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**ON WAYS AND METHODS OF FORMING AND DEVELOPING
SOCIALLY SIGNIFICANT PERSONALITY QUALITIES
IN STUDENTS-PHILOLOGISTS**

One of the most significant characteristics of the modern specialist is a complex of socially important skills, that he/she owns and that let him/her qualitatively implement the professional activity. Socially important personal qualities play a special role in the profession of future philology teacher, that is one of the most socially significant profession. Problems, connected with the formation of socially important personal qualities are researched by psychologists, educators, sociologists, philosophers etc. This scientific articles have a significant theoretical and practical value, but the problem of the formation and development of socially important personal qualities of philology students wasn't directly researched in them. For now there is no clear idea about qualities, that should be considered as socially important for philology students, at what age their formation and development is the most effective, what pedagogical conditions are essential to create and so on. The purpose of the article is the development of socially important personal qualities of philology students.

Key words: education, modern stage of higher school development, individual, socially significant qualities of an individual, philology.

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**ЗАСОБИ ФОРМУВАННЯ Й РОЗВИТКУ У СТУДЕНТІВ-ФІЛОЛОГІВ
СОЦІАЛЬНО ЗНАЧУЩИХ ЯКОСТЕЙ ОСОБИСТОСТІ**

Однією з найважливіших характеристик сучасного фахівця є комплекс соціально значущих якостей, що йому притаманні. Саме вони дозволяють

фахівцю якісно здійснювати професійну діяльність. Особливу роль соціально значущі якості особистості відіграють у професії майбутнього вчителя-словесника як одній із найбільш суспільно значущих професій. Проблеми, пов'язані з формуванням соціально значущих якостей особистості, досліджували й досліджують психологи, педагоги, соціологи, філософи та ін. Ці наукові студії мають важливе теоретичне й практичне значення, але в них безпосередньо не досліджено проблему формування й розвитку соціально значущих якостей особистості у студентів-філологів навчальних педагогічних закладів. Дотепер немає чіткого уявлення про те, які якості особистості треба вважати соціально значущими для студентів-філологів, на яких вікових етапах їх формування та розвиток є найефективнішими, які педагогічні умови потрібно для цього створювати тощо. У статті схарактеризовано головні засоби формування та розвитку соціально значущих якостей особистості у студентів-філологів вищих педагогічних закладів освіти.

Ключові слова: освіта, сучасний етап розвитку вищої школи, особистість, соціально значущі якості особистості, філологія.

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О ПУТЯХ И СПОСОБАХ ФОРМИРОВАНИЯ И РАЗВИТИЯ У СТУДЕНТОВ-ФИЛОЛОГОВ СОЦИАЛЬНО ЗНАЧИМЫХ КАЧЕСТВ ЛИЧНОСТИ

Одной из важнейших характеристик современного специалиста является комплекс социально значимых качеств личности, которым он обладает и который позволяет ему качественно осуществлять профессиональную деятельность. Особую роль социально значимые качества личности играют в профессии будущего учителя-словесника как одной из наиболее общественно значимых профессий. Проблемы, связанные с формированием социально значимых качеств личности, исследовали и исследуют психологи, педагоги, социологи, философы и др. Эти работы имеют важное теоретическое и практическое значение, но в них непосредственно не рассматривалась проблема формирования и развития социально значимых качеств личности у студентов-филологов учебных педагогических заведений. До сих пор нет четкого представления о том, какие качества следует считать социально значимыми для студентов-филологов, на каких возрастных этапах их формирование и развитие являются наиболее эффективными, какие педагогические условия необходимо для этого создать. В статье описываются пути и способы формирования социально значимых качеств личности у студентов-филологов педагогических высших учебных заведений.

Ключевые слова: образование, современный этап развития высшей школы, личность, социально значимые качества личности, филология.

Formulation of the problem. Education is one of the most important condition of existence and stable development of modern society. The main aim of modern High school is to prepare a highly qualified specialist, who is

«able to scientifically analyze socially important problems and processes; knows the culture of thinking; can organize his/hers labor on the scientific basis; is able to gain new knowledge, using modern educational technologies, understands the essence and social importance of his/hers future profession» [4, p. 107].

One of the most significant characteristics of the modern specialist is a complex of socially important skills, that he/she owns and that let him/her qualitatively implement the professional activity. Socially important personal qualities play a special role in the profession of future philology teacher, that is one of the most socially significant profession.

However, in practice, pedagogical educational institutions in the training process are often dominated by the reproductive nature of education, insufficient use of forms and methods of stimulating constructive creative activity of the individual, not used to the full extent possible extracurricular activities. Changes are taking place in the public consciousness, in the views of the world and man's place in it its socio-political, spiritual, moral and value-based relationship to the surrounding socio-cultural environment, the state put the task of forming the new ideals, cultural values, socially significant interests which have always been and remain the main pillars of the life of human civilization. At the same time, under socially significant qualities of the person is taken to mean those that contribute to achieving the objectives of public interest.

The concept «*socially important personal qualities*» means the complex of personal qualities (properties, traits), that identify human's life position, his/hers place and role in society, the connection with other social members and characterize a person as carrier of morally valuable principles and contribute to the achievement of socially significant aims.

Analysis of recent publications. Problems, connected with the formation of socially important personal qualities are researched by psychologists, educators, sociologists, philosophers etc. Socially pedagogical literature of the end of 20th and the beginning of 21st century in the context of our research is presented by such researches as V. C. Aheyev, I. B. Andrushchak, O. O. Bodaliyov, V. O. Bodrov, L. S. Vyhotskiy, T. O. Vorobyova, L. Yu. Hordin, K. M. Hurevych, N. Ya. Hutova, L. H. Dyka, O. I. Dontsov, Ye. O. Klymov, O. O. Kremliova, N. V. Kuzmina, N. M. Lebedyeva, V. P. Levkovych, B. F. Lomov, Ye. O. Milyeryan, L. M. Mitina, O. V. Mudryk, L. I. Muradova, L. I. Naumenko, K. K. Platov, B. F. Porshnyev, V. O. Slaktionin, T. H. Stefanenko, O. T. Chyzhova, O. I. Shlyahina and others [1; 2; 3; 5 и др.]. This scientific articles have a significant theoretical and practical value, but the problem of the formation and development of socially important personal qualities of philology students wasn't directly researched in them. For now there is no clear idea about qualities, that should be considered as socially important for philology students, at what age their formation and development is the most effective, what pedagogical conditions are essential to create and so on.

The purpose of the article is the development of socially important personal qualities of philology students.

Statement of the basic material. To the socially important personal qualities refers discipline, communicability, educational level, social activity, responsibility, organization, independency, social initiative, tolerance, sense of purpose etc. The formation and development of socially important personal qualities is a complicated, multidimensional and quite long-term process.

A successful formation of socially important personal properties of philology student mostly depends on the process of teaching and requires some new forms of rational organization of the studying process. In the way of teaching any discipline, including the disciplines of philological cycle, the prevailing methods should be aimed at gaining a profession. To this methods (ways) of the formation and development of socially important personal qualities of philology students refer:

- activating questionnaires (with some special questions, meant to cause reflections about complicated aspects of self-determination)
- mutual audit
- individual conversations-consultations (with the application of activating questions, joint technologies of the analysis of self-determination etc)
- interactive games
- using the methods of selection of socially oriented informational materials, conducive the rethinking and realizing values of socially important qualities for the future philology teacher
 - using some personal teacher`s examples (such examples can often be quite interesting and persuasive for students)
 - qualified testing
 - laboratory-practical learning
 - mini-conferences
 - multimedia interactive lectures with the feedback between teacher`s entities
 - learning process with the help of videos in the dialog mode
 - problem studying
 - vocational guidance games and exercises
 - the design of corporative culture
 - role-plays, imitational business, educational business games, organizationally cogitative games and others
 - self-preparation, including literature learning
 - independent student`s work
 - workshops for small student`s groups
 - «network» studying
 - situational tasks
 - cooperative discussion of the situational tasks of professional and personal self-determination

• creation of specially made-up situations, that contribute to the manifestation of humanistic personal in the context of educational activity qualities, while doing socially oriented tasks and solving the situations of ethical choice

- specially organized discussions
- simulators
- trainings (including methods of behavioral trainings)
- participation in pedagogical (artistic and so on) workshops
- educational projects
- pedagogical practice as a philology teacher etc.

Using all mentioned types of work in the educational process gives an opportunity to solve such problems as:

• *teaching*: the formation of idea about the career of philology teacher, broadening students` knowledge about the qualities, that every future philology teacher should gain and so on.

• *educational*: the upbringing of responsible attitude to the entrusted business, respect the chosen profession, ability to establish contact in communication with people and so on.

• *developing*: the development of sense of duty and understanding the importance of chosen profession, the development of artistic skills, the development of thinking, memory, speech, self-control and so on.

The results of studies on the application of listed methods for the formation socially important qualities of philology students of the pedagogical educational establishments are implemented in practice of holding lecture and practical lessons on the philological faculty in the Donbass state pedagogical university.

Conclusions and recommendations. Students' development of subject content of the philological disciplines cycle with the help of listed methods promotes the development of mental independency, the formation of value-semantic orientations, the formation of confidence in defending different points of view and accepting other position, the responsibility for assimilation of knowledge and the quality of participation in the process of learning. Moreover, it has a positive influence on personal and professional students` growth, in other words, it promotes the formation of socially important personal qualities.

An analysis of theoretical foundations of listed methods of learning and the results of their practical application in pedagogical educational establishments shows, that they provide new opportunities for solving the problem of formation and development of socially important personal qualities of philology students. Where in, it`s important to remember, that the inclusion of similar methods in the studying process requires a huge number of psychological and organizational problems, that should be solved. It`s essential to take into account, that this method should be focused not only on the external result, but also should realize their main principles and organically solve problems of educational and artistic character.

Prospects for further investigations in this direction. Studying the problem stated in this publication will be continued in the applied aspect: the authors are engaged in developing the reproductive, analytical, searching and creative tasks, which application in the educational process will allow to form socially important personal qualities at the lessons of philological cycle. The diversity, creativity and effectiveness of using this types of work in the educational process of the pedagogical university at the language classes should certainly motivate lecturers to use them widely in teaching.

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