEAN COUNTRIES**

*The article investigates the psychological determinants of competence development of individual in adulthood (for example, teacher). The five categories of teacher's career development in Britain are analyzed (Qualified Teacher Status, Core Standards, Post Threshold Teachers, Excellent Teachers, Advanced Skills Teachers) according to professional standards (Professional Standards for Teachers). The author studied the foreign experience in identifying stages of teachers' professional formation (21–28 years, 28–33 years, 34–40 years, 40 / 55 years, 50 / 55 and over). It is proved that the first step is major in professional development of teachers, it promotes professional adaptation of specialist, is the key to his long-term professional and self-improvement. It is concluded that it is appropriate to apply the "mentoring" in the practice of teacher professional development, to take into account psychological mentor compatibility and to develop a program for mentoring technology improving.*

*Dependence between the development of competencies of teachers and their age and gender, work experience, exposure to different types of environment (personal, organizational, career) is found. The author considers the major European models of teachers' competence development: technocratic (L. Kydd, D. Weir, R. Williams), professional art (D. Shon, D. Mcintyre), Institute of Teacher Education (Frankfurt), Dr. Christian Kraler (Innsbruck University), Dr. Gayle Christensen (Max Planck Institute for Human Development, Berlin). The author shows that these models contribute to the professional growth of teachers and have some differences depending on the economic situation in the country, traditions and scientific approaches. Various programs for teachers of European countries were reviewed. The necessity of checking teachers' competence in the process of professional activities and advanced training with different mechanisms of peer review and feedback was proved.*

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## **PSYCHOLOGICAL PECULIARITIES OF COMPETENCE-BASED APPROACH IMPLEMENTATION IN EDUCATION**

*The article presents a theoretical analysis of the problem of competence-based approach in education, discusses leading educators and psychologists' views on the formation of future specialists' core competencies. As far as quality of getting knowledge and skills does not guarantee the proper use and operating in difficult situations, the competence-based approach should include psychological component of development of student's required competences.*

*The psychological peculiarities of competence-based approach implementation are the following: Firstly, including psychology lessons since teaching at elementary school which provides qualitatively different, deeper understanding of their own psychophysiology as well as introducing psycho-emotional state*

*regulation methods, adequate decision-making and the development of appropriate behaviors on this basis.*

*Secondly, during professional self-determination it would allow to correlate more accurately their individual psychological and psycho-typological characteristics with the future profession requirements to obtain appropriate special competencies and organize a congruent lifestyle.*

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## **PROFESSIOGRAPHIC APPROACH TO TRANSLATOR'S COMPETENCE-BASED MODEL**

*The growth of the translation services market scale and the changing nature and forms of translation require skilled translators able to carry out professional activities at a high level in the current socio-economic, political and cultural conditions. It requires the development of specialist in translation competence-based model on the basis of job specification and psychogram that would take into account the personal characteristics and new professional functional responsibilities that are relied on a modern translator. Today the translator's job specification and psychogram content that take into account current market requirements for translation work have not been updated. There for there is no model describing competence portrait of a specialist in translation.*

*A specialist's competence-based model serves as a factor for selection of educational content and method of its implementation in the learning process through the formation and development of professionally important competences. The translator's competence-based model provides the directing, integrating, program and control functions and is an essential component of the translators' training process. On the basis of translator's job specification it is possible to define a set of competences that a specialist in the field of translation should have today.*

*Psychogram can be represented as a generalized model of a successful professional. Job specification gives the guidance of objective requirements of the profession to the person. Examined and proposed elements of translator's job specification take into account the current profession requirements. Job specification includes psychogram which describes human occupation and psychological qualities desired for the effective professional performance. Properly constructed job specification which takes into account the realities of the profession in today's conditions is an important element in the process of professionalization and future translators' formation. The job specification should be the guiding document while creating the translator's competence-based model, which will form the basis for development of educational programs of translators' training.*