

ABSTRACTS

УДК 378.147:81'373

S.N. Amelina

FORMATION TECHNIQUE OF LEXICAL COMPETENCE OF FUTURE PHILOLOGISTS

The article deals with problems of forming lexical competence as an important component of foreign language communicative competence of future philologists. It is noted that the formation of lexical competence can be carried out directly or indirectly. With indirect vocabulary learning, a student focuses on a different type of activity, such as listening or reading, and involuntarily learns words. It is stated, that more attention should be given to the indirect way of mastering vocabulary in the formation of lexical competence of students-philologists. The lexical competence content in accordance with the European requirements for language education is analyzed. The need to study vocabulary in the practical use of language that promotes successful communication is accentuated. Possible ways of acquiring new lexical items with their active use in communication activities are presented. The stage-by-stage formation of lexical competence of future philologists is proposed. Lexical competence can be formed in stages by using exercises combined with semantic and situational characteristics of communicative interaction in the learning process. It is stated that the process of forming lexical competence of future philologists may include the following phases: semantization (introduction of new lexical material); automation (formation and initial consolidation of skills for using lexical units); reproduction (improvement and development of skills for using lexical items in different types of communication activities).

Key words: lexical competence, communication, technique, foreign language, student.

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O.I. Besspartochna

CREATION OF THE NATIONAL SYSTEM OF STANDARDIZATION AS A BASIS FOR MODERNIZING EDUCATION

The article specifies the essence, principles and process of standardization, as well as the objects of standardization. The components of state standards are considered; the types of standards are selected, settings and features of development of professional and educational standards are defined; international and national standards are characterized as the basis for development of technical regulations. The components of the organizational-functional structure of the national system of standardization in the Russian Federation are selected; the components of documentation fund of the national system of standardization are shown. The article specifies principles of strategy in developing the national system of standardization.

The role of professional standards in formation of qualifying types is defined; the role of the National framework of qualifications is exposed in modernization of education.

Key words: standards, standardization, national framework of qualifications, principles of standardization, standard of education, quality of education.

УДК 371.134

N.O. Chernyak

TO ISSUE OF FORMING PROFESSIONAL ORIENTATION OF FUTURE SPECIALISTS

The article considers such concepts as «personal orientation» and «professional orientation,» as well as identifies the key components that form professional orientation of a future specialist.

On the basis of the theoretical scientific sources analysis and the analysis of researchers' empirical experience, we have identified that scientists have not arrived yet at both the common accepted classification of the types of personal and professional orientation and the common criteria for their identification. As a result, the issue of the interrelation and correlation of the above mentioned orientations has still been controversial, though there is a general belief that professional orientation is based on personal one.

To better understand the structure of professional orientation, we have considered professional orientation's components and the principal ones have been identified, namely: a motivational component, an emotional component, a reflective component, a cognitive component and an activity component.

The interest of our further research is to identify the main components influencing the development of future practical psychologists' professional orientation.

Key words: personal orientation, professional orientation, the basic components of professional orientation, motivational component, emotional component, reflective component, cognitive component, activity component.

УДК 378.147

E.S. Izhko

METHOD OF PROJECTS AS A MEANS OF OPTIMIZING AUTONOMOUS LEARNING

The article is devoted to the problem of classifying the project method and developing the skills of project work in language learning.

The project method and the characteristics of its classifications are considered from the point of view of their effectiveness. The basic elements of the project are identified and described as integral components of successful autonomous language learning. The project that corresponds to the principles of autonomous learning and suits all types of students was developed. The results of the project are introduced in the article.

It was found that the goal of using project work during learning foreign languages is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners. The organization of the project encourages students to take the responsibility and reflect on their own thinking process as well. Understanding the language learning process will encourage students' acquisition and critical analysis of language learning issues. It can be concluded that the project work is a necessary part of autonomous learning. It should be emphasized that the criteria for the project and learning autonomy are similar. Both the project work and autonomous learning are characterized by the following features: self-organization in learning, implementation and use of strategies and methods, changing the traditional role of the teacher, possibilities of self-assessment, integration of previous experience, focusing on your own learning style. The main purpose of project method is the possibility of self-knowledge acquisition process in solving practical problems or problems that require the integration of knowledge from different fields. This goal coordinates with the main goal of autonomous learning – to teach students to learn and work independently and responsibly. It can therefore be concluded that the project method is the best way for the formation and development of autonomous learning skills.

Key words: project, project method, autonomy learning, presentation, independence.

УДК 37.015

L.V. Ivanenko

EDUCATING MERCY IN THE ANTHROPOLOGICAL SYSTEM OF K. D. USHINSKIY

K.D. Ushinsky (1824–1870) is a famous Ukrainian teacher with a European outlook. The purpose of the article is to study his views on educating mercy. Ushinsky outlined his basic concept of moral education in the book «Man as a subject of education. An attempt of pedagogical anthropology» (1869), in the materials to the third volume of «Anthropology» and the materials to his textbook on pedagogy.

His conceptual area of mercy included the human capacity for empathy, friendliness, caring attitude toward others, love, tolerance, the ability to forgive and not to judge, the feelings that are the opposite of anger, indifference, cruelty, evil intentions, hostility and violence.

He drew special attention to the necessity of developing inner mercy, not its external manifestations (charity or politeness). He divided mercy into the natural and the artificial ones, the latter being generated by the person himself/herself, and he gave preferences to the last kind of mercy. In the analysis of the components of mercy, the teacher paid particular attention to the feelings of anger, the most undesirable of all feelings.

Among the main methods of educating mercy (beliefs, habituation, encouragement, motivation), he preferred beliefs. Motivation is also important since the awareness of the need to be kind can make a person compassionate. The use of incentives should be limited.

All aspects of his concept of mercy need to have close connection with mercy's implementation in society. Mercy is not worth anything in itself if it is not realized in practical life.

Key words: K. Ushinskiy, educating mercy, compassion, kindness, caring, anger.

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M.M. Gaidar

TEACHING LANGUAGES TO BEGINNERS ON THE BASIS OF LEXICAL AND CONSTRUCTIVIST APPROACHES (INCLUDING A DRAFT LESSON)

Today's world is increasingly involved in technological progress which embraces the entertainment industry and spreads hi-tech advances globally. This puts new barriers in the way of effective language teaching. To combat the inevitable decline in learning motivation, new ways of using advances in technology and entertainment for improving language acquisition should be introduced.

The principal goal of this article is to analyze the most effective approaches towards learning languages in the context of modern society and to develop a draft lesson for teaching English to beginners.

To implement our ideas in the draft lesson, we have studied and analyzed the works by Michael Lewis and Ken Lackman to understand the principles of the lexical approach and useful activities based on it. We have also analyzed the constructivist approach discussed in the works by Oleg Tarnopolsky and Ernst von Glasersfeld. The material valuable for the research has also been taken from works on intensive learning by G. Kitaygorodskaya.

As a result, the author has elaborated a draft lesson for intensive and effective teaching of English to beginners, which includes activities aimed basically at communication and gaining command of language through experience.

Key words: lexical approach, constructivist approach, information society, learning activities, beginner's level.

УДК 811.161.1:001

Z.I. Girich

IMPROVING SCIENTIFIC RUSSIAN SPEECH OF TURKIC FOREIGN STUDENTS MAJORING IN ENGINEERING

The article demonstrates that mastering the syntax of scientific speech in Russian is difficult for foreign Turkic-speaking students majoring in engineering because of the differences in the Russian and Turkic languages. Differences in the Russian and Turkic languages have interfering influence on the Russian speech of students. The analysis of scientific-methodological literature and practice of teaching Russian as a foreign language at university shows that the greatest difficulty for foreign Turkic-speaking students are represented by the categories and phenomena in the grammar of the Russian language that are absent in their native language.

The paper considers the introduction of Russian simple and complex sentences to the Turkic-speaking audience in the process of teaching Russian to foreign Turkic-speaking students majoring in engineering. This introduction is determined by the sentences' degree of complexity in the system of the Russian language, and the degree of similarity and differences in the Russian and native languages. It is proved that first sentences whose semantics and structure coincide with similar sentences in the native language should be introduced, while the last place in the sequence should be given to sentences with lower prevalence in the Russian scientific style and with larger discrepancies with the system of the native language.

Comparative characteristics of the complex sentences in Russian and in one of the Turkic languages allow to identify similarities and differences in those structures. The similarity manifests itself in the content, the differences are observed in the structural design of complex sentences. Differences in the structure of sentences cause difficulties in their acquisition.

A procedure for introducing Russian sentences of different types when teaching scientific Russian speech to Turkic foreign students majoring in engineering is recommended.

Key words: simple, complex sentence, syntax, a Turkic-speaking students of engineering profile, scientific style of speech, Russian, Turkic language.

УДК 37.013.42

S.V. Grischenko

SOCIAL PROPHYLAXIS OF TRADING IN CHILDREN

Trading in people is a complex problem, and a lot of state and public organizations participate in the attempts to solve it. In this connection, there is a necessity of proper definition of purpose, tasks and principles of social work for Ukraine in this direction. One of major constituents of activities directed towards counteraction to trading in people is elucidative work among the potential risk groups, in particular, students and other young people.

The purpose of the article is the description of social prophylaxis of trading in children in today's Ukraine.

The primary, secondary, and tertiary social prophylaxis of trading in children is discussed. The content of primary social prophylaxis of trading in children is analyzed, as well as the secondary social prophylaxis. The basic aspects of tertiary prophylaxis are also described. It is shown as the result of studying the situation with trading in children in Ukraine that the necessity has arisen for forming a complex of measures for counteracting this crime.

It is asserted that the prophylaxis of trading in children is related to the wide spectrum of questions, such as migration and frontier management, criminality, labor-market, ethnic and armed conflicts. In the prophylaxis of this problem, the observance of human rights is a major factor on the way to its solution.

Rational and expedient application of all of levels of prophylaxis can diminish the phenomenon of trading in children and that depends both on the structure of prophylactic work and the competence of social pedagogues.

Key words: trading in children, prophylactic work, primary, secondary, and tertiary social prophylaxis.

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M.R. Kabanova

ON SOME ISSUES OF LECTURERS' CREATIVE POTENTIAL DEVELOPMENT AND USING INTERACTIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

The article highlights some peculiarities of interactive methods in higher school teaching and deals with the role of lecturers in organization and using of interactive education methods.

The purpose of the article is to analyze the organizational and methodological approaches during the use of interactive technologies that are aimed to create persistent language skills of the objects and subjects of the educational process in higher educational institutions.

The analysis of organizational and methodological approaches during the use of interactive technologies that are aimed to create persistent language skills of the objects and subjects of the educational process in higher educational institutions has shown the following:

1) interactive teaching methods make the great contribution to the formation of the competitive professional;

2) during the learning process with applying interactive technologies, the main task of the lecturer is to encourage students to self-search (not to give them ready-made solutions);

3) the use of interactive methods involves the achievement of certain purposes, namely: creating psychologically comfortable learning environment which students feel due to their success during the group training in the classroom; no suppression of initiative during the learning process.

We suppose that the future is undoubtedly for the combined technologies of teaching, including the necessary integration and cooperation of various disciplines.

Key words: interactive technology, future professional activity, foreign language learning

MEANS OF TRAINING: PROBLEMS OF DESIGNING

The article analyzes the means of training as the problem of designing a training activity. The purpose of the article is a study of modern learning tools on the basis of experiential approach in the context of designing developing environment in the process of training activities.

It is indicated that designing training activities should be applied when: 1) a lengthy technical description should be given; 2) it would be quite difficult to give an oral explanation of some sophisticated points of training; 3) the teacher has to visualize things; 4) when students seem embarrassed after the material is explained to them.

It is also emphasized that the use of learning tools should be planned according to the selection criteria, namely: relevance of content; cost; effectiveness; frequency of use; the number of students; suitability of equipment.

Correlation between types of learning tools and types of learning activities is presented.

Key words: learning tools, designing training activity, experiential approach.

GUIDELINES ON THE ORGANIZATION OF SIMULATIONS FOR TEACHING ENGLISH SPEAKING AT TECHNICAL UNIVERSITIES

The use of active learning methods, in particular, simulations is justified in higher education. This article deals with some aspects of simulation organization. The simulation was introduced at the National Technical University of Ukraine «Kyiv Polytechnic Institute» for learning oral English communication skills and lasted one semester. The aspects discussed are important for the effectiveness of its implementation. The main focus of the paper is on the functions of the teacher, simulation evaluation process and certain stages of its implementation, as well as the organization of educational space.

Among the functions of the teacher the following are discussed: the organizer, the operator and the participant of the simulation (product owner).

Key challenges in implementing the simulation described in this work are organizational difficulties, psychological difficulties (passive students, tension and hostility), and not following the simulation's specifications.

In the implementation of simulations the following stages are to be considered: preparation, implementation and feedback. Evaluation is done by a foreign language teacher and students at all stages of the business game, as well as by experts during a presentation of completed projects.

Optimal organization of educational space involves considerations of lighting, placement of furniture and equipment. The article describes these parameters for an eighteen-person group.

Efficiency and the need to follow these recommendations when implementing simulations for teaching English communication skills are confirmed by the conducted experiment.

Key words: preparation, implementation and evaluation of simulations, teaching foreign language communication, interdisciplinary integration.

CONTENT SELECTION WHEN TEACHING ESP TO STUDENTS MAJORING IN TECHNOLOGY

Teaching ESP to tertiary school students has become one of the most challenging methodological problems nowadays. There is no denying the fact that teaching ESP at tertiary schools is supposed to be professionally oriented right from their first year at the university.

Teaching content identification, in its turn, has become one of the most difficult aspects in teaching ESP. The existing publications on the topic regard ESP teaching content as a mere set of certain constituents. Neither the procedure behind their selection nor their ranking is clear.

The author of the given article, in reference to Prof. O.B. Tarnopolsky's conception, offers to include into teaching content only the information crucial to students' future professional life, i.e. communicative skills, which make up communicative competence; language aspects (pronunciation,

grammar and vocabulary); sociolinguistic, psychological, paralinguistic information, as well as stereotypes and realities necessary for professional communication and used for settling business issues; texts for reading and speaking; topics and communicative situations.

Key words: professionally oriented English communicative competence, ESP teaching content.

УДК 378.1

M.O. Korostelin

SCIENTIFIC APPROACHES TO DETERMINE THE READINESS OF STUDENTS FOR CONFLICTS PREVENTION IN PROFESSIONAL ACTIVITIES

The article provides an analysis of scientific approaches to the definition of future professionals' readiness to prevent conflicts. It has been demonstrated while conflict prevention in professional activity, an expert on merchandise and commercial activity has certain responsibilities: administrative, organizational, communication, diagnostic and predictive, preventive, reflexive.

Our own definition of the phenomenon «readiness of future specialist merchandise and commercial activities to prevent conflicts in the profession» has been provided, it has been presented as an integrative quality of the individual, which is characterized by the need of the individual in non-conflict cooperation in the performance of professional responsibilities as well as conscious desire and focus on its organization; a high level of mastery in the sphere of the conflict knowledge necessary for conflict prevention in professional activities; skills forming for conflict prevention (communicative, speech, organizational, managerial, ethical), emotional intelligence and reflection. It is the basis of active professional positions of specialists in merchandise and commercial activities, which encourages minimizing the number of conflicts in professional activities and increases the cases of their solving with non-conflict ways promoting constructive ones of its implementation.

Key words: readiness, experts in merchandise and commercial activities, professional skills, the willingness of future specialists in merchandise and commercial activities to prevent conflicts in professional activities.

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O.V. Lyubchenko

THE MODEL OF MANAGERIAL SKILLS FORMATION OF FUTURE ECONOMIC PROFILE SPECIALISTS BY MEANS OF INTERACTIVE TECHNOLOGIES

The article substantiates the model of managerial skills formation of future economic profile specialists by means of interactive technologies. The model under consideration is based on such approaches as systematic, humanistic, action, synergetic and person-oriented. The article gives the following structural elements of the model: *target* (the provision of future specialists in economics with managerial skills), *content-and-process* (this element is based on the renewed content of such disciplines as «**Fundamentals of Psychology**», «**Psychology and Ethics of Business Relations**», «**Conflict Management**», «**Management**» as they have been enriched with theoretical knowledge of the essence of managerial skills and culture of management of future economists. It also envisages the widening of the sphere of active professional communication, acquiring important organizational and managerial skills as the result of harmonious pooling of dialogue-and-discussion, training, situational, playing, project technologies, as well as technologies directed to: the accumulation of organizational-and-managerial experience, the integration of learning and after hours activities, the creation of motivational environment which will encourage the students to master managerial skills using interactive technologies following the principle of stages and successiveness in the process of managerial skills formation), *monitoring* (the use of diagnostic tools to find the level of managerial skills formation), *result-and-evaluation* (the student with high level of managerial skills formation, who is well-trained for realization of organizational and managerial activities in conformity with modern demands).

The realization of the model proposed guaranties the consequence and continuity in managerial skills formation of future economic profile specialists by means of interactive technologies.

Key words: economic profile specialists, interactive technologies, the model of managerial skills formation of future economic profile specialists by means of interactive technologies.

DEVELOPMENT OF FUTURE SOCIAL WORKERS' CREATIVE ACTIVITIES THROUGH INNOVATIVE EDUCATIONAL SPACE TECHNOLOGIZATION

The article is devoted to substantiation of ways for developing innovative education. The role of innovative technologizing of educational environment, as well as developing future social workers' creativity in the process of professional training, are defined. New tasks of teacher education in view of the development of their creative potentials are suggested.

Innovative processes are associated with changes in the tasks of modernization of education, the transfer of emphasis from the educational functions of educational institutions, which often block the development of a creative personality, to the developmental functions when knowledge and skills become not the end but the means of cognitive, emotional, and volitional student's development.

It is proved that, in order to solve the problem of students' creative abilities in general, a significant transformation of the entire education system is required, as well as developing new approaches to the scientific, methodological and informational content of training, new educational techniques that allow obtaining significant scientific and practical results, generating new knowledge in the very process of learning.

It was found that the public need to upgrade education requires special attention to innovative processes for optimizing the management, to the factors that impede or facilitate the introduction and dissemination of educational innovations, as well as to individual teachers and their training. One of the main tasks of education is to prepare creatively minded professionals with high creative potentials.

It was determined in the study that the major functions of innovative learning are the intensive development of student and teacher; the democratization of their joint activities and communication; focusing on creative teaching and active learning, students' initiative in forming themselves as specialists; modernization of tools, methods, learning techniques that contribute to the formation of future professional's innovative thinking and abilities for creative activities.

Key words: technologization innovative, interactive learning techniques, creative activities.

METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF TECHNOLOGY FOR FORMING THE PREDICTIVE ABILITIES OF PRACTICAL PSYCHOLOGISTS BY MEANS OF INTERACTIVE TECHNOLOGIES

The article is devoted to the theoretical analysis of the essence of methodological approaches on which the development of technology for forming the predictive abilities of practical psychologists by means of interactive technologies is based.

It has been found that technology for forming predictive abilities of future practical psychologists by means of interactive technologies is the complex of processes of theoretical and practical university teaching staff's activities directed at establishing and developing practical psychologist's personality and the system of purposes, methodological approaches, strategies, context, methods, forms, means of studying, the forms of control and correction that are being gradually introduced into the learning process and guarantee approaching the final result.

The development of technologies for forming the predictive abilities presupposes the choice of theoretical and methodological strategies of research and the scientific basis which explains the basic pedagogical phenomena and the regularities decisively affecting the theoretical interpretation of those phenomena in the future.

In the research four levels of methodological knowledge were defined: philosophical, general-scientific, concrete-scientific and technological.

The methodological foundation of our research on the first level of methodology were the laws of unity and struggle of opposites, negation of negation, transformation of quantity into quality, and the rules of versatility, the unity of historical and logical phenomena, the unity of theory and practice, the complex approach, the concrete and historical approach, objectivity, etc.

On the second, the general-scientific, level the choice of the systematic, active, synergetic approach is established.

The context of the concrete scientific level for our research required analyzing the competent, personality oriented and context approach.

On the technological level, the methodology for determining the formation of predictive abilities of future practical psychologists was considered.

It is proved that the development of the technology for forming the predictive abilities of practical psychologists by means of interactive technologies cannot be limited to one of these approaches. Only the complex unity of all the analyzed methodological approaches provides the scientific and methodological basis for the formation of predictive abilities of practical psychologists.

Key words: methodology, pedagogical technology, methodological levels, methodological approaches.

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O.Y. Nesterova

STAGES AND METHODS IN EXPERIMENTAL WORK FOR DEVELOPING INFORMATION CULTURE OF FUTURE TRANSLATORS

The article is devoted to the urgent problem of professional development of future specialists in the field of translation – the development of their information culture in the conditions of a higher educational institution. The **stages of the pedagogical experiment and the methodology of experimental work** focused on the development of key elements of future translators' information culture are discussed. According to the model of development of future translators' information culture in the conditions of higher technical educational institution, the initial, active and analytical, productive and creative, analytical and corrective stages of experimental work were distinguished and described. Each stage is focused on the development of proper informative competences, i.e. the competences of determination of the extent of information needed, of access to the required information effectively and efficiently, of evaluation of information and its sources critically, of incorporation of selected information into one's knowledge base, of use of information effectively to accomplish a specific purpose, of understanding the economic, legal, and social issues surrounding the use of information, and access to and use of information ethically and legally.

According to the purpose of the experimental work stages, the methods to meet their requirements are considered. The students of the experimental groups were taught the basics of information activity with respect to their future profession. The activities included individual and group work, in-class and home assignments. The results of the experimental work were attained due to the sequence of experimental stages and approaches to the transformation of students' activities.

Key words: experiment, information culture, student-translator.

УДК 378.1

V.V. Proshkin

CONTENT OF INTEGRATING UNIVERSITY SCIENCE AND EDUCATION

This article is about the pedagogical system of integration of university science and education as the aggregate of interrelated components, (target component, subject and object component, substantive component, technological component, motivational and incentive component) incorporated by the general aim of functioning and unity of guidance which are needed for creation of the organized and purposeful pedagogical influence on future teachers' university training, based on implementing educational process through research activity.

The substantive component of the pedagogical system has been elaborated. It includes the following directions: 1) students' work in scientific laboratories, centers and problem scientific groups and other scientific associations; 2) individual students' research work; 3) study of theoretical bases of arrangement, methodology, organization and implementation of scientific research, planning and organization of scientific experiments, processing of scientific data within the themes of specialized courses included in the curriculum; 4) independent scientific research in the process of pedagogical practice; 5) implementation of research tasks and also diploma, master's degree projects which

contain the elements of scientific research; 6) participating in scientific activities which stimulate students' individual work and development of students' scientific and research work.

Key words: integration of science and education, pedagogical system, university training, future teacher, substantive component.

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D.G. Rastiegaieva

IMPLEMENTATION OF COMPUTER INNOVATIVE TECHNOLOGIES (CIT) IN LANGUAGE TEACHING TO THE FIRST AND SECOND YEAR STUDENTS MAJORING IN ENGLISH

More and more language teachers start to implement innovative computer technologies (CIT) such as students' and teachers' blogs, wikis and podcasts as indispensable language teaching methods. In this sense, CIT are viewed not only as innovative teaching tools that are multifunctional by nature, but also as an effective means of teaching writing skills. The usage of CIT is especially important in language teaching to the first and second year students majoring in English, serving as Virtual Learning Environments and thus empowering students to communicate in English and develop their sociolinguistic competence.

The main aim of the article is to examine the efficiency of CIT implementation in teaching English writing skills to the first and second year students majoring in English at the department of English theory, practice and translation of National Technical University of Ukraine «Kyiv Polytechnic Institute», as well as to define the CIT role in face-to-face, virtual or blended language learning.

To attain this objective, we have analyzed the main principles of CIT use that are interactive, informative and research-like by nature, functioning in face-to-face and virtual classrooms with synchronous and asynchronous feedback. It was found out that CIT boost students' willingness to use and produce the language with the main focus on the development of their writing skills by creating and updating their blogs, chatting with their class mates, teacher and other Internet users, participating in discussion groups, writing wikis, producing podcasts, submitting their home assignments electronically in personal e-portfolios, accomplishing these numerous aims in Personal Learning Network on the basis of Personal Teaching Website.

Key words: Computer Innovative Technologies (CIT), World Wide Web (WWW), Computer Telecommunication (CTC), Personal Teaching Website (PTW), feedback, wikis, synchronous feedback, asynchronous feedback, e-portfolio, blog, podcasts.

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O. Rudnytskykh

COACHING AS AN INTERACTIVE TECHNIQUE IN EDUCATION

Coaching is an interactive technique used in education to enable students' realizing and applying their potential. There are contrasting ideas about coaching and mentoring among researchers, since both concepts are used to capture different ideas in similar contexts. Thus, coaching has been defined as an interactive technique that enables students to realize and apply their own potential in interaction. It has been noted that coaching stimulates students to look for their own solutions in the atmosphere of multisided communication while mentoring is more teacher-focused and less student-centered. It is advisable to use coaching as an interactive educational technique at various educational institutions because it creates conditions for forming an independent, self-motivated, and goal-oriented student's personality. This personality is considered as capable of taking his/her decision under different circumstances being self-confident and politically enfranchised. Participation in the teaching-learning process is conditioned by students' motivations and ambitions only. The difference between active and interactive techniques is defined as the one changing one-sided communication into multisided one. It is important to realize that the final result of coaching as interactive techniques' embodiment is defined by the very structure of interactive technique itself, while interactive methods are only used to fulfill certain tasks.

Key words: coaching, mentoring, interactive techniques.

CHRISTIANITY AS THE FOUNDATION OF THE SPIRITUAL EDUCATION OF FUTURE TEACHERS

The article deals with current issues of spiritual education of students in the Christian faith. It is alleged that the national educational traditions were linked with the guidance of the clergy as the Ukrainians, from the time of the Christening of Rus, were faithful people.

Educating a versatile, fully developed, harmonious personality is possible, in our opinion, only in the presence of a strong basis which includes Faith, Love, and Kindness, those ideals that are inherent to Christianity.

However, nowadays Ukrainian national traditions, including faith, do not find an appropriate place in the process of educating young people, future teachers among them.

The education of future teachers should be implemented in compliance with the national, culturally appropriate, ethnicity directed process. It should be directed at value formation and perception of the world in all its «colors» through human values.

In addition, the state in its Basic Law declares that man's life, honor and dignity determine the nature and direction of the country. Provisions of the Constitution of Ukraine declared the right to freedom of religion. The same constitutional provisions indicate that the Church in Ukraine is separated from the state and the school – from the church.

Contrary to this rule, let us note the fact that in its essence and meaning neither the state nor the educational process can do without a comprehensive power of faith. The Church, as the house of God, gives mankind this faith, the Christian faith, with its tenets of good and justice, which in turn are taken by the theory of law and norms of positive law in our country. The state is not just a mechanism but primarily an association of people who are united by the common territory of residence, attitudes, perceptions of the environment, etc. Because of this, it is impossible to underestimate the role and importance of spirituality and faith in the establishment of those norms that are essential to society and the state law, as well as the principles of freedom, equality, and justice are implemented in daily life in accordance with the indications of the Fathers of the Church. These are the basic principles that create the foundation for future personality, towards the formation of which the process of education is directed.

The Church as an integral part of the community at all times has taken an active part in shaping the national strategy vector, and the religious factor, even in the most secular modern historical period, is taken into account when forming planetary solutions. That spiritual potential and features of its implementation form the intellectual, social, economic, environmental and even political directions of society.

The Ukrainian Orthodox moral tradition makes people think about the creation of ways and conditions for personal fulfillment. We consider in this context Christian values to be the most appropriate in the educational process.

In summary, we want to emphasize that it is possible to debate on the expediency or in expediency of joining religious institutions and their representatives to the process of education; however, it is evident that the spiritual component of education, based on Christian tradition, plays an undeniable role in the formation of an adequate personality. In our view, religious education should be skillfully combined with the processes of students' national education since spiritual education is impossible without a millennial tradition of Christianity in the territory of modern Ukraine. The Church and its Holy Fathers in effect give the public not only their own spiritual values, but also create favorable conditions for deep perception of those values, their transmission and assimilation by the younger generation.

Finally, we consider it necessary to indicate that today we require a combination of the efforts of the government and the Church in the formation of a new educational doctrine that will adequately reflect the needs of society taking into account the accumulated Christian traditions and serving the development of personality, the formation of civil society, democratic, legal and social state in Ukraine.

Key words: Christianity, education, church, tradition of education.

УДК 378.1

S.V. Sapozhnikov

SCHOLARLY AND PRACTICAL APPROACHES TO ACTIVATING THE TEACHING/LEARNING PROCESS AT PEDAGOGICAL UNIVERSITIES AND COLLEGES OF BLACK SEA REGION COUNTRIES

The article highlights and analyses scholarly and practical approaches to the organization of the educational process at higher pedagogic educational establishments of the country-members of the Black Sea Economic Cooperation Association. Each researched country of the Black Sea Region has its own approaches to the issue of the educational process organization in the system of higher pedagogic education. So, the process approach to the organization of the educational process at higher schools, where the organization of the process is implemented through pedagogical interactions, is typical for Azerbaijan, Albania, Armenia, Bulgaria, Greece, Georgia, Russia, Turkey and Ukraine. The personality and activities approach to the organization of the process of teaching students is the most relevant in the pedagogic educational system of Armenia, Greece, Georgia, Moldova, Russia and Ukraine. The content and procedural approach to the organization of educational process is effectively implemented at higher pedagogic educational establishments of Azerbaijan, Albania, Armenia, Bulgaria, Greece, Georgia, Moldova, Russia, Rumania, Turkey, and Ukraine. The problematic approach to the organization of the educational process for teaching students is used in Russia, Rumania, Turkey, and Ukraine. The dialogical approach to the organization of educational process for teaching pedagogues is typical for Azerbaijan, Albania, Moldova, Russia and Ukraine. Nowadays, the competence approach to the organization of the educational process at pedagogic educational establishments is number one in the countries of the Black Sea region in the context of the Bologna declaration. The individual-differential approach to the organization of the educational process at higher educational establishments of Bulgaria, Greece, Georgia, Russia, Rumania, Turkey and Ukraine is the basis for teachers' creativity training. The tendency of the higher education to be oriented towards the student's personality and the model of their future specialty generates the need in the imitating-game approach to the organization of the educational process at higher pedagogic educational establishments of Azerbaijan, Armenia, Georgia, Russia, Turkey and Ukraine.

Key words: higher pedagogic education, the system of higher education, pedagogic staff, the approach to the educational process.

УДК 378.1

J.O. Shabanova, A.O. Osypov

ESSENCE AND FOUNDATIONS OF HUMANE PEDAGOGY AT HIGHER SCHOOL

Comprehensive approach to the issues of humanization of education is based on the idea of personality integrity. Humane pedagogy cultivates creative latitude, the priority of spirituality in the human and universal conceptions and the dominant idea of ethical values in the world outlook. Personality-centered approach in humane pedagogy is supported by the foundations of self-actualization, individuality, subjectness, creativity and confidence.

The origins of humanism within the European civilization are traced as far back as in Antiquity (Socratic dialogue which features a humane and respectful attitude to a disciple, focusing on collaboration with him). The Renaissance and the Enlightenment restored the antique ideal of harmonious development of personality. At the turn of the 19th-20th centuries the traditions of humanistic education were developed by many representatives of reformative pedagogy: K.D. Ushynskyy, L.M. Tolstoy, S.T. Shatskyy. The ideas of humane pedagogy in foreign European pedagogy were pronounced in the pedagogical systems of M. Montessori, R. Steiner, S. Freinet, R. Cousinet.

Summing up a rich experience of pedagogy in our country and in Europe the main propositions of the concept of humanization and humanitarization of education can be formulated as follows: comprehensive approach to problems of humanization of education which assumes the return to a human integrity and an integrated human existence; humane instructional and educational technologies for students; instruction at the intersection of humanitarian and technical spheres (at the intersection of animate and inanimate, material and spiritual aspects, biology and engineering, engineering and society, etc); cross-disciplinary connection in educational approaches. Determinative aspects of humane pedagogy are as follows: creative latitude, the priority of spirituality in the human and universal conceptions and the dominant idea of ethical values in the world outlook, the renunciation of imperative forms of education.

Key words: humane pedagogy, personality integrity, comprehensive approach, creativity, individuality.

УДК 378.147:81'243

E.V. Shkurko

ABOUT METHODS OF TEACHING FOREIGN LANGUAGES

The success of mastering a foreign language speech depends on a variety of factors, including the method of teaching a foreign language.

In modern methods of teaching foreign languages often everything new that is introduced by the authors of various projects is opposed to the so-called traditional teaching. That traditional teaching includes conscious-comparative and conscious-practical training methods that modern methodologists call passive ones.

Passive learning is contrasted to active learning, which refers to learning in action. Almost all of the currently known active methods of teaching foreign languages are intensive.

We stand in solidarity with those who speak of the need to modify the process of learning languages, make it active, since all the parties concerned have as their goal the common ultimate objective – the optimal students' acquisition of foreign speech. However, none of the methods considered in the article, in our opinion, can be called universal.

Key words: traditional and original methods of teaching a foreign language, conscious-comparative and conscious practical training methods, passive, active and intensive language training.

УДК 81'25:631.145

R.O. Tarasenko

THEORETICAL SUBSTANTIATION OF MODEL OF INFORMATION COMPETENCE FORMATION OF FUTURE TRANSLATORS FOR THE AGRICULTURAL SECTOR

The model of the formation of information competence of future translators for the agricultural sector is considered. The system of mutual influence and the interconnections between its elements are defined. It is found that the presence of the target, theoretical and methodological, strategic and normative, organizational and substantive, diagnostic and concluding blocks in the structure of the proposed model ensure its functioning and the ability to optimize the learning process in the aspect of information training of future translators.

The aim of the first stage in such training is encouraging students to analytical work, reflection on experience and building motivation for further self-development. It also provides intensive formation of knowledge and skills in searching, processing, transmission and storage of information, which will be the information basis for future career. The second stage is the orientation of the educational process towards the use of information technology in the performance of professional tasks. The third stage is aimed at achieving the formation of a coherent set of information competencies of future translators. The key role is played by the orientation of content, forms, methods and teaching means towards the formation of skills of applying information technology as a highly effective means of technological support for the translation process.

The expediency of application of the organizational and pedagogical conditions complex on the stages of forming information competence is substantiated. Substantive content, forms and means for each of the stages are specified.

The result of the process described by the developed model is the formation of information competence of translators for the agricultural sector.

Key words: model, organizational and pedagogical conditions, information competence, training, translator.

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O.B. Tarnopolsky, L.B. Slipchenko

THE LEARNING CONTENT AND ITS PRACTICAL SELECTION IN TEACHING BUSINESS TELEPHONING IN ENGLISH TO STUDENTS MAJORING IN ECONOMICS

The article discusses the method developed by the authors and elaborated for selecting the learning content for teaching business telephoning in English to students majoring in Economics. The

components of that content are analyzed, as well as the criteria and procedure of selecting such components and the practical selection results.

The components of learning content are considered as including: communication skills in business telephoning; the language material and socio-cultural and pragmatic knowledge on the basis of which such skills are developed; the speech materials (texts for reading and listening) serving as a source for the language material and socio-cultural and pragmatic knowledge; topics and situations of communication that are embodied in the selected speech materials.

The criteria of those components selection are the criteria of probability and cultural exemplification (for selecting topics and situations of communication), the criteria of typicality, frequency of use, authenticity of speech samples, and cultural exemplification (for selecting the speech materials, the language material, and socio-cultural and pragmatic knowledge). The criteria of coverage and cultural exemplification were used for selecting the communicative skills to be acquired by students.

The procedure of selection is designed as the «down-top» process: beginning from selecting topics and situations of communication (on the basis of surveying the specialists' needs by way of questioning them), then proceeding to selecting the speech materials and, from them, the language material and socio-cultural and pragmatic knowledge, and finalizing by selecting the communication skills that derive from all the content selected previously and that are to be acquired by the students.

The results of such practical selection are demonstrated and discussed.

Key words: methodology, pedagogical technology, methodological levels, methodological approaches.

УДК 378.1

A.V. Tokarieva

INTEGRATIVE LEARNING AS ONE OF PERSPECTIVE VECTORS IN THE DEVELOPMENT OF CONTEMPORARY HIGHER EDUCATION

Because of changes in knowledge and communication practices we are faced with information that is more complex, fast moving and accessible than ever before. Being able to find, collect, organize, compare, analyze and synthesize information about different topics in many media formats is an essential 21st century skill. Teaching this skill requires new educational models that may help students pursue learning in more intentional, connected ways. The most interesting educational innovations of today are associated with liberal art of integration. Stemming from the works of John Amos Comenius, contemporary integrative learning includes structures, strategies and activities called to bridge theory and practice, general education and the major, introductory and advanced level courses, different disciplines and fields. The outcome of the integrative learning is more self-aware and purposeful students who know their educational goals, are able to make the most of their study time, can promote connections and depth of understanding. Such students demonstrate a range of transferable skills, such as the ability to ask probing questions and find relevant information, speak from a broad spectrum of knowledge and experience, take advantage of new opportunities as they arise. Many familiar pedagogies serve the goal of integrative learning. A seminar can prompt integrative learning if the topic is of sufficient scope and can be elucidated by insights from different disciplines. In Ukraine, the idea of integrative learning is a new one and needs its further development in terms of the innovative educational models' design, new techniques and methods of implementation, the rethinking of curriculum by faculty and administrators.

Key words: integrative learning, integration, integrative knowledge, transferable skills, intentional learning.

УДК 371.15

O.V. Velkova

THE ANALYSIS OF THE STATE OF FUTUTE MANAGERS READINESS TO PROFESSIONAL INTERACTION

The article presents the results of the study which embraces future managers' readiness for their professional interaction. The outcomes have shown that professional training of future managers does not contribute to the improvement in culture of their professional interaction. The students

clearly realize the importance of the aspects connected with their professional interaction but they are not sufficiently competent in organizing such an interaction in the course of their professional activity. They lack of knowledge about the essence of professional interaction, its technique, strategies, and technology. The students become anxious about the fact that teachers do not pay sufficient attention to the problems of students' professional formation as personalities possessing communicative competence.

It is demonstrated that in modern establishments of higher learning the process of students' preparation for their professional interaction depends on spontaneous factors and is not regular by nature. Psychological studies of students have demonstrated their general pessimism, uncertainty, low level of teacher's authority in the society. These factors lead to substantial lowering of students' motivation in acquiring communicative knowledge and skills. They also demonstrate a low level of interest in self-fulfillment and self-perfection in the area of communication. The author stresses that the results obtained require the correction of the content of disciplines, as well as the forms and methods which should be used to provide managers with the basics of professional interaction culture.

Key words: professional interaction, future managers.

УДК 37.013.42

N.P. Volkova, V.A. Poltorak

FUTURE SOCIAL PEDAGOGUE'S COMPETENCE IN PROFESSIONAL COMMUNICATION

The article discusses scholarly approaches to defining the notion of competence. The authors conclude that competence is a sophisticated multi-level phenomenon characterizing human ability to use knowledge and skills in various social, professional situations and to perform certain activities in a qualified way.

The essence of the professional communication notion is revealed, and it is interpreted as conscious realization of communication value for social pedagogue's professional activities. This positively reflects the system of values in communicative knowledge and determines the purposeful students' activities for acquiring that knowledge. It generates the realization of the necessity of cognizing oneself as a communicative personality (one's advantages and shortcomings), of realizing ethic norms and rules of communicative interaction by means of verbal, non-verbal, and computer communication, and the necessity of analyzing one's own communicative actions and decisions taken. That requires the integrity of communicative actions and developed emotional intellect. The constituents of future social pedagogue's competence in professional communication are discussed; those constituents being value-oriented attitude to professional communication, the integrity of communicative actions, and developed emotional intellect.

Key words: competence, competence in professional interaction, social pedagogue.

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N.V. Zinukova

PROFESSIONAL TRANSLATORS' TRAINING IN THE REAL WORLD: TRANSLATION INDUSTRY REQUIREMENTS

Today translating activity has become the fully fledged industry with its own standards and methods to communicate with its clients. Applying marketing strategies in the process of future translators' training model means considering labor market requirements, detailed examining of the groups of potential customers of education services, and academic process adaptation to the changes of translation industry situation.

Modern standards require designing new curriculum which will be based on competence approach, the priority direction of which is education vectors: self-determination, self-actualizing, developing individuality and socializing.

According to ABBYY Language Services analysts' translation market today is quite a fragmentary one. The factors which influence the translation industry are: market globalization, explosive growth of content production, fundamental contradiction of terms-price-quality, shortening of production chain, centralization and gradual management of linguistic assets – corporate glossaries, Translation Memory, CATs. One more very important trend is cloud decisions integration and crowdsourcing.

Ukrainian market today, as the reflection of all the processes which have taken place in the country for the last 20 years, has considerably changed.

To sum up, today modern translation industry requires strengthening of its infrastructure and creating absolutely new, alternative models of service supply process, which should be included into methodological part of future translators/interpreters' training. This process may be revealed in the form of criteria and requirements for university graduates in their real practice, and mutual attempts may help increase the quality of translators' training at universities due to adequate reaction to the changes that have occurred.

Key words: translation service market, quality standards, translation companies, marketing research, educational services.

УДК 378.147

Slađana Živković, Nadežda Stojković, Nataša Bakić-Mirić

DESIGNING SPOKEN PRESENTATIONS FOR ACADEMIC AND PROFESSIONAL NEEDS

This paper provides the essential elements on preparing, organizing and delivering a successful spoken presentation for academic and professional purposes. In today's competitive world the need to present a highly professional image is more important than ever. Speaking effectively is extremely crucial for success in most positions in a working environment. A professional presentation requires ability to convey the right image that you want your audience to see. To give a successful presentation, and at the same time a good image of yourself (or your company), careful preparations and organization are required.

Teaching students to design effective presentations implies training them insightful and well-trained thinking strategies that can produce clarity in communication without oversimplifying scientific or vocational issues. The success largely depends on judging all the specifics of the situation and responding to those properly, and the impression one gives as a person. By making students aware of basic points, types, characteristics and styles of technical or science-related presentations, the paper is to serve as a starting point in an attempt to make them expand and perfect their communication skills.

Key words: spoken presentations, academic purposes, professional purposes.

УДК 37.011.33

T.O. Zyuzina

CONTEMPORARY ART AS AN OBJECT OF ETHICAL AND PSYCHOLOGICAL ANALYSIS IN THE PROCESS OF UNIVERSITY EDUCATION

The article presents the ways of integrating modern art in the university educational process. It also emphasizes that contemporary art allows deeper understanding of a wide range of social and psychological issues that concern young people. Selecting the works of art (e.g. literature, cinema) for discussion in the course of studying the cycle of cultural disciplines (ethics, aesthetics, culture) is an important didactic problem. The main task of the teacher is to determine the guidelines for the student in the field of contemporary art, correlating them with curricular tasks of philosophical and applied disciplines.

In the conditions of abundance of information, fundamental changes arise in the content and organization of modern learning. According to some scholars, whose views we share, nowadays the comparative value of the component of state requirements and personal requirements (student's personal requirements) in what concerns the selection of educational content is changing towards the dominance of personal requirements. The anthropological approach becomes relevant, its essence in relation to learning and wider – to education lying in postulating that the main characteristic of learning (education) is primarily the individual development as opposed to, for example, acquiring culture or to socialization process.

Just this approach makes the problem of content selection crucial for successful education.

Key words: education system, spiritual dominants of the cultures of the modern and post-modern, social requirements to education, theoretical and methodological foundations of modernizing humanitarian training content.

ДЛЯ НОТАТОК