

## ABSTRACTS

УДК 37.017

G.A. Antipova

### **CIVIC EDUCATION AS ONE OF THE MEANS OF DEVELOPING A CITIZEN OF DEMOCRATIC SOCIETY**

Civic education in a democratic society teaches to make use of personal freedom without infringing on the freedom of others. It gives a citizen the knowledge about his or her society and the state.

Particular attention in the context of civic education should be given to the concept of «citizen». There is a discussion about what influences the formation of the citizen. There are three main types of citizens: the citizen as a patriot, the citizen as voter, the citizen as a well-educated participant in public life.

It is essential for a citizen as a patriot to learn about the customs, traditions, rituals, folklore, and heroes that are part of nation's political culture.

Underlying the citizen as voter construct is the assumption that voting is the single most important political act in democracy. Civic education needs to engage students in meaningful exercises that provide them with direct experience in the electoral and voting realm. A drawback of the citizen as voter construct is the implicit assumption that by voting citizens fully meet their political responsibilities.

The main functions of the citizen as a well-educated participant in public life are to get knowledge about the principle of political system's work, to develop skills that are necessary to understand political events in the state, to get skills that are needed to solve social problems.

Civic education includes the development of citizens so that they could value and defend their state and the democratic processes in it.

*Key words: civic education, democratic society, citizen, democracy, citizenship, political socialization.*

УДК 376.6

O.V. Besschetnova, I.V. Fokin, P.A. Shatskov

### **PECULIARITIES OF USING FAIRY TALE THERAPY METHODS IN SOCIAL WORK**

The analysis of fairytale therapy methods, used in different fields of theory and practice is presented.

The paper presents an analytical assessment of the use of fairytale therapy methods and criteria as to their effectiveness in social work.

The article is divided into two main parts: theoretical understanding of the essence of fairytale therapy as an eclectic method and its practical application in the field of social work.

Fairytale therapy could be seen as an instrument of psychology as well a tool that can be reflected in social work practice.

The general description of the fairytale therapy methods which underpins the need for its use in the theory and practice of social work is discussed.

It is concluded that telling and writing stories, drawing stories, doll-making, sand therapy, the katatimny approach might be effectively used not only in the field of psychology, but also can be successfully integrated into the field of social work.

Thus, the main value of the paper is in substantiating a possibility of introducing fairytale therapy methods into social work.

УДК 159.9072.59:378

*O.A. Dniprova*

### **STUDENTS' OF PSYCHOLOGY DYNAMICS OF ACHIEVEMENT MOTIVATION**

Motivational phenomenon is one of the key internal factors that affect the human desire to succeed and solve problems constructively.

Resistance to failure depends on good practices in overcoming difficult situations. Mature motivation formation reinforces individual's ability to overcome disruptive educational and personal difficulties. Students with selective focus on success in training and future careers are confident in the success of their activities.

In the study it was found that the surveyed students of the fourth year are dominated by the motivation to avoid failure. Such students demonstrate self-doubt, and do not believe in the possibility of succeeding, they painfully perceive any criticism. They are also characterized by inadequate professional self, preferring either very easy or very difficult professions. Their characteristic feature is seeking to avoid tasks that they cannot solve with the first attempt.

This alarming fact necessitates rational pedagogical support of the learning process for professional formation of students' personalities as future specialists. With this regard, the problem of forming young people's abilities to see and properly evaluate their actions, attitudes and qualities crucial for the realization of their maximum capacity becomes quite urgent.

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*B.A. Goodman*

### **ENGLISH IN A UKRAINIAN UNIVERSITY: A LINGUA FRANCA, NOT A LINGUA FRANKENSTEIN**

Based on previous research, the role of English in Europe can be summarized into three themes: 1) English is seen as necessary in modern society and therefore is a threat to multilingualism; 2) English is at the top of a hierarchy of languages; 3) English is the lingua franca, but people can still be multilingual. The increasing value of English in society – and the related concerns about the threat English poses to other languages – has been connected with the increasing use of English as a medium of instruction in European higher education institutions. While Ukraine has not seen such an increase in English-medium higher education programs, it is likely to do so in the future as it follows European trends or strives for European integration. This article presents research on the extent to which English may be a threat to the Ukrainian or Russian languages in Ukraine. The author spent nine months at a Ukrainian institution of higher education which was using English as a medium of instruction. She observed classes taught in English, and conducted interviews with students and teachers from those classes (n=30). Students and teachers emphasized that English operates as a foreign language in Ukraine, and therefore is not a threat to native languages. While English is seen as necessary for communication with individuals from other countries (i.e. as a lingua franca), it is one of multiple languages that is seen as important for students' future. In fact, students of the first year were already planning to learn additional foreign languages such as Chinese, and students of the third year were demonstrating knowledge of second foreign languages including German, French, and Spanish. These findings suggest students at a Ukrainian university are focused on both English as a lingua franca and on multilingual development.

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*O. Ionova, N. Sinopalnikova*

### **THEORETICAL ISSUES OF FUTURE TEACHERS' TRAINING FOR APPLYING THE INTEGRATIVE FORMS IN THE ORGANIZATION OF EDUCATIONAL PROCESS AT A PRIMARY SCHOOL**

The essence of future teachers' training for employing the integrative forms in the organization of educational process at a primary school is substantiated (the learning process which provides

preparedness of future teachers for integrative activities, i.e. the implementation of the intersubject and interdisciplinary integration in the process of teaching the elementary school subjects). The structural components of preparedness are defined: motivation and value components (the implementation of integrative activities is in the focus); scientific and theoretical components (the formation of the psycho-pedagogical and subject-methodical system of knowledge about integration processes at a primary school); practical components (mastering the set of skills which are focused on the successful implementation of integrative forms of education).

It is determined that the efficiency of the process of training future teachers for employing the integrative forms of organization of educational process at a primary school are ensured by such conditions as: the organization of future teachers' activities when studying psycho-pedagogical and subject-methodological disciplines as the application of the integrative approach to training students; the orientation of professional training towards the formation of students' motivation and value component of preparedness; future teacher's gaining command of psycho-pedagogical and subject-methodological knowledge of the essence, types and organizational forms of integration when teaching junior pupils; future teachers' gaining experience in applying the integrative forms of educational organization process.

УДК 37.091.33

*I.B. Kamenskaya, A.I. Kamensky*

#### **ASSESSMENT CRITERIA OF FUTURE PHILOLOGISTS' LINGUA-STYLISTIC COMPETENCE**

The paper investigates the issue of objectifying the process and results of assessing future philologists' learning activities in the stylistics of the English language. The topicality of the research issue is based on the urgency of the task of working out the system of the criterion-based rating diagnostics for academic courses in the professional training curriculum.

The assessment criteria suggested in the are based on the definition of the structure of lingua-stylistic competence, which allows for specifying the overall teaching purpose in terms of knowledge to be imparted and habits and skills to be formed. The knowledge component of lingua-stylistic competence is to be assessed according to the specific theoretical and general theoretical criteria. The first criterion refers to the degree of students' acquisition of the categorical apparatus of stylistics. The second criterion reveals the reliability of students' previous linguistic knowledge employed in the process of stylistic analysis.

The habit-skill component is to be assessed according to the semantic criterion, revealing student's ability to employ semantic data in the process of stylistic interpretation; the functional criterion reflecting the skill of interpreting the discourse pragmatics; the contextual criterion assessing the level and appropriateness of the context employed; the argumentative criterion reflecting the degree of credibility and consistency of a student's final conclusions.

The language criterion employed in assessing students' lingua-stylistic competence is in compliance with C1 level according to the *Common European Framework of Reference for Languages*. In case of evident discrepancy of the data obtained with the formal, language criterion, and the data of the content criteria suggested above, the preference goes to the content criteria provided that language errors do not seriously impair communication.

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*L.U. Krimchak*

#### **PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT AS AN ACTIVITY OF A SOCIAL PEDAGOGUE FOR ADAPTATION OF STUDENTS-ORPHANS TO LEARNING**

The article gives detail of the psychological and pedagogical support as an activity for social adaptation of students-orphans to learning. It is demonstrated that social and educational activities for adaptation of young people is a complex systematic and consistent process that requires deep professional knowledge and skills in the basics of social pedagogy as a science and in such disciplines

as anatomy and physiology, developmental psychology, sociology, social work and others. The aim of the study is to discuss the psychological and pedagogical support as one of the types of social and educational activities organized on the principles of integrated and person-centred approaches aimed at helping students-orphan at vocational schools to overcome difficulties when entering the educational environment conducive to personal development and self-improvement, as well as to further socialization.

Methodologically, the study was based on the observation of students-orphan's interaction with engineering-pedagogical staff in the educational process and in extracurricular activities during one academic year.

This resulted in understanding that the psycho-pedagogical assistance and support as a form of social and educational activities with students-orphan should be based on the principles of individual's subjectivity, recognition of the right to influence the course of educational activities at all stages: the motivational stage, the content-operational stage and the reflexive stage. It involves adapting the educational process to individual orphans, and not vice versa as in traditional learning.

The study has revealed that the accompanying support approach allows for positive adaptation to learning processes at all levels: physiological, proper academic, personal, social and psychological levels.

УДК 378.034

*N.V. Lifareva*

## **SECONDARY SOCIALIZATION OF ELDERLY PEOPLE AS A SOCIAL AND PEDAGOGICAL ISSUE**

The article is devoted to the analyses of the definition of secondary socialization and the essence of socialization which is revealed when the processes of adaptation and interiorization intersect. The problem of secondary socialization of the elderly is investigated as a socio-pedagogical problem for understanding the peculiarities of socio-pedagogical support which should be directed at 1) the achievement of the balance between adaptation and autonomization, 2) the formation of self-determination in choosing the positive strategy of ageing and overcoming the manifestations of the age crisis, 3) the actualization of the need for self-realization considered to be the result of an efficient secondary socialization.

Considering the problem of secondary socialization, we rely on the the assertion that it is a necessary and integral part of general socialization and correlates with the latter as a part and the whole. Making a natural part of the process of socialization of individuals, secondary socialization is a specific manifestation of the general laws and regularities of socialization in the formation and development of individual consciousness and cultural identity.

The secondary socialization, as the aggregate of social adaptation and development processes is characterized by the following:

- firstly, it characterizes the changes in the life of a previously socialized individual that is socially mature person holding formed personality structures, autonomous and responsible for decision-making;

- secondly, it takes place at a more formalized (as compared to primary socialization) institutionalized level;

- thirdly, since the transition to the elderly age is closely connected with changing social roles, acquiring new statuses, giving up former habits, environment, contacts, changing usual lifestyle, this process is divided into two stages: desocialization and resocialization.

Personality self-realisation of an elderly person is a process that consists in transforming the picture of the world, the «I-conception» and constructing optimistic life plan. The problem of self-realization in old age is not only scientifically relevant but also vitally significant because self-realisation opens for elderly people new prospects in self-actualization and self-improvement as well as in finding meaning of life.

A specific feature of the self-realisation process in the old age is that it can be blocked by the age crisis which makes the elderly people incapable of realizing their life goals, values, themselves in general. The social-pedagogical support aimed at rendering assistance in the development of social

adaptation, social autonomy and social activity is manifested in the formation of positive ageing strategy, facilitates overcoming of the obstacles and manifestations of the age crisis and actualizes the need in self-realization.

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G. Miasoid

### **WORKING WITH AUTHENTIC NON-EDUCATIONAL VIDEO AT A BUSINESS ENGLISH CLASS**

This paper discusses learning and teaching capabilities that an authentic non-educational video can offer at a Business English (BE) class. It is aimed at BE teachers who take the opportunity to use video-based learning materials in their classes and who are interested in exploring non-educational video potential for development of listening comprehension, speaking, reading and writing skills of undergraduate students in the wider context of communicative, linguistic and sociocultural competences formation. Previous studies have shown the positive effect of authentic audio-visual texts on listening comprehension skills formation. Moreover, the use of professionally-significant texts has been proved to motivate students' interest and involvement. However, these studies either considered working with educational videos or failed to offer instructional steps to employ an authentic video in class. The current study sought to analyse the specifics of an authentic non-educational video and to suggest solutions for BE teachers on how to organize classroom and homework activities on the re-viewing, viewing and post-viewing stages of a professionally-oriented video presentation. Various types of tasks for every stage were discussed and students' learning activities were recommended to be organized in different manners. The recommendations given were verified at a BE class with 16 undergraduate students of B2 level majoring in International Economics at Alfred Nobel University, Dnipropetrovs'k. The paper suggests teaching materials to illustrate the developed algorithm of non-educational video use in class.

УДК 004:81'25

M. Mikhlik, O. Mikhlik

### **INFORMATION TECHNOLOGIES (IT) DEVELOPMENT AND SOME OF ITS ASPECTS INFLUENCING SPECIAL FIELD TRANSLATOR (SFT) TRAINING**

Attention is given to the fact that the notion «culture» has been changed lately, it is being *internationalized*. The article points out that the training of an SFT, as a specialist providing intercultural communication, can be enhanced through simulating the process of *partial «virtual submerging»* into the lingual environment of the language being learned.

The authors divide the translator's sociocultural competence component into the basic part comprising factual information and internationalized one. The latter can be formed «*out of classes*».

The required optimal facilities and technical means are determined to create favourable environment for «in class» training process.

Special mention is made by the authors of using modern information services, allowing to advance the training process efficiency owing to the expansion of the variety of audio and video information being utilized. Web-portal of the Peoples' Friendship University is considered as an example (access from the site [www.rudn.ru](http://www.rudn.ru)).

It is noted that special texts translation procedure is being made algorithmic. Potential terms, appearing due to the significant growth of the number of innovations, undergo automatic natural selection in the network.

Taking different aspects of IT influence upon SFT training into account contributes to optimizing SFT training techniques.

*Key words: information technologies, professional competence, intercultural communication, technical equipment.*

### HIGHER EDUCATIONAL INSTITUTION AS A SPECIFIC FORM OF COMMUNICATIVE SPACE

Communication is considered as a complex process which organizes sociocultural space. With the help of processes of communication society creates information-communicative space setting the line between communications and humanity. Different scientific approaches in psychology and sociology to the concept of «communicative space» have been analyzed.

Communicative space is regarded as: a) the condition of socialization of young generations; b) the set of conditions for communicative processes; c) the totality of communicative practices (communicative competence, communicative creativity, communicative abilities, etc.).

The type of socio-communicative space of education in general is a socio-communicative space of a higher educational institution which:

- a) is formed by stages in the process of socialization of individuals;
- b) undergoes some changes under the influence of social institutions of family, education and upbringing, and of informal relations in the direct microenvironment surroundings;
- c) is to some extent dependent on the physical and social-psychological abilities of a person.

*Key words: communication, space, communicative space, sociocultural space, socialization.*

### DETERMINING BASIC CONTRADICTIONS IN PSYCHOLOGISTS' PROFESSIONAL TRAINING AT HIGHER EDUCATION INSTITUTIONS

The article is devoted to the analysis of professional development of psychologists at Ukrainian higher education institutions. It was defined that in today's period of modernizing higher professional education the development of psychologist's personality occurs under the influence of changes in social and economic systems which in their entirety have initiated the reorganization of the country's education system.

Today, implementation of multilevel training in the higher professional education system ensures specialist's mobility and adaptation to the changed life conditions. Together with obvious positive factors, the new system has some important contradictions. There are higher professional requirements to psychologists but there are no clear definitions of their professional readiness. There is fundamental education and professional training, theoretical knowledge and ability to use it in practice, personal attitude to professional skills and real professional activities. But there is also a lack of educational standards and motivational inability of students to appreciate their importance. There is a demand for new educational technologies and a lack of higher schools' preparation to use them. There is a necessity to create new educational methods but also the absence of relevant scientific and methodological support for such creation.

Solving such problems will help to attain the main goal of the psychological education system which is training specialists who have acquired theoretical knowledge and methods to use it in modern society, who are able to combine the experience of the past and the practice of today, to predict the results of their own actions, to define the cause-and-effect relations, to implement their own potential in challenging life conditions.

*Key words: acting psychologist, professional development, high professional education, challenges of psychologist professional education*

### TRANSVERSAL APPROACH IN THE SYSTEM OF SPECIFICALLY-SCIENTIFIC SOCIAL-PEDAGOGICAL RESEARCH METHODOLOGY

The article highlights transversal approach analysis in methodologies of social-pedagogical studies on the basis of historical, theoretical, technological and managerial aspects.

It is shown that strategy (result's prediction) and tactics (the direct implementation, realization) of any scientific study as a process and result of scientific activity is defined by its methodology, that is by means of combination of theories, conceptions, ideas, approaches, principles, defining the logic of scientific cognition process. Social pedagogy, got in Ukraine new impulse to development, as never requires the development and implementation of new methodological approaches increasing the quality of studies in this sphere, as well as integration of theory with practice. The new impulse in the procedure of the social pedagogy problems scientific studies and introducing the transversal approach, basis of which are introduced in the works of M.V. Firsov

Principles of implementation of the transversal approach, its main concepts are offered in the article. Kinds of social and pedagogical knowledge in the methodology system of science is offered. The characteristics of transversal approach in comparison of social pedagogy and social work problems is suggested. From the position of the transversal approach social pedagogy emerges as that cognitive reality, which allows to mark the borders of identity, to mark not only its state, but to reveal specific features, inherent only to this science. Specific character of social pedagogy is defined by its theory and practice historical origin, particularities of the notional device.

УДК 378.147:802.0

*Nadežda Stojković, Slađana Živković, Nataša Bakić-Mirić*

#### **ACADEMIC PRESENTATIONS IN ENGLISH FOR SPECIFIC PURPOSES**

Teaching English for Specific Purposes presupposes two goals: enabling students to function successfully in the future professional surrounding, and preparing them for their possible further academic career. In that sense, an ESP course comprises English for Occupational/Vocational and English for Academic Purposes. For both directions, the authors of this text, both ESP lecturers and syllabus designers, conclude from their own teaching experience that teaching formats of academic presentations is a necessity if students are to perform well both in the professional and academic setting. Furthermore, the authors claim that those formats are crucial in all ESP profiles. This paper starts with theoretical elaborations on the rationale and the methodology of teaching written and spoken formats of academic presentations. Further on, there is an explanation why these segments of an ESP syllabus are universal, applicable and needed in most diverse ESP higher education settings.

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*O.B. Tarnopolsky*

#### **THE DEVELOPMENT OF PROFESSIONALLY ORIENTED TERTIARY STUDENTS' SKILLS OF SPEAKING, READING, LISTENING AND WRITING WITH THE HELP OF PROJECT METHOD AND THE USE OF INTERNET RESOURCES**

The paper discusses teaching ESP to university students of psychology. The method of teaching English for professional communication through the medium of students' project work conducted on the Internet-assisted basis is researched.

The objective of the study was to reveal the advantages of combining such an advanced teaching method as learners' professionally oriented project work in the target language with their regular Internet search on professional Internet sites in English with the purpose of finding project relevant materials. Methodologically, besides observing during one academic year students' learning when working with the authors' ESP coursebook Psychological Matters (with both project work and Internet search included as mandatory activities into the framework of every unit), the research was based on experimentally testing learners' English speaking, reading, listening and writing skills development in the middle and at the end of the course. Students'

self-assessment of their communication skills development was also included as a research method. The learning project done by students through the academic year was compiling in English «*A Short Psychological Encyclopedia.*» The Internet search for the project was done by them on professional English Internet sites for psychologists, and the results of their reading and listening during that search were presented in the classroom in the forms of speaking and writing in English. The study revealed great benefits of introducing the suggested method into ESP courses at tertiary schools. The learning outcomes were demonstrated to be substantially improved when using the suggested approach.

УДК 159.9

*N.V. Tkachenko*

### **CLASSIFICATION OF METHODOLOGICAL CONDITIONS TO OVERCOME EDUCATIONAL NEGLECT IN ELEMENTARY SCHOOLS**

The article considers the classification of methodological terms for overcoming pedagogical neglect at elementary schools, those terms helping the formation and development of junior schoolchildrens' personalities in the process of their studies.

The psychological and pedagogical features of psychologist's work are substantiated for the educational space of an elementary school. They give an opportunity of expose the value of the concept «pedagogical neglect» through the classification of groups of «children with learning failures» (high-risk groups): «pedagogically neglected children», «mentally retarded children» «weakened children», «children with the syndrome of deficit of attention», «slow children», and «children with weak health».

The system of causes of low-level abilities for studies in junior schoolchildren are generalized according to: the the nature of influence; the categories of learning failures; group learning failures; objectivity and subjectivity; forms that represent a degree and character of neglect.

The study classifies: a) didactic and psychological principles of overcoming of pedagogical neglect; b) terms of overcoming of pedagogical neglect (pedagogical terms, psychological terms); c) groups of «psychological and pedagogical terms» for overcoming pedagogical neglect.

УДК 371.134

*A.V. Tokareva*

### **PREPARING STUDENTS FOR PARTICIPATING IN INTERCULTURAL COMMUNICATION IN THE CONTEXT OF TRAINING SPECIALISTS IN CULTURAL MEDIATION**

The article highlights the process of students' intercultural training in the globalized context of contemporary world. It puts emphasis on the need to develop a professional who can act as a cultural mediator. It is considered to be a person, possessing knowledge about other cultures and the ways of intercultural communication. This is a person who is able to analyze cultural similarities and differences based on the values, habits and traditions that underlie them and to use this knowledge with the aim of achieving intercultural understanding. The article also overviews different approaches to the development of the above-named professionals, including linguistic, ethnocentric, policultural approaches. The main notions that are discussed in the article are: intercultural communication, the process of a professional-cultural mediator development, ethnocentric personality, mentality of tolerance, intellect of intercultural relations.

### **THE ANALYSIS OF EDUCATIONAL ESTABLISHMENTS TEACHERS' PROFESSIONAL STATUS DEVELOPMENT IN THE 18<sup>TH</sup>-19<sup>TH</sup> CENTURIES**

The article analyzes the historical documents on education, namely, the statutes of educational establishments dated 05 August 1786, 05 October 1804 and 08 December 1828 in the aspect of the development of the professional status of teachers. It is established that one of the first statutes which specified the rights, organization, conditions of work of teachers, requirements to them and that made an integral part of the formation of the professional status of teachers in the 18<sup>th</sup> century was the Charter of the Empress Catherine II published in 1786. Since 1804, a complicated system of obtaining the teacher certificate was introduced and that testified to enhancing the level of professional status of teachers. The profession of a teacher did not enjoy a really high social status. However, the requirements to teachers as to their knowledge, skills and qualities show that teachers who had obtained proper certificates had a high level of professional status.

### **THE PECULIARITIES OF DEVELOPING THE MOTIVATIONAL CONSTITUENT OF HEADS' OF EDUCATIONAL ORGANIZATIONS PSYCHOLOGICAL READINESS TO MANAGE TEACHING STAFF**

On the basis of existing literature and approaches developed in our previous studies, the motivational constituent of psychological readiness of heads of educational organizations to manage teaching staff is interpreted as a series of motives (needs) and orientation styles that influence the successful solution of the management tasks.

The motivational constituent of psychological readiness of heads of educational institutions to manage teaching staff includes the following components: the needs of educational organizations in leaders for successful management of teaching staff; leaders' orientation style in successful management of teaching staff.

The results of research in what concerns the degree of prevailing needs and motivational orientations of heads of educational institutions for effective implementation of teaching staff management show that they prefer to satisfy their own needs without taking into consideration the professional possibilities and the desires of teachers, in this way, they do not create conditions for the professional development of the latter.

In the process of management activities, heads of educational institutions focus more on the specific tasks of strategic and tactical planning and they solve in time those current problems that arise when executing scheduled tasks. These leaders are still not ready for constructive discussion and implementation in the educational process of modern concepts and innovative technologies.

Managers of educational organizations do not include the value orientations and professional competence of the teaching staff into planning, organizing and implementing the objectives of their institutions; they only analyze in details the results of work and professional achievements of teachers.

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