



## АННОТАЦІИ

**Елена УСТИМЕНКО-КОСОРИЧ**

**СЕРБСКАЯ БАЯННО-АККОРДЕОННАЯ ШКОЛА НАРОДНОЙ МУЗЫКИ:  
ИСТОРИКО-ПЕДАГОГИЧЕСКИЙ АСПЕКТ**

В статье проанализированы социокультурные условия и педагогические принципы функционирования двух направлений профессиональной подготовки баянистов-аккордеонистов в Сербии, которые существенно отличаются в аксиологическом и профессионально-технологическом смысле: уровнем профессиональной компетентности педагогов, мотивацией обучения личности, содержанием творчески-практических и педагогических действий образовательных учреждений, определением их статуса в контексте научно-образовательной политики страны и общественного сознания. Доказано, что сербский национальный музыкально-образовательный феномен определяется существованием академического музыкального образования и баянно-аккордеонной школы народной музыки, которые в единстве образуют своеобразный художественно-духовной пласт инструментальной традиции в культуре Сербии. В статье определено содержание ключевых понятий работы, раскрыта специфика деятельности сербских школ народной музыки и осуществлен сравнительный анализ академического и народного направлений подготовки баянистов-аккордеонистов в системе музыкального образования Сербии.

**Ключевые слова:**

школа народной музыки, баянисты-аккордеонисты, свободные школы, музыкальное воспитание, исполнительское мастерство, академические школы, исполнительский стиль, музыкальная культура, национальное сознание, культурные традиции.

**Наталья ДИЧЕК**

**РЕЦЕПЦИЯ КАК НОВЕЙШИЙ ИНСТРУМЕНТ РАСШИРЕНИЯ МЕТОДО-  
ЛОГИЧЕСКИХ ОСНОВАНИЙ СРАВНИТЕЛЬНО-ПЕДАГОГИЧЕСКИХ И ИСТОРИКО-  
ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЙ**

В статье впервые поднята проблема введения понятия «рецепция» в методологический аппарат украинских историко-педагогических и сравнительно-педагогических исследований как их особой функции. Обоснована роль и специфика рецепции в указанных видах научных исследований, которая заключается в комплексности ее задач: «восприятие и создание образа» и «трансляция и адаптация». Предложены три формы рецепции, типы моделей культурного трансфера, которыми можно описывать состояние рецепции зарубежных педагогических идей и опыта. Раскрыта многозначность понятия «рецепция» как действенного инструмента исследования, многоаспектного процесса, кросскультурного явления, а главное – как важного феномена, введение которого в методологию педагогических исследований будет способствовать упорядочению и систематизации теоретической деятельности, придавая ей осмысленное направление, определяя осознанный выбор цели.

**Ключевые слова:**

рецепция, национальный образ, текст, культурный трансфер, диалог культур, кросснациональные образовательные связи



**Алина СБРУЕВА**

**СТРАТЕГИИ ИНТЕГРАЦИИ ОБРАЗОВАТЕЛЬНОЙ И НАУЧНОЙ ДЕЯТЕЛЬНОСТИ УНИВЕРСИТЕТА: АНАЛИЗ ЗАРУБЕЖНОГО ОПЫТА**

В статье дана характеристика стратегий интеграции образовательной и научной деятельности университетов развитых стран в процессе подготовки специалистов. Определены организационные подходы к исследовательско-ориентированному обучению студентов. Выяснены стратегии решения исследуемой проблемы в контексте определения университетами своей миссии, развития курикулярных и методических основ учебного процесса, развития научной деятельности вуза, профессионального развития научно-педагогического персонала. Исследуемые стратегии классифицированы в соответствии с организационными уровнями функционирования вуза.

**Ключевые слова:** университет, образовательная деятельность, интеграция, научная деятельность, исследовательско-ориентированное обучение, стратегия, зарубежный опыт.

**Ореста КЛОНЦАК**

**ОРГАНИЗАЦИЯ АКАДЕМИЧЕСКИ ОБЩЕСТВЕННОГО ОБУЧЕНИЯ КАК СОСТАВЛЯЮЩАЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ В СИСТЕМЕ УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ США**

Рассмотрено понятие профессиональной подготовки студентов как неотъемлемой составляющей университетского образования. Раскрыта суть понятия академически общественного обучения как составляющей профессиональной подготовки студентов в системе университетского образования США. Представлена модель организации академически общественного обучения, разработанную учеными на базе Университета Пердью в Индианаполисе, штат Индиана. Продемонстрирована модель экспериментального обучения Кольба Д. А., которая лежит в основе академически общественного обучения. На основании теоретико-эмпирических исследований проанализированы пути организации академически общественного обучения в системе университетского образования США. Сосредоточено внимание на рефлексии как ключевом элементе организации академически общественного обучения.

**Ключевые слова:** академически общественное обучение, высшее образование, образовательная стратегия, университетское образование, профессиональная подготовка студентов, рефлексия, общественная деятельность.

**Анна УЛАНОВСКАЯ**

**СУЩНОСТНЫЕ И ПРОЦЕССУАЛЬНЫЕ ОСНОВЫ ВЗАИМОДЕЙСТВИЯ ОСНОВНЫХ СУБЪЕКТОВ БОЛОНСКОГО ПРОЦЕССА**

В статье представлена характеристика целей, задач и направлений деятельности основных наднациональных субъектов управления Болонским процессом, представляющих интересы ведущих стейкхолдеров в области высшего образования. Исследованы формы их взаимодействия в процессе развития Европейского пространства высшего образования. Основопологающими принципами кооперации субъектов Болонского процесса определено единство и согласованность, ориентация на процесс, результат и оценку результатов,



*постоянство информационного обмена, прозрачность принятия решений, делегирования полномочий. Особое внимание уделено исследованию сфер и методов воздействия Европейской Комиссии в контексте модернизации образовательной системы.*

**Ключевые слова:** *высшее образование, Болонский процесс, полисубъектность, субъект управления, стейкхолдеры в высшем образовании, модернизация, Европейская комиссия, группа E-4, Европейское пространство высшего образования, Европейский студенческий союз*

**Наталия ЛАВРЫЧЕНКО**

**«РУКИ В ТЕСТЕ» – ИННОВАЦИОННЫЙ ОБРАЗОВАТЕЛЬНЫЙ ПРОЕКТ ВО ФРАНЦИИ**

*Статья посвящена инновационному образовательному проекту под названием «Руки в тесте». Выяснено содержание понятия «Руки в тесте». Описано основные особенности, принципы и преимущества проекта, а также трудности, которые могут возникнуть в процессе его внедрения. Сделано вывод о значении проекта для модернизации французской системы образования и возможности заимствования и адаптации в условиях других образовательных систем.*

**Ключевые слова:** *инновационный образовательный проект, «Руки в тесте», Фондация по научному сотрудничеству в сфере обучения естествознания и математических наук, Леон Ледерман, «сенсификация».*

**Наталия ВОЕВУТКО**

**ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА УЧИТЕЛЕЙ В УКРАИНЕ И РЕСПУБЛИКЕ КИПР В XXI ВЕКЕ: ОТЛИЧИТЕЛЬНЫЕ ОСОБЕННОСТИ**

*В статье освещены особенности институционального, структурно-организационного и социального опыта профессиональной подготовки учителей в Украине и Республике Кипр в компаративном аспекте. Приведена иерархия позиций научно-педагогических работников в Республике Кипр в сопоставлении с их позициями в украинском пространстве высшего образования. Проанализированы гендерный состав педагогических работников, предпосылки географической мобильности и экономической миграции учителей.*

**Ключевые слова:** *профессиональная подготовка учителей, Республика Кипр, управление высшим образованием, квалификационные требования к должности учителя.*

**Елена ЖИЖКО**

**СТРАТЕГИИ РАЗВИТИЯ СОЦИАЛЬНО-ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ДЛЯ ВРЕМЕННЫХ РАБОТНИКОВ В ДЕЯТЕЛЬНОСТИ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ ЛАТИНСКОЙ АМЕРИКИ**

*В статье рассмотрены стратегии развития социально-образовательных программ для временных рабочих в деятельности образовательных организаций Латинской Америки. Выявлено, что приоритетом развития латиноамериканского образования, в частности,*



*социально-образовательных программ для временных рабочих, является улучшение их качества, внедрение современных учебных технологий, ориентация на положительный международный опыт.*

**Ключевые слова:** *социально-образовательные программы для временных рабочих, образование взрослых, региональные образовательные организации, образование в Латинской Америке.*

**Александр ОКОЛОВИЧ**

**ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ПОДГОТОВКЕ УЧИТЕЛЯ ИНОСТРАННОГО ЯЗЫКА В КОНТЕКСТЕ ИНТЕГРАЦИИ В ЕВРОПЕЙСКОЕ ОБРАЗОВАТЕЛЬНОЕ ПРОСТРАНСТВО**

*В статье освещены некоторые подходы к организации процесса изучения иностранных языков в условиях применения новых информационных технологий. Проанализированы факторы вербальной коммуникации, предпосылки обучения устной речи высшего коммуникативного уровня, внедрения информационных технологий в педагогическую теорию и практику. Освещены научные подходы организации самостоятельной работы студентов факультетов иностранных языков, повышение требований к уровню профессиональной компетентности и основные педагогические, методические, технологические условия их реализации. Рассмотрена специфика организации учебного процесса и творческой деятельности студентов филологических специальностей в условиях интеграции в европейское образовательное пространство.*

**Ключевые слова:** *коммуникативные способности, европейское образовательное общество, иностранный язык, информационные технологии, педагогика, личность, общество, задания, самостоятельная работа, компетентность.*



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## ANNOTATIONS

**Olena USTYMENKO-KOSORICH**

**SERBIAN BAYAN-ACCORDION SCHOOL OF FOLK MUSIC: THE HISTORICAL AND PEDAGOGICAL ASPECT**

*The article analyzes the socio-cultural conditions and pedagogical principles of two directions of professional training of Bayan-Accordion in Serbia, which significantly differ in axiological and vocational and technological sense: the level of professional competence of teachers, teaching individual motivation, creative and practical content and pedagogical actions, definition of their status in the context of scientific and educational policy and public awareness. It is proved that the Serbian national music and educational phenomenon is determined by the existence of academic musical education and commonplace-school accordion folk music, which form a kind of unity of artistic and spiritual layer of instrumental tradition in the culture of Serbia. The article defines the meaning of key concepts, disclosed the specifics of the Serbian folk music school and makes a comparative analysis of national academic and training areas in Bayan-Accordion music education system in Serbia.*

*National music schools emerged in the 1920s of the twentieth century and are today characterized as commonplace accordion-school folk music. Analysis of references showed that in the terminology database this term is not defined, which gave grounds for its interpretation.*

*Considering the notion «private school» we understand Serbian bayan-accordion school of folk music as a network of private musical and educational institutions of alternative nature aimed at preparing Bayan-Accordion specialists of ethno-cultural destination. It is proved that Serbian accordion schools of folk music operates and develops under the influence of certain cultural trends in the country and are a unique musical and educational phenomenon within the world of music and education. It was found that Serbian national accordion school had a peculiarity – verbal tradition which explained the logic of transferring the musical and educational information from master to a pupil. A school of folk music is seen as creative and performing music base having educational nature and including the Bayan-Accordion educational activities, based on traditional forms of music.*

**Key words:**

*School of Accordion folk music, free schools, music education, performance skills, academic school, performing style, music culture, national identity, cultural traditions.*

**Nataliya DICHEK**

**RECEPTION AS A NEW TOOL FOR EXPANDING METHODOLOGICAL FOUNDATIONS OF COMPARATIVE AND HISTORICAL EDUCATIONAL RESEARCHES**

*The problem of introduction the concept of «reception» in the methodological apparatus of Ukrainian historical and comparative studies in the field of education as their particular function has been raised in this article. The role and specificity of reception in these types of research, which is the complexity of its tasks, just as «the image perception and creation» and «spreading and adaptation» have been substantiated. Three forms of reception, the types of cultural transfer models that can describe the state of the reception of foreign pedagogical ideas and experience have been represented. Multiplicity of the concept of «reception» has been released as an effective tool of research, as a multidimensional process, as a cross-cultural phenomenon, and what is the most important – as an*



*important phenomenon needing to be introduced to the methodology of educational research, because it can help streamline and systematize theoretical work, giving it a meaningful direction, helping to choose methodological strategy, conscious selecting of researching goals.*

**Key words:** *reception, national image, text, cultural transfer, the dialogue of cultures, cross-national educational relations.*

**Alina SBRUIEVA**

**STRATEGIES OF EDUCATIONAL AND RESEARCH ACTIVITIES INTEGRATION OF THE UNIVERSITY: ANALYSIS OF INTERNATIONAL EXPERIENCE**

*The characteristic of the strategies of educational and research activities integration of the universities in the process of specialist training has been given in the article.*

*The topicality of the investigated problem in the context of demands to the University graduator, given in the European Qualifications Framework (EQF) and formulated in the Dublin descriptor of EQF, has been justified. Organizing approaches to the research-oriented studying of the students have been outlined. The system of the research culture values, forming of which is a vital element of the future teacher professional education under conditions of the knowledge society has been detailed. The importance of the theory and methodology of teaching in a higher school as a factor of the qualitative professional education has been shown.*

*The strategies of solving the investigated problem according to the higher educational institution definition of their mission and its full understanding, development of the research-oriented curriculum and methodological principles; development of the strategies of the scientific activity in the specialist training; professional development of the staff aimed at formation of readiness to the research-oriented studying, and at modernization of the university organizing structures, capable of realizing of the university mission in the investigated sphere have been shown.*

*The conclusion about strategies of integration of educational and scientific activity of the university as a complete system of interrelated and interdependent components having multilevel character has been drawn. The levels of such strategies and their subjects are the following: general institutional level (university), subinstitutional (educational and scientific structural subdivision of the university), department level (department), individual level (teacher, researcher).*

*The strategies of educational and research activities integration of the universities in the advanced countries according to the organizing levels of their functioning have been classified into: institutional (political, administrative, scientific and pedagogical), subinstitutional (administrative, organizing methodological), department level (scientific methodological), individual level (scientific, methodological, organizing, pedagogical).*

**Key words:** *multiculturalism, multicultural approach, multicultural education, development stages of multicultural education in France, dialog of cultures.*

**Oresta KLONTSAK**

**ORGANISATION OF ACADEMIC SERVICE-LEARNING AS A PART OF STUDENT'S PROFESSIONAL TRAINING IN THE SYSTEM OF UNIVERSITY EDUCATION OF THE USA**

*The article is devoted to the organization of academic service-learning in the university system of the USA. The main task of university education is students' professional training. Students should be taught to think critically, and make their own professional decisions. The notion of students' professional training as an integral part of the university education is examined. The*



essence of the concept of academic service-learning as a part of students' professional training in the system of university education of the USA is studied. Academic service-learning can be regarded as extracurricular or curricular activity. Curricular service-learning is defined as educational strategy that involves students to public activities in order to meet the needs of the community, and to help students better understand the content of the curriculum or discipline, and to enhance the sense of public responsibility.

The model of organization of academic service-learning developed by scientists at the Purdue University in Indianapolis, Indiana is demonstrated. Service-learning at the institutional level can be characterized as a cycle that includes awareness, planning, prototype, support, expansion, and evaluation.

The model of experiential learning developed by Kolb D.A. as the basis of academic service-learning is demonstrated. It includes abstract conceptualization, active experimentation, concrete experience, reflective observation.

Based on theoretical and empirical studies the ways of organization of academic service-learning in the system of university education of the USA are analyzed. The author pays attention to reflection as a key element of academic service-learning. Reflective activities are characterized by the following features: link experience to learning; are guided; occur regularly; allow feedback and assessment; foster the exploration and clarification of values.

Positive impact of academic service-learning to students' professional training in the system of university education of the USA is shown.

**Key words:** academic service-learning, educational strategy, higher education, university education, students' professional training, reflection, social activities.

**Anna ULANOVSKA**

### **CONTENT AND PROCEDURAL PRINCIPLES OF COOPERATION BETWEEN MAJOR BOLOGNA SUBJECTS**

An important characteristic of the Bologna process is the multiplicity of interacting stakeholders. The procedure of higher education (HE) policy production is realized in close cooperation between various actors operating at different levels (global, European, national, institutional). This factor promotes the formation of a new multi-level and multi-actor European Higher Education Area (EHEA) and requires detailed analysis. In this article we characterize main goals, objectives and activities of major Bologna supranational subjects, who represent different stakeholder groups in HE: the European University Association, the European Association of Higher Education Institutions, the European Association of Quality Assurance and the European Students' Union. These pan-European representative organizations united in E-4 Group have become influential consultative members of the Bologna Follow-up Group which oversees the process and monitors the results between the Ministerial conferences. To the main forms of their interaction in the Bologna context we refer: participation in joint projects and studies, conferences, seminars, forums and, of course, cooperation within BFUG.

The theoretical analysis of research studies and documents allows to define fundamental principles of the Bologna actors' interaction. It was found that each organization as a representative structure aims at protecting the interests of a particular group of HE stakeholders united by a common goal – the development of high-quality competitive EHEA. Besides, the need to consolidate efforts in order to achieve strategic goals was accentuated in all Bologna Communiqués and Declarations. Therefore, an important principle of cooperation between major Bologna subjects in the context of HE modernization is unity and coherence. Since the major tasks of BFUG is to organize work of the BP executive structures, achieve the goals through the implementation of key initiatives



and monitor results of the modernization process, the next important principle of supranational cooperation, in our opinion, is targeting the process, results, and evaluation of the outcomes. Furthermore, the fundamental principle which is essential for successful cooperation is the sustainability of information exchange. The flow of both formal and informal information among pan-European collective subjects is definitely more internationalized and stable than in other levels of BP. It is also clear that an important condition for the development of a new democratic model of European HE is open governance systems and a free access for all stakeholders. Thus, transparency of a decision-making process is also a crucial principle for BP subjects. Finally, the principle of authority delegation was identified as an integral activity aspect of studied organizations as well as their interaction within the E-4 group, BFUG and joint projects. Special attention in the article is paid to the role the European Commission has in the context of HE modernization. Main areas and methods of its influence are investigated and it is argued that this powerful institution obtains a front position in the BP.

**Key words:** higher education, Bologna process, governance subject, modernization, the European Commission, the European Higher Education Area, E-4 Group.

**Nataliya LAVRYCHENKO**  
**«HANDS IN THE DOUGH» - AN INNOVATIVE EDUCATIONAL PROJECT IN FRANCE**

The article is devoted to the innovative education project «Hands in dough» realized in France. It has been justified that the education system of France needed some innovational approaches. The content of the notion «Hands in dough» has been clarified and the place of origin and the creator of this idea have been mentioned. The history of realizing the project has been given. The so called «year of sensitization» has also been mentioned in the context as an important stage in establishment of the innovative project. According to the author, the new project met irony and distrust from ordinary people and scientists as well, so ten basic principles of the project have been described in order to justify its effectiveness. The author also describes another problem having emerged while putting «Hands in dough» into action: the lack of teachers with necessary qualification. It caused creation of the three-year plan for resource and staff supply as solution. The main peculiarities of the «Hands in dough» methodology have been given and characterized. One of them is the experimental character of studying when students ask questions, and teachers are not supposed to answer, but to help children find the right answer by themselves. To justify it and illustrate what actually the process is like, several examples of lessons have been given. Another specific feature of a typical lesson given according to the project «Hands in dough» described in the article is keeping personal diaries by students. It has been emphasized that giving «Hands in dough» lessons demands that a teacher should have special psychological and pedagogical preparation taking into account all the information given in the article. Some other demands to pedagogues using «Hands in dough» project have been enumerated. The author draws a conclusion about importance of the project for French education system modernization and about the possibility of its borrowing and adjusting to other education systems. But the necessity of providing all the required conditions has been accentuated.

**Key words:** innovative education project, «Hands in dough», Leon Lederman, Foundation in the field of scientific collaboration, sensitization, France.





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**Nataliya VOYEVUTKO**

**TEACHER TRAINING IN UKRAINE AND THE REPUBLIC OF CYPRUS IN THE 21th CENTURY: DISTINCTIVE FEATURES**

*The orientation of Higher Education in the Republic of Cyprus to international standards enriches the European experience of teacher training. Therefore, studying the experience of the Republic of Cyprus for borrowing ideas and technologies in teacher training useful for national education and higher education becomes highly relevant. The research purpose is to identify the distinctive features of institutional, structural and organisational and social experience in teacher education in Ukraine and the Republic of Cyprus.*

*The domestic educational sector features the following forms of ownership of higher educational institutions: public, communal and private. In the Republic of Cyprus, there are no communal ownership Universities.*

*In the Republic of Cyprus, teacher education is only provided at university level. However, unlike Ukraine, Cyprus does not have special pedagogical universities.*

*In the Republic of Cyprus, teacher training has two degrees of higher education: undergraduate (bachelor) and postgraduate (master and doctorate). In the Cypriot educational sector, a level «Specialist» is not available.*

*In the Republic of Cyprus, in contrast to Ukraine, most teachers, especially in high school, are men. This is due to the social status of teachers and professors in Cypriot society and, consequently, of their salary.*

*An indicator of differences such as the geographic mobility of teachers is also noteworthy. For example, in Ukraine graduates mainly work where there are learners. At the same time and conversely, economic migration (outflows to other sectors of economic activity) has recently quickened considerably.*

*In the Cypriot educational environment, the teaching profession is prestigious and highly paid because the problem of economic migration is not unnoticed.*

*Thus, differences of teaching experience in Ukraine and the Republic of Cyprus concern the following: ownership of higher education institutions; administration of higher education; educational and skill levels of specialist training; qualification requirements for getting a teacher post; the gender composition of the teaching staff; salary; geographic mobility.*

**Key words:** *teacher training, Republic of Cyprus, management of higher education, qualification requirements for the position of teacher.*

**Olena ZHYZHKO**

**STRATEGY OF SOCIAL AND EDUCATIONAL PROGRAMS FOR TEMPORARY WORKERS IN EDUCATIONAL INSTITUTIONS OF LATIN AMERICA**

*The strategies of development of socio-educational programs for temporary workers in educational institutions of Latin America were analyzed. The research shows that the main priority of Latin education development is quality improvement, introduction of new educational technologies, orientation to positive international experience.*

*It was established that the development of strategies of adult education in general and of socio-educational programs for temporary workers in particular had been developing in the Latin American region since the 50-ies of XX century. It resulted in formation of CREFAL, CEAAL, FIDEA and the organization of international and regional measures on adult education which laid the basis for the development of Latin American concept of adult education in the 60-80-ies of XX century. In the 80-90-ies of XX century the strategy for adult education gained progress with the implementation of special projects, such as PROMEDLAC, REDALF, «Regional Framework of*



*Action for Education for All» and the launch of OEA, OEI, SITEAL, EPJA, ILCE, LLECCE and consolidated in the first decade of the XXI century along with the adoption of programs PRELAC, «Goals 2021», «European Union - Latin America» «EUROsociAL Educación» and others.*

*It was established that from January 2011 in Latin America under the auspices of Spain launched a large-scale project in the field of education, aimed at further movement in the region towards social progress. This strategic direction is expressed in terms of social cohesion and overcoming inequalities in access to education. The proposed program of action involves a change in priorities toward improving the quality of Latin American education.*

*On the basis of the sources in the original language we can distinguish the following strategic directions of development of adult education, including socio-educational programs for temporary workers in the Latin American region:*

- connection of educational activities with health projects or other programs of a social nature;*
- cooperation of government agencies with national and international private institutions, business communities, ONG;*
- Introduction of modern educational technologies;*
- focus on positive international experience.*

**Key words:** *social and educational programs for temporary workers; adult education; regional educational organizations; education in Latin America.*

**Oleksandr OKOLOVYCH**

#### **NEW INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHER TRAINING IN THE CONTEXT OF INTEGRATION INTO THE EUROPEAN EDUCATIVE SPACE**

*In the article certain methods regarding foreign language study process in application conditions of the new information technologies are discussed. The factors of the verbal communication, premises of the verbal communication teaching at the higher level, introduction of information technologies in the pedagogical theory and practice are considered.*

*The scientific approaches to the organization of the independent foreign-language students' work, increasing demands to the level of professional competence and the main pedagogical, methodical and technological conditions of their realization are considered. The peculiarities of study process organization and creative activity of linguistic profession students under integration into the European educative space are shown.*

*European norms demand forming in Ukraine the system of the open state informational resources which contains following sub-systems: leading, normative and legislative, organization and methodical, executive (centers certifying electronic notarial system, quality and arbitration).*

*One of the increasing sources of the effectiveness of the state educational policy is the availability in the country the developed national and the transnational database resources. The Internet system enables interconnection between the countries, organizations and separate persons.*

*The quick technological progress of the work with video on computer and transmission of the video information into the computer net gave a push to the new possibilities of the video technologies use in education and foreign language learning.*

*Teachers belong to the special consumers of the information resources, because information is the only one and unique channel of their communication with the world society. Satisfaction of the need of information in education foresees a process of an intensive penetration of knowledge into the life of a separate person and society in general on the base of transformation of knowledge into the information resource like information materialized knowledge.*



*Information communicative technologies, especially its automatized treatment, are a very important factor of the educational management in quality increase and state policy of education. The Ministry of science and education of Ukraine is showing activity in this range: creates an educational network, organizes stable paperwork document control in the sphere of education etc.*

*Foreign language should be learned as a specific activity, which provides production and perception of the foreign language expressions, readiness of the entry to the real conversation in the conditions of integration into the European educational society.*

**Key words:** *communicative abilities, European educative society, foreign language, information technologies, pedagogy, personality, society, tasks, independent work, competence.*