

ABSTRACTS

УДК 376.3

J.A. Antibura

INDIVIDUAL EDUCATING OF CHILDREN WITH DIFFICULT DEVIATIONS OF PSYCHO-PHYSICAL DEVELOPMENT AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

In recent year a tendency is marked in what concerns the increase of children with complex deviations of psycho-physical development. Most children with complex deviations of development are not able to master learning materials in the terms envisaged by the programs for special schools; they also have specific difficulties in the process of social integration.

A difficult defect is the combination of two and more defects of development, which do not simply make the sum of defects but generate the qualitatively original structure of a psychical defect. Children with complex defects are a special category including the following groups: mentally deficient blinds and visually impaired; mentally deficient blind-deafs and hard of hearing; blinds and visually impaired; deaf-blinds; deaf and hard of hearing with defects of the locomotive system, etc.

Because of the difficulty or even impossibility of learning in educational-rehabilitation centers for children with one type of nosology, children in this category need training in special groups or classes in educational-rehabilitation centers.

The issues of education and upbringing of children with complex disorders of psycho-physical development still remain controversial and require thorough investigation. There is a practical need to explore and identify educational opportunities for children with complex developmental disabilities with elaborating measures aimed at their socialization.

Key words: complex disorders, multiple deviations, complicated deviations, complex disorders, a combined defect, the etiology and causes of developmental disabilities.

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I.G. Batrachenko

BASIC APPROACHES TO TEACHING LIFE ANTICIPATION

The paper suggests a complex approach to teaching life participation, which combines both traditional and up-to-date approaches. It proves that the ability to anticipate life is a variation of a special learning type that is life-long. In such a way life anticipation can evolve significantly and appear as a by-side effect of a person's life activity.

Purposeful learning of life anticipation may be fulfilled within the traditional approach frame as well as by means of active group methods with dominating trainings aimed at forming specific skills and correcting and developing one's own future subject image. Both approaches are implemented in a series of specially developed talks on creative life psychology and anticipation-oriented biographical training.

The study ascertains that life anticipation correction and development in groups can be built as training that has the stages that follow: opening instructions and individual intrapersonal research of life anticipation and envisioning the would-be life profile, its semantic spectre, the conception of the future, information basis of life anticipation; the procedure; mutual presentation and mutual examination of life anticipation; comparison of effective an ineffective life anticipation criteria and their discussion; mutual prophesying; life anticipation analysis on lexical basis; proverbs and saying analysis (maxim training); analysis of anecdotes, tales, poetry, literature etc. (anchor training); listening to a lecture on life anticipation psychology; group life anticipation (Information retrieval and procedure trainings or analytical training); new image generation of one's own life; discussion of new images of the future and the class summary.

Key words: life anticipation, life anticipation learning, correction and development of life anticipation, talks, trainings.

CREATIVE ACTIVITIES AS AN IMPORTANT CHARACTERISTIC OF THE MODERN MUSIC TEACHER'S PROFESSIONALISM

New approaches to the preparation of professional teaching personnel are required at this stage of modern society's intellectual and informational development and the increasing roles of human factor in its dynamics.

Significant difficulties in the preparation of music teachers appear nowadays. Modern musical-pedagogical education modernization in terms of socio-cultural space expansion and increasing professional level of music teachers is connected with implementing two aspects: the development of moral and aesthetic qualities, intellectual and musical abilities of students and ensuring their creativity in the solution of educational problems. The novelty of the approach in the preparation of future music teachers is the human dimension by means of the formation of a holistic «image» of the professional's individuality.

Integrating musical and educational activities as an important component of the relation of students to professional work leads to innovative changes in the professional training of future music teachers.

The process of becoming a professional, of spiritual, moral and intellectual growth of individuals is largely determined by the level of their activities. Creative activities are an effective way of mobilizing musical aesthetic resource of the future teacher, new opportunities in the development of his or her musical experience and educational activities in the aesthetic needs of self-development. It is the most important quality of the creative personality, the ability to ensure dynamic professional growth and self-development.

Key words: creative activities, professionalism, professional and educational activities, the modern teacher.

THE COMPETENCE APPROACH APPLICATION IN STUDENTS' INDEPENDENT-COGNITIVE ACTIVITY FORMATION

The purpose of the article is to justify the necessity of the competence approach application in the students' independent-cognitive activity formation and to analyze the features of its implementation.

The independent-cognitive activity is, first of all, self-learning, which is consciously developed. The student becomes a creative person who clearly understands the motive, purpose, methods and techniques of obtaining knowledge. The individual strategies are the pivot around which all kinds of cognitive activities are concentrated. In the article the main provisions of the competency approach to solving the problem of individual strategy formation are analyzed, the essence of the concept of students' independent-cognitive activities forming is revealed and some relevant content of its categories such as individual style, individual educational trajectory, individual educational route are clarified.

Individual strategies are multifaceted and very effective for students' independent-cognitive activity development. They act as an interconnection (sequence) of operations and actions (Intellectual and practical) aimed at implementing the outcomes of students' independent-cognitive activities. The competence approach distinguishes those human characteristics and features that help to adapt to the environment (particularly in education). The actualization of these qualities develops the ability to plan properly individual strategies in students' independent-cognitive activities.

Key words: competence approach, individual strategies, individual style, individual educational trajectory, individual educational route.

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF YOUNG CHILDREN'S EMOTIONAL EDUCATION

The article highlights the importance of the emotional education of young children who are sensitive to it during that age period. This is a period of the most intensive psychic formation. At that time

the basic personal and cognitive characteristics are formed. The perception of the surrounding world is emotionally colored. The author grounds the necessity of creating emotional environment, which is a source of personal development and self-realization that can speed up or slow down this process.

The author emphasizes that the emotional perception of young children is «here and now». So, for emotional education it is necessary to create a special developmental environment.

The author also characterizes developing emotional environment as a combination of organizational and pedagogical conditions providing emotional support and stabilization of emotionally comfortable atmosphere in the group. These conditions create the appropriate emotional mood, stimulate the development of the emotional sphere and help children to master the skills of emotional regulation. The organizational and pedagogical conditions are described as a set of measures to optimize emotional education of children, meet the needs of the age of the early childhood period.

The author identifies the following components of emotionally developing environment in groups of young children: emotionally supportive, emotionally customizing, emotionally stabilizing, emotionally activating, and emotionally training.

Key words: emotional education, emotional environment, organizational and pedagogical conditions of young children's emotional education.

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M. V. Chekhovska

ANALYSIS OF PROFESSIONAL PREPARATION OF PEDAGOGICAL STAFF IN THE REPUBLIC OF BULGARIA

The article deals with current issues and specific problems of higher education and higher pedagogical education in the Republic of Bulgaria. The existing system of higher and higher pedagogical education in this country was researched. The major stages of development of higher education and higher pedagogical education of the Republic of Bulgaria are analyzed and the main principles of modern research activities in that field done by scholars in the country are considered. All the facts collected by them facilitate the introduction of modern European reforms in the training system of the pedagogical staff. The analysis of the problems of higher education in the Republic of Bulgaria and the main directions of solving them in accordance with the Educators' National Development Strategy in the Republic of Bulgaria for the years 2014–2020 are discussed in this paper. The main directions of scientific cooperation for international integration and mobility in Switzerland and Bulgaria are presented. The experience in solving the discussed specific problems of higher education of the Republic of Bulgaria can be useful for the educational area of Ukraine. The practice of solving such problems must be taken into account in the process of reforming higher education and higher pedagogical education in Ukraine in the context of its integration into European and world space of higher education.

Key words: higher pedagogical education, teaching staff, Republic of Bulgaria, educational qualification.

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D.I. Demchenko

COMPETENCE APPROACH TO THE PROFESSIONAL TRAINING OF REPRESENTATIVES OF LEGAL PROFESSION

Pedagogical conditions for the formation of foreign language professional competence of a lawyer; organization of professionally-directed foreign language learning process; organization of higher law school students' autonomous work; creation of socio-psychological climate in the educational surrounding in the process of students' foreign language learning; using individually-oriented dialogues and game technologies in the process of the formation of foreign language competence were defined, theoretically substantiated, and experimentally checked. On the basis of competence-oriented approach the essence of the definition of «professional foreign language competence of a lawyer» was analyzed as a professionally important integrative feature of the person who represents the legal profession. This competence is a systemically valuable new formation that ensures decoding of foreign legal information (International legal documents, legal terminology) and its creative usage in practical legal activities (In contacts with foreign colleagues), as well as an ability to be involved in le-

gal activities to solve professional problems. The content of professional foreign language competence of a lawyer as the system of interconnected and interdependent components of this phenomenon (axiology, cognition, activities) was defined.

Key words: competence approach, professional foreign language competence, the formation of the professional foreign language competence, professional training of lawyers, pedagogical conditions of formation of lawyers' professional foreign language competence.

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O.A. Dniprova

RESEARCH OF ATTENTION OF BOYS AND GIRLS OF JUNIOR SCHOOL AGE

The article is devoted to the study of features of attention of boys and girls of junior school age. The followings questions are considered: the concept of attention, the features of attention of junior school children and the differences of attention of boys and girls. The results of researching different attention characteristics of junior school children of different genders are also expounded in the article.

The following methods of research of attention were used:

1. The proof-reading test (the variant with letters).
2. The method of «Place marks» (modification of the method by Pieron-Ruzera)

From the data of the research it follows that boys and girls have an almost identical level of distributing and switching of attention. Lesser volume of attention is observed in boys, while girls have a far greater volume of attention. The level of active concentration of attention for junior school children of different genders has meaningful differences. It appears that in girls this feature of attention is less developed than in boys.

Key words: attention, elementary school pupils, boys and girls, school age.

УДК 304:364-7

L.M. Dubchak

CONCEPT OF M.KONOPCZYNSKI'S CREATIVE RE-SOCIALIZATION

The concept of creative re-socialization of the Polish scholar, representative of contemporary re-socialization pedagogy Marek Konopczynski is analyzed. This concept is represented in his work «Kryzys resocjalizacji czyli sukces dzialan pozornych: refleksje wokol polskiej rzeczywistosci resocjalizacyjnej».

In the context of solving the problem of socially disabled persons' rehabilitation, M. Konopczynski tries to analyze the impact effects from application of the method of creative re-socialization. The author examines methods of re-socialization impact through the activation of creative potential of prison inmates, such as drama-therapy, music therapy and plastic art therapy.

This article is an attempt to clarify the main factors influencing the prisoners due to proposed methods of creative re-socialization. It was found that each of these methods provides activation and development of structures and mechanisms of creative processes in the socially maladjusted individuals to obtain the planned changes in personality.

Thus, according Konopczynski, drama activates both mental and emotional processes (activates an idea, emotion, intuition) with the aim to take a fresh look at the world, themselves, and others, as well as mobilizes inmate to work. In music therapy, the thinker sees the way of organizing re-socialization programs for individuals that contribute to the development of intellectual abilities, excitement of metaphorical and associative thinking of inmates, their personal and social feelings. In the opinion M. Konopczynski, the plastic education is directed towards those creative potentials of the inmate that have their roots in the visual contact of a person with the world. It allows in its own way to change oneself, one's own mind, and, finally, to be able to take part in cultural life.

Key words: penitentiary practice, creative re-socialization, drama therapy, music therapy, plastic arts therapy.

УДК 378.147: 811'111

O.Y. Gal'chenko

USING ACTIVE TECHNOLOGIES FOR TEACHING ESP WRITING TO COLLEGE STUDENTS

The article is devoted to the issue of using active methods in the process of teaching foreign language writing to college students. The most effective methods for teaching writing for specific pur-

poses are defined. The role of active/interactive/professional activity modeling methods in the process of EFL teaching is distinguished. The approaches to possible ways of using webinars, case-study methods, presentations, business games, and language portfolios are discussed. Webinar (or web-conference) is considered as a method of cooperative learning creating a virtual learning space. Case-study method is analyzed as a technology of teaching writing that becomes possible due to its close relation to the writing procedure, i.e. the three steps of text production can be compared to the three stages of case analysis. It is highlighted that writing for presentations includes a specific procedure of text contraction that enables to develop "language mechanics" – a precise and accurate style of writing. Role-plays reproduce the conditions of future professional activities and blur the boundaries between game and reality which helps to create the atmosphere of active communication. Language portfolio is considered as a reflexive method of teaching writing that provides an opportunity of self-evaluation and self-correction in the conditions of group-work. The current state of the issue is analyzed and the focus is made on active technologies for teaching English writing for specific purposes to college students.

Key words: college, writing for specific purposes, active methods, integrative approach.

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O.J. Karpenko

FOSTER FAMILY AS A FORM OF INSTITUTIONAL CHILDCARE IN POLAND (2ND HALF OF THE 20TH – BEGINNING OF THE 21ST CENTURIES)

The article dwells on regulatory and legal framework of foster family functioning in Poland as one of the main forms of institutional childcare in the second half of the 20th – beginning of the 21st centuries. Over the period of 1950 – 1955 Poland saw a decline in foster care. The number of children placed with foster families significantly reduced. In 1958 the so-called substitute families were introduced to accept children aged 6 months to 3 years. The active development of foster care started in the 1970's and 1990's. Foster families must provide adequate living conditions and educational opportunities similar to those in natural families. According to the Decree of the Council of Ministers issued October 23, 1993 foster families received financial aid. Children were given the right to free admission to kindergartens. Their relatives were committed to payments equivalent to the amount of financial aid provided for such children. At the turn of the century, functioning of foster families and provision of adequate living conditions and educational opportunities for a child were determined by the government's social policies. Natural upbringing, emotional contacts between a child and their guardians, an individual approach to a child have been typical of foster families.

Key words: children, childcare, foster family, substitute family, parents, Poland.

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O.V. Kondrashova

ISSUES OF PEDAGOGICAL DESIGN: STATUS AND PERSPECTIVES

The article deals with the analysis of the issues of pedagogical design. This article presents a scientific review of works in which the specified phenomenon is studied in various aspects: philosophical and historical foundations of pedagogical design, in particular, modeling as a stage of pedagogical design; typology; the essence and structure of pedagogical design; methodological and technological principles of pedagogical process design; multifunctionality: as a discourse of psycho-pedagogical science and as a means of competencies development, as a way to implement innovative pedagogical activity. Scientific papers that discuss the issues of designing learning activities for different levels of the education system are presented. It is possible, for example, to apply the theoretical framework to case studies in higher educational institutions. The present study provides a starting-point for further research in the field of designing professional managers' training. Moreover, the framework has proven to be useful in improving the structure of the educational process. This is a notable and promising side-effect of the theoretical study, at least from a managerial point of view. The author's views on the perspectives of pedagogical design in the context of globalization and active implementation of electronic (remote) learning in systems of training and vocational training are also disclosed.

Key words: pedagogical design, scientific review, designing of learning activities for different levels of the education system.

SUBJECT-SUBJECT AND SUBJECT-OBJECT INTERACTION AS A PSYCHOLOGICAL BASIS OF CONTENT FORMATION IN SCHOOL BIOLOGY EDUCATION

The reform of the secondary school requires a radical improvement in the process of learning biology. To solve this problem educators suggest changing the structure of the content of education. They insist that the content does not have to reflect the ideal objects of cognition (concepts, laws, theories) but have to study biological objects. It's necessary to use the ways of cognition (knowledge and skills) to transform this knowledge into subjective experience.

One of the ways of forming the subject-subject relationship of children to nature is subjectification of natural objects. It means building relationships (with plants, fungi, bacteria, animals, and other people) as the subjects of communication that are relevant to children.

The subjects of the educational process are the student's personality, a personality of the teacher, and the class team. Therefore, the acquisition of education's content has multi-subjective or intersubjective character. Scientists note that the objects of teacher's activities are the personalities of students, various kinds of their activities; and that the object of pupils' activities is natural, social, and cultural reality.

The student could be both a subject and an object and those periodically alternate. A student is the object of the didactic process when he or she becomes an object of social and pedagogical impacts; he is a subject when he designs and performs his or her own activities for mastering educational content.

Key words: the subject of education, the object of education, subject-subject interaction, subject-object interaction, the content of school biology education

CIVIC EDUCATION OF MENTALLY RETARDED SENIOR PUPILS IN PSYCHO-PEDAGOGICAL LITERATURE

The article deals with the issue of civic education of mentally impaired high school pupils. The analysis of psycho-pedagogical and special literature showed that the methodology of educational work at a special school is developed at a high level, but the problem of civic education of mentally retarded pupils is topical. In particular, the problem of civic education was considered by scientists in terms of social adaptation of pupils, but the notion of «citizenship» in special psychological and pedagogical literature has not been studied. The features of the formation of civic skills of mentally retarded senior pupils and, therefore, the potential capabilities of the pupils for this activity are not determined. The synthesis of literature materials suggests that citizenship is a necessary final result of civic education and helps pupils to achieve political maturity and legal consciousness, realize themselves as full social citizens in the social community of the country, which requires a high level of civic qualities development.

Theoretical study of the components and features of civic skills of mentally retarded senior pupils at a special school helped to identify the main methods and techniques of formation of their civic skills. They are aimed at learning civic orientation, increasing positive emotional attitude to civic duties, using civic knowledge in daily activities.

Theoretical and experimental research of the issue and conditions for the formation of civic skills of mentally retarded senior pupils at a special school showed that this study does not cover the whole complex of problems of civic education of mentally retarded senior pupils and helped to define the prospective issues which are of scientific interest.

Key words: civic education, mentally impaired senior pupils, correctional and educational work, extracurricular work, special school.

THE FORMATION OF COMPETENCE OF FUTURE SPECIALISTS OF THE SPHERE OF TOURISM IN THEIR PROFESSIONAL INTERACTION

The article substantiates the implementation of a set of pedagogical conditions rational for the formation of competence of future specialists in the sphere of tourism in their professional interac-

tion. The analysis of core provisions connected with training specialists in the given sphere and, as the result, the choice of the topic of present investigation is encouraged by intensive and sustainable development of tourism industry, considerable growth of its economic indicators, increasing competitiveness among providers of tourism service. Theoretical and experimental investigations of preparation of future specialists for their professional interaction state that such an interaction, and especially professional one has special significance for both the development of a personality and for the achievement of high results in the process of study. It is considered that the development of competence in professional interaction is of special importance for future specialists in tourism industry as their activity envisages intensive communication with colleagues, partners and consumers of tourism service.

Modern life with its social and economic peculiarities sets forth rather high demands to such qualities as competence, professionalism, behavior, and culture of interaction of future specialists in tourism industry. The article proves that as the society needs specialists in tourism business who possess firm competence in professional interaction, exhibit culture and technology of communication, use professionally verbal, non-verbal and computer means of communication, are able to overcome barriers of interaction, – the education of such specialists can not be a success if the approaches to organization of their professional training remain unaltered. It is claimed that the creation of appropriate set of pedagogical conditions and its implementation in the process of study plays a special part in quality preparation of future specialists in tourism industry for professional interaction. In this context the following pedagogical conditions are treated as the main ones: the creation of atmosphere of respect to the process of interaction in such systems as «teacher – student», «student – student», «student – students», as well as an appropriate socio-cultural background; high level of teachers competence in professional communication and interaction; optimization of cooperation among pedagogical, psychological and graduate chairs with the aim to rise the quality of future specialists in tourism industry communication skills; observance of the principle of humanism in «subject – subject» relations in such systems as «teacher – student», «student – student»; focusing the process of teaching on the organization of interpersonal communication; provision of students self-realization in a variety of profession-oriented cases of interaction.

The pedagogical conditions, analyzed by the author, are treated as fundamental ones in the process of preparation future specialists in tourism industry for their professional interaction as their realization in the process of education guarantees the growth of the effectiveness of preparation of specialists in the sphere of tourism for their professional interaction.

Key words: pedagogical conditions, specialist in the sphere of tourism, professional interaction, educational process, professional competence.

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I.I. Kozinets

CULTURE OF SPEECH AS AN INDICATOR OF GENERAL CULTURAL IDENTITY

The issues of today's youth culture of speech are researched. The interrelation between a high level of speech culture and individual spirituality development is demonstrated.

High speech culture is an ability to use modern literary language with all its means of expression and diversity inherent in literary language norms. The culture of speech as the basic means of communication and an essential component of the overall cultural identity is one of the most important indicators of education in civilized society and provides correct and optimal use of speech means. Speech culture is a complex system of linguistic signs based on linguistic and moral rules and norms of behavior.

The reasons for decline in speech culture are discussed, and the most common mistakes in pronunciation that violate the purity of language are specified.

Reducing the culture of our speech is the result of actively using slang and jargon. The language is often full of different kinds of dialect, tautology, pleonasm, jargon that significantly reduce the level of language development.

The most common errors in speech are: violation of logic in content; insufficient arsenal of vocabulary and stylistic devices; rarely used epithets, metaphors, comparisons, and other expressive means of the language; ignorance of the importance of phraseology; inability to properly coordinate related words; ignorance of language rules.

Ways of overcoming low verbal culture are suggested.

Key words: language culture, culture of speech, slang, the most common speech errors, bilingualism.

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L.Y. Krymchak

SOCIAL-PEDAGOGICAL SUPPORT OF ORPHANS IN THEIR READINESS FOR INDEPENDENT LIVING

This article discusses the socio-pedagogical support of orphans in children's homes of family type in their preparation for independent life. It is aimed at foster parents in such orphanages of family type, at special centers of social services for family, children and youth, at future social workers as well as university professors who are actively involved in training specialists for work with foster parents. The article focuses on the technologies of giving socio-pedagogical support to foster families and family-type children's homes. The conditions in which the social and pedagogical support will be effective are discussed. Particular attention is paid to the definition of the components of the educational system.

Tips on the methodological approach to the social and educational support of orphaned children in their preparation for independent life in a children's home of family type are given. We found that for the formation of a high level of readiness of orphans for independent living social and pedagogical support as an activity is required. It should be based on the needs of young people that affect their full development; individual and age characteristics of adolescents, their psycho-physiological health.

In our view, that requires a deep understanding of targeted socio-educational support focused on the solution of individual problems of orphans, their needs in socio-cultural adaptation.

Key words: children's home of family type, socio-pedagogical support, the conditions of formation of readiness of orphans from family-type homes for independent living.

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S.M. Kurinna

PEDAGOGICAL ACCOMPANIMENT OF THE SOCIALIZATION PROCESS OF ORPHAN CHILDREN IN THE CONDITIONS OF RESIDENTIAL INSTITUTIONS

Socialization of the person in preschool childhood is a priority in pre-school education, an important systemic pedagogically balanced process, prolonged in time, having meaningful and technological aspects which allow the child to become involved in the socio-cultural process and develop the position of the subject in social life.

Orphan children remain one of the socially most neglected and least socially protected communities in the country, and the orphan environment accumulates the most difficult problems of social and psychological development of personality. The narrowness of the social environment in the orphanage, insufficient psychological and pedagogical preparedness of educators to work with children create unfavorable conditions for the effective socialization of pupils of closed type educational institutions.

The new socio-cultural situation defines new parameters of current socialization and enhances requirements to the formation of new models of social behavior, the design of personal system of values with the result that the pedagogical science needs to rethink and revise the foundations of upbringing and socialization of the person during preschool childhood in closed type educational institutions.

The activity of specialists at orphanages who provide pedagogical support for the socialization of personality is «aimed at providing two matching processes: the individual support of the child in the educational process of a certain age group and system support aimed at preventive and corrective work in all age groups (in the whole system)».

Due to the great importance of the method of support and maintenance in the life of children's home, social and pedagogical service of support must start functioning. It is supposed to provide a complex of measures for social protection of the individual in the orphanage, for their development, formation, upbringing and training.

Socio-educational service in the children's home must focus on information about every child from the moment of their entry into the orphanage. This creates opportunities of not losing touch with the child even after their leaving the specialized educational institution.

Key words: socialization, pedagogical support, orphan children, residential institutions.

УДК 378. 147:502

V.A. Lashkul

THE EXPERIMENTAL STUDY OF PROFESSIONAL AND ETHICAL COMPETENCE FORMATION OF FUTURE VETERINARY DOCTORS

This article deals with the experimental study of professional and ethical competence development of future veterinary doctors. The results of experimental work demonstrate the positive dynamics after the implementation of pedagogical conditions and methods of professional and ethical competence formation of future veterinary doctors.

After the formational stage of the experiment, the results suggest that the technique of formation of professional and ethical competence ensures the effective professional and ethical training of students of veterinary department. In particular, at the end of the experiment in the experimental group a more substantial level-shift than in the control group was obtained, 14%, 15% and 10% share of respondents demonstrating the high levels of cognitive-professional, moral-value and, activity -communicative components of professional and ethical competence.

In the experimental group, the share of students with low levels of professional and ethical competence lowered. In the control group at the end of the experiment the share of students with low and middle levels of professional and ethical competence formation did not change significantly.

The statistical analysis (by the criterion of Wilcoxon-Mann-Whitney) at the end of the experiment made it possible to conclude: with accurate probability of 95% that pedagogical conditions provide a statistically significant difference of the results.

So, the results of the forming experiment demonstrate that the implementation of pedagogical conditions and methods is effective for the formation of professional and ethical competence of future veterinarians.

Key words: professional and ethical competence, experiment, method, formation, development.

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O.P. Luchaninova

SPIRITUAL CULTURE OF STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS IN THE CONDITIONS OF SOCIAL AND HUMANITARIAN CRISIS

In the period of crisis the educational establishment, where the basis for the successful job and career are laid, plays an important role not only in the society but also in education. In fact, a person more often associates his or her future success with obtaining higher education. The higher educational establishment completes the process of socialization and development of personality.

At the modern stage of the development of society, the main role belongs to the educational system in higher educational establishments. The process of students' spiritual culture formation is a pedagogical phenomenon. The correlation of teacher-student includes such stages as targeting, experiencing, realization, attitude, self-reflection, modeling, overcoming, and the like.

Education is an essential condition for young people's preparation to life, their socialization, introduction to humanity's spiritual values. Thus, education is spirituality, the system of values which can be successfully and purposely propagandized to a great number of people.

The students' spiritual culture formation at the National Metallurgical Academy of Ukraine is carried out through the system of definite purposes and principles: awakening of students' desire to be moral; the spiritual culture formation and tolerant attitude to the traditions and customs; preservation of the latter and their transference from generation to generation (the club «Obereg»); development of virtues and positive moral qualities, motivation to self-perfection; harmony of the high and noble interests, needs and wishes; attitude to the Christian traditions (the club «Photographs»); development of the personality's important traits and qualities; setting the basic questions for understanding the sense and purpose of human life and personal attitudes to them; the collective life's

emotional richness; formation of the personality's traits as a would-be specialist (the club «Perspektiva», «Perevodchik»).

Structural components of the spiritual culture formation are spiritual, cognitive, social needs, self-actualization, and various types of students' activities.

The essence of the educational process at a higher educational establishment is not in proclamation of intentions to educate students, but in the creation of favorable conditions to train specialists with higher education and develop the spiritually cultured elite of society.

Key words: spirituality, spiritual culture, social and humanitarian crisis, development of personality, educational system.

УДК 378

N.B. Mantulo

HISTORICAL SOURCES OF SOCIAL RESPONSIBILITY

The article examines the historical sources of social responsibility in Ukraine as well as its pedagogical potential in the system higher education.

One of the principal sources of social responsibility development is education. The social responsibility issue requires establishing a special educational system which serves as «sensitive factor» of responsibility promotion in the society in general and in business environment in particular.

In Ukrainian philosophical thought the justification of personality's socially responsible behavior occurred simultaneously with active practical activities of the best representatives of Ukrainian elite in development of national education system, arts promotion, and assistance to those in need, etc. Over the centuries, moral, ethical, and religious beliefs have been the significant basis for the formation of socially responsible behavior for representatives of Ukrainian intellectual and political elites.

The insight into philanthropy and patronship historical experience of Ukrainian nation possesses great educational potential for developing the system of professional training for students who specialize in the fields of «Economics and Entrepreneurship» and «Management and Administration», specifically in the context of «Social Responsibility» course. Appealing to the historical experience of centuries-long implementation of social responsibility principles in the economic and cultural areas of Ukrainian society facilitates professional development, on the one hand, and contributes to social consciousness formation, establishment of humanistic axiological values, and patriotic upbringing of students, on the other hand.

Key words: responsibility, social responsibility, higher education, philanthropy, patronship.

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G.V. Matyukha, V.S. Lantseva

THE USE OF INNOVATIVE METHODS OF MANAGEMENT OF FUTURE PHILOLOGISTS' SPEECH ACTIVITIES IN FOREIGN LANGUAGE PRACTICAL CLASSES

This article focuses on future philologists' professional training. Different technologies and innovative teaching methods are being studied. The main ones include: case studies, web-quests, open space, jig-saw reading, project and contextual learning.

Such teaching can be considered as a contextual one in which, together with the language of science and with the whole system of forms, methods, and means of teaching (traditional and new), objective and social contents of students' future professional activities are consistently modeled. «Case studies» provide complete information about the real relationship between people, distinguish each object as unique and highlight all the communicators' common features required for verbal interaction.

The project method requires students' creativity, their active participation in research work, orientation in the space of information, and self-constructing of their knowledge. Students' creating their own web quest projects aimed at the result of obtaining the solution of theoretical or practical problems is a kind of project activity. The technology of «Open Space» allows both individuals and groups to interact effectively and take collective decisions.

The use of innovative methods of teaching in foreign language classes provides the development of future specialists' ability to solve professional problems and, in this way, to acquire professional skills integrally.

Key words: future philologists, foreign languages, innovative methods, teaching, professional skills.

УДК 378.1

V.I. Menailo

TRAINING OF SPECIALISTS CAPABLE OF RESEARCH AND INNOVATIONS AS THE MAIN OBJECTIVE OF HIGHER EDUCATION

New regulatory documents on higher education in Ukraine are analyzed in the paper (the Law of Ukraine «On Higher Education», the National Qualifications Framework, the National Strategy for the Development of Education in Ukraine). It is shown that they pay special attention to scientific, technical, and innovation activities of higher educational institutions, the main goal of which is to train future specialists capable of research and innovations.

Current approaches to the definition of specialists capable of research and innovations and justifications of their formation are overviewed. It is implied that the main aim of innovative educational activities is to improve the quality of training students' abilities to do research and develop innovations to form active, initiative specialists who are creative, flexible to changes, able to acquire new knowledge and be competitive in today's innovative and high-tech society.

Issues regarding the organization, concept, and methodology of research and innovation activities in the process of future specialists' training in Master degree programs are outlined: the need for organized, systematic, in-depth research and innovative training and for designing science-based concepts and models of such training; procedural and semantic contents of educational and professional, educational and research Master degree programs. The requirements to rethink theoretical and methodological principles, conceptual and methodological approaches to the contemporary Master training, the formation of Masters' professionalism and competitiveness in conditions of innovative transformations and European integration are emphasized.

Key words: research, innovative activities, training of specialists capable of research and innovations, Master degree program, research and innovation activities at higher educational institutions.

УДК 37.048.4:811.111:338.48

G.I. Miasoid

ON-SITE INTERDISCIPLINARY LESSON: CAREER GUIDANCE AND ITS VARIATIONS

This paper discusses the forms of career guidance that the higher institutions in Ukraine use to attract potential students to do their first degree programs. It aims at career center officers as well as university teachers who take the opportunity to engage with interdisciplinary learning materials in their classes and who are interested in exploring the potential of a new form of career guidance which is an on-site interdisciplinary lesson. The paper examines the opportunities this organizational form provides from perspectives of career guidance and vocational counseling in the Hospitality Industry course by means of an English class conducted at a public school. They include forming student interest to a job of a Travel Agent or a Tourist Information Officer through a role play, realizing the activities they do, revealing demands of the job to a person like language and communication skills, desire to assist and help people in a foreign country, ability to persuade and assure. Tips on the methodological approach to interdisciplinary lesson at a public school were suggested concerning its development and conducting. We have found that providing thoroughly developed hand-outs and a PowerPoint presentation with in-built visual (images and video) and audio objects, the way the teacher presents new learning material may appear effective and efficient, though the chosen topic is not a part of the English language curriculum at a public school. Teaching materials can help reach the practical goal of an English lesson of developing listening comprehension, speaking, reading and writing skills of school-leavers in the wider context of communicative, linguistic and socio-cultural competences formation and career counseling on Hospitality Industry. However,

some difficulties were found on the stage of such a teaching form development caused by the unknown teaching environment. That makes it hard for a teacher to assess the language competence of students, select teaching and learning material, didactic methods and forms of classroom activities, thus is time-consuming. We believe, though, that an English lesson can serve a major aim to help public school students understand their own interests and vocational aptitude through interesting and unusual activities, role-plays and opportunities to try a job of a Travel Agent or a Tourist Information Officer.

Key words: career guidance, vocational counseling, on-site, interdisciplinary, guidance tests, English, Hospitality Industry Basics, vocational aptitude.

УДК 331.361: 356.13

D.O. Movchan

THE STRUCTURE OF THE WORLD CUSTOMS ORGANIZATION E-LEARNING

The article deals with the analysis of the issues of professional education of customs officers according to the international standards developed by the World Customs Organization. The advantages of the E-learning system of the World Customs Organization are described and the distance thematic courses for customs officers are presented in this article. The author's view point on the E-learning in the context of globalization is given in the article.

It is proved that the WTO E-learning is an important educational tool both for training system and for vocational training of customs officers worldwide.

Dynamics of distance learning in the field of customs is highlighted; its strategic advantages, as well as regional and national disadvantages are described. The author emphasizes that exact implementation of electronic modules of the WCO E-learning program CLIKC will allow developing national systems of education in the field of customs effectively and with minimal expenses.

It is important for trade facilitation that the implementation of the WCO E-learning program CLIKC promotes cross-border, up-to-date, active, and flexible training of customs officers at various levels: national, regional, and global.

Key words: E-learning, the World Customs Organization, professional standards.

УДК 372.881.1

L.F. Muts

E-LEARNING TECHNOLOGY IN THE SYSTEM OF LANGUAGE TRAINING FOR FOREIGN STUDENTS

The article substantiates the expedience of using the e-learning system in the process of foreign citizens' language training. The basic ways of e-learning implementation in the educational process for foreigners at Ukrainian higher educational environment are outlined.

E-learning technologies have a great didactic potential as a system of language training on different educational levels for foreign students. These technologies encourage foreign students to better adapt to the foreign language and promote enculturation into unfamiliar cultural environment, as well as facilitate the process of professional training. The implementation of these technologies in training and educational activities of Ukrainian higher educational institutions increases the educational marketability of universities; however, the process of implementation requires the system of specific measures to be successful. Effective e-learning implementation into educational process of higher educational institutions involves the accomplishment of pedagogical, technological, economic and organizational measures by the university's administrative body.

The e-learning technologies' introduction contributes to the elimination of psychological difficulties in the process of foreign students' adaptation to the foreign language and unfamiliar cultural environment, as well as favors culture shock prevention that foreign students experience during educational process in a foreign country. In addition, the introduction of e-learning during the training process of foreign applicants to Ukrainian higher educational institutions at training courses intensifies their adaptation to the future educational environment.

Nowadays, it is evident that the e-learning system is not a temporary measure and resolving e-learning educational problems demands a complex approach, i.e. the establishment of interuniversity training centers for teachers, the IT penetration into the educational process, and establishing e-courses quality assessment centers.

Key words: e-learning; distance learning; language training; higher education institutions.

УДК 371. 132

O.O. Myshak

PEDAGOGICAL ACTIVITIES OF TEACHERS OF HIGHER AGRARIAN EDUCATIONAL ESTABLISHMENTS IN THE CONDITIONS OF HUMANIZATION OF EDUCATION

A characteristic feature of modern educational programmes is their focus on the humanization of professional training, the purpose of which is a double process: professional development and professional self-education of individual and personal qualities.

The effectiveness of the humanization of higher education is determined by formation of a teacher as a person. According to theoretical studies, we have defined a set of qualities required from teachers for implementing humanistic-oriented activities in training. The role of the teacher in the formation of humanistic values of the individuality of a student is not only in the proper selection of content, technologies, forms and methods, but in systematic purposeful work upon himself, in the development and improvement of the moral qualities of self.

Unfortunately, at the present stage teachers hardly keep to pedagogically appropriate humanistic principles of proper selection of content, technologies, forms and methods of education. The vast majority of teachers, guided by different reasons, are inclined to using traditional forms of teaching.

We believe that one of the dominant causes of deterring active and purposeful participation of teachers in solving problems of humanization is the existing system of evaluation of pedagogical activities of teachers at universities of Ukraine.

In this regard, to resolve this problem, the experience of the higher education system of the USA was considered with its domination of approaches in which the quality of teacher's work is the determining criteria for evaluating his or her activities.

Key words: humanization of education, evaluation of teacher activities, humanistic values, professional knowledge, professional skills.

УДК 37.034:37(09)

O.V. Nevmerzhytska

LIFE-CREATING ART IN VASYL SUKHOMLYNSKY'S EDUCATIONAL HERITAGE

The article addresses the issue of children and youngsters' education in shaping their own lives in the light of Vasyl Sukhomlynsky's views. The characteristics of people who can live and shape their own lives are given. It is indicated that to learn the art of living is to master the skills in the creative construction of our own lives based on our deep knowledge, developed consciousness, knowledge of technology, programming, design and implementation of life as an individual and personal living space.

Based on the analysis of works of the outstanding Ukrainian teacher the ways of a realized personality who seeks to support others, understands life as a constant learning, is an active member of the cultural development, a qualified worker, an informed citizen, and an environmentalist are identified. Learning the art of living is postulated as mastering the technology of programming, design, and implementation of life as individual and personal living space.

It is proved that to be able to live according to Vasyl Sukhomlynsky is to live morally, passing from heart to heart the moral wealth accumulated by mankind. The task of every teacher should be not only the transfer of knowledge, but also the continual teaching of the art of living. Only a person who has mastered it and can serve as a role model can teach the life-creating art to children. After all, according to Vasyl Sukhomlynsky, the most important and the only prerequisite for success in education is the moral integrity of educator.

Key words: a person who knows how to live, art of life, education, V. Sukhomlynskyi.

УДК 378.3706

L.M. Nikolenko

PEDAGOGICAL SUPPORT OF THE PROCESS OF FORMATION OF SOCIALLY DIRECTED LEADER QUALITIES IN FUTURE CORRECTION TEACHERS

The article is devoted to the theoretical analysis of general aspects of implementing the process of pedagogical support of students as one of the conditions of forming socially directed leader qualities of future correction teachers.

It is established that in the course of formation of socially directed leader qualities in future correction teachers an important place is occupied by pedagogical support directed at the development of subject activity of students.

It is shown that pedagogical support of the process of formation of socially directed leader qualities in future correction teachers should be directed at developing the subject potential of a person: consciousness, self-organization, and self-determination. The maintenance of pedagogical support overcomes obstacles arising in life and help a person to achieve the desirable result.

The purpose of pedagogical support is understood by the author as the maximum assistance in comprehension and meeting by students of requirements to creative leader self-realization as a vital value.

Key words: pedagogical support, public students' association, socially directed leader qualities, future correction teachers, subject activity.

УДК 371.13:378

I.V. Oliynik

COMPETITIVE APPROACH AS THE BASIS OF PROFESSIONAL PREPARATION OF FUTURE TEACHERS OF HIGHER SCHOOL

Modern transformations in the country stipulated the requirement of social and government order for professional preparation of specialists at higher schools and put forward some new orientation in the development of pedagogical education.

At the modern stage of search for the most effective use of human resources, almost in all fields of activities more and more attention began to be paid to the competence approach.

The formation of a teacher as a subject of pedagogical activities is the foundation for several types of competence – subject, methodological, diagnostic, innovative, and research ones. The formation of teachers as the subjects of pedagogical intercourse promotes their communicative, perceptive, and administrative competences. The maturity of teacher's personality reinforces the personal-individual competence. The contents of these types of professional competences are included into pedagogical acmeology.

Professional pedagogical competence consists of professional pedagogical knowledge and abilities, professional pedagogical positions (as stable attitudes of teachers toward what they do, to their students, to their colleagues, to themselves), and professionally important qualities of personality.

The concept of «competence» is, first, examined in the context of professional activity; second, it is understood as a complex personality resource integrating different competences of a person; third, it characterizes the degree of preparedness of a person to activity and the character of its implementation; fourth, it is formed when a person is mastering the activities proper to him or her. The analysis allows making the following conclusion. Regardless of its interpretation competence: 1) is always examined in the context of activity; 2) is understood as a system-creating property of personality which integrates different competences of a person; 3) characterizes the degree of preparedness of a person to activity, the character and efficiency of its implementation; 4) is formed in mastering the activities proper to a person.

Key words: higher education, pedagogical activity, professionalism, competence approach, competence.

УДК 378:373.43

T.O. Pakhomova

ANALYSIS OF FICTIONAL TEXTS IN THE SYSTEM OF PROFESSIONAL FOREIGN-LANGUAGE COMPETENCE DEVELOPMENT OF STUDENTS-PHILOLOGISTS ON THE ADVANCED LEVEL

The article is devoted to the issue of using fictional texts in the process of teaching foreign language to masters. The approaches to possible linguadidactic ways of solving the problem are dis-

cussed. The stress is made upon the point that, according to the aim of studying a particular text, various aspects demand a particular methodological organization. Professional approach to the fictional image studying demands a special ability of full perception of the world created by the writer, and this ability cannot simply appear from a number of simple skills and learning strategies. The aim is not to get a future specialist prepared for two kinds of activities (communicative and professional), but to achieve integrativity – to form the ability to communicate in a foreign language in the professional field. The universal techniques for teaching both types of readers («slow» and «fast» readers) are analyzed: prediction (What comes next?); close procedure; summary (What's it all about?); forum (Debating opposing viewpoints); guided re-writing. The relation between the level of professional linguistic competence and the procedural organization of the study of fictional texts is revealed. Major characteristics of professional linguistic competence of philologists as an integrative ability are defined.

Key words: professional competence, integrativity, philological education of masters, linguistic education.

УДК 35.088.6:315.713

O.O. Pavlenko, N.S. Timchenko-Mikhailidi, O.O. Triakina, V.B. Pugach

THE DEVELOPMENTAL PROFESSIONALLY FOCUSED EDUCATIONAL ENVIRONMENT AS A STRATEGIC COMPONENT OF TRAINING MANAGERS OF ORGANIZATIONS

The paper deals with the issue of developing of developing Customs managers' competencies within the professionally focused educational environment in view of the strategical aim to train Customs administration staff in accordance with the tendency of global trade facilitation. The analysis of pedagogical and special literature showed the key priorities of Customs managers training: competence in global trade facilitation and security, European harmonized system of Customs processes and procedures, client-oriented approach, high level of moral and ethical conduct, dignity, responsible fulfillment of Customs assignments. They also underlined the existing contradiction between the high demand of stakeholders for smooth flow of goods and lack of proper knowledge and skills of Customs managers to promote trade facilitation.

Theoretical study of the main factors to provide a smooth flow of goods at the international market while increasing the level of Customs rules compliance by importers helped to identify the main methods and techniques of developing necessary competences of Customs managers. They include knowledge and skills in analyzing and amending a Customs legislation, exercising risk-based compliance management, conducting a regular compliance assessment, using highly-effective methods like pre-arrival screening and clearance together with post clearance audit methods, applying enforcement and recognition as well as introducing client service strategies.

Theoretical research of the issue showed that this study does not cover the whole complex of problems connected with finding the most effective methods of training Customs managers to promote trade facilitation and helped to define the prospective issues which are of scientific interest.

Key words: professionally focused education environment, strategic component, professional training, Customs managers, global trade facilitation, competence, risk-based and client-oriented approaches.

УДК 37.036+37.013.42

L. Petryshyn

EDUCATIONAL TRAINING STRATEGY FOR THE DEVELOPMENT OF CREATIVE SOCIAL PEDAGOGUES

The article, on the basis of theoretical and methodological analysis, reveals the pedagogical strategy of training creative social workers at university. The analysis of effective forms of implementing the creative component in the structure of training social workers is given: in lectures, seminars, and independent studies. The block structure (on the bachelor, specialist, and MA levels) for training creative social workers is described. The basic content elements of "The Diary of Creativeness" are provided to define the students' own creative potential and creative abilities, give some personal recommendations on fostering a creative personality, styling a program for developing creativity and production of creative ideas in the socio-educational field.

Based on the analysis of scientific positions, the article focuses on the effectiveness of the educational process as defined by relevant university's educational forms and methods to be used in the formation of creative social pedagogues.

Implementation and activation of creativity formation of future social workers in higher education is a prerequisite for improving the quality of education and the formation of a competitive creative professional. That will ensure creativity in the formation of future social pedagogues which will contribute to the development of a solid scientific basis for such development. Using the existing creative expertise to effectively solve professional tasks will significantly raise the level of professional training in the social sphere.

Key words: creativity, the formation of creativity, social pedagogues, educational process, professional training.

УДК 378

O.O. Peycheva, R.V. Kelembet

CULTUROLOGICAL APPROACH IN FUTURE ECONOMISTS' TRAINING AT FOREIGN LANGUAGE LESSONS

In this article the authors demonstrate the feasibility of cultural approach to solving problems of future economists' professional education. The paper summarizes the experiences of domestic and foreign scholars in developing organizational and methodological activities for forming intercultural competence of future economists.

The article deals with the importance and future economists' training through culture, customs, traditions, art, literature, and mentality of target language speakers. The authors emphasize the necessity of teaching foreign languages as a phenomenon of the national culture and the process of real intercultural communication, as an independent, individual learning and application of the obtained knowledge and skills in professional work. The authors also summarize the experience concerning the elaboration of the intercultural communicative competence acquisition techniques, analyze the advisability of their implementation into the process of intercultural communicative competence acquisition by future economists.

Key words: cross-cultural approach, technology, teachers of foreign languages, the intercultural competence.

УДК 372.862

H.S. Pohromska, N.A. Makhrovskaya

METHODOLOGICAL ASPECTS OF TEACHING THE DISCIPLINE «SOFTWARE ENGINEERING» TO STUDENTS OF COMPUTER SCIENCE

Formation of students' awareness of the social significance of their future profession, of their motivation for professional knowledge, understanding and mastering the basic concepts and the content of software engineering as a methodology for the design of industrial software applications is one of the most important tasks of the subject «Software Engineering». This article describes the methodological aspects of teaching students studying the discipline «System Sciences and Cybernetics».

The recommendations for setting the educational and methodical complex for the discipline «Software Engineering» are presented. The semantic content of the theoretical course for a specified discipline and recommended forms of lectures are given. Taking into account the fact that the discipline and its relations to the practical needs of customers are highly dynamic due to the specifics of the subject based on modern information systems and technologies of their construction, special attention is paid to the description of methods of laboratory studies in the course.

Key words: software engineering, laboratory work, lectures, software engineering, software, standard, form of study, SWEBOOK.

УДК 378:372.881.111

T.S. Rozumna

ACTIVATION OF COGNITIVE STUDENTS' ACTIVITIES BY PROJECT TECHNOLOGY IN FOREIGN LANGUAGE CLASSES AT UNIVERSITY

Modern society requires the complete development of personality, that development including personal communicative abilities which help to enter the world community and successfully function

in it. It is important in teaching a foreign language to make students use the acquired knowledge in practice. This can be achieved by using project technology for forming students' skills to work independently shifting the focus from the activities of a teacher to the activities of students who start using the obtained knowledge in practice, simultaneously generating new ideas and developing their creative abilities. The use of project technology increases personal interest of students in the study of a foreign language through the development of internal positive motivation, while positive motivation, as it is generally known, is a key to successfully studying a foreign language.

Project technology is directed at the solution of a certain problem with the achievement of some previously planned result. This activity can include in itself the elements of research, lectures, abstracts, and other types of independent implementation students' own ideas as ways of attaining the project result. Project technology is based on pre-formed professional competence of students; it is directed at the development of their personality and their independence in the implementation of a project. Thus, it unites in itself all types of educational work: individual, pair, group, and collective work.

Key words: interactive methods of teaching, project technology, foreign language.

УДК 37.013.3:378(430(045))

O.O. Samokhval

STAGES OF DEVELOPMENT OF VOCATIONAL TRAINING IN GERMANY

The article deals with the peculiarities of the development and establishment of vocational education at higher educational institutions in Germany.

It is noted that in the conditions of rapid growth of knowledge importance and demographic decline of the population the optimization of the development of human resources and, in particular, of labour potential is becoming a strategic factor of competitiveness of state economy. Only with the help of highly qualified mobile workers the required economic and employment growth can be provided. Unfortunately, a clear strategy of reproduction and development of human resources based on relevant knowledge and qualifications is absent in Ukraine. It is stressed in the article that special attention should be paid to the experience of developing the system of vocational training in Germany, the leading country of Europe in professional training whose system of vocational training has proved its effectiveness.

We have focused our attention on higher educational establishments of applied sciences. These educational institutions are unique in the German system of higher education and are of great interest for the Ukrainian higher educational system, because they combine students' obtaining theoretical knowledge with developing practical abilities. Higher educational establishments of applied sciences are truly considered ones of the most efficient types of higher educational institutions in the history of formation of higher educational system. They provide students not only with the basic theoretical knowledge, but also with practical vocational orientation. The main components of dual educational system are enterprises and higher establishments of professional training. With their joint efforts they provide an efficient process of vocational training.

It should be noted that the experience of Germany in vocational training is a perfect example of implementing reforms in the Ukrainian system of vocational training of future specialists. Thanks to the dual educational system employers teach future specialists from the school years, and in future it gives an opportunity of raising the economy of the country as a whole. This experience of Germany in vocational training process can be useful not only for students, but also for entrepreneurs.

Key words: professional education in Germany, universities of applied sciences, theoretical knowledge, practical skills, dual system, vocational formation.

УДК 167.7 + 373.6

A.P. Samodryn

PROFILE-PROFESSIONAL DIMENSION OF EDUCATION IN THE REGION

The ideas of consolidation of educational resource towards the integration of the socio-cultural development of Ukraine into the European and world space in our time of crisis are becoming more relevant. Regionalization of education in the framework of humanity is a unique natural phenomenon – the process of mind ingrowth into the biosphere.

The development of the doctrine of the region is implemented through modern science: region science, biosphere science, noosphere science, culturology, geology, geography and others. Pedagogics touches this problem still only in a few aspects. A region is a relatively closed territorial non-state social and industrial entity, which is characterized by relative self-sufficiency and the ability to reproduce social and industrial functions and related infrastructure, built-in functional structure of cosmo-biotized geospace.

The regional integrity is constituted by certain indicators that function simultaneously. A person cognizing geospace creates his/her own reflection in consciousness (physical geography) for the organization of economic activities as a system (economic geography). Ensuring the principle of trans-internalization of education becomes a coordinating inception of constructing the content of education in terms of the region. The education system (of a territory) implies a set of elements whose interaction leads to a high degree of organization of cognition process.

Pursuant to the Decree of Ministry of Education and Science of Ukraine "On creation of educational district «Scientific and educational complex of multilevel continuous education «Profile education of the region» No.1193 dated 14.10.2011, nowadays we have got the phenomenon of innovation, education, uniting 26 educational institutions of Kremenchuk region (components: Kremenchuk, Komsomolsk and Svitlovodsk, Kremenchuk, Onufriivka, Kozelshchina, Globyno districts) established on the territories of Poltava and Kirovohrad regions by Alfred Nobel University, Dnipropetrovsk. The experiment is planned for 25 years and afterwards.

The system of profile education as part of the education system in the region better organizes the convergence of strategy of socio-economic sphere and biosphere, using the personal potential of each student – learning, becomes a flexible technology of training transformation into the option of that type of school which would best embody the task of individually oriented pre-professional training, where learning – a person freed for creative work – will find "his/her labor".

Thanks to the profiled-professional structure of education, the society can behave purposefully, through culturally appropriate education and within certain limits can choose a path of its own evolution.

Key words: pre-professional study, differentiation, activity, education system, region, personal-ity, learning.

УДК 378.1(477.7)

S.V. Sapozhnikov

SPECIAL FEATURES OF THE MODERN ARMENIAN SYSTEM OF PEDAGOGICAL STAFF TRAINING

In the process of developing higher education system in Ukraine the experience in pedagogical staff training at higher educational establishments abroad is becoming particularly important. This is especially true for countries that are close to Ukraine in their history, traditions, theoretical and practical principles, forms and methods of teaching students.

The article defines the main features of the system of pedagogical staff training in the republic of Armenia which are particular to all twelve member countries of the Black Sea Economic Cooperation (Azerbaijan, Albania, Armenia, Bulgaria, Greece, Georgia, Moldova, Russia, Romania, Serbia, Turkey, and Ukraine). Due to the systemic approach as the main research direction of higher education in the countries of the Black Sea Economic Cooperation we can identify the following features of the system: peculiarities of control systems in management of higher pedagogical educational establishments; features of the control system in higher pedagogical educational establishments; leading universities that train teachers and their structural divisions; certain types of universities and higher educational establishments, structural divisions of universities that train teachers; main directions and documents of educational reforms; features of the multi-level higher pedagogical education system; the basic requirements for admission to universities; the content, the structure, and functions of the higher pedagogical education in countries mentioned above, the process of organizing the educational process and postgraduate training of teachers; the most important tendencies of the development of higher pedagogical education in the countries of the Black Sea region.

On the basis of the scientific research analysis we can highlight the main directions of reforms in the system of higher pedagogical education as well as the main tendencies of the system, which directly influence the development of national education systems around the world today. Moreover,

identifying such tendencies becomes possible due to the thorough systematic research of higher pedagogical education in the countries of the Black Sea region.

Key words: the Black Sea region, pedagogical education, special features of the system of pedagogical staff training, educational reform.

УДК 378

O. Shauerman

CREATIVE APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING: A PRACTICAL VIEW

Recently, most teachers pose a question which approach in teaching a foreign language would be the best. They should select the communicative approach because its main focus is training in interactive cooperation all the participants of the learning process. In this context, the Chair of Foreign Languages at Berdyansk University of Management and Business organizes seminars for teachers of higher educational establishments, of secondary schools and for students every year. The last one was devoted to creative approaches and methods in English language teaching and it included several sections and combined both practical and theoretical issues.

The seminar consisted of four sessions. The first one «Alternative Teaching Activities for the Classroom» was focused on organizing junior students' activities. The second session called «Accelerated Learning» stated that an educator is responsible for creating conditions under which the learning process will be possible and productive. The theoretical session «Student Governance» came to the conclusion that classrooms need to be managed effectively to maximize students' learning. The contemporary trend in managing classrooms is shifting from controlling students towards supportive, nurturing relationships and opportunities for self-regulation. Participants of the session «Interactive Methods of English Teaching» were offered different alternatives of interactive activities.

Key words: interactive methods of learning, communication, ways of language learning.

УДК 371.132

A.V. Shishko

COMMUNICATIVE COMPETENCE AS A PART OF PEDAGOGICAL COMPETENCE OF WOULD-BE FOREIGN LANGUAGE TEACHERS

The study of the requirements to the professional pedagogic activities and functions of a higher school pedagogue and researcher described in the scholarly literature; the study of the theoretical approaches to the interpretation and structuring of professional pedagogic competence (N. Kuzmina, A. Markova, L. Mitina, L. Khoruzha, etc.), and the specificity of teaching foreign languages allowed arguing that the pedagogical competence of prospective foreign language teachers has a static form that characterizes the level of formation of methodological, special, methodological, pedagogical knowledge, moral values, principles and outlook of the personality. It also has the dynamic form that is implemented in their abilities to react to different psychological and pedagogical situations, effectively solve the tasks of the pedagogical activities at the higher educational establishments.

While characterizing the peculiarities of "Foreign languages" as a subject, it is necessary to argue that the process of teaching is implemented in the frames of the culturological, linguistic, country-study, communicative and situational thematic approaches. It results in a number of important requirements to the professional pedagogic specialist who works in the field of foreign languages. He or she should be the source of reliable and correct knowledge on the subject, the carrier of the foreign language culture, the organizer of productive situational and thematic communication that leads to the development and formation of the personality of the students in general, and he or she should also evaluate all the organizational activities. Therefore, in the structure of the pedagogical competence it is necessary to single out the communicative component that covers the communicative competence, knowledge and skills to organize the communicative interaction with the students with the help of the means of the native and foreign languages,

This allowed the author of this article to suggest her own definition of the pedagogical competence of prospective foreign language teachers, interpret it as an integral multilevel entity in the whole professional structure of the personality that is one of the elements of the professionalism and

professional pedagogical culture, a part of the professional competence, an indicator of the formation of the professional skills, characteristics and features on the basis of theoretical knowledge. This element stipulates the necessary level of readiness to perform pedagogical activities at higher school, ensure the high level of professional self-organization and self-realization in the frames of pedagogical activities.

Key words: competence, professional education, professional pedagogic culture, culturological approach, professionalism, reflection, communicative competence.

УДК 811.161.2'373

E.V. Shkurko

TEACHING ANNOTATING TEXTS

Writing summaries is one of the most important writing skills. The acquisition of technology of compressing texts is essential for today's high school graduates and students since, when applying for grants and scholarships for training or for participating in youth programs at foreign organizations, students are required to submit a brief description of a research project or a socially-oriented project.

Summarizing is the process of analytical and synthetic processing of primary documents for the purpose of their analyzing and extracting relevant information.

There are various kinds of summaries, but when writing research papers out of all types of compressed texts reference summaries are most frequently used as the most effective in providing information on the latest achievements in various fields of science and technology and saving time of searching and collecting scientific information. Knowledge of the rules of compiling summaries and skillful use of them contributes to obtaining the main information from the source relevant to the topic of research and to presenting it in accordance with the requirements of regulatory documents.

Key words: summary, creating summaries, compressed text, reference summary, primary / secondary document.

УДК 81'24:378(045)

A.V. Shtyfurak

CLIL: SUBJECT – MATTER AND LANGUAGE LEARNING INTEGRATION

The article highlights CLIL as integral part of contemporary school education in most EU countries.

The term CLIL (Content and Language Integrated learning) designates any teaching / learning of a non-language subject through the medium of a second or foreign language (L2). It encourages students to actually use the foreign language as a genuine means of communication. Additionally, it can reinforce students to become self - confident learners and maintain the learning process beyond the language classroom.

There are many different types of CLIL programmes ranging from full immersion through partial immersion, about 50% of the curriculum, to language showers and regular 20 – 30 minute subject lessons in the target language. between the two teachers (team-teaching) (Fortanet-Gomez, I. & C. Raisanen, 2008).

The main objective of these CLIL modules is the development of thinking skills through the discovery and learning of curricular content using English.

The importance of CLIL lies in the fact that it is based on an integrative, supportive approach stressing the cognitively guiding role that the language plays in all mental activities such as discourse comprehension and production, as well as when negotiating about concepts, context and meaning.

Nowadays with all the facilities available at school there is no pretext to ignore the opportunities for facilitating integration of subject – matter and language learning. CLIL has been around for quite a long time to generate a wide range of modes that can suit any educational needs and circumstances. Within the framework of immersion education CLIL stands out as one of the most efficient methodology and therefore deserves closer attention of those who want to boost school education.

Key words: content learning, language integrated learning, integrative approach, academic language competence, higher education.

PSYCHOLOGICAL FEATURES OF PROFESSIONAL FORMATION OF FUTURE SPECIALISTS IN TOURISM

The article deals with socio-cultural conditions and requirements to the professional development of future specialists in tourism. The psychological peculiarities of professional development including the tendency of poly-professionalism and commercialization of professions are considered and the results of experimental studies are presented.

It is noted that the socioeconomic situation in the population influences youth politics, especially in the field of professional development that defines the necessity of developing new approaches and technologies for resolving this problem. The research process has a contentious prolonged character and in modern social conditions it is connected with poly-professionalism, commercializing the relationship in the field of production, the necessity of not only a conscious choice of profession, but also of the ability to get a good job. It is mentioned in the article that the professional development of future specialists of tourism is accomplished under different socio-cultural factors that require exact diagnostics of professional peculiarities and consider them in the process of mastering the chosen specialty. It is stressed that such peculiarities can be considered as early diagnostics and exact interpretation of personal qualities which are professionally significant in tourist field; identification of the reasons of professional choice; providing individual self-affirmation and its correlation with professional interests; ensuring individual self-affirmation with the orientation at professional perspectives; self-motivated psychological willingness to make a choice of some other field of professional activity in what concerns the rewarding mechanisms. It is noted in the article that the activities of professional centres of psychological support that help students in professional identification and formation are of great importance.

Key words: professional development, specialists in tourism, motive of professional choice, psychological compensation.

THE ANALYSIS OF THE EXPERIENCE OF PROFESSIONAL TRAINING OF TEACHERS OF HIGHER EDUCATION ESTABLISHMENTS IN THE USA

The article deals with training faculty in the United States. The study of special literature gives reasons to believe that the issue of professional training of university teachers became important in the 90-ies of the twentieth century when the information space appeared in society.

In the early 90-ies of the last century in many countries, particularly in the USA, the the issue of changes in the paradigm of training for teaching in higher education became topical which led to creating new training programs and accreditation of scientific and pedagogical staff, as well as to founding institutions that train personnel for higher schools.

A brief analysis of trends in the field of training and retraining of teachers of higher schools at US universities allows us to draw conclusions:

– universities did not initially provide teachers of higher school in the USA with training in pedagogical skills;

– questions such as implementation of teaching duties, professional competence of teaching staff became more relevant than ever before in many developed countries, including the United States, in the 90-ies years of the twentieth century, which, in its turn, led to the creation of unique institutions and programs of training and professional development of university teachers;

– the main form of teacher training are postgraduate studies (or similar forms) and the system of postgraduate education. However, in the training of higher school teachers certain changes in forms of pedagogical competence are recorded;

– despite the considerable diversity in teacher training, there is a tendency to regulate its system at universities. Although the leading form is a post-graduate course, vocational schools and professional associations are in competition with such courses.

Key words: teacher of higher school, higher education reform, improving the quality of education and professional development.

PEDAGOGICAL INNOVATIONS: FROM STRATEGY TO IMPLEMENTATION

On the basis of detailed theoretical analysis of scientific achievements, the author defines the essential characteristics of innovation in education; summarizes the performance of innovative educational activities; describes the priorities of the institution working in an innovative mode, and emphasizes the need to transform the current paradigm of education.

The innovative pedagogical activity is a powerful resource for educational change. It is proved that innovative practices are developed on the basis of empirical knowledge of new means of interaction in the process of co-creation of scientists and teachers aimed at improving professional skills, design and creation of new educational technologies, and development of educational work. It was shown that introducing innovative practices and achieving productive results in training and education are the products of creative practices.

The innovative teaching is considered as the productive activity of teachers, which is the transformation of novelty into innovation (novelty refers to a phenomenon that carries the essence of the method, technique, and technology of new content, while innovation is a new organization).

It was determined that the driving force of innovation is the personality of the teacher; the author remarks that a professor, teacher, or caregiver has a wide range of opportunities and innovation capacities for implementing creativity. For teachers working in the innovative mode, the particularly important focus is sustainable development; transferring the object to a new, qualitatively different state; creating, acquiring and implementing new tools (using specially developed algorithms to transform teaching ideas on educational technology); a special kind of creative activity aimed at a high level of professionalism of the teaching staff and new horizons for personal and professional growth of teachers.

Key words: civilization changes, learning environment, school, innovation, innovation mode, innovative educational activities.

PREDICTION OF MANAGEMENT CULTURE AS A FACTOR IN THE TRAINING OF RAILWAY ENGINEERS

In the article it is shown that management culture in Transportation is a source of expression of general culture and professionalism, general knowledge, spiritual wealth, social responsibility for the quality of engineering work, a manifestation of creative personality, and creative actions as a reflection of the result of continuous personal and professional self-development, the pursuit of innovative professional changes.

It was proved that positive changes in the development of professionalism in Transportation always ensure the development of the general and professional culture and management maturity which helps engineers to move away from the stereotypes of the past, confirming the philosophy of a new experience in the perception of future profession; helps to search for the problematic dynamics and progressive professional development and personal self-development through the establishment of new professional paradigms that encourage different view of the specialty as a whole, creates something new and valuable in engineering activities and opens up new prospects.

Key words: management culture, railway transportation, administrative professionalism.

A TASK AS THE TYPE OF LEARNING ACTIVITIES IN TRAINING FUTURE TEACHERS OF MATHEMATICS

The article examines learning tasks from the systemic approach's perspective as a part of pedagogical (educational) system. The pedagogical system is designed on the basis of teacher's deductive goals, particular learning tasks (questions, exercises, sums), their system and the subjects of educational performance (teachers, students). The research has shown that the term «task» has a relative

character and depends on the subjects of educational performance; only the tasks that require a research approach are considered to be problematic by a person. In the publication, the term «learning task» is used to refer to three different categories of tasks: objective tasks of learning; learning and teaching tasks or «didactic tasks» that are set by teachers; tasks that are given to students to achieve the objective of learning in their solving. The article also highlights the efficient usage of educational tasks connected to creation of prospective methodologies and technologies that allow future primary school teachers to master project learning as a base of their own creativity in the innovational pedagogical performance. The analysis of categorical apparatus of the term «task» and the idea of practical implementation of problem education through tasks has been made in this article. The idea of the practical implementation of problem-based learning has also been grounded.

Key words: educational task, problem-based learning, pedagogical system, subject of learning activity.

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ON ISSUE OF THE CURRENT STATE OF MEDIA-EDUCATION IN UKRAINE

Media competency is one of the key competencies that facilitate effective functioning in the contemporary information environment. All the messages that people come in contact with contain information about values, beliefs, and behaviors and are shaped by economic factors. Modern media can be viewed as an important form of pedagogic influence and socialization. The higher education landscape is currently seeing a range of new trends and developments directed at tapping social media and mobile technologies to reach new student audiences. Ukraine is not an exemption. Currently, more than 168 schools of Ukraine are participating in regional media experiments; around 100 teachers are taking part in the development of «Media Culture» course; winter schools and seminars have been organized for university teachers. The theoretical analysis of the field let us state that there are five main research centers that support practical implementation of media education in Ukraine. It is important to state that in the process of media education's dissemination in the tertiary education sector the priority is given to media education elements' integration into different professionally-oriented subjects. Thus, the goal of integrative media-education is to adapt to the goals of a particular academic subject and act as a 'crossroads' between the studied material and the external information. The attempts to integrate media elements into professionally-oriented subjects have been made by several universities abroad. They aim to promote digital media literacy, offer experiential learning opportunities, organize creative activities that emphasize interdisciplinary collaboration and explore various dimensions of digital media production. As such, we should study this experience and discuss media-education's potential as a platform for integrative learning.

Key words: media-education, media-literacy, theories of media-education, integrative education, models of integrative media-education.

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O.V. Vashchylo

INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE ESP MONOLOGUE SPEECH TEACHING TO STUDENTS MAJORING IN MECHANICAL ENGINEERING

The necessity of foreign language teaching to students majoring in mechanical engineering can be explained by the existing urgency to implement fully professional's potential in his/her future career. Participation in a variety of international conferences, negotiations, and overseas scientific programs is, therefore, an essential part of every engineer's professional life.

Despite the fact that the engineers with proficient foreign language skills are of high value in our country, at universities there exists a significant lack of class hours for language classes. Considering this and the statement that mastering foreign language speaking skills on one's own is a challenging task, there appears a necessity of developing more efficient monologue speech teaching methodologies which would facilitate, in particular, the process of self-studying. This defines the topicality of our study.

In the article the possibility of the information and communication technologies use in the process of a foreign language self-studies is analyzed; the choice of podcasting for the English monologue speech teaching to students majoring in mechanical engineering is substantiated. The didactic and methodological characteristics of podcasts are also highlighted; and monologue speech skills to be developed as a result of podcasting use in the process of self-study are taken into account.

Key words: ESP monologue speech teaching, process of self-studying, information and communication technologies, Web 2.0, podcasting, podcast.

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N. P. Volkova

DETERMINATION OF KEY FUNCTIONS, FEATURES AND QUALITIES OF A MODERN TEACHER IN THE MAINSTREAM OF EDUCATION OF SOCIALLY HEALTHY STUDENTS

The article is devoted to the issue of preparation of future teachers for the education of socially healthy younger generation. Researchers' ideas about social health of a modern student are discussed. Such important components of social health as civil responsibility, positively directed communicativeness, an ability to integrate into society, orientation of individuals towards the fulfillment of their life objectives and self-actualization are distinguished.

Important professional qualities of a modern teacher, such as tolerance, empathy, reflectivity, «transparency», commutability, suggestibility, rational exactingness, fairness, pedagogical tactfulness, and others, are characterized. The teaching, developing, and educational functions of the modern teacher in the context of educating a new and socially healthy generation are revealed.

It is demonstrated that the implementation of the functions above will contribute to the formation of students' readiness to disclose their own potential in difficult conditions of social environment and in the course of building harmonious interrelationships with other people.

Key words: social health, future teachers, features, functions, features of modern teacher.

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V.V. Zirka, V.A. Bykova

TRAINING AS A SOURCE OF COMPETITIVENESS OF FUTURE EXPERTS

The article presents the essence of the phenomenon of «competitiveness of an expert» as complex, multi-level integrated features that allow a person to participate in and take advantage of competitive relationship in their chosen professional field according to their individual characteristics, needs, and aspirations.

The author focuses on disclosing the essence and features of the training method whose introduction into the educational process of higher school will allow students to form components of future experts' competitiveness: the axiological component (motivation for success / failure, need for achievement, need for independence / autonomy), the cognitive component (In-depth knowledge of self-marketing, self-management, image policy, etc.); the personal component (emotional intelligence, the ability to take reasonable risks, commitment and determination); the professional one (the ability to adapt to the competitive environment, reflection of one's own activities). Practical achievements of using this method for competitiveness formation of future experts to ensure their self-realization in professional activities are presented.

Specific practical features of using the method in teaching the author's course «Self-management of competitiveness of an expert» in the framework of students' psychological society's activities are discussed presented.

Key words: training, skills training, the formation of the competitiveness of future experts.