



АННОТАЦІИ

Оксана ПЕРШУКОВА

МЕТОДОЛОГИЧЕСКАЯ МОДЕЛЬ СРАВНИТЕЛЬНО-ПЕДАГОГИЧЕСКОГО ИССЛЕДОВАНИЯ ТЕНДЕНЦИЙ РАЗВИТИЯ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ ШКОЛЬНИКОВ В СТРАНАХ ЗАПАДНОЙ ЕВРОПЫ

Статья посвящена анализу методологических подходов к проведению сравнительно-педагогического исследования и их практическому применению. Автором обосновано и создано методологическую модель сравнительно-педагогического исследования по определению тенденций развития образовательного направления, цель которого состоит в формировании многоязычия школьников у странах Западной Европы. Для создания теоретического фундамента использовано руководящие принципы и положения, а также интеграцию исследовательских подходов. На каждом из этапов исследования использованы общенаучные и конкретно-научные подходы. Созданная модель опирается на европейскую традицию сравнительно-педагогических исследований и учитывает опыт компаративистов, которые проводили исследования в отрасли языкового образования в европейских странах. Для поисков действенных путей усовершенствования в основу исследования положены потребности и противоречия, существующие в среднем образовании Украины.

Ключевые слова:

сравнительная педагогика; методология сравнительной педагогики, методологическая модель исследования, методы исследования, руководящие принципы и положения исследования, формирование многоязычия, многоязычное образование, образование школьников в странах Западной Европы, исследования в отрасли языкового образования.

Рената ОРОСОВА, Владимир СТАРОСТА

ДИАГНОСТИЧЕСКИЕ ЗАДАНИЯ В ПРОЦЕССЕ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ СТУДЕНТОВ (НА ПРИМЕРЕ КОШИЦКОГО УНИВЕРСИТЕТУ ИМЕНИ ПАВЛА ЙОЗЕФА ШАФАРИКА, СЛОВАЦКАЯ РЕСПУБЛИКА)

Проведено обобщение основных диагностических заданий и приведены методики их выполнения в процессе психолого-педагогической практики студентов – будущих учителей на примере Кошицкого университета имени Павла Йозефа Шафарика (Словацкая Республика), а именно: исследование подходов к мотивации и активизации учебно-познавательной деятельности учащихся на уроке; наблюдение и анализ нестандартных (сложных) ситуаций с точки зрения ученика; взаимодействие (интеракция) учителя и ученика в нестандартных (сложных) ситуациях; исследование стиля преподавательской деятельности учителя. Для выполнения заданий студенты используют педагогическое наблюдение и другие методы исследований в реальных условиях учебно-воспитательного процесса.

Ключевые слова:

диагностические задания, педагогическое исследование, метод наблюдения, психолого-педагогическая практика.



Татьяна КОЛЯДА

ВНЕУРОЧНАЯ ДЕЯТЕЛЬНОСТЬ В ЭЛИТНОЙ ШКОЛЕ ВЕЛИКОБРИТАНИИ В XIX В.

В статье рассмотрено внеурочную деятельность в элитных школах типа «паблик скулз» в Великобритании в период XIX - нач. XX в. Учитывая обобщения научных позиций установлено разницу между внеклассной и внешкольной работой в «паблик скулз», охарактеризованы индивидуальные, групповые и массовые формы внеклассной работы, раскрыта специфика их деятельности. На основе исследования определено содержание и цель внеурочной деятельности «паблик скулз» указанного периода, установлено их основные принципы.

Ключевые слова: *внеурочная деятельность, внешкольная деятельность, элитная школа, «паблик скулз», индивидуальные, групповые и массовые формы работы.*

Оксана БЯЛИК

ПОЛОВОЕ ВОСПИТАНИЕ УЧАЩИХСЯ В УЧРЕЖДЕНИЯХ ОБРАЗОВАНИЯ ПЕРВОЙ ВОЛНЫ ВСТУПЛЕНИЯ В ЕВРОПЕЙСКОЕ СООБЩЕСТВО

В статье сделана попытка раскрыть особенности осуществления полового воспитания в разных странах Евросоюза, ориентируясь на страны-учредители и волны вступления стран в европейское сообщество и акцентируя внимание на наиболее характерных признаках стран первой волны вступления в этом аспекте. Внимание автора сосредоточено на Великобритании, Греции, Дании, Испании и Португалии в сфере полового воспитания учащихся молодёжи, так как именно в этом макрорегионе распространяется международное педагогическое движение по сохранению репродуктивного и сексуального здоровья молодёжи, обосновано целесообразность международного сотрудничества в сфере полового воспитания.

Ключевые слова: *половое воспитание, учреждения образования, учащиеся, первая волна вступления в Евросоюз, Великобритания, Греция, Дания, Испания, Португалия.*

ЛЕСЯ ВИКТОРОВА

КОМПАРАТИВНЫЙ АНАЛИЗ ТЕОРЕТИЧЕСКИХ ПОДХОДОВ К ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ В СИСТЕМЕ ОБРАЗОВАНИЯ США, ВЕЛИКОЙ БРИТАНИИ И АВСТРИИ

В статье рассматриваются вопросы содержания иноязычной подготовки сотрудников спецслужб США, Великобритании и Австрии. Освещены основные стратегии, тренды и формы иноязычной подготовки, цель и структура языковых курсов специальных и военных ведомств сферы национальной безопасности США, Великобритании и Австрии. Описаны особенности работы центров лингвистической подготовки для различных категорий военнослужащих, особенности функционирования переводческих служб.

Ключевые слова: *иноязычное образование, стратегии обучения, зарубежный опыт, иностранный язык.*



Светлана ФЕДОРЕНКО

ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ДЛЯ ОБЕСПЕЧЕНИЯ ФОРМИРОВАНИЯ ГУМАНИТАРНОЙ КУЛЬТУРЫ СТУДЕНТОВ В ВЫСШЕЙ ШКОЛЕ США

В статье освещены организационно-педагогические условия для обеспечения формирования гуманитарной культуры студентов в учебно-воспитательном процессе высшей школы США, в частности утверждение студентоцентрированного подхода к образовательному процессу, обеспечение интеграции знаний на основе трансдисциплинарного подхода к содержанию и организации учебно-воспитательного процесса, внедрение курсов-семинаров, специально разработанных для студентов первого года обучения. Отмечено, что образовательный процесс, построенный на основе студентоцентрированности, требует от студентов ответственности за полученные знания и приобретенный опыт. Утверждается, что применение трансдисциплинарного подхода предполагает выстраивание взаимосвязей между различными путями познания и учебными дисциплинами, создает дополнительные возможности для студентов реализовать свой личностный потенциал. Рассмотрены особенности учебных курсов-семинаров в системе общеобразовательной подготовки на бакалавриате в высшей школе США, которые ориентированы на адаптацию студентов к академической среде учебного заведения и создают благоприятную развивающую-воспитательную образовательную среду для самопознания, саморазвития, самосовершенствования студентов, привлекая их к духовно направленной деятельности, что в целом обеспечивает формирование гуманитарной культуры студентов.

Ключевые слова:

высшая школа США, гуманитарная культура студентов, общеобразовательная подготовка, студенты бакалавриата, студентоцентрированный подход, трансдисциплинарность, междисциплинарность, учебные курсы-семинары.

Анна УЛАНОВСКАЯ

ОСОБЕННОСТИ ВОВЛЕЧЕНИЯ НАЦИОНАЛЬНЫХ СТУДЕНЧЕСКИХ СОЮЗОВ СТРАН БОЛОНСКОГО КЛУБА В УПРАВЛЕНИЕ ВЫСШИМ ОБРАЗОВАНИЕМ

В статье определены и охарактеризованы основные уровни деятельности Национальных студенческих союзов и организационно-процессуальные особенности их привлечения к управлению высшим образованием в странах Болонского клуба. Осуществлен сравнительный анализ основных моделей взаимодействия государственных органов управления и студенческих союзов в процессе выработки национальной образовательной политики, а также выяснены механизмы студенческого влияния на процесс принятия важных решений в контексте модернизации образования. Исследованы особенности деятельности крупнейших европейских студенческих организаций, которые стали мощными субъектами развития образования на общегосударственном уровне.

Ключевые слова:

национальный студенческий союз, управления высшим образованием, модернизация высшего образования, образовательная политика, субъекты развития образования.



Менглинг СЮЙ

ФУНКЦИОНАЛЬНЫЙ ПОДХОД К ПРЕПОДАВАНИЮ ИНОСТРАННОГО ЯЗЫКА

В статье рассмотрены современные подходы к преподаванию иностранного языка. На основе анализа научной литературы определены сущность, основы, принципы, средства и методы реализации функционального и коммуникативного подходов к обучению языку, которые помогают усвоить язык как средство общения на основе практического использования языкового материала. Автор предлагает лингвистическое обоснование преподавания второго языка с помощью четко определенных задач. Внимание акцентируется на обучении выбора из системы языковых средств функционально взаимосвязанных форм и использовании их в конкретной ситуации общения.

Ключевые слова: функциональный подход, носитель языка, ученик, теория взаимодействия, система упражнений.

Людмила БЕРЕЗА

ФОРМИРОВАНИЕ ЛИНГВОСТРАНОВЕДЧЕСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ-ИНОСТРАНЦЕВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ В ПРОЦЕССЕ ОБУЧЕНИЯ УКРАИНСКОГО ЯЗЫКА

Статья посвящена вопросам организации и реализации целенаправленной работы по формированию лингвострановедческой компетентности студентов технических специальностей, изучающих украинский язык как иностранный. Анализируется ряд психолого-педагогической литературы, на основании чего выделены условные этапы формирования лингвострановедческой компетентности студентов-иностранцев в процессе обучения украинскому языку. Предлагается методика обучения, которая обведи-няет традиционные аудиторные занятия в рамках Госстандарта, обогащенные страноведческим материалом, и внеаудиторные мероприятия воспитательного характера. Содержится комплекс упражнений, способствующих эффективному формированию лингвострановедческой компетентности иностранных студентов в процессе обучения украинскому языку. Затрагиваются проблемы, связанные с учебными текстами страноведческого характера, и предлагается методическая система работы с ними. Рассматриваются возможные способы семантизации лексических единиц с национально-культурным компонентом семантики.

Ключевые слова: лингвострановедческая компетентность, семантизация, лексические единицы, национально-культурный компонент семантики, организация учебного процесса, комплекс упражнений.

Елена КОРОТУН

МЕХАНИЗМ УСВОЕНИЯ СТУДЕНТАМИ-ИНОСТРАНЦАМИ ПРОФЕССИОНАЛЬНОЙ ТЕРМИНОЛОГИИ

Проанализированы умственные процессы усвоения лексических единиц иностранного языка и нейрофизиологические механизмы перехода от чувственного восприятия иноязычной лексики к их пониманию и употреблению в речи, причины возникновения «языковой тревожности» и «языковых барьеров», негативно влияющих на процесс усвоения иноязычной лексики.

Ключевые слова: усвоение иностранного языка, ощущение, восприятие, названия и понятия.



Светлана ЦЫМБРЬЛЮ

САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ КАК НЕОБХОДИМАЯ ДИДАКТИЧЕСКАЯ СОСТАВЛЯЮЩАЯ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА В ТЕХНИЧЕСКОМ ВУЗЕ

В статье рассмотрена самостоятельная работа студентов при изучении иностранного языка как основа образовательного процесса. Самостоятельная работа способствует активизации познавательной деятельности студентов, индивидуализации и интенсификации учебного процесса. Она обеспечивает рост знаний, умений и навыков студентов. Самостоятельная работа студента является одной из важнейших составляющих учебного процесса, в ходе которой происходит формирование навыков, умений и знаний, и в дальнейшем обеспечивается усвоение студентом приемов познавательной деятельности, интерес к творческой работе и, наконец, способность решать учебные и научные задачи.

Ключевые слова:

деятельность, самостоятельность, самостоятельная работа студента, иностранный язык, мотивация, профессиональное обучение, профессиональная деятельность, профессиональные навыки, внеаудиторная работа, познавательная деятельность.



ANNOTATIONS

Oksana PERSHUKOVA

METHODOLOGICAL MODEL OF COMPERATIVE PEDAGOGICAL INVESTIGATION ON TENDENCIES OF SCHOOLCHILDREN'S PLURILINGUAL EDUCATION DEVELOPMENT IN WESTERN EUROPEAN COUNTRIES

The article deals with the analysis of methodological approaches to the conducting the comparative pedagogical investigation and their practical application. The author substantiated and created the methodological model of comparative educational research on the trends identification concerning educational direction aiming schoolchildren's plurilingualism formation in the countries of Western Europe. To outline the theoretical basis of the research the guidelines and regulations are applied as well as the integration of exploratory approaches. At each stage of the investigation the general scientific and the specific exploratory methods are used.

The model is based on the European tradition of comparative educational research and takes into account the experience of comparative educational researchers, who conducted investigations in the field of language education in European countries. Among the main features there are: 1) understanding the differences in the interpretation of scientific and pedagogical terms, definitions and judgments; 2) general disclosure of contemporary and historical forms of education on mastering languages based on socio-cultural characteristics and traditions of schooling; 3) studying the process of mastering languages both in terms of theory and practice; 4) taking into account the opinions of experts concerning not only current state of education but reflection and analysis on trends of desired improvements. In addition to the above, to find effective ways of improvement the needs and contradictions that exist in the secondary schools of Ukraine are included in the main content of this comparative educational investigation. The author hopes that the proposed model will be useful for further comparative researches. However it is designed for implementing specific research tasks and it does not offer general tools for comparative analysis of any educational systems. It is not universal and can be used as a comparative benchmark for other investigators.

Key words: *comparative education; methodology of comparative education; methodological model of investigation; methods of research; the guidelines and regulations of the investigation; formation of plurilingualism; plurilingual education; education of school children in Western European countries; investigations in language education.*

Renata OROSOVA, Volodymyr STAROSTA

DIAGNOSTIC TASKS IN THE PROCESS OF STUDENTS' PEDAGOGICAL AND PSYCHOLOGICAL PRACTICE (BASED ON THE EXAMPLE OF PAVOL JOZEF ŠAFÁRIK UNIVERSITY IN KOŠICE, SLOVAK REPUBLIC)

During their passive pedagogical and psychological practice the students of Pavol Jozef Šafárik University in Košice (Slovak Republic) receive diagnostic tasks and investigate such aspects as approaches to motivation and intensification of teaching and learning activities at the lesson; difficult situations; a teacher's reaction and response to pupils' misconduct (interaction of teachers and students in standard and non-standard situations during studies); teaching styles; organization and stages of lessons; estimation of pupils' educational activities.

Lesson observation and analysis, teaching practice seminar, individual study are among the main forms of pedagogical and psychological practice. Students receive detailed diagnostic tasks and methods (schemes) of psychological and pedagogical research. They use techniques for studying,



recording and the analysing the results. They also have a list of questions for reflection during and after diagnostic observation in the classroom. Students use the method of Ned Flanders to determine teaching style. As a result of observation of the lessons of 50 teachers the proportion of teachers with appropriate teaching style was found. Most of teachers use either Nondirective style (46%) or Medium directive style (30%).

It is shown that for professional training of teachers at Pavol Jozef Šafárik University in Košice (Slovak Republic) during pedagogical and psychological practice the distinct system of teaching and research tasks were developed. To fulfil them students use observation and other methods for the analysis of teachers, students, fellow trainees and their own educational activities.

Key words: *diagnostic tasks, method of observation, pedagogical research, pedagogical and psychological practice, future teachers' training.*

Tetiana KOLIADA

EXTRACURRICULAR ACTIVITY AT ELITE SCHOOLS OF GREAT BRITAIN IN THE 19th CENTURY

The educational process of modern schools demands to create the conditions that allow developing pupils' personal and creative skills and ability to put acquired at the lessons knowledge into practice. The article deals with extracurricular activities at elite schools like the public schools in Great Britain during the period of the 19th and early 20th centuries. The definition of the term «public schools» is given. Today, schools of this type are considered to be independent and elite, as they are not affordable for all social strata of population. Based on the generalization of scientific positions the difference between extra-curricular and out-of-school activities at public schools is presented. Individual, group and mass forms of extracurricular work are characterized, the peculiarities of such activities are revealed. The article determines the content and objectives of the extracurricular activity at public schools during the mentioned period, presents its basic principles. The content of extracurricular work is stated as adapted social experience, emotionally experienced and implemented aspects of student life, the interaction between people, morality, etc. The content was characterized by improving various skills and by emotional aspect. Hence the purpose of extracurricular work is students' assimilation of social experience necessary for successful functioning in the society, formation of leadership system and the system of accepted by the society values, and the ability to apply skills in practice. It is shown that extracurricular activity was based on the basic principles of education, but it had its own specific principles: the voluntary nature of participation, participatory activities, the development of initiative and resourcefulness, connection with academic work.

Key words: *elite schools, public schools, extracurricular activity, individual forms of work, group forms of work, mass forms of work, meaning, purpose, principles.*

Oksana BYALIK

STUDENTS' SEX EDUCATION IN THE EDUCATIONAL INSTITUTIONS OF THE FIRST WAVE ACCESSION TO THE EU

The article attempts to find out the features of sex education in various EU countries considering country-founders and the waves of countries' accession to the EU and to focus on the most characteristic peculiarities of the first wave of accession to the European community. The author's attention in particular is focused on the UK, Greece, Denmark, Spain and Portugal as the international educational movement for reproductive and sexual health of young people is expanded in this macro region. The necessity of international cooperation in the sphere of sex education is proved.



It is shown that modern politics of sex and sex education are generally homogeneous in the UK, but there are features that vary between the countries of the United Kingdom (England, Northern Ireland, Scotland and Wales). Sex education is obligatory in Greece, but today a questionable issue remains because of the position of religious organizations and society. In Spain, the Roman Catholic Church influences the perception of sex education in the community and in Portugal the modernization of the country in recent decades results in reviewing of values and issues mentioned in the article.

The article states that the countries pay attention to sex education of students as an important value of society, which is connected with reproductive and sexual health of citizens, the formation of readiness for marriage and responsible parenthood. It is found that the development of gender policy in each country is important for improvement of national systems of school sex education in EU countries.

Key words: sex education, educational institutions, students, the first wave of accession to the EU, United Kingdom, Greece, Denmark, Ireland, Portugal.

Lesia VIKTOROVA

COMPARATIVE ANALYSIS OF MODERN APPROACHES TO PROFESSIONAL TRAINING IN THE SYSTEM OF HIGHER EDUCATION OF USA, UK AND AUSTRIA

In the paper the problems of the foreign language training of USA, UK and Austria security service personnel are analyzed. The main strategies, trends and forms of foreign language training are highlighted; the objective and structure of the language courses in special and military departments in the US and UK national security sphere are investigated. We describe the features of the language training centers for different categories of servicemen, the peculiarities of translation services.

Analysis of the foreign practice of language teaching of special and military departments personnel shows that in the world leading countries and in military (intelligence) blocks there is an active, complex and systematic policy in the sphere of linguistic maintain of the national security.

Modern foreign language training of the security sector specialists in different countries can be characterized by: a) multi-level structure that assumes the formation of different levels of professional communicative competence on the different stages (courses) of training (need in common communication, professional terminology, coordination with other departments, translation of technical or diplomatic documents etc); b) complex goal that is directed on professional, social and personal development of the employees while studying foreign languages by means of formation of the corresponding competences according to the given tasks; c) systematization that is reached by gradual implementation of profession-oriented foreign language teaching in secondary and professional education at all levels taking into consideration the peculiarities of organization and contents of training, specific character of the activity.

Urgent for the implementation and improvement of the departmental programs (concepts) of foreign language training considering the existing foreign experience are modernization and optimization of the educational model: involving and rational usage of the native speakers and highly-qualified linguists, systematic usage of forms and methods of competence, communicative and profession- and personal-oriented education (learning in small groups, training levels, penetration into the language environment, studying abroad etc); elaboration of standardized teaching methods and assessment of academic progress on the different levels of professional foreign language competence, financial and technical support of the departments that perform language training of the employees, introduction of new teaching services (courses, seminars, trainings) according to needs of practical departments. Content of professional foreign language training in France special and military departments offer different training strategies for their students: meta-cognitive techniques for organization, focusing and self-assessment; affective strategies for processing emotions or circumstances;



social strategies for cooperation with other participants of the learning process; cognitive strategies for obtaining new information and implementing it into the existing schemes, its analysis and classification; memorizing strategies for implementing new information into memory, its storage and with drawal in case of necessity; compensation strategies (guessing or using gestures) to fight the imperfections and gaps in the current language proficiency.

Key words: *foreign language teaching, learning strategies, intelligence service, national security, military departments, foreign experience, foreign language.*

Svitlana FEDORENKO

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR STUDENTS' LIBERAL CULTURE FORMATION IN THE EDUCATIONAL PROCESS OF THE US COLLEGES AND UNIVERSITIES

The article highlights the organizational and pedagogical conditions for the formation of students' liberal culture in the US colleges and universities. These conditions are influenced by student-centered approach to the educational process, integration of knowledge mainly based on trans-disciplinary approach to the content and organization of the educational process, and organization of seminars for the first-year students. It is indicated that student-centered instruction requires students' responsibility for the acquired knowledge and gained experience. It gives students opportunities to manage their learning activities, explore topics that interest them, and generally contribute to the design of their own course of study. Students become active agents of the educational process adjusting it and realizing the goals and outcomes of learning and development they are expected to achieve. The student-centered approach is increasingly encouraged in the US higher education. Trans-disciplinary approach as one of the most effective ways of knowledge integration in the educational process of the colleges and universities provides relationships between different ways of learning and academic disciplines, creates more opportunities for students to identify and realize their personal potential and for shaping their liberal culture as well. The article states that seminars in the system of the US general education for first-year students are intended to facilitate thought-provoking academic discussion, respectful interaction, to introduce and support the institutional value of academic achievement through close student-faculty relationships. These seminars assist students' adaptation to the academic environment and create favourable educational learning environment for self-knowledge, self-development, and self-improvement, involving students in spiritually directed educational activities, which altogether result in shaping students' liberal culture.

Key words: *the US higher education, students' liberal culture, general education, first-year students, knowledge integration, student-centered approach, transdisciplinary approach, interdisciplinary approach, seminars.*

Anna ULANOVSKA

PECULIARITIES OF STUDENTS' NATIONAL UNIONS ENGAGEMENT INTO HIGHER EDUCATION GOVERNANCE IN THE BOLOGNA COUNTRIES

By joining the Bologna process, Ukraine has committed to adhere to European principles of higher education sustainable development, one of which is the recognition of students as key actors and equal partners of educational policies production and implementation. Despite some positive results of the process of student engagement at the institutional level, the impact of student representative organizations at the national arena remains quite low due to the lack of legal, financial and



procedural provision for their functioning and inclusion into the higher education governance system. In our opinion, the case study and comparative analysis of organizational and procedural aspects of the largest National Unions of Students in Europe will definitely contribute to the growth and qualitative development of the Ukrainian student movement.

In the article main levels of Students' National Unions' activities are defined and characterized. At the basic level there are local or institutional student organizations, which are aimed at protecting the interests of their members within the faculty, university or local associations. These students form the basis of the NUS and determine its policies and priorities according to their goals and values. At the national level, defending the rights of students, the NUS interacts with the Ministry of Education and other representative organizations, quality assurance agencies which have their visions of the educational sector and their own interests in the process of its modernization. It is obvious that contemporary national HE systems are influenced by international tendencies and strategies of HE development, such as the Bologna Process. Thus, it can be stated that the formation, development and functioning of NUSes are impacted nowadays by the variety of internal and external factors.

As a result of the conducted research study, it was found that in Europe there are two different models of cooperation between the state and non-governmental structures in the process of educational policy production – neo-corporatist and pluralist. It was determined that neo-corporatist model is a system of student representation with a limited number of organizations that are officially recognized by the state as representative agents. Pluralist model is based on the interaction of many representative organizations that compete or cooperate in the process of defending students' interests and rights on the national level. It was proven, that each model has its advantages and disadvantages. Besides, according to the legislative framework in both models student unions may have formal and informal channels of influence on decision-making.

Based on the case study of the largest and most influential NUSes in Europe (l'UNEF (France) and NUS-UK (UK)) representing different models of public cooperation, we can state that each of them has unique organizational and procedural characteristics and progressive experience which can be used in the development of a strong student representation system in Ukraine at the national level.

Key words: *National Union of Students, higher education governance, modernization of higher education, educational policy, subjects in higher education.*

MENGLING XU

A FUNCTIONALIST VIEW OF TASK-BASED LANGUAGE TEACHING

The article deals with a functionalist view of task-based language teaching. It is said that the functionalist view of language and the interaction hypothesis provide not only a linguistic rationale, but also some empirical evidences for task-based language teaching which focuses on the interaction process and emphasizes communication and learning. The article describes the interaction hypothesis and states that learners acquire a second language through the process of interacting, negotiating and conveying meanings in the language in purposeful situations.

The interaction hypothesis is characterized to attempt to account for second language acquisition through learner's exposure to language, production of language, and negotiation on that production also has pedagogical implications on task-based second language teaching in which meaningful interaction and negotiation between two or more speakers can take place.

The author comes to the conclusion that integrating both theoretical and empirical foundations of second language acquisition and learning, task-based language teaching has benefits in promoting language acquisition by providing learners with opportunities to receive input in the target language, produce and modify their output, shift their attention to notice the problem in comprehension or



production, and receive negotiation on their communicative efforts and in communicative meaningful tasks. Second language learners learn the active use of language depending on comprehensible input, output and negotiation of meaning by engaging in a lot of naturalistic and meaningful communication activities and tasks through task-based language teaching.

Key words: *functionalist approach, language carrier, a student, theory of interaction, system of exercises.*

Liudmyla BEREZA

THE FORMATION OF COUNTRY LINGUISTIC COMPETENCE IN FOREIGN STUDENTS OF TECHNICAL PROFESSIONS BY MEANS OF THE UKRAINIAN LANGUAGE LEARNING

The article is devoted to the issue of organization and realization of purposeful work for forming linguistic country competence in students of technical profession, who learn the Ukrainian language as foreign. The method of studies, which combines traditional audience employments within the limits of national Standard, country research material, and extracurricular employments and measures of an educative character, is offered. The author developed the complex of exercises, which facilitates the effective forming of foreign students' country linguistic competence in the process of learning Ukrainian, promotes their motivation and allows to achieve aims, fixed in State Standard and Conception of Foreign Language Learning. Problems related to educational texts of country research maintenance and the methodical system of work with them are discovered. The article outlines the ways of educational activities with students-foreigners. The importance of permanent improvement of content of students' independent work in the process of learning the Ukrainian language is stressed. It is marked that foreign students learn country linguistic material by means of the expansion of the thematic material, the increase of independent work and extracurricular activities, and during the study of the special course «Country's Linguistic Studies».

The article gives the analysis of the experiment, the purpose of which was to saturate the content of the course «Ukrainian language» with country linguistic material. It could be possible by introducing different forms of performances, application of exercises complexes promoting the level of forming students' country linguistic competence. Stage-by-stage work with new country linguistic material is presented.

Key words: *country linguistic competence, semantization, lexical units, national cultural component of semantics, organization of educational process, complex of exercises.*

Olena KOROTUN

MECHANISMS OF PROFESSIONAL TERMINOLOGY LEARNING BY FOREIGN STUDENTS

The article deals with the mental processes of lexical units' assimilation in a foreign language and neurophysiological mechanisms of the transition from sensory perception of foreign vocabulary to its understanding and use in speech. The causes of «language anxiety» and «language barriers» that negatively affect the process of foreign language vocabulary learning are analyzed.

The different strategies for foreign students are proposed: 1) meta-cognitive techniques for organization, focusing and self-assessment; 2) affective strategies for processing emotions or circumstances; 3) social strategies for cooperation with other participants of the learning process; 4) cognitive strategies for obtaining new information and implementing it into the existing schemes, its analysis



and classification; 5) memorizing strategies for implementing new information into memory, its storage and withdrawal in case of necessity; 6) compensation strategies (guessing or using gestures) to fight the imperfections and gaps in the current language proficiency.

For the first time scientific essence, content and structure of professional terminological competence have been revealed as professional's ability to correspond to the vocational requirements and demonstrate proper personal qualities in professional communication, mobilizing for this knowledge of terminology, abilities and skills to use it properly and linguistically correctly in both oral and written communication (due to the required norms), basing on own internal motivation and experience, realizing the necessity of self-improvement and self-development.

Key words: learning a foreign language, sensation, perception, names and concepts.

Svitlana TSYMBRYLO

STUDENTS' INDEPENDENT WORK AS AN INTEGRAL DIDACTIC PART OF FOREIGN LANGUAGE STUDYING AT HIGHER TECHNICAL SCHOOL

The article considers the independent work of students studying foreign language as the basis of educational process. It is stated that students' independent work promotes the activation of students' cognitive activity as well as individualization and intensification of educational process. It provides the growth of students' knowledge, skills and habits. The efficiency of students' independent work to a large extent depends on the organizing of its control by a teacher. The aim of control of students' independent work is to ensure methodologically correct, quick and efficient grasping of theoretical material as well as acquiring skills for solving certain tasks set by academic disciplines. The forms of control usually depends on specific academic discipline, its content, the amount of academic hours for its study, types of task for independent learning, teacher's experience etc. The main purpose for extracurricular activity in the process of foreign language study is to form language, professional and learning competence as well as to develop independence as a personal trait. The up-to-date requirements a qualified specialist must meet focus not only on the level of professional skills and knowledge.

Foreign language competence is one of the requirements a contemporary professional faces. A good command of foreign language makes specialists more attractive for their prospective employer and increases their competitiveness at labour market. Students' independent work in laboratories, reading rooms, participation in research work form an advanced specialist who is able to acquire information and apply it to practice. Foreign language plays an important role in obtaining information, establishing and maintaining interpersonal contacts. Types of students' independent work must be methodological and didactic, taking into account modern realities and technological progress. Students' independent work is an integral part of educational process aiming at obtaining knowledge, skills and habits as well as mastering methods of cognitive activity. It awakes interest into creative activity and develops ability to solve educational and scientific tasks and problems.

Key words: activity, independence, students' independent work, foreign language, motivation, training, professional activity, professional skills, extracurricular activity, cognitive activity.