ABSTRACT&REFERENCES

EXPERIMENTAL VERIFICATION OF THE EFFICIENCY OF THE METHODOLOGY OF DIFFERENTIATED FORMATION OF ENGLISH LEXICAL COMPETENCE IN READING OF FUTURE LINGUISTS

p. 4-12

Andrii Kravchenko, Assistant, Department of Teaching Methods of Ukrainian and Foreign Languages and Literatures, Institute of Philology of Taras Shevchenko National University of Kyiv, Volodymyrska str., 60, Kyiv, Ukraine, 01033

E-mail: articles1@ukr.net

ORCID: *http://orcid.org/0000-0001-9763-3530*

The article presents the results of the experimental verification of the effectiveness of the methodology of differentiated formation of English lexical competence in reading of future linguists, the planning, preparation and conduct of the experiment are described as well as the criteria and norms for evaluating lexical knowledge and receptive skills in reading; experimental verification of the effectiveness of author's methodology and developed methodological recommendations are also proved. The author's methodology is implemented in the model of the organization of the learning process, which covers the differentiation of learning objectives and expected results, teaching objects and subjects of training; learning elements; content, methods, forms of organization and control of students' educational activities. The micro-module is set as the minimum unit of the education organization. It comprises 6 hours of in-class work and 6 hours of independent work. It is thematic and covers about 100 new words, according to which the sentences, the phrasal unity, the texts are chosen, and the subsystem of exercises and tasks is organized. The model is synchronized: students perform the same type of work at the same time, but the content of the exercises and the nature of the tasks varies. It is found out that the effectiveness of the formation of English lexical competence in reading of future linguists is high, provided that differentiated groups are created according to the criterion of learning (low/sufficient/high); the objectives and expected learning outcomes for each differentiated group is given; provided that the content and nature of the exercises and tasks, the control over their implementation are monitored, and the adherence to the phases of the learning process is controlled. To assess students, the following criteria were taken: the correctness of understanding of the lexical unit, its denotative and connotative meaning in the speech; correctness of content communication establishing; degree of understanding of the implications and concepts in the text; extralinguistic information related to the lexical unit; degree of understanding of the content and meaning of the text; correctness and depth of search / analysis when solving lexicological tasks. We were able to trace the positive dynamics of the experimental group as a whole and each differentiated subgroup (depending on the initial level of learning) in particular. The reliability of the results of the experiment were proved by the Mann-Whitney method

Keywords*: lexical competence, differentiated approach, motivation, experiment, local, global and dark implicators*

References

1. Shhoseva, E. P. (1991). Differentsirovannyy podkhod k obucheniyu monologicheskoy rechi na pervom etape neyazykovogo vuza. Moscow: Mosk. gos. lingvist. un-t., 23.

2. Khamraeva, E. A. (1995). Differentsirovannyy podkhod v obuchenii studentov-filologov prakticheskoy grammatike nerodnogo yazyka. Moscow, 177.

3. Chechik, I. V. (2005). Realizatsiya differentsirovannogo podkhoda k obucheniyu RKI s uchetom individual'no-psikhologicheskikh kharakteristik uchashhikhsya. Saint Petersburg: Ros. gos. ped. un-t im. A. I. Gertsena, 19.

4. Gvozdeva, A. B. (2007). Bazovye kontseptual'nye polozheniya ingegrativno-differentsirovannogo podkhoda k obucheniyu. Innovatsii v nepreryvnom professional'nom obrazovanii konkurentosposobnykh kadrov. Kursk: Izd-vo KGU, 1, 99–103.

5. Bondar, L. V. (2010). Metodychna kharakterystyka kompleksu vprav dlia navchannia frantsuzkoho profesiino oriientovanoho monolohichnoho movlennia studentiv tekhnichnykh spetsialnostei. Visnyk NTUU "KPI". Filosofiia. Psykholohiia. Pedahohika, 3, 149–153.

6. Krasheninnikova, N. N. (2014). Osobennosti differentsirovannogo formirovaniya inoyazychnoy uchebno-issledovatel'skoy kompetentsii magistrantov tekhnicheskikh vuzov. Filologicheskie nauki. Voprosy teorii i praktiki, 10-1 (40), 120–124.

7. Sidorenko, E. V. (2000). Metody matematicheskoy obrabotki v psikhologii. Saint Petersburg: OO «Rech'», 350.

8. Bukharova, G. D. (2012). Opytno-poiskovaya, opytno-eksperimental'naya rabota i pedagogicheskiy eksperiment v dissertatsionnykh issledovaniyakh. Nauchnye issledovaniya v obrazovanii, 11. Available at: https://cyberleninka.ru/article/n/opytno-poiskovaya-opytno-eksperimentalnaya-rabota-i-pedagogicheskiy-eksperiment-v-dissertatsionnyh-issledovaniyah

9. Lyakhovitskiy, M. V. (2012). O sushhnosti i spetsifike eksperimental'nogo issledovaniya v metodike obucheniya inostrannomu yaziku. Inostrannye yazyki v shkole. Zolotye stranitsy, 8, 3–10.

10. Seregin, N. V. (2012). Nauchnaya problematika, gipoteza i kriterii uspeshnosti teoreticheskoy osnovy pedagogicheskogo issledovaniya. Mir nauki, kul'tury, obrazovaniya, 1, 147–149.

11. Patiievych, O. V. (2015). Metodychni rekomendatsii shchodo navchannia stylistychno unormovanoho naukovoho pysemnoho movlennia studentiv-mahistrantiv pryrodnychykh fakultetiv. Suchasna pedahohika: teoriia, metodyka, praktyka, 62–67. Available at: http://molodyvcheny.in.ua/files/conf/ped/11oct2015/11oct2015.pdf

12. Solomko, Z. K. (2013). Eksperymentalna perevirka efektyvnosti metodyky formuvannia ta udoskonalennia retseptyvnoi leksychnoi kompetentsii maibutnikh yurystiv u samostiinii roboti. Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu. Seriia: Pedahohichni nauky, 111, 294–302. Available at: http://nbuv.gov.ua/UJRN/VchdpuP_2013_111_73

13. Smolina, S. V. (2010). Metodyka formuvannia inshomovnoi leksychnoi kompetentsii. Inozemni movy, 4, 16–23.

14. Kotlovskyi, A. M. (2017). Formuvannia anhlomovnoi leksyko-hramatychnoi kompetentnosti v hovorinni maibutnikh ekonomistiv u protsesi samostiinoi roboty. Ternopil, 253.

15. Biretska, L. S. (2014). Orhanizatsiia eksperymentalnoi perevirky efektyvnosti metodyky formuvannia anhlomovnoi leksychnoi kompetentnosti maibutnikh likariv u protsesi profesiino oriientovanoho chytannia. Teoretychni pytannia kultury, osvity ta vykhovannia, 50, 110–116. Available at: http://nbuv.gov.ua/UJRN/Tpkov_2014_50_30

16. Shostak, Y. Y. (2011). Formyrovanye leksycheskoi kompetentsyy pry obuchenyy ynostrannomu yazyku. Naukovyi visnyk Pivdennoukrainskoho natsionalnoho pedahohichnoho universytetu imeni K. D. Ushynskoho. Odessa, 244–248.

17. Siaska, N. V. (2013). Efektyvnist formuvannia anhlomovnoi leksychnoi kompetentnosti u maibutnikh uchyteliv zasobamy avtentychnykh poetychnykh tekstiv. Problemy suchasnoi pedahohichnoi osvity. Pedahohika i psykholohiia, 39 (4), 259–264. Available at: http://nbuv.gov.ua/UJRN/pspo_2013_39%284%29__42

18. Seidenberg, M. S. (2013). The Science of Reading and Its Educational Implications. Language Learning and Development, 9 (4), 331–360. doi: http://doi.org/10.1080/15475441.2013.812017

19. Berens, M. S., Kovelman, I., Petitto, L.-A. (2013). Should Bilingual Children Learn Reading in Two Languages at the Same Time or in Sequence? Bilingual Research Journal, 36 (1), 35–60. doi: http://doi.org/10.1080/15235882.2013.779618

20. Dilkina, K., McClelland, J. L., Plaut, D. C. (2010). Are there mental lexicons? The role of semantics in lexical decision. Brain Research, 1365, 66–81. doi: http://doi.org/10.1016/j.brainres.2010.09.057

THE PROCESS OF FORMATION OF COMMUNICATIVE-SPEAKING COMPETENCE OF SOCIAL WORKERS BASED ON THE SYSTEM-TARGET APPROACH

p. 13-16

Liudmyla Berezovska, PhD, Associate Professor, Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University, Shevchenka str., 57, Ivano-Frankivsk, Ukraine, 76018
Email: lydunya@gmail.com
ORCID: *http://orcid.org/0000-0002-3032-7261*

The article deals with theoretical analysis of the literature on determining the place and role of the system-target approach in the process of formation of the communicative-speaking competence of future social workers in higher education institutions. It is indicated, that the usage of a system-target approach is aimed at forming in students a system of interdisciplinary knowledge from linguistic disciplines, communicative skills and skillful usage of them in future professional activities.

The program of the elective course "Technologies of professional communication" was developed. The informative content of which predicted creation of a system of theoretical and methodological knowledge in students about the essence of communicative-speaking activity; the development of skills of professional-speaking communication; performance of practical tasks; communicative exercises (trainings); value attitudes; communicatively significant personal qualities; professional motives, interests, interpersonal interactions. The selection of exercises and tasks was carried out according to the following criteria: purpose; sequence and technique of the intended actions; self-control over the course and results of actions; control over the implementation of exercises and its results from the teacher. Exercise was aimed at practical mastering of the procedure and "technology" of communication on the basis of working out its most important elements, which promoted the development of communicative-speaking skills, acquisition of skills of management in the communication process, ensured the formation of organic and consistent actions in the public environment, technology and speech logic, its expressiveness and emotionality.

Among the conditions that will ensure the effectiveness of educational activities at each stages of the communicative-speaking competence formation there were chosen: the creation of educational communication environment on the basis of a structural and target approach, oriented on compliance with the algorithm of action (analysis, planning, designing); realization of interdisciplinary connections of cycles of psychological and pedagogical, fundamental and professionally oriented disciplines; creating a supportive environment for communication, based on a human, tolerant attitude towards the interlocutor

Keywords: *communicative and speaking competence, system-target approach, elective course, language barriers*

References

1. Romanyshyn, O. Ya. (2016). Metodolohichni pidkhody formuvannia profesiinoi identychnosti maibutnikh uchyteliv zasobamy informatsiinykh tekhnolohii [The methodological approaches to formation of professional identity of future teachers by means of information technologies]. Naukovyi Visnyk Uzhhorodskoho universytetu. Seriia: «Pedahohika. Sotsialna robota», 2 (39), 210–213.

2. Kharchenko, S. Ya. (Ed.) (2016). Systemnyi pidkhid u suchasnykh pedahohichnykh doslidzhenniakh v Ukraini [The system approach in modern pedagogical researches in Ukraine]. Starobilsk: Vyd-vo DZ «LNU imeni Tarasa Shevchenka», 495.

3. Kichuk, N. V. (2014). Formation of professional orientation of future social pedagogues: some methodological guidelines. Naukovi pratsi Chornomorskoho derzhavnoho

universytetu imeni Petra Mohyly kompleksu «Kyievo-Mo-hylianska akademiia». Seriia: Pedahohika, 251 (239), 62–65. Available at: http://pednauki.chdu.edu.ua/article/view/44436 Last accessed: 10.03.2019

4. Shabanova, Yu. O. (2014). Systemnyi pidkhid u vyshchii shkoli [The system approach in high school]. Dni-propetrovsk: NHU, 120.

5. Merriam-Webster's Collegiate Dictionary (2014). Merriam-Webster Inc, 1663. Available at: http://books.goo-gle.com.ua/books?id=TAnheeIPcAEC&pg=PA 1112&redir_esc Last accessed: 20.03.2019

6. Karaman, O. (2012). Systemnyi pidkhid yak met-odolohiia doslidzhennia sotsialno-pedahohichnoi roboty z nepovnolitnimy zasudzhenymy v Ukraini [The system approach as a methodology for researching of social working with juvenile convicts in Ukraine]. Naukovi zapysky. Seriia: Pedahohichni nauky, 107_1, 222–229.

7. Karpanina, E. N., Gura, A. Yu., Ron, I. N. (2018). Rationale of the System Approach to Education of Future Specialists in the University. Astra Salvensis – revista de istorie si cultura, VI (1), 763–765. Available at: https://www.ceeol.com/search/article-detail?id=647692

8. Malafiik, I. V. (2004). Systemnyi pidkhid u teorii i praktytsi [The system approach in theory and practice]. Rivne: Rivnenskyi derzh. hum. un-t, 437.

9. Fomitska, N. V. (2014). The specific of applying of the system approach in public administration. Derzhavne budivnytstvo, 2. Available at: http://nbuv.gov.ua/UJRN/DeBu_2014_2_7 Last accessed: 19.03.2018

10. Gupta, S., Gupta, A. (2013). The Systems Approach in Education. International Journal of Management, 1 (1), 52–53. Available at: https://www.mitpublications.org/yellow_images/1388230198_logo_paper%207.pdf

11. Hlikman, S. (2018). Model of functioning of professional qualities of future navigators in the process of special training. ScienceRise: Pedagogical Education, 5 (25), 9–13. doi: http://doi.org/10.15587/2519-4984.2018.134694

METHODOLOGICAL ASPECTS FOR THE PREPARATION OF FUTURE TEACHERS OF FINE ARTS

p. 17-21

Halyna Sotska, Doctor of Pedagogical Sciences, Senior Researcher, Ivan Zyazun Institute for Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, M. Berlinskoho str., 9, Kyiv, Ukraine, 04060
E-mail: galasotska@ukr.net
ORCID: *http://orcid.org/0000-0002-0184-2715*

Halyna Kuzmenko, PhD, Associate Professor, Department of Fine Art, Borys Grinchenko Kyiv University, Bul-varno-Kudriavska str., 18/2, Ukraine, Kyiv, 04053
E-mail: h.kuzmenko@kubg.edu.ua
ORCID: *http://orcid.org/0000-0002-0613-3934*

The article reveals methodological principles for the preparation of future teachers of fine arts for individual pedagogical activity. It was demonstrated, that the preparation should be carried out on the basis of a system, competence, integration, creativity and activity approach. A substantiation of concepts from the above-mentioned approaches in the preparation of future teachers of fine arts was made, which consideration should contribute to innovative alterations in the general education system of specialists in the field of fine arts in higher education institutions.

The system approach is considered by the authors as a purposeful and clearly organized method to achieve the determined goal. It envisages a combined consecutive work of students and teachers, managing the educative process, it ensures the integrity, efficiency and resulting quality of the educational process, creating conditions for future teachers to achieve a combination of new qualities, necessary in an individual professional occupation.

The competence oriented approach is defined by the authors as a shaped individual quality of a future teacher of fine arts, specifying the extent of his or her knowledge and qualification. The introduction of the competence approach envisages the deposition of cognitive accents of students' readiness for independent work to competent accents, which are based on value priorities of a person, particularities of his or her experience and beliefs, and ensures the readiness for creative and productive individual work.

The integration approach envisages the alteration of accents in the construction of the pedagogical process from a subject-centric structure to a poly-centric one, by over-coming disunity, fragmentation of professional knowledge, differentiated according to different academic disciplines, and contributes to the creation of an integral thinking style. The creativity approach envisages depriving the educational process in higher education institutions from patterns and standards, as well as giving preference to an active search for non-standard solutions, methods, forms, approaches for improving the education of students in order to achieve a higher professional level.

The introduction of the activity approach, where the teacher is considered not as a "translator", but as a coordinator for students in methods of obtaining and digesting new information, by assisting the students to get involved in different forms of creative artistic and pedagogical occupation, which demonstrates their activity as an universal "instrument" of self-fulfillment of the artistic and creative potential, which ensures the readiness formation for an active life position and a continuous education during the whole life

Keywords: *future teacher of fine arts, professional readiness, professional competence, approaches to training*

References

1. Pichkur, M., Semenova, O. (2015). Udoskonalennia zmistu ta metodyky vykladannia kompozytsii v systemi profesiinoi pidhotovky vchytelia obrazotvorchoho mystetstva [Improvement of the content and methods of teaching

composition in the system of professional training of the teacher of fine arts]. Problems of preparing a modern teacher: a collection of scientific works of the Uman State Pedagogical University named after Pavlo Tychyna, 12 (2), 72–79.

2. Muzyka, O. (2015). Dialohichnist i spivtvorchist u pedahohichnomu protsesi yak chynnyk formuvannia tvorchoi osobystosti khudozhnyka-pedahoha v systemi vyshchoi osvity [Improvement of the content and methods of teaching composition in the system of professional training of the teacher of fine arts]. Problems of preparing a modern teacher: a collection of scientific works of the Uman State Pedagogical University named after Pavlo Tychyna, 12 (2), 64–72.

3. Paydukov, P. V., Paydukov, A. V., Paydukov, D. V. (2015). Vedushhie professional'nye kompetentsii v soderzhanii professional'noy kompetentnosti budushhego uchitelya izobrazitel'nogo iskusstva [Leading professional competences in the content of professional competence of the future teacher of fine arts]. Modern problems of science and education, 6. Available at: http://www.science-education.ru/ru/article/view?id=23918 Last accessed: 17.03.2019

4. Pokrovshhuk, L. M. (2006). Hotovnist vykladachiv khudozhno-hrafichnykh fakultetiv do rozvytku tvorchykh zdibnostei studentiv v umovakh zastosuvannia kompiuternykh tekhnolohii [Readiness of teachers of art and graphic faculties to develop creative abilities of students in terms of application of computer technologies]. Collection of scientific works. Pedagogical sciences, 42, 369–373.

5. Tyler, C. W., Likova, L. T. (2012). The Role of the Visual Arts in the Enhancing the Learning Process. Frontiers in Human Neuroscience, 6. doi: http://doi.org/10.3389/fnhum.2012.00008

6. Robynson, K. (2013). Obrazovanie protiv talanta [Education against talent]. Moscow: Mann, Ivanov and Ferber, Eksmo, 336.

7. Gavric, G. (2015). Theoretical and practical aspects of teaching methods from the faculty of fine and applied arts. Metodički obzori/Methodological Horizons, 10 (1), 12–20. doi: http://doi.org/10.32728/mo.10.1.2015.02

8. Bazylchuk, L. V. (2014). Pidhotovka maibutnikh uchyteliv obrazotvorchoho mystetstva do orhanizatsii pozaklasnoi roboty v zahalnoosvitnikh shkolakh: monohrafiia. Uman: Vizavi, 287.

9. Shchurkova, N. E. (2005). Pedagogicheskaya tekhnologiya [Pedagogical technology]. Moscow: Pedahohycheskoe obshchestvo Rossyy, 256.

10. Ordanovska, O. I. (2012). Kontseptsiia pidhotovky maibutnikh uchyteliv fizyko-matematychnykh dystsyplin profilnoi shkoly. Narodna osvita, 2 (17). Available at: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/17/statti/ordanovska.htm Last accessed: 22.01.2019

11. Kodzhaspirova, G. M., Kodzhaspirov, A. Yu. (2001). Pedagogicheskiy slovar [Pedagogical dictionary]. Moscow, 176.

12. Kuzmenko, H. V. (2016). Model pidhotovky maibutnikh uchyteliv obrazotvorchoho mystetstva do orhanizatsii khudozhno-tvorchoi diialnosti uchniv osnovnoi shkoly. Visnik Chernigiv. un-tu. Seriya: Pedagogical sciences, 135, 189–192.

13. Kondakov, N. I. (1975). Logicheskiy slovar'-spravochnik [Logical dictionary reference]. Moscow, 720.

14. Sotska, G. I. (2011). Teoretychni ta metodychni zasady formuvannia estetychnoi kultury maibutnoho vchytelia obrazotvorchoho mystetstva [Theoretical and methodical ambush of form-setting of a natural culture of the mayor of the imaginative mystical culture]. Modern informacion technologies and innovative methods of training in production software: methodology, theory, research, problems, 28, 472–477.

15. Kondrashova, L. V. (2009). Professsional'noe stanovlenie studenta v usloviyakh kreativnogo podkhodu k organizatsii obrazovatel'nogo protsessa vysshey pedagogicheskoy shkoly. Professional formation of the person: problems and prospects. Khmelnitsky, 101–105.

MODELING OF PROFESSIONAL ACTIVITIES OF FUTURE TEACHERS IN MASTER TRAINING CONDITIONS

p. 22-27

Inna Sabatovska, PhD, Associate Professor, Department of Pedagogy and Psychology, National University of Pharmacy, Pushkinska str., 53, Kharkiv, Ukraine, 61002
E-mail: sabinna@ukr.net
ORCID: *http://orcid.org/0000-0003-2770-0413*

Sergey Bobokalo, Department of Pedagogy and Psychology, National University of Pharmacy, Pushkinska str., 53, Kharkiv, Ukraine, 61002
ORCID: *http://orcid.org/0000-0003-1600-7314*

The article describes the state of the problem under study on scientific and pedagogical literature and normative documents, specifies the essence of the key concepts of the research, specifies the peculiarities of preparation of future teachers for the professional activity in the conditions of the master's degree.
The peculiarities of preparation of future teachers for the professional activity in the conditions of the magistracy through its modeling are substantiated. It is noted, that simulation of the process of professional training for the activities of future teachers provides the basis for answering the question: how to build a learning process, in order to increase the qualities of the personality of the teacher of higher education, sufficient for professional activities. Principal significance is the question of the essence of the profession of a teacher of higher education, the content and competence of his/her duties, the culture of his/her pedagogical influence, his/her values and ideals, and professionalism.
It is determined, that preparation of future teachers for the professional activity in the conditions of the magistracy is a process of organization of educational, scientific and pedagogical activity of a master student during his/her studies in the magistracy, aimed at forming his/her readiness for the activity of a teacher of higher education. The purpose of preparing future teachers for the professional activity in the conditions of the magistracy is to form the personality of the future specialist, to ensure his/her professional development and pedagogical skills, profession-

al competence, professionally significant qualities, as well as the ability to carry out a scientific research.

The model of preparation of future teachers for the professional activity in the conditions of the master's degree based on the implementation of organizational and methodical conditions is presented

References

1. Pro vyshchu osvitu (2014). Zakon Ukrainy No. 1556-VII. 01.07.2014. Available at: https://zakon.rada.gov.ua/laws/show/1556-18

2. Pro osvitu (2017). Zakon Ukrainy No. 2145-VIII. 05.09.2017. Available at: http://zakon.rada.gov.ua/laws/show/2145-19

3. Batechko, N. H.; Tsekhmister, Ya. V. (Ed.) (2014). Pidhotovka vykladachiv vyshchoi shkoly v umovakh mahistratury: teoretyko-metodolohichni zasady. Kyiv: Edelveis, 708.

4. Briukhanova, N. O., Korolova, N. V. (2015). Osoblyvosti modeliuvannia profesiinoi pidhotovky fakhivtsiv. Profesiina osvita: metodolohiia, teoriia ta tekhnolohii, 2, 21–34

5. Klokar, N. (2008). Andrahohichna model pidvyshchennia kvalifikatsii pedahohiv na zasadakh dyferentsiiovanoho pidkhodu. Pisliadyplomna osvita v Ukraini, 2, 23–28.

6. Lodatko, Ye. O. (2010). Modeliuvannia v pedahohitsi: tochky vidliku. Pedahohichna nauka: istoriia, teoriia, praktyka, tendentsii rozvytku, 1. Available at: http://intellect-invest.org.ua/pedagog_editions_e-magazine_pedagogical_science_vypuski_n1_2010_st_2/

7. Vykorystannia interaktyvnykh metodiv ta multymediinykh zasobiv u pidhotovtsi pedahoha (2003). Kamianets-Podilskyi: Abetka-NOVA, 208.

8. Nychkalo, N. H. (Ed.) (2000). Profesiina osvita: slovnyk. Kyiv, 380.

9. Sabatovska, I. S., Kaidalova, L. H. (2014). Modeliuvannia diialnosti fakhivtsia. Kharkiv: V-vo NFaU, 180.

10. Stoliarenko, O. V. (2015). Modeliuvannia pedahohichnoi diialnosti u pidhotovtsi fakhivtsia. Vinnytsia: TOV «Nilan-LTD», 196.

11. Short, E. C. (Ed.) (1997). Competence: Inguires into its Meanning & Acguisition in Educational Settings. New York: Univ. Prese of America, 84–185.

12. Garavan, T. N., McGuire, D. (2001). Competencies and workplace learning: some reflections on the rhetoric and the reality. Journal of Workplace Learning, 13 (4), 144–164. doi: http://doi.org/10.1108/13665620110391097

THE EXPERIMENTAL TESTING OF EFFICIENCY OF FORMING METHODOLOGY IN CHINESE WRITING COMPETENCE FOR FUTURE PHILOLOGISTS (FRONTIER LEVEL)

p. 27-33

Oksana Asadchykh, Doctor of Pedagogical Sciences, Associate Professor, Department of Far East and South-east Asia Languages and Literature, Institute of Philology of Taras Shevchenko National University of Kyiv, Volodymyrska str., 60, Kyiv, Ukraine, 01033
E-mail: asadchih@gmail.com
ORCID: *http://orcid.org/0000-0002-1238-7180*

Alla Savcheno, Assistant, Department of Far East and Southeast Asia Languages and Literature, Institute of Philology of Taras Shevchenko National University of Kyiv, Volodymyrska str., 60, Kyiv, Ukraine, 01033
E-mail: vilka1805@ukr.net
ORCID: *http://orcid.org/0000-0002-3296-7385*

Last years relations between Ukraine and the People's Republic of China in many areas of life began to develop very quickly, which requires a large number of qualified Chinese language specialists, who could be realized in various areas of communication.

The study describes the nature of the characteristics of testing the effectiveness of the formation of the competence in Chinese writing for future philologists at the frontier level of study, as well as justifies and confirms the choice of research hypothesis. Criteria and standards for assessing the competence in Chinese writing for future philologists are indicated. For a successful experiment, a significant number of scientific papers was processed, criteria for evaluating the information, necessary to determine the level of ability to write different types and subtypes of abstracts and written communications were suggested. Methods and materials, plan and structures, as well as the duration of the experiment are described. The important point is that the publication discusses the conditions, under which the effectiveness of the methodology for the formation of the competence (as a whole) in Chinese writing for future students (level B1) will be high. Along with this, examples of tasks and the ultimate goal of their implementation were brought.

The article demonstrates the organizational and substantive aspects of the experimental teaching of students. Pre-experimental and post-experimental sections were carried out, the corresponding results of the effectiveness of the established methods of teaching Chinese writing were set forth. For a clearer perception, the results of the cuts were tabulated. An important point of the study is that, together with the demonstration of sections, the ratio of the level of student learning was illustrated

Keywords: experiment, students, planning and course of the experiment, Chinese writing, experimental group

References

1. Gurvich, P. B. (1980). Theory and practice of experiment in the methodology of teaching foreign languages (special course). Vladimir, 104.

2. Lyakhovitsky, M. V. (2012). On the essence and specifics of an experimental study in the methodology of teaching a foreign language. Foreign languages in school. Golden pages, 8, 3–10.

3. Maiier, N. (2015). Experimental verification of the effectiveness of the method of forming methodical compe-

tency of future teachers of the French language in the process of independent work. Bulletin of KNLU. Seria Pedagogy and Psychology, 24, 186–199.

4. Kamenova, T. M. (2007). Methods of teaching for future managers to business written communication in English using an electronic textbook. Bulletin of KNLU. Seria "Pedagogy and Psychology", 13, 65–74.

5. Zhovnich, O. V. (2018). Methodology of teaching of professionally organized English-speaking writing communicative for future journalist with blog-technology. Kyiv, 20.

6. Boretska, G. E. (2006). Methods of teaching of English written grammatically-correct communication for student-philologist. Kyiv, 22.

7. Sviridyuk, V. P. (2007). Methods of teaching German writing speech of correspondence students of higher educational institutions based on the use of a distance course. Kyiv, 19.

8. Konovalchuk, S. A. (2017). Methodology of integrated training of professionally oriented English-language written communication of future journalists. Kyiv, 19.

9. Gorobchenko, N. V. (2006). Education of future teachers of the German written language (initial degree). Kyiv, 21.

10. International Chinese teaching. Methods and Techniques for Teaching Listening and Speaking (2014). Beijing: Beijing language and culture university press, 138.

11. Asadchih, O. (2017). The experimental testing of methodological system of integrated teaching of future academic Japanese philologists within master course. ScienceRise: Pedagogical Education, 6 (14), 4–9. doi: http://doi.org/10.15587/2519-4984.2017.105429

12. Sidorenko, E. V. (2002). Methods of mathematical processing in psychology. Saint Petersburg: Speech, 350.

GENERAL PRINCIPLES OF VOCATIONAL EDUCATION AND TRAINING IN THE TOURISM EDUCATION SYSTEM OF THE GERMAN SPEAKING COUNTRIES IN WESTERN EUROPE

p. 34-39

Olesia Samokhval, PhD, Associate Professor, Department of Foreign Philology and Translation, Vinnytsia Institute of Trade and Economic of Kyiv National University of Trade and Economics, Soborna str., 87, Vinnytsia, Ukraine, 21050
E-mail: samohvallesya@ukr.net
ORCID: *http://orcid.org/0000-0001-7958-945X*

Natalia Voinarovska, PhD, Associate Professor, Department of Foreign Philology and Translation, Vinnytsia Institute of Trade and Economic of Kyiv National University of Trade and Economics, Soborna str., 87, Vinnytsia, Ukraine, 21050
E-mail: samohvallesya@ukr.net
ORCID: *http://orcid.org/0000-0002-6142-3862*

The article deals with the analysis of tourism education systems of the leading countries of Western Europe, namely Germany, Austria, Switzerland and Luxembourg united in the crosslinguistic category of "German-speaking countries". The peculiarities of institutional and disciplinary components of vocational education in tourism are revealed, the educational-qualification levels of the structural model of tourism education are determined and characterized, the main functions of the vocational schools of tourism are defined, and the peculiarities of vocational training of future skilled workers in the specified countries are outlined. It is defined, that the structural model of tourism education in the German-speaking countries includes the pathway of obtaining professional qualifications, different types of educational establishments, a variety of vocational study programs and degree levels. It is appointed, that the predominant advantage of basic tourism education in the German-speaking countries is the dual system of vocational education and training that enables students getting qualifications in the form of apprenticeship working together with enterprise training providers. A distinctive feature of higher tourism education is the binary structure in which the traditional university sector exists concurrently with the non-university higher education sector. It is defined, that the common feature of tourism education systems in German-speaking countries is the flexibility of educational process and the coherence of educational-qualification levels within vocational schools and higher institutions. It is determined, that the compliance with the principles of consistency and continuity, the focus on providing future skilled workers with the opportunity to obtain appropriate vocational training program in compliance with their needs and abilities are the basic principles of lifelong learning in tourism education. It is proved that the intense competition between organizers of tourism education in German-speaking countries contributes to their desire of following strictly the existing international education standards. The constant modernization of the content of vocational education and training, as well as cooperation with the European and non-European educational partners in the higher tourism education sphere intensifies student mobility and academic activity
Keywords: tourism education, higher education, German-speaking countries, dual vocational training

References

1. Pro zatverdzhennia Derzhavnoi prohramy rozvytku turyzmu na 2002–2010 roky (2002). Postanova Kabinetu ministriv Ukrainy No. 583. 29.04.2002. Available at: https://zakon.rada.gov.ua/laws/show/583-2002-%D0%BF

2. Knodel, L. V. (2007). Teoriia i praktyka pidhotovky fakhivtsiv sfery turyzmu v krainakh-chlenakh Vsesvitnoi turystskoi orhanizatsii [Theory and practice of vocational training of skilled workers in tourism in UNWTO's member states]. Ternopil, 40.

3. Fedorchenko, V. K. (2004). Teoretychni ta metodychni zasady pidhotovky fakhivtsiv dlia sfery turyzmu [Theoretical and methodological principles of vocational training of future skilled workers in tourism]. Kyiv: Word, 472.

4. Zakordonets, N. I. (2012). Mozhlyvosti realizatsii peredovykh idei shveitsarskoho dosvidu profesiinoi pid-

hotovky maibutnikh fakhivtsiv sfery turyzmu u vyshchykh navchalnykh zakladakh Ukrainy [Possibilities for implementation of advanced ideas of Swiss experience of vocational training of future skilled workers in tourism within higher education establishments of Ukraine]. Scientific papers of Ternopil nation. ped university by V. Hnatyuk. Issue: Pedagogy, 3, 135–144.

5. Weiermair, K., Bieger, T. (2005). Tourism Education in Austria and Switzerland: Past Problems and Future Challenges. Journal of Teaching in Travel and Tourism, 5 (1-2), 39–60. doi: http://doi.org/10.1300/j172v05n01_03

6. Airey, D., Tribe, J., Benckendorff, P., Xiao, H. (2014). The Managerial Gaze: the long tail of tourism education and research. Journal of Travel Research, 54 (2), 139–151. doi: http://doi.org/10.1177/0047287514522877

7. Fomenko, N. A. (2005). Pedahohika vyshchoi shkoly: metodolohiia, standartyzatsiia turystskoi osvity [Higher School Pedagogy: Methodology, Standardization of Tourist Education]. Kyiv: Word, 216.

8. Tapasei, W., Kalwajin, E., Wightman, P., Wightman P. (1997). Introduction to Tourism. New Zealand, 29.

9. Hochschule Stralsund – University of Applied Sciences. Available at: https://www.hochschule-stralsund.de

10. Swiss Institute for Management & Hospitality (SWISS IM&H). Available at: http://swissimh.ch/info/

11. Duale Hochschule Baden Württemberg Ravensburg. Available at: https://www.ravensburg.dhbw.de/startseite.html

12. Sporthotel Pontresina. Available at: https://www.sporthotel.ch/

13. Hotelleriesuisse. Available at: https://www.hotelbildung.ch/de/pub/index.cfm

14. Tourismusschule Bad Hofgastein. Available at: https://ts-badhofgastein.at/warum-bad-hofgastein/

PEDAGOGICAL MASTERSHIP OF THE HIGHER SCHOOL TEACHER OF XXI CENTURY: SINERGY OF VIRTUAL AND REAL IN THE EDUCATIONAL SPACE

Alla Semenova, Doctor of Pedagogical Sciences, Professor, Department of Political Science, Odessa National Polytechnic University, Shevchenka ave., 1, Odessa, Ukraine, 65044
E-mail: semenova.alla.vasilivna@gmail.com
ORCID: *http://orcid.org/0000-0001-8077-3385*

The article studies the essence and peculiarities of the development of pedagogical mastership of a higher school teacher in the synergetic combination of virtual and real in the educational space. It is substantiated, that transformation processes of the information-digital educational space of Ukraine need new scientific studies of the pedagogical mastership development. That is why the pedagogical mastership development of a high school teacher in the synergetic combination of virtual and real in the educational space is a very urgent task, because it is associated with social self-organization in changing conditions of modernity. Today the post-non-classic psycho-synergetic studying methodology of the human psychics gains its new development in the socio-humanitarian sphere. It is proved, that the specificity of psycho-measuring environments from the aspect of the post-non-classic methodology of psycho-synergy is in the internal psychic character and is conditioned by states of psychics. It is explained by the fact that external irrigators don't directly determine human reactions – they are mediated by "internal conditions". It is revealed, that pedagogical mastership provides self-organization of the high level of professional activity on the reflexive base in the synergetic combination of virtual and real in the modern educational space. Under modern conditions of virtual and modern worlds pedagogical mastership remains the "extremely felt activity of planning the future word of mankind". There are concretized peculiarities of the influence of transformation processes of the information-digital educational space on the modern generation. Most important requirements to pedagogical mastership under conditions of transformation processes of the information-digital educational space that will influence the modern generation are concretized: the modern teacher is an active user of the Internet, who must understand his/her own responsibility at interactions in social networks; an aim of the "school of future" is to adapt education to unique characteristics of each pupil, developing moral-ethic qualities; introduction of on-line education reduces financial costs at intensifying the emotional-positive influence of feedback in education; integral study of the educational space in the triad "past – present – future". Directions of the development of pedagogical mastership of a higher school teacher of XXI century are explained on the example of the work of the Educational-consulting Center of ONPU "Pedagogical mastership of a higher school teacher"

Keywords*: pedagogical mastership, psycho-synergy, information-digital educational space, self-organization, self-development, educational-scientific portal*

References

1. Metodolohichnyi seminar «Informatsiino-tsyfrovyi osvitnii prostir Ukrainy: transformatsiini protsesy i perspektyvy rozvytku» (2019). NAPN Ukrainy. Available at: http://naps.gov.ua/ua/press/announcements/1515/

2. Agarwal, A. (2019). Three Education Trends That Will Revolutionize The Workplace In 2019. Forbes. Available at: https://www.forbes.com/sites/anantagarwal/2019/01/02/three-education-trends-that-will-revolutionize-the-workplace-in-2019/#a3da6c463638

3. Perekrest, Yu. (2019). Try osvitni trendy 2019 roku – za versiieiu hendyrektora osvitnoi platformy edX. Osvitoriia. Available at: https://osvitoria.media/news/try-osvitni-trendy-2019-roku-za-versiyeyu-gendyrektora-osvitnoyi-platformy-edx

4. Pocheptsov, G. G. (2019). Kak sozdayutsya novye identichnosti. Psyfactor. Available at: https://psyfactor.org/

lib/poch-identity.htm?fbclid=IwAR0MRUsmMT67Ar4z3k-PyTTzkb0NnTheyrFq2lnXb2QQXDz6rogssJBX_y7w

5. Fukuiama, F. (2019). Proty polityky identychnosti. Arhument. URL: http://argumentua.com/stati/frens-s-fukuyama-proti-pol-tiki-dentichnost

6. Kuznetsov, K. A., Shhelin, P. A. (2014). Natsional'naya identichnost' i ustoychivaya gosudarstvennost. Sravnitel'naya politika, 1, 31–36.

7. Kremen, V. H. (Ed.) (2014). Synerhetyka i osvita. Kyiv: Instytut obdarovanoi dytyny, 348.

8. Semenova, A. V. (2009). Paradyhmalne modeliuvannia u profesiinii pidhotovtsi maibutnikh uchyteliv. Odessa: Yurydychna literatura, 504.

9. Semenova, A. V. (2016). Tsinnisnyi vymir dosvidu subiektiv pedahohichnoi dii. Odessa: Bondarenko M. O., 436.

10. Khaken, G. (1991). Informatsiya i samoorganizatsiya. Makroskopicheskiy podkhod k slozhnym sistemam. Moscow: Mir, 240.

11. Ershova-Babenko, I. V. (2009). Mesto psikhosinergetiki v postneklassike. Postneklassika: filosofiya, nauka, kul'tura. Saint Petersburg: Izdatel'skiy dom «Mir», 460–490.

12. Ershova-Babenko, I. V. (2005). Psikhosinergeticheskie strategii chelovecheskoy deyatel'nosti: kontseptual'naya model'. Vinnitsa: NOVA KNYGA, 360.

13. Ershova-Babenko, Y. V. (2009). Filosofiia osvity. Psykhosynerhetychnyi pidkhid. Problemy intehratsii ukrainskoi medychnoi osvity u svitovyi osvitnii prostir. Ternopil: Ukrmedknyha, 86–87.

14. Khaken, G. (2001). Printsipy raboty golovnogo mozga: sinergeticheskiy podkhod k aktivnosti mozga, povedeniyu i kognitivnoy deyatel'nosti. Moscow: PER SE, 353.

15. Semenova, A. V. (2015). Pedahohichna maisternist I. A. Ziaziuna – maiak dlia pedahohiv za poklykanniam. Problemy ta perspektyvy formuvannia natsionalnoi humanitarno-tekhnichnoi elity, 42 (46), 56–65.

16. Ziaziun, I. A. (2000). Pedahohika dobra: idealy i realii. Kyiv: MAUP, 312.

17. Ziaziun, I. A. (2008). Filosofiia pedahohichnoi dii. Kyiv; Cherkasy: ChNU im. B. Khmelnytskoho, 608.

18. Ziaziun, I. A. (Ed.) (2008). Pedahohichna maisternist. Kyiv: Bohdanova A. M., 376.

19. Nikolaev, S. (2018). Cekretnyy proekt Ilona Maska: kak rabotaet shkola Ad Astra, kotoruyu on postroil dlya svoikh detey. Proman. Available at: http://proman.com.ua/8418-raskryt-sekretnyj-proekt-ilona-maska-kak-rabotaet-shkola-ad-astra-kotoruyu-on-postroil-dlya-svoih-detej/

20. Filosofiia dlia startapera: navishcho pidpryiemtsiu ta aitishnyku humanitarni nauky (2018). Ain. URL: https://ain.ua/2018/12/17/filosofiya-dlya-startapera-navishho-pidpriyemcyu-ta-ajtishniku-gumanitarti-nauki/?fbclid=IwAR2qc0J7or7brovJLRPdXyxV9NWGt4F-eOo_-HNaSNZHEushAqqkGOTXfxk

21. Bowles, N. (2019). Human Contact Is Now a Luxury Good. The New York Times. Available at: https://www.nytimes.com/2019/03/23/sunday-review/human-contact-luxury-screens.html

22. Kolesova, H. V. (2017). Khto taki «iksy» ta «ihreky» i yak yim porozumitysia z «zetamy». Pedrada. Portal osvitian Ukrainy. Available at: https://www.pedrada.com.ua/article/1236-qqq-17-m3-15-03-2017-hto-tak-ksi-ta-greki-yak-m-porozumtisya-z-zetami?ustp=F&utm_medium=letter&utm_source=lettertnews&utm_campaing=le

23. Shotton, P., Shaffner, N. (1984). Dzhon Lennon v moey zhizni. Steyn End Dey. Available at: https://www.livelib.ru/book/1001554357/about-dzhon-lennon-v-moej-zhizni-pit-shotton

24. Ekimova, L. V. (2013). Ot schastlivogo uchitelya – k schastlivomu ucheniku: feliksologicheskoe napravlenie v obrazovanii. Sovremennaya pedagogika, 4. Available at: http://pedagogika.snauka.ru/2013/04/1776

25. Shhurkova, N. E. (2002). Kak vospitat' schastlivogo. Feliksologiya vospitaniya. Moscow: Pedagogicheskoe obshhestvo, 80.

26. Gippenreyter, Yu. B. (2008). Psikhologicheskaya teoriya deyatel'nosti. Motivatsionnyy aspekt. Psychology OnLine.Net. Available at: http://www.psychology-online.net/articles/doc-1028.html

27. Kremen, V. (2018). Filosofsko-pedahohichna spadshchyna akademika Ivana Ziaziuna v konteksti modernizatsii osvity. Filosofiia i psykholohiia pedahohichnoi dii. Estetyka i etyka pedahohichnoi dii, 17, 9–19.

28. Ziaziun, I. A. (2004). Filosofiia pedahohichnoho svitohliadu. Profesiina osvita: pedahohika i psykholohiia. Ukrainsko-polskyi zhurnal, 6, 209–222.

29. Vasianovych, H. P. (2015). Filosofsko-pedahohichni idei u Ya-kontseptsii Akademika Ivana Ziaziuna. Problemy ta perspektyvy formuvannia natsionalnoi humanitarno-tekhnichnoi elity. Idei akademika Ivana Ziaziuna u pratsiakh yoho uchniv i soratnykiv. Kharkiv: NTU «KhPI», 42 (46), 3–15.

30. Semenova, A. V. (2014). Emotsiine usvidomlennia yak konstrukt otsiniuvannia dynamiky rozvytku pedahohichnoi maisternosti vykladachiv vyshchykh tekhnichnykh navchalnykh zakladiv: psykhopedahohichnyi pidkhid. Teoriia i praktyka upravlinnia sotsialnymy systemamy, 4, 58–68.

31. Cazden, C., Cope, B., Fairclough, N., Gee, J. et. al. (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66 (1), 60–93. doi: http://doi.org/10.17763/haer.66.1.17370n67v22j160u

32. Kress, G., Van Leeuwen, T. (2001). Multimodal discourse: The modes and media of contemporary communication. London: Edward Arnold, 10–12.

33. Wenger, E., McDermott, R., Synder, W. M. (2002). Cultivating communities of practice. Boston: Harvard Business School Press, 54–120.