

ABSTRACTS

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O.A. Alienko

GRADUAL CHANGE IN THE FORMS AND METHODS OF INTERACTION BETWEEN EDUCATORS AND PARENTS IN THE FORMATION OF PRIMARY SOCIAL EXPERIENCE OF THE SENIOR PRESCHOOL CHILDREN

The purpose of this article is to characterize the socio-pedagogical conditions of formation the primary social experience of children of the senior preschool age and to study in details one of the components of the complex – a gradual change of forms and methods of interaction between educators and parents.

Leading specialists of socio-pedagogical orientation noted that socialization of preschool children cannot be effective without the interaction of family and educational institutions. Preschool age is the primary step in the formation of the child as a subject of cognition, communication, and social activity, so the family and pre-school institutions are important in the formation of primary social experience of the younger generation.

Observing the changes that occur in our society due to the deployment of international integration, expanding the range of new situations and opportunities, we understand that the interaction of social and family education in the formation of social experience of the child is timely and relevant.

We believe that only awareness of the importance and necessity of interaction between the participants of forming the primary social experience of children and their active participation in this process have led to positive results in our work.

We see prospects in the future work in searching ways of continuity between pre-school and primary levels of education on the formation of social experience of children.

Key words: socialization of the personality, the primary social experience, socio-pedagogical conditions, pre-school educational institution, the family, the interaction, the children of the senior preschool age.

UDC 378.1(477.7)

S.V. Aniskevych

IMPROVEMENT OF PROFESSIONAL TRAINING OF PHYSICAL EDUCATION TEACHERS

In this paper the issues of improving the process of training teachers of physical education are discussed.

Based on the literature analysis, it was found that physical education in higher education is an integral part of the formation of general and professional culture of a modern specialist's individuality and of the system of humanistic education of students. As an academic discipline, it is mandatory for all specialties and is also a tool for forming a fully developed personality, for optimization of the physical and physiological conditions of students during professional training. In order to improve the process of training teachers of physical education, the improvement of their training as organizers of sport activities is grounded in the article. The need for a detailed study of specific features of the content and structure of professional knowledge and skills, as well as the pedagogical features of organizational activities at secondary schools, is highlighted.

The specifics of teacher's of physical education work, taking into account the necessary equipment and organization of the sports clubs and training teams in various sports, has been studied. The paper highlights the formation and improvement of revealed knowledge and skills of the teachers of physical education, improvement of forms and methods of educational process at the faculty of physical education. On the basis of the specifics of the teacher's of physical education work optimized forms of teacher training for higher education institutions are suggested.

Key words: physical education, vocational training, higher education institution, the modern specialist in student education.

READING CULTURE FORMATION OF HIGH SCHOOL STUDENTS AT THE UKRAINIAN LITERATURE LESSONS

The studies determining the concept «reading culture» and its main components have been analyzed. The role of fiction reading in the individual development has been actualized. The issue of reading culture in modern society has also been investigated with defining the need for formation of reading culture as an important condition for self-identity achievement and formation of human and national values.

It is shown that generalized views of many scientists presented in a wide range of different scientific studies are implemented in the priority aim of education – the formation of reading culture and competence of high school students, their awareness of themselves as competent readers capable of creative activities. Reading is defined as a powerful translator of knowledge and social experience accumulated by mankind during thousands of years, a unique opportunity and the best way to master it in short time. Broadcasting spiritual heritage of the past through the best images of fiction may be considered an integral part of our traditional culture.

It is proved that the study of Ukrainian literature at high school should be aimed at achieving a number of important tasks, the main of which are: the formation of literary knowledge of Ukrainian literature, studying the legendary works and mastering the basic biographical knowledge and specificities of the works by Ukrainian writers. The most important aim is educating through the Ukrainian literature a highly moral, spiritually rich personality who can easily adapt to the modern society, who has a humanistic outlook and feels their cultural identity. High school students are expected to master the ability to read and creatively analyze the works of Ukrainian classical writers, the ability to identify their historical and universal content. Students' cognitive interests, cognitive and creative abilities, the need for independent reading of works of Ukrainian literature, the ability to perceive the aesthetics of words, to understand the ideas that the author wanted to convey to the reader, to support one's position should be developed, as well as their artistic taste and means of artistic expression together with oral and written speech.

Key words: Ukrainian literature, reading culture, fiction readings, fiction reading skills, fiction, comprehensive analysis.

SOCIAL AND PEDAGOGICAL SUPPORT OF CHILD DEVELOPMENT IN THE CONTEXT OF HUMANISTIC PARADIGM OF EDUCATION

The article analyzes the psychological and pedagogical principles and the factors of development of the concept of the social and pedagogical support of childhood. The notion «support» is viewed in the context of the personally-oriented model of education. The essence of the pedagogical support is understood as creation of conditions within the educational space for a child to manifest himself/herself as a subject of his/her own life creative work.

The modern scientists come to view childhood as a unique period when the foundations of an individual, the general direction in the development of moral and social qualities, the basis of personal culture are laid; the attitudes towards oneself, others and the world in general are formed. Recognition of the intrinsic value of childhood requires an active appeal to the values and interests of children, saving children's subculture and enrichment of children's life by the experience of activity in the family and social space.

Very important in the context of our research is the appeal to the sources of the concept of the pedagogical support and to the analysis of those aspects of humanization that form its base. First of all, they are the sources of philosophical knowledge in which the ideas of a pedagogue as a carrier of the sociocultural values of society have been put.

One can state that practical realization of the humanistic paradigm of education promotes the development of subjective qualities of a person, their capacity for personal growth, self-improvement, reflexive activity, and formation of self. This causes the necessity of change in the position of a pedagogue and a child in the educational process, the main characteristics of which must be emotional and personal openness of subjects, trust, and mutual interest in the final result.

The analysis of the modern problems of education shows that the model of the social and pedagogical support of childhood in the system of education, as a rule, is declared as a unity of conceptual principles. It is clear that the practical implementation of the paradigm of support of the interaction of a pedagogue with a child may take place while determining the initial pedagogical position, creating the appropriate conditions, implementing the specific educational technologies.

Key words: humanism, humanistic ideas, pedagogical support, social and pedagogical support.

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O.S. Bilous

FEATURES OF UNIVERSITY STUDENTS' INDEPENDENT WORK

The current state of specialists' training at higher educational institutions requires new ways of improving the quality of their theoretical training, readiness for independent creative work and, the most important, – means and methods of graduate's preparation for practical and professional activities.

Autonomy in educational activities is one of the most important forms of students' inclusion in the system of vocational training. The form of student and teacher' cooperation in the educational process is aimed at implementation of the common goal of highly qualified specialists' training.

Active student's cognitive independence is the feature of an individual that is intensively formed during academic years and affects the process of successfully acquiring professional knowledge and skills.

Independent work is one of students' learning activities. It creates readiness for self-education, provides the basis for lifelong learning, and gives opportunities for constant improvement of skills. Nowadays the question of students' independent work organization is of great importance because budget time allotted for classes is limited and a lot of material in the course is planned for independent study. Therefore, the orientation of professional training process at universities on optimization and activation of independent work is of current interest.

Key words: independence, self-study, professional and educational activities, future teacher.

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L.V. Beskorovaynaya

ANALYSIS OF TRAINING FUTURE MASTERS IN TOURISM AT HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

Domestic and foreign experience of professional training of future masters in tourism is analyzed. The necessity and feasibility of studying this issue at the current stage of development of Ukraine is grounded. The current state of professional training of future masters in tourism at higher educational institutions of Ukraine is discussed.

The author analyzes the problem of professional training of future masters in tourism in pedagogical theory. The author also reveals the promising areas and suggests addressing specific issues related to advanced professional training of future masters in tourism.

The theoretical analysis shows that professional training of future masters in tourism is one of the issues of vocational education and as such it is discussed in the scientific literature.

Key words: professional training, tourism, future masters in tourism studies.

UDC 378+ 37.015.6+811.114

S.V. Bodnar

ISSUE OF FUTURE ECONOMISTS' FOREIGN LANGUAGE DISCOURSE COMPETENCE DEVELOPMENT

The article analyzes the issue of future economists' foreign language discourse competence development. The key notions «competence», «discourse competence», «discourse skills» are under consideration. The current state of the issue under study has been analyzed and, basing on this analysis, the essence of the phenomenon «future economists' foreign language discourse competence» has been defined. The system of work on future economists' foreign language oral discourse competence development has been suggested. It embraces: the organization of teaching

economic discourse, authentic material selection, singling out the principles and stages according to which the teaching process takes place, determining the most effective teaching techniques, creating the complex of exercises developing future economists' oral discourse competence, the pedagogical factors which influence the efficiency of the elaborated complex of exercises.

As for the teaching stages, we distinguish three of them: the lingua-preparatory one, the training-communicative one, and the professional-discourse. At each stage a special block of exercises is suggested. There are three blocks. The first one is oriented at developing the lingua-communicative minimum of students within economic discourse and forming their skills of perception and realization of communicative actions; the second block is aimed at communicative-discourse skills development; the third block is oriented at improving and perfecting professional-discourse skills.

Key words: discourse competence, discourse skills, future economists, foreign language discourse competence development.

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S.M. Borchovych

CONCEPT OF «SPIRITUAL-MORAL EDUCATION» IN MODERN PEDAGOGICAL ENVIRONMENT

The main points of the «spiritual-moral education» concept in modern pedagogical environment have been defined by the author based on an in-depth theoretical analysis of scientific advances according to which the concept of «spirituality» is regarded as an individual move beyond private interests and a search for meaning. This research has also considered the role of adults in spiritual-moral upbringing; the process of creating the necessary conditions for children's comprehension of spiritual essence of their lives, and the encouragement of young people making efforts to develop their own moral integrity voluntarily, self-consciously by self-determination has been defined as crucial for spiritual-moral education. To awake the aspiration for spirituality, it's crucial to create conditions for free and meaningful spiritual and moral development. In this case, the teacher's role is growing, his/her moral position is crucial for children's spiritual-moral education.

Introduction to the tradition (Orthodoxy) is viewed as the purpose of spiritual-moral education. Following God's laws creates conditions which provide the opportunity for the spiritual-moral formation of personality. People's religious traditions are considered as the highest spiritual achievement of the nation.

The existence of the purpose-ideal that is guiding the process of spiritual-moral development is crucial for a child's spiritual-moral education. This includes spiritual and moral advanced features of an individual, manifestations of spirituality and moral that reflect the individual's attitude to values, to the world, towards himself/herself and to others. With this, the purpose-ideal has to be subordinated to the main purpose, which shows the sense of life. This purpose can be considered as the one beyond the educational challenge.

Key words: spirituality, spiritual-moral education, religious values, pedagogical support.

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A.V. Bugra

PROFESSIONAL COMPETENCE OF THE TEACHER AS ONE OF THE CONDITIONS FOR THE EFFECTIVENESS OF TEACHING INDIVIDUALIZATION OF INDEPENDENT EDUCATIONAL ACTIVITIES OF STUDENTS

The author on the basis of analysis of psychological and pedagogical literature and the educational process at the higher technical school justifies the need for training teachers to individualize independent educational activity of students in the study of mathematics. Taking into account the current requirements for scientific and pedagogical activities, the definition of «competent academics in the field of individualization of independent educational activities of students» is suggested with characterization of competence components as a system, namely, the gnostic-cognitive, research, methodological, organizational, diagnostic, and reflective components.

The gnostic-cognitive component involves acquiring the content of a school subject (mathematics); the ability to organize independent learning activities of students based on their

individual typological features; the ability to learn with students, be an example to them in the quest for constant self-education.

The scientific research component focuses on teacher's self-getting new information in mathematics, methods of teaching, psychology and didactics of higher education. This ability means an ability to find, test and implement innovative approaches to teaching students, methods and techniques of individualization of independent educational activities, scientific analysis and synthesis of scientific and educational activities.

The methodological component competence includes independent learning activities (ILA), provides for individualization of design skills and design process of individualizing independent educational activities of students in the study of mathematical disciplines, implementing methodological support of this process. The organizational skills include the ability of the teacher to organize individual and group self-learning activities of students during lectures, seminars, workshops, individual consultations in the academic process and in the extracurricular time; ILA organize students for individual plans and programs, support their learning, as well as control the process of the activity and its results.

The reflective component defines the ability of the teacher to understand the process and results of the independent educational activity of students, didactic means of determining the adjustment, improving the quality and forecasting trajectories of individual students in hierarchical levels of readiness in the ILA in the direction of achieving the optimum individual result.

To ensure a sufficient level of competence in the field of individualization of independent educational activities of students, teaching an elective course «Ways and means of improving the efficiency of students' independent work» is recommended – with consultations, discussions, and moderated seminars in accordance with the principles of coaching technology. By using statistical techniques, the effectiveness of the suggested methods was proved in improving the training of teachers, which naturally affected the quality of knowledge in mathematics of students enrolled in the experimental procedure.

Key words: competence, competence approach, professional competence, individualization, self-learning activities.

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M.V. Chekhovska

THE COMPARATIVE ANALYSIS OF THE STAGES IN HIGHER PEDAGOGICAL EDUCATION IN UKRAINE AND THE REPUBLIC OF BULGARIA

The basic stages of higher education in Ukraine and the Republic of Bulgaria were considered in this article. The leading educators and their contribution to the development of higher education are presented. The article refers to 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 of that country was analyzed. The major stages of the development of higher and higher pedagogical education in the Republic of Bulgaria are discussed, and the main principles of modern projects of research activities of the country's scientists are considered. All these facilitate the introduction of modern European reforms in the training system of the professional and pedagogical staff. The analysis of the problems of higher education in the Republic of Bulgaria and the main directions of their solution in accordance with the Development Strategy of Higher Education of the Republic of Bulgaria 2014-2020 are investigated in the paper. The main directions of scientific cooperation as for international integration and mobility of research capacity in Switzerland and Bulgaria are presented. The main directions for implementing the Bulgarian-Swiss program of scientific collaboration are explored. The presented experience in solving the discussed specific problems of higher education of the Republic of Bulgaria can be useful for the educational field of Ukraine. The practice of solving these problems must be taken into account in the process of reforming higher education and higher pedagogical education of Ukraine in the context of its integration into the European and world space of higher education.

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

THE NOTIONAL SCHEME AS A BASIS FOR THE DEVELOPMENT OF THE SUBJECT-MATTER AND TERMINOLOGICAL COMPONENTS WITHIN THE NON-FICTION TRANSLATOR'S COMPETENCE

The subject-matter component of the translator's competence (TC) is viewed as a certain range of knowledge required for translation, the lack of which seriously complicates it or makes it impossible. The said knowledge consists of the notions underlying each specific sphere, and all notions are marked by relevant terms which in the aggregate constitute the TC's terminological component that is an indispensable prerequisite for non-fiction translators whose efficiency essentially depends on the quality of both of the said components.

The article aims to describe the making up of the notional scheme (using a relevant text in English) to provide the foundation for the acquisition of the major notions underlying a certain segment of the specific sphere. It also explains the selection of the relevant terminology to translate the corresponding texts. Both operations are steps on the way to the development of an experimental system of exercises to teach professionally oriented translation.

To achieve the said aim a number of tasks were accomplished: the sphere of the research (*Computer Sciences*) and its segment (*Data Structures*) were selected; a representative English source text (*ST*) was chosen for the translation and analysis; the target text (*TT*) in Ukrainian was created; the corresponding terms in both texts were identified; terminological bilingual vocabularies were compiled; the main notions underlying both *ST* and *TT*, and their hierarchy were established; the *ST* and *TT* notional scheme was compiled and analyzed. The authors also outlined the prospects for further research – to develop and verify in practice a new technology of teaching non-fiction translation taking into account the results obtained in this research.

Key words: teaching non-fiction translation, Computer Sciences, Data Structures, professional translator's competence, subject-matter competence, terminological competence, English and Ukrainian languages, notional scheme.

INDIVIDUAL ADAPTATION OF INSTRUMENTALISTS OF DIFFERENT TYPES OF TEMPERAMENT TO CONDITIONS OF PERFORMING ACTIVITIES

Taking into consideration the specificity of stage behavior of different types of musicians, it is advisable to consider in detail the most characteristic features peculiar to certain types of performers, as well as to present psychological and pedagogical recommendations for each of them.

For the «inert» (phlegmatic) and «passive» (phlegmatic-melancholic) type the emotional game and self-control, speculative removal from the audience, the correction toward the sanguine type, the use of polyphonic repertoire of suites and descriptive pieces are recommended.

The performers of «thinking» (phlegmatic-sanguine) and «fighting» (sanguine) types are considered universal, the repertoire of different styles characterized by a conscious creativity and emotional contact with the audience is recommended for them. For the «fighting» type, the correction is suitable in the direction of the choleric (men), and phlegmatic (women).

For «plasticity» (phlegmatic, sanguine) type, it is desirable to use phased adjustment (emotional game and self-control) for the next performance. To achieve positive results, it is useful to resort to actively promoting contact with the audience.

The situation of public concert performances is preferable for «impulsive and romantic» type (sanguine, choleric), which reveals a bright personality of the performer. In contrast, long-term psychological preparation is needed for «timid» (sanguine, melancholic) type.

For the «volcanic» (choleric) type, the correction in the direction of the phlegmatic and sanguine is suitable. Using the methods of removing the emotional stress and the formation of a sustainable tempo-rhythmic feeling promotes the successful stage performance.

Generic types of performers – «artistic» (choleric-sanguine) and «constructive» (choleric-phlegmatic) – achieve effective results in the case of creative contact with the audience. The first show the disposition towards permanent self-control, the second – concentration on psychological and performing tasks.

For performers with features of the melancholic type complete («chaotic», «sensitive», «lyrical») or partial («addictive», «amorphous») restructuring of the performing image is characteristic. For these types the style of self-regulation with the rational distribution of the emotional and physical strength, abstracting from external stimuli, fixing the optimal internal state is inherent.

The authors suggest the model of formation of psychological and performing style complex, which can reveal the individuality of each instrumentalist to achieve effective results in the process of performing activity.

Key words: temperament, performing activities, individual adaptation, psychological and performing style complex, psychological statement, self-control.

UDC 378: 81'1 (045)

I.D. Davydchenko

CURRENT ISSUES OF PSYCHOLOGICAL AND PEDAGOGICAL AS WELL AS LINGUISTIC AND CULTURAL FEATURES OF FORMING SKILLS OF ORAL AND WRITTEN RETELLING IN THE TRAINING OF FUTURE TEACHERS AT PRESCHOOL EDUCATIONAL INSTITUTIONS

Lingua-culturological competence is implemented in the knowledge of material and spiritual culture, the historic development of the Ukrainian nation, folklore, traditions, customs and rituals of the people, as well as the ability to use cultural knowledge in professional activities.

The Law of Ukraine on higher education imposed the task on higher education institutions to prepare highly skilled professionals with due intellectual potential. Modern life puts forward high requirements for the training of students – future teachers. Mastery of speech is required to help future teachers become true professionals with a high level of knowledge and skills in teaching activities.

The paper examines topical issues of psychological and pedagogical as well as linguistic and cultural features forming skills of oral and written retelling in the training of future teachers of preschool education. Cooperation of linguists and teachers created a wonderful precedent, initiated by practice of learning retelling and creative attention to a text as the main product of the individual's speech activity. In theory and methodology of professional training of future preschool teachers there emerged an axiomatic need to distinguish between the study of language and its functioning, the study of language concepts and study of function, application, use of language means for communicative and speech intercourse with another person, group, or team.

Positive motivation in educational activities is generated through self-studying of teachers and students working on their presentations (preparation, writing, analysis, assessment, editing). Various techniques are used and among them: predicting the content of the text by its title or the first or last paragraphs; listening to expressive reading of the text and evaluating the quality of expressive reading; self-preparation of students for expressive reading of the presentation text; collective expressive reading of the text in an undertone; individual expressive reading of the text (student's choice); work on micro themes with their further content and streamlining through the plan of the text, etc.

Key words: topical issues, psychological and pedagogical features, linguistic and cultural features, oral and written retelling, professional training of future preschool teachers.

UDC 378

E.N. Dmitrenko

PROJECTS AS A FORM OF ORGANIZING INTERPERSONAL BARRIER-FREE INTERACTION BETWEEN THE PARTICIPANTS OF FOREIGN LANGUAGE COMMUNICATION

The main task of modern teachers is choosing the best methods and forms of organizing pupils' studying activities that will satisfy the level of each pupil's development. In this case, we think it will be quite appropriate to introduce the technology of collective educational projects into the foreign language studying system as one of the interactive training forms.

The main aim of our research work is to form the conceptual positions of introducing the collective educational projects into the practice of foreign language studying.

Solving the problem of collective educational projects' implementation in the practice of foreign language studying we have made the following steps: described the conditions of pupils and teachers'

barrier-free interaction in typical situations of communication; made the description of foreign language teacher's role during the implementation of group educational projects; created the rules of pupils and teachers' barrier-free interaction in group educational activities.

We see further research prospects in developing themes of practice-oriented projects for secondary school pupils and methodological recommendations for teachers about organizing project activity of pupils at foreign language lessons.

Key words: collective educational projects, barrier-free interaction, the participants of foreign language communication, practice-oriented projects.

UDC 373.2.015.31:7

O.O. Dronova

CHILD IN THE WORLD OF BOOKS: PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF ART CREATIVE WORK OF PRESCHOOLERS

The article reviews the pedagogical potential of books for the development of creative work of children of the senior preschool age. Hedonistic, cognitive, aesthetic, communicative, spiritual, educational, activating, and other functions of books in child's life and the development of his/her personality are discussed.

The content of the article is defined by the results of the experimental and theoretical research of the development and implementation in practice of the integral educational program «The World of Books». The program provides for various forms of work with the book: book presentation by a teacher, creation of one's own library, reading and examining illustrations, family reading, memorization and recitation of poems, theatrical dramatization, illustrating, design activities and others. Concerning the methodological provisions, priority is given to culturally appropriate, personality-oriented interactive methods of communication of a teacher and a child: the presentation, the discussion, the game-dramatization, the comparison, the personalia, the choice, the creative task, the project, the associations, the imaginable situation, the suggested conditions, etc.

The ways of the optimal use of books in educational technology for the development of creative work of children are defined: the formation of basic knowledge about books; children's acquaintance with the main occupations of the people who create books (the author, the artist, the designer, and others); the formation of coherent ideas about the art of book illustration; learning the ways of the decorative design of books; the ways of artistic design of books; educating the value attitude to books; awareness of oneself as an author of one's own story, a creator of an original book; renewal of family traditions of reading.

The pedagogical conditions for the effective development of creative work of preschoolers by means of books are determined, namely: defining books by through the educational means of integral development of artistic and creative culture of identity of children 5 – 6 years old; the development of the integral educational program «The World of Books» and the adequate methodological provisions for it; the integrity of the forms and kinds of activities of children (watching, listening, learning by heart, rhyming, making stories, manual work, painting, design activities, and others; coordination with the practice of family education.

Key words: book, culture, art, preschooler, creative work, integral educational program, pedagogical technique.

UDC 378.4

H.M. Dziman

COMPONENTS OF THE FUTURE BIOTECHNOLOGISTS' ESP WRITING COMPETENCE

Teaching biotechnology students to write English professionally-oriented text is the vital component of ESP competence formation process. The lack of scientific works that address teaching peculiarities of professionally-oriented writing at an advanced level, in particular, scientific texts writing, determines the topicality of our study.

Requirements to ESP writing competence of students majoring in biotechnology were defined on the basis of the overview of research works dedicated to determining professional communicative competence structure. The overview was aimed at ESP writing competence structure specification at the advanced level of English teaching at technical universities.

The analysis of foreign language ESP competence components enabled us to highlight definite components that will contribute to ESP writing competence formation. Based on the foregoing, we are inclined to define the four components needed to form ESP writing competence when teaching English to students majoring in biotechnology. Those four components are: subject-matter, linguistic, sociolinguistic, and pragmatic components. ESP competence components in their structural and inseparable relations determine the teaching content and the means of its implementation.

Key words: writing, ESP competence components, professional writing.

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D. V. Furt

HIGH SCHOOL STUDENTS' POLY CULTURAL COMPETENCE STRUCTURE ELEMENTS IN ENGLISH STUDIES

The notions of «polycultural competence» and «culture» are generalized in this paper. It considered the high school students' polycultural competence structure using the model of M. Absatova, which formed the basis for the research.

Different scientists' opinions about high school student polycultural competence structuring issues were analyzed and some examples of them were given.

The notion of high school students' polycultural competence was defined and the English studies' influence on its development was identified.

The notion «dialog-oriented approach» was considered, the essence of which is involving students in different cultures in order to form their «planetary mind» facilitating close cooperation with representatives of different countries and nationalities.

It is mentioned in the paper that the high school students' polycultural competence development result must be students' understanding of the fact that language, mind, culture, and mentality are elements of one row, that's why if someone doesn't understand them, nationally determined contacts can cause international misunderstanding.

The significance and the importance of learning foreign languages for high school students' policultural competence development were emphasized.

The task of high school student polycultural competence development and the principles of successful completion of this task with the help of English studies were determined.

Key words: polycultural competence, high school students' polycultural competence, structure, English.

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A.V. Glusman, S.V. Sapozhnykov

HIGHER SCHOOLS OF PEDAGOGY IN THE COUNTRIES OF THE BLACK SEA REGION: SYSTEM ANALYSIS EXPERIENCE

The phenomenon of «higher pedagogical education in the countries of Black Sea Region» is presented in this article and it is interpreted as a complicated dynamic system that has general and specific characteristics in terms of content, framework, and preparation functions of pedagogical staff that are caused by historical, geopolitical, cultural, religious, and national educational customs. The cultural, social, and educational traditions of national systems of higher education functioning, the optimal forms of professional and pedagogical education organization, along with the specifics of current conditions of higher pedagogical education in every country are defined in this paper. It is proven that higher pedagogical education creates the conditions in the countries of the Black Sea Region for the formation of professional pedagogical staff that is characterized by high intelligence, fundamental, scientific and research background, humanitarian-focused personality, creative way of thinking, national identity and competitiveness on the global labor market.

The results of systematic and historical analysis of the higher pedagogical educational institutions in the countries of the Black Sea Region, and their activities in various historical conditions allowed identifying the specifics of historical stages of higher pedagogical education development. The analysis of normative and methodical documents of institutions of higher education in the countries of the Black Sea Region demonstrates that the educational process in each institution in countries-members of the Black Sea Region is organized in accordance with the functioning legislation in the field of higher

education, the type of higher education institution and its training profiles, organizational forms of education. Systematic research of these approaches allowed integrating the functioning pedagogical institutions' experience in the Black Sea Region counties. Modern national educational policies in BSEC countries are focused in particular on wide application of information and communication technologies.

Systematic and comparative analysis of normative legislation base of the educational branch of the Black Sea Region countries allowed identifying the strategic priorities in the training systems of pedagogical staff. Such priorities include the integration of higher education of every country into the European educational region, the reformation of education system in accordance with the educational and labor market requirements, the development of functioning legislative and normative bases, and the provision of equal access to higher pedagogical education on every level. National strategies of BSEC countries have to contribute to citizens' professional competencies' development, improvement of the education quality, and assurance of its competitiveness on the local and global labor markets, enhancement of administrative mechanisms at higher pedagogical institutions by the means of developing their autonomy. There are several positive tendencies arising from the transformation of higher pedagogical education which are implemented by establishing new institutions or structural subdivisions taking the existing universities as their base. The reformation of research and innovations system that is conducted by means of de-monopolization of funding with applying the existing rules focused on the support of progressive experience in the educational and scientific area can also relate to positive tendencies

In spite of positive tendencies existing in the systems of higher school in the countries of the Black Sea region, pedagogical professional staff has also some negative tendencies such as: unification of education of students in classic and pedagogical universities; decreasing network of higher pedagogical educational institutions, reducing the percentage of state budget funding and tuition fees growth. Current problems in the systems of higher pedagogical education require noticeable changes in the higher pedagogical education paradigm in the Black Sea Region countries.

Key words: higher pedagogical education, professional preparation of pedagogical workers, maintenance, structure and functions of the professional training of pedagogical staff, countries of the Black Sea region, trends in progress of higher pedagogical education.

UDC 378.2:379.85

V.V. Grushka

THE FEATURES OF SPECIALISTS' TRAINING IN TOURISM INDUSTRY (COMPETENCY APPROACH)

The features of tourist industry specialists' preparation and the application of the competency approach in their teaching have been presented in the article. The competence-based approach used in this case involves the analysis of the characteristics of practical activities, specific goals, selecting strategies for solving them, which creates effective conditions for formation of professional thinking of a specialist.

The requirements to abilities and skills in educating specialists in «Tourism» as specified in Industry standards of higher education of Ukraine have been reviewed.

Studies of domestic and foreign scientists concerning training of future tourism managers have been analyzed for identifying three main criteria of professional competence.

The motivational criterion involves the professional qualities that are aimed at satisfying the consumers' needs, services of the tourism industry as well as the needs of self-improvement and self-expression.

The cognitive criterion is the formation of sustainable knowledge in the field of intercultural communications, information technology, and special professional knowledge, the mastery of theory, laws, rules, methods, and issues in the tourism industry.

The activity criterion is a set of professional skills to create technologies for ensuring the most favorable conditions for every customer. This combines such factors as the ability to professionally integrate scientific and professional knowledge in practice, i.e., the ability to provide non-stop service that aims to meet the needs of customers of the tourism industry with the professional use of modern information and communication technologies, and the ability to create new types of tourist products and tourist services including those in a foreign environment.

Key words: competency approach, competences, specialists of tourist industry, stages of preparation, professional qualities, skills.

CURRENT STATE OF TRAINING BASICS OF CONSUMPTION CULTURE IN PRESCHOOL CHILDREN IN THE PRACTICE OF KINDERGARTENS (ON THE BASIS OF ANALYSIS OF EDUCATIONAL WORK PLANS)

The main factor in the formation of cultural identity in consumption is the social group in which children are raised, and the socio-economic values that prevail in it. Consumer behavior of other members of this group becomes a role model that can have a stimulatory effect, both positive (e.g., the pursuit of sustainable consumption together with the others), and negative (for example, the desire to surpass the level of consumption of the others). Therefore, timely attention and positive example of the surrounding adults help educate the children in their value relations to commodities, instilling in them competent consumer behavior skills.

The article presents an analysis of the current state of work on developing consumption culture among senior preschool children in the practice of pre-school educational institutions. Material analysis of annual work plans and timetables for preschool educational work of caregivers with children under school age is given. The features of scheduling methods and techniques, forms of economic education of preschool children in general and foundations of consumption culture in particular are discussed.

The analysis of educational annual work plans of the preschool educational institutions and work schedules of educators in preschool age groups has shown the need for in-depth work in the direction indicated. The issues of educating the basics of consumption culture are not reflected in the content of educational work of teachers and are only sporadically addressed. In the article certain aspects of cultural consumption are considered in the context of economic, environmental, and moral education.

The prospects for further scientific research are in creating an experimental model of educating consumption culture basics in children of the senior preschool age in the conditions of interaction between pre-school educational institutions and family.

Key words: basics of consumer culture, economic education, children under school age, forms, methods and techniques.

SCIENTIFIC APPROACHES TO THE INVESTIGATION OF PROFESSIONAL SPEAKING COMPETENCE ESSENCE OF FUTURE HIGHER QUALIFICATION SPECIALISTS

The article is devoted to the analysis of the contextual essence of definition «professional speaking competence» of a higher qualification specialist in particular, a future navigator. As linguists, we are interested in the process of acquiring professional speaking competency of future navigators and its components. In this article we try to investigate the interconnection and interdependence of such definitions, as «professional competence», «competency», «language» and «speech competency», «linguistic culture» and their role in professional training and acquiring professional speech competence of a future specialist of higher qualification. Formation of the professional speech competence is based on the theoretical communicative language model and also on the requirements to phonological, morphological, and syntactical models. There are a lot of new requirements to the formation of personal and professional features of modern future specialists. That is why higher education system requires effective training for producing highly experienced specialists with deep knowledge, abilities to use information correctly and also the knowledge of English. The knowledge of English is the most important part of professional training of future higher qualification specialists. The issue of professional training of future higher qualification specialists, to be exact, future navigators, always attracts attention to modern professional education. Professional education is the process of forming knowledge, skills, habits, attitudes, work experience that provide for the successful career. Without special investigating methods of forming professional speech competence, it is impossible to provide training of international professional skills and raise the qualification of future navigators at the Maritime University.

The analysis of educational qualification characteristics of future navigators allows us to distinguish specific components in the structure of professional speech. They are: motivational,

cognitive, and pragmatic ones. We believe that we have an opportunity of creating a mechanism for forming habits and skills of the denoted competence in the course of learning special disciplines.

Key words: professional competence, speech competency, competency, professional education, professional speech.

UDC 378.14:005:339.54

S.G. Kachmarchyk

FORMATION OF FOREIGN COMMUNICATIVE COMPETENCE OF FUTURE MANAGERS IN FOREIGN ECONOMIC ACTIVITY IN RESEARCH WORKS OF NATIONAL AND FOREIGN SCHOLARS

Foreign language competence has undoubtedly an assertive impact on the professional development of future specialists in management, provides high performance control of production processes, it has a positive impact on social stability. This is why the formation of foreign language competence of managers of foreign economic activity (FEA) is a fundamental purpose of higher education.

Significant fruitful experience in managers' training, formation of their foreign language competency has been gained by foreign higher educational establishments. The research of higher schools curricula in the UK, USA, and Germany gives the reason to recognize the formation of communicative skills as the one that meets the most important needs of nowadays, and the discipline «Foreign language» in the higher school of non humanitarian specialization has long moved from the status of a subordinate subject to basic majors.

Nowadays the problem of preparedness of future specialists in economics and management to professional foreign language communication is the subject of research by both national and foreign teachers, linguists, psychologists, philologists, and others.

The last decades witnessed worldwide attention to the issue of communicative competence and its structural components. However, the issue of foreign language competence formation in non-linguistic higher education institutions still remains unsolved. It is clearly seen in the current controversy between the need for specialists who are able to operate professionally on international level, and the lack of holistic, systematic, informational and organizational support for professional training; versatility of training and requirement of integrated personal development of future professionals in management; need for intensive foreign language communication and limited methods of foreign language competence formation.

The analysis has shown insufficient representation of didactic material, and a promising area of research of foreign language professional competence may be the development of didactic model of its formation in the students of non-linguistic higher schools, including the possibility of using interactive technologies.

Key words: communication, language, foreign language communicative competence, professional education, language competence, linguistic, socio-cultural, sociolinguistic, discourse, pragmatic, components.

UDC 372.853

O.O. Kalenyk, T.L. Tsaregradska

FEATURES OF MULTIMEDIA PRESENTATIONS IN TEACHING MATHEMATICS AND PHYSICS TO FOREIGN STUDENTS AT PREPARATORY DEPARTMENTS

The introduction of modern information technologies in educational process, including multimedia presentations, opens new possibilities for improving the quality of teaching foreign students. The educational process for foreign students requires systematic and gradual use of visualization of training material, especially at the initial stage of training. The purpose of the article is to establish the impact of multimedia presentations in education of foreign students at preparatory departments, the quality of the knowledge they gained in the study of mathematics and physics. The perspectives of the introduction of multimedia presentations in teaching foreign students physical and mathematical sciences at preparatory departments of universities in Ukraine were researched. The new methodological approach helps to structure and provide the educational material that extends beyond traditional teaching. A multimedia presentation of the educational material allows for the didactic function of the process, helps to systematize the knowledge of students in the subject-

content and the linguistic aspects of learning. It is shown that the use of multimedia training raises the level of perception of educational material of foreign students, while significantly increasing the absolute quality of education.

Key words: presentation of multimedia, multimedia scenario classes, foreign student of preparatory departments.

UDC 37.048.4:811.111:338.48

O.J. Karpenko

POLISH CHILDCARE IN THE RESEARCH OF UKRAINIAN SCHOLARS (LATE 20TH – EARLY 21ST CENTURIES)

At the turn of the centuries the focus of attention of Ukrainian pedagogical scholars was turned to the content and axiological aspects of the Polish childcare and educational activities.

The monograph «Childcare in the time of social structure transformation» by T. Zavhorodnia, N. Lysenko, B. Stuparyk, D.K. Mazhets (Ivano-Frankivsk, 2002) has been analyzed. The problems of history, theory, and practice of childcare and education in Ukraine and Poland, educational establishments' activities and functioning have been outlined in the collection of scientific works "Child care and education. History and modern times" (Drohobych, 2010). The issues of social care of children and young people in the history of Ukrainian and Polish schooling together with current theoretical and practical principles of caring pedagogy are the subjects of the collection of research papers "Theory and practice of caring pedagogy in Ukraine and Poland (19th – 21st centuries (Lviv, 2014).

Ukrainian scientific output on orphan care and education in Poland has found coverage in a number of articles, monographs, dissertations (S. Denysiuk, Kh. Dziubynska, T. Zabuta, V. Kushnir, V. Khanenko, Yu. Yakym) whose analysis is made in the article.

The analysis of theoretical and methodological basics of care within the theory and practice of pedagogy in Poland should take into account the national specificity and activities of Polish representatives who have influenced the positive transformations of Polish social values.

Key words: child, care, Ukrainian scholars, research papers, Poland.

UDC 378.147:616.31.057

Ye.Yu. Korzh

THE ROLE OF COMPETENCE AND COMPETENCY IN PROFESSIONAL INTERACTION OF FUTURE DENTISTS: THEORETICAL ASPECT

The present article is devoted to the problem of determining the significance of competence and competency in forming effective professional interaction among future dentists. Special attention is paid to normalization of modern terminological apparatus of pedagogy. The analysis of scientific literature shows that the term «competence» is often substituted for «competency,» which leads to confusion.

Hence, the objectives of the article are to distinguish the definitions of the terms «competence» and «competency», to determine the place and role of these terms in modern pedagogics and their importance for professional interaction of future dentists.

The competency-based approach is discussed in scientific works by domestic and foreign scientists such as I. Volvenko, I. Yarmola, J. Raven, R Boyatzis, M. Layl, etc. The problem of professional interaction is tightly connected with the question of competence of future specialists studied by S. Kozhushko, O. Dishko, S. Saraeva, etc.

The author supports the idea that the terms «competence» and «competency» should be differentiated. Competency's components are knowledge and skills. Competency formation is ensured by a number of official decrees, regulations, and other documents drawn according to state requirements. Competence is a personal achievement of an individual.

Thus, it can be concluded from this study that gaining appropriate competencies by dental students leads to the formation of their competence. Availability of the number of developed competencies creates the basis for high-quality performance of professional tasks. It should be stressed that competence is the step towards implementing future dentists' successful professional interaction.

Key words: competence, competency, professional interaction.

UDC 378.147

I.I. Kozynets, M.O. Zhuravel

ADVANTAGES AND DISADVANTAGES OF BRAINSTORMING IN COLLECTIVE DISCUSSION OF PROBLEMS

In the times of accelerated development of the modern world all organizations, companies, and groups of companies need to create new unique methods and views on current problems and crises. This leads to increased requirements for finding original ways of achieving success, solving problems, and organizing discussion. «Brainstorming» can determine the level of knowledge of people who are directly involved in the discussion and promote activation of thinking because everyone should be involved and participate in finding new solutions of the problem.

This method cannot be considered as universal among all methods of collective discussion. However, it is appropriate to use it in situations where a decision cannot be taken on the basis of the majority vote, but must meet the basic requirements of all the panelists. In this case, when you need compromise and coordination of interests, «brainstorming» creates an opportunity of satisfying everyone.

So, having considered the rules of brainstorming, its main advantages and disadvantages, having identified prospects of using this method, we have come to the conclusion that the basis of the method is the idea that the number and impartiality creates truly unique and original ideas and ways to improve the situation. Everyone chooses for himself which method it is easier to use in the search for innovative solutions, but we recommend using the method of «brainstorming» at least sometimes in professional practice.

Key words: brainstorming, innovative technology, generation of ideas.

UDC 371

T.V. Kramarenko, O.S. Rezunova

THE USE OF INTERNET AND ELECTRONIC EDUCATIONAL SOURCES IN THE LEARNING PROCESS OF HIGHER EDUCATIONAL ESTABLISHMENTS

The article deals with the questions of using Internet and electronic sources in the learning process of higher educational establishments. It has been marked that basic Internet and electronic resources which are widely used in the learning process of higher educational establishments include educational distance courses, electronic interactive encyclopedias and dictionaries, electronic translators, virtual museums, searching systems, etc.

The use of Internet and electronic sources assists in adaptation of graduating students to the sphere of their vital functions in terms of a greater growth of dynamism, in their preparation as active objects of the new educational paradigm, i.e. the increase of the education level during all their life. It is indicated that the electronic sources of libraries allow students and other participants of educational process to find necessary information quickly, without leaving the room where they work.

The Internet allows to find an enormous number of books and to download them on the personal computer or other modern device free of charge, to have an opportunity to read, study, and master the material anywhere and anytime. Modern technologies allow to find and store the necessary material very quickly, having more time for studying the material. The main electronic educational assets have been considered in details: electronic documents, electronic editions, electronic didactic demonstration materials, computer tests, electronic textbooks, electronic methodological materials.

The basic requirements which are made to the electronic educational sources have been exposed. The advantages and disadvantages of using electronic sources in the educational process have been revealed.

Key words: educational sources, Internet sources, electronic sources, learning process.

UDC 378.178

L.Y. Krymchak

ATTRACTIVENESS OF LEARNING AT UNIVERSITY AS ONE OF THE INDICATORS OF SOCIO-PSYCHOLOGICAL CLIMATE IN STUDENT GROUP

This article examines the socio-psychological climate of university student groups. It is aimed at curators of groups, future social workers, as well as faculty teams who are actively involved in preparing successful professionals in the social sphere.

The article examines the attractiveness of study at the university as an indicator of socio-psychological climate in a student group. The results of the survey conducted by the second and third year students of the department of social work of Dnepropetrovsk National University are presented. Particular attention is paid to the actual conditions of learning and unfulfilled needs of students. The analysis of survey results reveals the degree of attractiveness of training of students of the department of social work at the university, draws attention to the differences in the assessment of the socio-psychological climate in student groups.

Advice and recommendations are given on providing a positive socio-psychological climate in a student group through the formation of young people's psychological defenses.

This, in our opinion, will help them to consciously cope with the negative, traumatic, or adverse emotional experiences in learning; harmonize relationships among classmates, between the student group and its learning environment.

Key words: socio-psychological climate, socio-psychological climate in a student group, the indicators of learning attractiveness at university, criteria of satisfaction and attractiveness of training at university.

UDC 37.035.6:061213(477)«19»

V.Yo. Kulchytsky

ROLE OF YOUTH ORGANIZATIONS IN THE PATRIOTIC EDUCATION OF SCHOOLCHILDREN IN UKRAINE IN THE SECOND HALF OF THE 20TH CENTURY

The article examines the role of youth organizations in the patriotic education of schoolchildren in Ukraine in the second half of the 20th century; the directions for development of patriotism and pride in their country in the minds of the youth are defined. It was concluded that the result of propaganda and patriotic upbringing in Pioneer and Komsomol organizations was that the young people wanted to get an education, to realize themselves in society, and to work and benefit their homeland.

So it is essential to develop such state programs of patriotic education of youth, which would encompass all aspects of society – family, schools, universities, community organizations, labor groups – and could be realized in the following specific aims and objectives of education as instilling respect for the Constitution of Ukraine by young people; development in the minds of young people the need for armed protection of the state as an important social activity to ensure the safety of the homeland; formation of positive attitudes towards science, labor, and military work; attracting students to cultural values, history and traditions of the country and its Armed Forces; development of the sense of dignity, conscience, objective self esteem, inner discipline; development of students' physical qualities and healthy life style.

It must be emphasized that detailed, comprehensive analysis of the history, role and place of the Pioneer and Komsomol movements in public life has become the subject of more than one scholarly study. This requires a full and true evaluation, without decoration and shame, of educational activities of Pioneer and Komsomol organizations in Ukraine with rethinking of what has been written already, as well as identifying new, previously unavailable historical and pedagogical sources for research.

Key words: youth organizations, patriotic education, propagation educational work, youth, personality.

UDC 37.014

O.V. Lebid

SOME ASPECTS OF STRATEGIC MANAGEMENT OF GENERAL EDUCATION INSTITUTIONS IN UKRAINE

The importance of strategic management is due to the fact that the change of the environment is often far ahead of educational institutions, and, therefore, unexpected, unforeseen difficulties emerge with the increasing frequency. Strategic management is designed to expand the horizons of anticipation, to give a possibility of timely reactions to environmental changes in the education market, services and technology, scientific, social and political spheres to the administration of a general educational institution.

Strategic management system should provide not only for the formulation of a common goal, but also determine the general direction of development. It should provide for the correct selection of developmental strategies; accurate selection of areas and the corresponding allocation of resources. It should also search for: the combination of opportunities offered by the external environment and internally; efficient use of the resources available to the organization, moving them into profitable areas of activity; management of external relations.

In order to implement this function, it is required to develop a mission and a strategic plan for the development of a general educational institution. The mission of a general educational institution is one of the core ideas of modern efficient functioning of general educational institutions.

Strategic planning is a managerial activity of drawing up strategic plans, i.e. long-term plans of the organization's functioning in a competitive environment.

The strategic plan is created to help general education institutions make the most of everything in the environment that is constantly changing. The strategic plan takes into account, on the one hand, the objectives and priorities of school education and, on the other, – its real possibilities.

Key words: strategic management, strategic management of general education institutions, mission, mission of general education institutions, strategic planning, strategic plan.

UDC 614.2:378.12:811.001.8(477)

L.Yu. Lichman

GENESIS OF FOREIGN LINGUISTIC COMPETENCE DEVELOPMENT AT HIGHER EDUCATION INSTITUTIONS OF UKRAINE: METHODOLOGICAL CONTEXT

The paper focuses on the methodological model for studying the development of foreign linguistic competence at higher education institutions of Ukraine. The particular attention is paid to the issues of theoretical and terminological amorphousness being found in the competence-oriented pedagogy that causes certain difficulties in designing the methodological framework. The methodological sources interpretation and classification are found to directly rely on the chronological boundaries of the study: the study object global representation refers to the one theoretical and terminological experience, while the study object local representation goes with another. In this regard, a scientifically-based extensive definition for the concept of foreign linguistic competence development genesis has been articulated and developed: the genesis and development of a paradigm for attaining bilingual / polylingual competence with the conceptual frameworks being constantly displaced (shifted) – those ones being generated in interactive relations between protocompetence / competence practices and the other educational traditions ranging from the chronologically adjacent to the chronologically remote periods (short and long time). Such elucidation substantiates important theoretical principles for building the research methodology of foreign linguistic competence genesis, specifically the principle of essential proximity of equivalent definitions and the principle of historicism.

Key words: foreign linguistic competence genesis, protocompetence sources, terminological equivalence, historicism, retrospective view, paradigm.

UDC 159.923

N.F. Lytovchenko

PSYCHOLOGICAL SITUATION IN THE CONTEXT OF CORRECTION

The psychological situation is a means of representation and research of a specific counselee's problem.

In general, any situation is characterized by totality, certain combination of the objects or phenomena characteristics. Features realized by individual, elements of various life situations, their possible links and aspects are included into a complete subjective world view of an individual.

The subjective world view as an integral interpretative complex is a result of certain parts of social and personal experience interiorization. The subjective world view directly stipulates the design of a unique psychological situation under standard life circumstances. The real life circumstances, under which the individual is existing, and subjective sense of those circumstances as a result of an interpretative process may differ substantially or may have nothing in common; it means that the

interpretative process leads to transformation of the life situation, finally turning it into a psychological situation, which is the unity of external conditions and their subjective interpretation.

An essential characteristic of a psychological situation is its problematic nature. However, the problematic nature of a psychological situation may be related not only to its external circumstances, but it may be a reflection of the internal problems of an individual. Usually unconscious and, therefore, uncontrolled internal problems are manifested in various psychological difficulties of a subject and cause psychological suffering.

Another integral characteristic of a psychological situation is stress-production and uncertainty for the subject, which causes psychological suffering. Suffering arises when the values which are at the top of value hierarchy appear to be unachievable by the subject.

Thus, there is an ambivalent task for the counselee during the remedial work: the task of «sense concealment», which conforms with the unconscious desire for stability, resistance to any changes in life, and the problem of “sense searching” aimed at eliminating psychological discomfort, harmonizing subjective perceptions of the world in general and the situation in particular and the objective reality. The implementation means of such harmonization and simultaneously of its purpose are the process of reflection and rethinking psychological situation which has developed in the consciousness of the subject. Thus, the interpretation and reinterpretation, with the support of a psychologist, of life circumstances by a person who asked for psychological assistance are the main mechanism of clarifying and re-hierarchization (if necessary) of the whole set of senses of a psychological situation. They enable to control and eliminate the subjective psychological discomfort, enriching experience and general harmonization of individual existence.

Key words: life situation, psychological situation, experiences, subjective interpretation.

UDC 371.132:009

M.V. Maloivan

THE STRUCTURE OF INDIVIDUALIZATION OF SELF-DIRECTED EDUCATIONAL ACTIVITIES OF FUTURE PHILOLOGISTS

On the basis of the analysis of the issue of individualization, the article suggests the fractal and dynamic structure of individualization of students' self-directed activities understood as a connotative unity of fractals combining components and elements of components. The notion of fractal is considered as an object which repeats itself on different scales which are connected in a certain way. This structure unites: the fractal of individual influence on the motivation in the self-directed educational process and in philological creativity, the fractal of content-subject individualization of self-directed educational process and philological studies, the fractal of personal and practical individualization in the process of studying philological subjects, the fractal of actualization of individual reflexive philological thinking.

The implementation of the fractal and dynamic structure of individualization of self-directed educational activities intensifies the level of individualization of the educational process.

Key words: individualization of self-directed educational activities, fractal and didactic structure, fractal, individual and personal style.

UDC 378.091.33:811'233

A.V. Maslova

THE COMPONENTS OF THE CONTENT OF TEACHING ENGLISH SCIENTIFIC WRITING TO MASTER STUDENTS

This paper discusses the content of teaching English scientific writing to Master students of non-linguistic pedagogical specialties. The main objective of the paper is to define the basic components of this content. With that purpose we analyze the content of teaching a foreign language from the viewpoint of different scientists. We point out that the content of teaching a foreign language incorporates a set of what students internalize in a learning process, i.e. knowledge of foreign language material, habits to use it in practice, and skills of its use in various types of speech activities. Moreover, the quality and level of material mastery should meet the objectives and requirements of a certain specialty.

The sequence that lists the above mentioned components (knowledge-habits-skills) is considered to be general for teaching a foreign language. However, the fact that Master students already have a sufficient experience in foreign language training should be taken into account. In conjunction with that, we distinguish the following components of the content of teaching English scientific writing to Master students: 1) the knowledge of language material specific for scientific English; 2) the linguistic skills of its use in elementary speech acts; 3) the receptive, reproductive and productive speech skills of its use in scientific writing of gradually increasing complexity. It should be noted that further investigation in this area aims to specify the list of corresponding knowledge and skills and organize them in a linguadidactic model.

Key words: components of the content of teaching, English scientific writing, knowledge, skills, habits, Master students.

UDC 378.147.001.76

S.I. Medynska, K.V. Sokolova

SPECIFICS OF METHODOLOGICAL ASPECTS OF TEACHING ENGLISH TO RESEARCH AND EDUCATIONAL PERSONNEL AT HIGHER EDUCATIONAL INSTITUTIONS IN THE PERSPECTIVE OF INNOVATIVE DEVELOPMENT OF UKRAINE'S EDUCATIONAL AREA

The paper presents the advantages of efficient techniques of teaching foreign languages to research and education personnel and post-graduate students at higher educational establishments in Ukraine for their further participation in the international cooperation (scientific and educational projects) under the conditions of innovative development of educational opportunities.

Peculiarities of the adult approach to foreign language learning («second language acquisition»), its strengths and weaknesses as well as optimal conditions of immersion in the foreign language environment are considered. The existing methods and approaches to teaching foreign languages applied to would-be experts in a particular field are analyzed so that the methodological principles for teaching experienced and highly qualified experts are formulated taking into account psychological, social and linguistic factors among which there should be mentioned rich teaching experience, proneness to perfectionism, constant linguistic comparative analysis, lack of given information in case studies for making economically grounded decisions and solving the problem, priority of authority, etc.

Optimal organization of the teaching process based on the foreign educational resources taking into consideration the specifics of assessment and testing of the specified category of learners including impossibility of applying the traditional grade system due to its educational limitations, professional ethics, and a system of subordination is suggested. Since international projects with Ukrainian academic staff participating in them are getting increasingly common in the process of innovative development of the educational sphere, this direction involves intensive learning of English as a language of international communication and requires particular attention to creating and pursuing specific teaching strategies and cost-effective approaches which need further methodological development.

Key words: language competence, psycholinguistic factors, language learning by adults, andragogy, role play, case study, language training, immersion, social and communication skills, innovative development of education.

UDC 37.048.4: 338.48:811.111

G.I. Miasoid

ENGLISH, TOURISM AND HOSPITALITY: AN INTERDISCIPLINARY LESSON PLAN

This paper continues our previous research of the forms of career guidance that the higher institutions in Ukraine use to attract potential students to do their first degree programs and offers a lesson plan of the interdisciplinary lesson, which is aimed at the two major objectives: popularizing jobs in Hospitality and Tourism industry and build up the English language skills in this field. It offers practically verified learning and teaching materials, a lesson plan with instructions, lists of vocabulary, role cards, materials for reading, listening comprehension and writing, as well as some illustrative material to back up the presentation points. Based on our previous research in September 2015 and March 2016, we present the Handouts that prevent some of the methodological problems, which can be caused by the specific features of such a mix class, by offering students extended support in the

printed form, followed by teacher's instructions. The forms and methods of learning and teaching demonstrated that the developed lesson-plan contains a range of tools to help involve the students in every type of activity – whole class, team or pair activity, make them actively perceive and then use the vocabulary and grammatical structures suggested in the handouts to solve the various situations in the role play, which finalizes the lesson. Moreover, reading and writing tasks meet the requirements to the format of some of the tasks in the Independent Assessment Examination in English, which can also be used as a part of revising before the examination with school-leavers and is familiar to school graduates. Therefore the suggested lesson plan and the presented materials can be of practical use for English teachers at school, college and university levels.

Key words: career guidance, interdisciplinary lesson, lesson plan, English, Tourism.

UDC 371. 132

O.O. Myshak

HUMANIZATION OF TRAINING AS THE BASIS FOR FORMING HUMANISTIC ORIENTATION OF FUTURE AGRARIAN SPECIALISTS

The article is devoted to the problems of humanization of higher professional education. The need for the formation of humanistic orientation of future agrarian specialists on the basis of humanization principles is grounded.

In this connection, first of all, it is required to analyze professional activities of specialists in agrarian industry and ground the humanistic orientation of their personality.

The analysis of professional specialists of agrarian industry is the basis for understanding the meaning of «humanistic orientation of agrarian specialists», which we understand as an integrative property of individuals that determines their behavior according to the ideas of humanism – the recognition of the intrinsic value of individual human rights for personal development and for happy prosperous life, humane treatment of people and desire for work that will not only benefit others but will also help to preserve the authenticity of human and biological nature as such.

Thus, the ultimate goal of higher education, which is based on the principles of humanization of education, should be an active socially conscious individual. Humanization of higher education is the foundation of formation of humanistic orientation identity. It provides the unity of common cultural, social, moral and professional development of individuals.

The analysis of scientific literature on the subject shows the relevance of research and lack of knowledge on the issue of forming humanistic orientation of future specialists in agrarian industry and the need for special scientific-pedagogical study of the real condition and search for the best ways of implementing it.

Key words: humanization of education, humanistic orientation, agrarian specialists, agrarian industry, professional activities.

UDC 376 + 378.4: 004 (477.63)

S.I. Netyosov

THE INFORMATION COMPETENCE OF SPECIALTY «CORRECTIONAL EDUCATION» STUDENTS FROM DNIROPETROVSK NATIONAL UNIVERSITY NAMED AFTER OLES HONCHAR

The formation of general and vocational information competence of students majoring in «Correctional Education» is a way to better address the challenges of educational and correctional work with children who have mental and physical disabilities.

Conclusions about the level of formation of information competence are made on the results of questioning students of the «Correctional Education» major at Dnipropetrovsk National University named after Oles Honchar, as well as on the basis of analysis and synthesis of the data.

Based on the research, the author states that the overall level of information competence of students surveyed meets the requirements of modern information culture of the teacher of special education, but the level of professional information competence of students requires urgent improvements. The readiness of students for organizing the educational and correctional system at special schools using ICT does not meet the requirements of today.

Certain programs aimed at improving the level of professional information qualifications of students are suggested. Among them, the development of a special course in mastering the use

of ICT systems in correctional education can be named. The author also suggests the inclusion into specialized courses of relevant sections and themes on analysis of modern software and hardware equipment, as well as students taking their pedagogical practice at institutions where ICT are actively used in correctional and developmental processes.

Key words: general information competence, professional information competence, software and hardware, information and communication technologies.

UDC 378.1:101

I.V. Oliynik

PHILOSOPHICAL AND SPECIFIC PRINCIPLES IN THE CONTEXT OF MODERN EDUCATIONAL PARADIGM

Modern situation of professional education functioning determines new guidelines in implementation of educational and pedagogical process at higher educational establishments, the revision of methods, ways and principles of studies organization. During university preparation an observance of principles is an important pre-condition of didactic efficiency. There is permanent search for the regularity of studies and discovering new principles in pedagogical science and practice. Within the framework of the research new approaches to educational process organization at higher educational establishments have been defined, the necessity of updating principles of professional education maintenance has been grounded. The analysis of philosophical meta-principles (axiological, cultural, anthropological, humanistic, synergetic, hermeneutic, valeological) and specific principles has been made (efficiency, scientific character and perspective, optimality and sufficiency, mobility, interactivity, axiology, standardization, problem character, professional orientation of studies, reflection, prognostic character of education maintenance formation, fundamentality, variability, connection of theory with practice, implementation and continuity of education). Professional preparation of future teachers must be oriented at the principles noted above. The choice is specified by the aim of overcoming a break between theoretical and practical preparation of specialists, forming practical abilities, required in the system of modern education and also development of professional motivation.

It should be noted that we can talk about separate principles only conditionally since, as the practice shows, within the framework of organizing specific on-line tutorials they are closely interconnected and find their expression in different elements of studying process.

Key words: professional education, highly skilled specialist, higher school, philosophical and methodological principles, specific principles.

UDC 37.035.6

O.M. Oliynik

ABOUT THE UPBRINGING OF A CONSCIOUS CITIZEN-PATRIOT IN A COMPREHENSIVE SCHOOL

Patriotism is one of the most global of human emotions, reinforced by centuries and millennia, that combines love for our homeland, our people, our mothers, the desire to preserve historical and cultural heritage of our land and willingness to protect them.

The relevance of national-patriotic education of citizens, especially children and young people, primarily determined by the process of consolidation and development of Ukrainian society, the contemporary challenges Ukraine faces that require further improvement of the system of national-patriotic education, optimization of government policy in this area.

In this article scientific-methodological analysis of research on patriotic education is done. The content and components of the construct «Patriotic education» are considered. The nature of the concept of «upbringing of conscious citizens-patriots» in the context of secondary comprehensive educational institutions is clarified. Conceptual foundations for education of conscious citizens-patriots at secondary comprehensive school are scientifically grounded. The main stages of the experimental work are determined and future research prospects are outlined.

We have developed a project of experimental work on the theme «Pedagogical conditions of upbringing a conscious citizen – patriot at a secondary comprehensive school» on the basis

of the municipal educational institution «School № 87, Dnipropetrovsk» of Dnipropetrovsk City Council.

In developing the project, requirements for projects, social order, the recommendations of experts in this field are taken into account. The project envisages preparing students for significant roles: citizens of Ukraine, leaders of schools and cities, leaders of their own lives.

We have identified the main stages of the implementation of the experimental work (2015–2020): the preparatory stage that is the conceptual-diagnostic one; the formative, and summative stages.

Key words: education, patriotism, patriotic persuasion, patriotic consciousness.

UDC 37.036+37.015.46

L.Y. Petryshyn, G.V. Leshchuk

CONTENT ASPECTS OF SOCIAL AND PEDAGOGICAL WORK WITH DISPLACED PERSONS AND THEIR FAMILIES IN CURRENT SOCIAL CONDITIONS

Social and pedagogical work with displaced people and their families is the sort of social and pedagogical activity, which is directed at the adequate social support and the accomplishment of social defense of such people, strengthening and activation of their adaptation potential, creation of favorable conditions for their vital activities, providing long-term social relationships, setting up the mechanisms of self-organization and self-development, facilitation of their positive socialization.

In the scientific publication the main directions of social and pedagogical work with the given category of clients are examined: thorough studying of displaced people's families, the analysis of the current conditions of the family and definition of its basic needs, studying the potential opportunities for the family and the influence on it of the external factors. The organization of interaction with problem families is determined: children's from the displaced people's family support; contribution to problem solving; mediation between family and different institutions (school, public institutions); personality inducement for self-organization and independent separate problem solving.

It is indicated that the content of work of the social teacher with displaced people and their families is the sequence of stages concerning their problem solving (formation of a database of displaced persons and their families, diagnosis of problems, development of social and educational programs for families, ensuring the conditions for program implementation, completion of social and educational programs) with using the most effective forms, methods and means of activity.

Key words: internally displaced persons, families of internally displaced persons, contents, directions, social and educational activities.

UDC 378

O.O. Peycheva, R.V. Kelembet

CREATION OF SUCCESS SITUATIONS AT ENGLISH LEARNING CLASSES AT NON-LINGUISTIC HIGHER EDUCATIONAL ESTABLISHMENTS

The article is devoted to creation of success situations at lessons of English. The essence of «situations of success» has been defined by the authors. The meaning of situations of success for future specialists' personal fulfillment has been disclosed in the article. Pedagogical techniques for creation of success situations for a future specialist which are based on personality-oriented approach have been theoretically grounded and experimentally tested by authors in English classes.

Key words: success, situation of success, creation of success situations, personality-oriented approach, professional training.

UDC 811.111'243'23

O.I. Pidubtseva

PSYCHOLOGICAL BASICS OF FORMING AGRARIAN STUDENTS' PROFESSIONALLY ORIENTED GERMAN LANGUAGE COMPETENCE IN READING

The psychological basics for forming professionally oriented German language reading competence are defined. The modern psychological and pedagogical literature is analyzed. It is noted that study at the university coincides with such an age of human life as youth. The leading activities at this age are studying and professional ones, which train and develop all mental functions of a young

person. It is noted that an important aspect of human psychological development in adolescence is intense intellectual maturation. The memory is arbitrary and logical, but the role of involuntary memory is not reduced, though it is modified. The enrichment of intelligence is manifested in the imagination of a young person. The reproductive and creative imagination is improved, which is clearly manifested in studying, researching, artistic, and other activities. Young age is an important step in the development of mental abilities that involve the activation of theoretical thinking. Training and practical activities of young people stimulate the development of their attention. They are able to concentrate for a long time, but at the same time there is the selectivity of attention. Also, the article proves that the intellectual development of students is not only the accumulation of skills and changing of some characteristics of intelligence, but also the formation of the main cognitive new skills – the individual style of mental activities. It is established, that the basic age characteristics of higher education students aged 17-21 are the active formation of individual style of intellectual activities, personal and professional self-determination, sensitivity.

Key words: students' age, youth, psychological and age peculiarities, psychical functions, professional activities.

UDC [378.147:5](477)«19/20»

M.E. Pisotska

REGULATORY SUPPORT FOR INDIVIDUALIZATION OF TEACHING SECONDARY SCHOOL LEARNERS OF THE UKRAINIAN SSR IN THE SECOND HALF OF THE TWENTIETH CENTURY

In the article the approaches to defining individualization of teaching are given. It is stressed that the idea of the individualization of teaching in the monitored period was being implemented gradually. The socio-economic and political situation in the country affected its implementation. The article reveals the essence of normative documents on the basis of which the gradual development of the individualization of teaching ideas in the USSR's secondary school was happening in the second half of the twentieth century: the laws of the USSR, the Ukrainian SSR, the decision of the Central Committee of the CPSU and the USSR Council of Ministers, the Supreme Soviet of the USSR; the ruling board, the board decisions, orders, regulations, instructions, the policy letters of the Ministry of Education of the USSR, and the Ukrainian SSR Ministry of Education. Since the strategy for the development of all spheres of society in the Soviet Union was determined by the Communist Party, to clarify the direction of development of the secondary education in the indicated chronological period, materials of socio-political nature were analyzed, such as party documents – the decisions and resolutions of the CPSU Congresses, the Central Committee's plenums. A gradual change in the educational government policy in the direction of departing from the unitarian character, creating maximum conditions for considering individual personality in the learning process was noted. It is shown that in the analyzed period, the individualization of teaching was gradually becoming a priority of the state policy in the field of secondary education. It laid the groundwork for its reform in the times of independent Ukraine, when a thorough legal and regulatory framework was created for the development of the theory and practice of the individualization of training at secondary schools.

Key words: individualization of teaching, secondary school, legal and regulatory framework, USSR, the second half of the 20th century.

UDC 377.169.3

K.S. Pitsul

A MODEL OF FORMING READINESS FOR PROFESSIONAL WORK OF FUTURE SPECIALISTS OF HOTEL AND RESTAURANT BUSINESS THROUGH TRAINING

The article analyzes the definition of such concepts as «modeling» and «model», the basic principles and stages of building a scientific model. Modeling allows reproducing not only the statics of the didactic process, but also its dynamics. The presence of a scientifically based model of the educational process allows predicting its development. This is particularly important for technology of formation of readiness of future specialists of hotel and restaurant business for efficient professional work.

Analyzing the above, we can conclude that the modeling method allows us to holistically examine the process of formation of readiness of future specialists of hotel and restaurant business for professional work, as we can see not only the individual elements of this process, but also to consider the relationship between them from different angles. The author suggests a structural model formation of readiness for professional activities of future specialists of hotel and restaurant business as a result of training and examines in detail each of the model blocks: objective, substantively-technological, evaluative, and effective. The objectives, scientific approaches, principles, components, forms and conditions of implementation of the developed model are defined.

Key words: model, modeling, readiness, specialists of hotel and restaurant business, professional training.

UDC 378.14:004(494)

T.A. Radchenko

SWISS APPROACH TO COMPETENT HIGHER EDUCATION DUE TO THE USE OF ICT

The dynamic introduction of modern information and communication technologies (ICT) in various areas of society has become of paramount importance for many countries. This paper is devoted to informatization of education in the Swiss experience of effective use of ICT for education and learning.

It is noted that the government of the Swiss Confederation contributes to the development of information society in the country, considering ICT a key factor of social, economic and political activities. Switzerland quickly develops new technologies and holds leading positions in the world due to the use of ICT in various spheres of public life.

It was found that Swiss universities successfully combine traditional teaching methods and the latest technology, extensive use of ICT in the educational process. It is determined that distance education is an important trend in the development of e-learning in Switzerland, the newest and promising form of which is Massive Open Online Courses.

Special attention has been paid to Coursera as one of the leading providers of Massive Open Online Courses as well as its Swiss partners. It is emphasized that such courses meet the needs of a modern labor market.

Key words: informatization, information and communication technologies (ICT), open education, Massive Open Online Courses, Swiss approach.

UDC 811.111:378.018.43:34

S.M. Romanyuk

FOREIGN LANGUAGE DISTANCE LEARNING: COMPARATIVE ANALYSIS OF MODERN PLATFORMS AND ON-LINE SERVICES

The article analytically reviews the modern market of foreign language distance learning platforms. It systematizes terminology providing the definitions of such notions as distance learning, distance learning platform, online service.

The detailed analysis of the main functions and features of a number of the most popular modern distance learning platforms (Moodle, Google Classroom, Sakai) showed that all of them are suitable for developing a methodology of foreign language teaching since all of them have all functions necessary for the effective formation of skills in reading, speaking, listening and writing. It means that the choice of the distance learning platform will depend largely on the personal preference of a certain teacher rather than on the functionality of the platform.

All the online services chosen for the research (Busuu, LinguaLeo, Lang-8) have considerable didactic capability for organizing students' independent work. In particular, Busuu can be recommended for developing speaking skills, LinguaLeo – for developing listening and reading skills and Lang-8 – for developing writing skills.

The research results prove that it is of great importance to continue research on effective know-how for organizing distance foreign language learning and teaching, in particular, the types of didactic material as well as the ways of its composition and implementation in the educational process of students in full-time and part-time programs.

Key words: distance learning, distance learning platform, online service, foreign language teaching.

TYPE OF ATTACHMENT AS A COMPLEX OF NEW DEVELOPMENTS IN THE MOTHER'S PERSONALITY

The relevance of the research is due to the fact that most authors speak about the impact of behavior of the mother on the child. However, the factors that influence the behavior of the mother are not investigated. Society is interested in the role, status, and result of the destructive actions of the mother which then influence the personality and behavior of the child. However, in our opinion, the latter can be prevented by investigating in detail the destructive determinants that influence the personality of a woman and thereby prevent those determinants.

The purpose of this article is considering the type of attachment of the mother to her baby and its destructive impact on the individual manifestations of the mother and the child. The type of attachment of the mother to the baby is a complex of mother's new developments. The overall primary attachment occurs in the second half of the first year of baby's life. Researchers distinguish four main types of attachment: type A (insecure-avoidant infants), type B (securely attached infants), type C (insecure-ambivalent infants), type D (dangerous attachment of disorganized type).

Each type depends on the individual woman and affects the future behavior of the child, so further study of the topic will focus on the study of psychological features of women in the early period of baby's ontogenesis.

Key words: motherhood, self-identity, attachment type, motivation, developments.

HISTORICAL-SOCIOLOGICAL ANALYSIS OF THE THEORIES OF AGING

This paper discusses the perceptions and attitudes of society to the problems of aging since ancient times. Two opposing views on human age are given: gerontophilia (positive attitude) and gerontophobia (negative attitude to old age). In a number of ancient and traditional societies in the period when old age was difficult to achieve, it was considered a desirable stage in human life; old people were respected and had privileges. It is indicated that in traditional societies, in the center of social life was a mature, healthy, and hard working person while the children, the sick, and the old were pushed to the periphery of public life. Using these facts, a historical analysis of theories of aging is presented.

In the article, attention is paid to the ethnic culture, through which a special attitude towards aging people is formed. This attitude is considered with the inclusion of traditional Russian culture. Studies by M. M. Gromyko and N.I. Kostomarov, describing complex, deep, and original, but contradictory attitudes to ageing and older people, are quoted.

Special attention is given to consideration of theories of aging at the present stage of scientific knowledge development. Biological, pedagogical, social, and philosophical approaches to the problem of aging are considered. The features of formation of gerontology as a science are defined.

Key words: gerontology, gerontophilia, gerontophobia, health, old age, aging, age, ontogeny, vitality, social problem, stages of life.

SOME ASPECTS OF ORGANIZING FOREIGN LANGUAGE TRAINING ON THE BASIS OF INFORMATION EDUCATIONAL ENVIRONMENT

The essence of information educational environment and possibilities of its using in foreign language training of university students are defined in the paper. It is substantiated that creating information educational environment at the institution of higher education, which stipulates organizing foreign language training on the basis of modern information technologies, is one of the most important conditions of efficient foreign language training of students-future specialists in any field. It is defined that information educational environment is a purposeful system of complicated psycho-physiological interaction of the individual with artificial foreign language environment which is able to perceive, satisfy and reflect the person's needs within a given scope of knowledge by

activating and broadening his or her intellectual capabilities in training. It is ascertained that the structure of information educational environment includes the following components: a complex of information educational resources; a range of technological means of information and communication technologies – computers and other equipment, communication channels; a system of the latest educational technologies which is the basis of training within the scope of modern information educational environment. It is proved that the model of perceiving foreign language knowledge is actualized by the user's convergence with virtual educational environment, into which he or she is being absorbed over the whole period of such interaction with the computer. In this case the factors of cognitive activity are spectacularity, picturesqueness, accessibility which can be provided in full only in educational virtual reality. The main requirements to information educational environment are as follows: complexity, integrity, state of distribution, adaptability. Thus, organizing foreign language training on the basis of information educational environment provides an opportunity of using simultaneously various educational software tools which allow resolving didactic tasks according to the principles of complementarity and mutual correlation that is rather difficult to resolve by means of separate components of the system.

Key words: information educational environment, foreign language training, virtual space, educational activity, didactic tasks.

UDC 37.037 – 057.874: 372

A.Ye. Sirenko

GUIDELINES FOR PRESCHOOL EDUCATORS AND PARENTS ON THE FORMATION OF SELF-CONFIDENCE IN PRESCHOOL CHILDREN

The modern preschool education is aimed at overcoming nihilism, indifference and infantile personality, at returning the positive attitude of society to such concepts as the purpose of life, values, and ideals. The task of pedagogy is to help the individual to gain self-confidence, overcome fear, and at the same time develop courage and resilience to life's difficulties. It's the preschool age which is the sensitive period when a child's outlook appears, the basis of personal culture, emerging awareness of himself/herself as an individual, when understanding of one's own being is formed, as well as the relationship to the others and to the world as a whole.

Concerning the rapid changes in the contemporary world and its demands, we believe that the traditional system of education of preschool children in kindergartens is unproductive and requires changes.

Teachers of preschool education engaged in pedagogically influencing preschoolers should provide an emotionally positive atmosphere for the disclosure of the child. The atmosphere of emotional openness, acceptance, support, and understanding of the child ensures discovering his/her personality, the formation of trust and confidence in a positive relation to him/her.

Formation of child's motivation for cognizance of others, establishing positive, friendly contacts with others who wish to participate in group work are discussed. The task is to implement the development of the child through understanding his/her own emotions, the attitude to others and to himself/herself, through declaring his/her own interests, and through accepting himself/herself as he/she is.

Key words: guidelines, preschool educational institution, a senior preschooler, competence, spontaneity, self-confidence.

UDC 373.5.015.31:172.1

A.M. Senyk

THE USE OF EXTRACURRICULAR EDUCATIONAL INSTITUTIONS FOR OPTIMIZATION OF SCHOOL YOUTH'S STATIST EDUCATION

The article considers the features of extracurricular (out-of-school) educational institutions. Exploring these educational institution and their influence on the formation of statist outlooks of school youth, the author indicates the most effective forms and means for the implementation of school youth statist education.

In the paper it is indicated that the basic task of extracurricular institutions is the creation of educative space, which is saturated with the values of state culture, and breeding the thrifty attitude

towards increasing state acquirments. The value attitude of the personality to the state, society, and to themselves becomes apparent in such qualities as patriotism, national self-consciousness, feeling for law and order, political culture, and also the culture of interethnic relations. The activities of extracurricular institutions give all opportunities for optimization of statist education of school youth. Using the experience of the pedagogues of the past and scientific and technical development in modern times, the effectiveness of extracurricular institutions' activities in educating the statist outlooks of school youth, we distinguish such directions and forms of those activities: tourism (excursions to Ukraine's cultural institutions, to leading state institutions, to institutions which will assist in the development of legal culture of school youth); invitation of guests for conversations with government representatives, cultural and education institutions' leaders; and project activities (organization of school youth programs, actions, and projects under the guidance of extracurricular institutions' pedagogues).

Key words: extracurricular education, statist outlooks, extracurricular institutions, statist education, school youth, legislative framework.

UDC 378.147

O.S. Sirotin

THE SYSTEM OF PROFESSIONAL AND TERMINOLOGICAL COMPETENCE FORMATION OF FUTURE BIOTECHNOLOGISTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

The purpose of the article is to describe the concept of terminological competence of future biotechnologists and outline the system of its formation when learning English.

Fluency mastery of terminology by future biotechnologists is the key to successful professional activities; therefore, we distinguish terminological competence.

Students need terminological vocabulary when reading special texts at higher educational establishments to obtain professional information, to conduct professionally oriented conversations or discussions with foreign professionals, as well as to write a resumé or a message. Therefore, the teacher of English for specific purposes should understand the basic properties of terminological vocabulary and know by which exercises to intensify its further use in oral and written language.

Learning terminological vocabulary in foreign language teaching of professional direction will be more successful and effective if we involve better foreign professional material in the educational process. One of the main criteria for selecting professional texts should be the criterion of information novelty.

The productivity of mastering terms and their active application in oral and written professional speech largely depends on an appropriate system of exercises consistently aimed at thorough study of terminology and the intensification of speaking and listening skills needed to apply this terminology in specific situations.

Among the large number of reproductive exercises is the effective use of such ones as: giving oral definitions of professional terms in Ukrainian, choosing the terms for suggested definitions, making a glossary of terms to the text in a professional textbook.

In isolation from the context terms have conceptual complexity and multidimensionality, they gain polysemy, synonymy, and even expressive coloring. All these factors add special difficulties to explaining the meanings of terms of students so that they could properly use them later in acts of speech.

We apply the following methods of explaining the meanings of terms:

- 1) definition of derivative terms;
- 2) derivation of terms;
- 3) explanation of terms through the English language;
- 4) selection of terminological synonyms;
- 5) selection of antonymic terms;
- 6) comparing terms of British and American English;
- 7) translation.

Compliance with what said in the of selection of professionally oriented texts and taking into account the specifics of biotechnological specialty in developing techniques for explaining the meanings of terms will reinforce students' terminological competence giving future biotechnologists additional opportunities to develop and achieve professional success.

Key words: professional and terminological competence, future biotechnologists, English terminological vocabulary.

UDC 378.14:811.161.2

S.V. Sivash

SPECIFICITY OF ORGANIZING DIALOGIC INTERACTION OF UKRAINIAN LANGUAGE AND LITERATURE TEACHERS IN POSTGRADUATE TEACHING PROCESS

Dialogue teaching is the action in the pedagogical process that gives each partner the opportunity to express themselves in communication.

The analysis of works on the issue of communication shows that researchers are focusing on five main components that must be considered in the organization of dialogic interaction: structure, function, sources and rules of dialogue and the general principles of interpretation of context.

In the study on the specifics of the organization of dialogic interaction between teachers of Ukrainian language and literature in the postgraduate course, the appeal is made to the idea of G. Kovaleva (who supports the concept of M. Bakhtin) that dialogue as a form of communication is a process of mutual development partners.

In view of this, it is suggested to identify the main specific features in the organization of dialogic interaction between teachers of Ukrainian language and literature in postgraduate education, namely: partnerships, because dialogue is a means of individual knowledge and the knowledge itself is dialogical; formation of common psychological space, creating a single emotional "coexistence"; emotional and personal openness to dialogue partners; trust and sincerity to express feelings and states of interlocutors; and others.

Key words: dialogue, dialogical speech, dialogical communication, dialogic interaction, dialogue teaching, postgraduate teaching process, post-graduate education.

UDC 373.033 (4-01)

Y.A. Slavskaya

ISSUES OF ECOLOGICAL AND AESTHETIC EDUCATION OF YOUTH IN THE SECOND HALF OF THE 20TH – BEGINNING OF THE 21ST CENTURY

The conditions that initiated occurrence and development of ecological-aesthetic education of youth in Ukraine in the second half of the 20th – beginning of the 21st century were determined. The historical-educational analysis of tendencies in school ecological-aesthetic education and major stages of its development was made. The scientific-theoretical argumentation of modern paradigm of ecological-aesthetic education of youth in Ukraine was provided. On the basis of systemic analysis, common tendencies in determination of theoretical-methodological basis of ecological-aesthetic education of youth in Ukraine were revealed. Major approaches towards differentiation of ecological-aesthetic education by functional characteristics in accordance with periods of nature-protecting movement in Ukraine were determined.

The experience of ecological-aesthetic component reflection in the school educational work was summarized; the ways of improving and increasing the quality of ecological-aesthetic training of students in Ukraine were demonstrated. The theoretical significance of the obtained results lies in determination and analysis of philosophic and methodological bases of ecological-aesthetic education of youth in Ukraine: the role of this country in activation of international cooperation and development of ecological-aesthetic views into an independent field of educational science.

In further research the issues concerning providing continuity of ecological-aesthetic education during all the term of teaching at school will be studied.

Key words: ecological-aesthetic upbringing, ecological education, students, pedagogical conditions, pedagogical methods.

UDC 377.1

L.V. Slipchyshyn

IMPLEMENTATION OF CONTINUOUS TECHNOLOGICAL EDUCATION IN VOCATIONAL EDUCATIONAL ESTABLISHMENTS

The evolution of technological devices actualizes the issue of training specialists capable of innovational design and technological activities aimed at profound mastering of technological basis of production, understanding of industrial and technological activities in compliance with the principle of continuity in education based on the creative possibilities of future specialists in the field of industry.

High school profiling became one of the methods of improving secondary education. At the same time, people started paying more attention to the problem of improving the vocational training in vocational educational system in the context of vertical and horizontal continuity. The principle of conjugation of professional and educational standards became more important. That's why, systematizing knowledge and its rethinking in the process of competencies mastering takes place.

Taking into consideration the demands of current labor market and its regional peculiarities in the process of professional training, it is necessary to create the preconditions for training mobile specialists who will be able to change and adapt themselves to the demands of current labor market. We suggest the following preconditions: keeping to the principle of continuity while mastering design and technological activities in the context of profession; finding the possibility of professional integration; creating the conditions for involving students into design activities; the development of technical and artistic creativity; creating the conditions for extra education that will facilitate the formation of a critical core data for implementing creativity. Through the artistic direction, professional guidance of future workers is developed from the perspective of adaptation to the market demands. That's why it is necessary to create the conditions for students' manifesting their aesthetic talents in the professional field. As a result, we find it expedient to implement teaching a variable module «Fundamentals of professional design».

Key words: technological education, design education, design and technological activities, professional training, vocational educational establishment, profile school.

UDC 378.147

O.V. Sukhin, B.O. Demyanchuk, V.M. Kosarev

METHODOLOGICAL FRAMEWORK FOR ASSESSMENT OF THE VOLUME OF TEACHING AND LEARNING IN BASIC AND COMPLETE HIGHER EDUCATION

The authors propose a method for determining probability-based planned volume of teaching and learning in humanitarian and technical basic and complete higher education under random uncertainties and intersection of hypotheses on the actual distribution of volume that is expected at the planning stage. The results were obtained using the stochastic modeling and contribute to the enhancement of teaching and learning in the region or in the country as a whole.

Effective teaching and learning in basic and complete higher education suffers not only from traditional divergence between planned and real outcomes, first of all due to existing systematic inconsistency between available and necessary resources, but also due to inefficient project management under random or antagonistic uncertainties. Teaching and learning using existing resources, opportunities and finance pursues the following objectives: planning of the volume of teaching and learning in different courses and levels; material and technical support; proper organization; sound resource allocation; control over targeted use of resources; timely assembly of embedded resources; scientifically based forecasting of planned decisions. The latest objective is a subject of research in this paper.

Accuracy of forecasting of each observed variant is calculated through measurement of the probability of making right decisions and errors in decision-making when considering planned volume of teaching and learning. The probability of erroneous forecast in each variant is calculated through summing probabilities of errors in the rows in the confusion matrix.

Accuracy estimation on actual distribution of the volume of teaching and learning under conditions of uncertainty is particularly relevant when an intersection of hypotheses takes place.

The methods based on statistical hypothesis testing and stochastic modeling to forecast teaching and learning under random uncertainty, provide fairly reliable information even in terms of pair-wise indiscernability of desired learning outcomes in competitive environment. An important requirement is distinctiveness of each variant of investment by at least one of its distinctive features (volume of teaching and learning in competitive environment).

Using proposed methods to develop and use various software can greatly simplify necessary calculations and save time in addressing such issues. As a result, this will enhance teaching and learning in the region and in the country as a whole.

Key words: the volume of teaching and learning, the statistical hypothesis testing, forecasting using stochastic models, accuracy of distribution of volume at the planning stage.

PROJECT TECHNOLOGY AS A BASIS FOR APPLIED LINGUISTS' TRAINING

Taking into account the lack of learners' autonomy due to the fact that the majority of academic hours students spend under the supervision of the teacher, the new effective forms of independent study are to be promoted. Students must be capable of working independently. Moreover, only a self-organized and conscientious person working independently can progress significantly in their studies.

In Ukrainian educational system, too little attention is paid to the development and maintenance of students' autonomy to the detriment of their personal development and skill acquisition. In this article we suggest a new approach to teaching computerized text analysis and other aspects of training applied linguists on the basis of project technology.

Project technology is effective not only in developing students' personal skills but also their professional competencies. On the basis of project course works students have the opportunity to master Python – the language of programming which they will need in their future profession. In addition, the students will learn how to conduct morphological, syntactic, and semantic analysis of the text by means of computer programs.

They will as well acquire the skills of both team and independent work, Internet search, and presentation of material. Those qualities, skills and competencies will make them more attractive specialists for the job market of Ukraine and, at the same time, for the job market of any other foreign country.

Key words: project technology, applied linguists, computerized text analysis, professional competencies.

FORMING STUDENTS' MATHEMATICAL CULTURE AS AN OBJECTIVE POINT OF INNOVATIONS IN SECONDARY EDUCATION

The topicality of the issue of developing and forming mathematical culture of general school students in measuring innovative pedagogical activities of mathematics teachers is grounded. The features of understanding schoolchildren's mathematical culture, descriptions of its manifestations and directions of forming are exposed in the process of teaching mathematics.

Having a basic understanding of the mathematical culture basics encourages the development of both educational and learning motivation, critical thinking and creative skills; successful mastering of mathematical knowledge and skills, which, in their turn, facilitate learning other subjects, continuation of education, increases the opportunities of obtaining or changing jobs. It also takes into consideration age categories and individual characteristics, directions of society's development and its culture.

It is important to mention that encouraging students to develop their mathematical culture is not the task of mathematics teaching only. Mastering the elements of mathematical culture is a very important outcome for the education as a whole. It is interconnected with the fact that personal characteristics, knowledge, skills, and experience obtained by a student in the process of improving the mathematical culture influence their future life and the successful study process.

Secondary school fulfills its tasks by enriching the mathematical culture of students. Additionally, it forms a basis for improvement of the level of society's mathematical culture, and, in particular, for the better achievement of goals.

Key words: mathematical culture, innovative activities, schoolchildren, general school.

DEVELOPMENT OF NON-LINGUISTIC HIGHER SCHOOL STUDENTS' TECHNICAL TRANSLATION SKILLS

The article deals with the formation of technical translation skills of future specialists in the course of studying profession-oriented subjects. The ability of students to interpret the combination of terms, especially complex ones, is an important skill needed for adequate perception and translation

of scientific texts. In practice, to form this ability is not an easy task. The authors, based on the analysis of translation difficulties, suggest exercise patterns that contribute to the formation of these skills. The described methods and forms of work, in their turn, facilitate the development of value orientations, foreign language communication skills, ability to analyze and evaluate their actions, skills of self-regulation and self-improvement. The models and described methods of working with terminological combinations can be used to develop students' skills in various fields of translation. These models have been used in classes and have been effective because students have improved their technical translation skills.

Key words: translation, translation skills, foreign language communication, difficulties of translation.

UDC 378.124

H.M. Udovichenko

PSYCHO-PEDAGOGICAL UNDERSTANDING OF THE TERMS «PROFESSIONAL» AND «PROFESSIONAL-PEDAGOGICAL COMPETENCE»

Structuring the system of professional and professional-pedagogical competence development of university students requires the elaboration of new pedagogical techniques. Fragmental and narrow focus of research on various methods of teaching a particular branch of science, certain isolated methods, applied techniques and tools do not create the necessary conditions for the systematic development of professional and professional-pedagogical competence of pedagogical university's graduates without creating a joint technique of training, designed not only for a particular subject but for a cycle of disciplines.

Recent research and publications analysis shows that the term "competence" is widely used by domestic as well as foreign scientists in pedagogy and psychology. The aim of the article is the consideration of professional and professional-pedagogical competence formation implemented in the process of students' training in the conditions of higher pedagogical educational institution.

It has been determined that the objective factors contributing to the development of professional and professional-pedagogical competence (as well as the didactic competence as its component) of the student in the conditions of higher pedagogical educational institutions are the following: organization of educational process aimed at interdisciplinary ties; engaging students in the educational process management; the introduction of innovative technologies; implementation of monitoring system of education quality; various forms of work organization (individual, group, team work, etc.); creation and implementation of strategic methods of educational process management; creation of didactic competence-oriented environment. Subjective factors integrating elements of the models of competence and ensuring the productivity of professional and professional-pedagogical activities of specialists in an innovative environment are the following: professionally and professionally-pedagogically significant qualities reflecting the activities, the quality that characterizes the style of behavior and activities, qualities related to professional and professional-pedagogical activities, emotional and volitional qualities and socio-psychological qualities.

We consider professional and professional-pedagogical competence of a specialist to be a determining factor in the efficiency of his or her professional and professional-pedagogical activities, natural potentials, motives and capacities from the perspective of developing the subject of professional and professional-pedagogical activities.

Key words: professional competence, professional-pedagogical competence, objective factors, subjective factors, professional-pedagogical competence formation.

UDC 378.047

Yu.S. Ustymenko

PECULIARITIES OF PROFESSIONAL DENTISTS'CO-OPERATION

The peculiarities of professional co-operation of a modern dentist, different due to a variety of subjects and functions, as well as their forced character, have been described on the basis of analysis of scientific research. The basic types (co-operation, competition types), models (engineering, collective, contract, colleague models) as ideal structures, styles, approaches and technologies of professional co-operation in dentist's activities have been defined. The types of socializing with the subjects of treatment process (basic, auxiliary, casual, factual ones) have been exposed in the article.

Attention has been paid to leading strategies of dentist's behavior (collaboration, counteraction, compromise, complaisance, avoidance).

The necessity of constructing the co-operation of a dentist on the basis of structural dialogues and polylogues, the conditions of their implementation have been grounded. The chart of co-operation «dentist-patient» («doctor-patient») has been exposed.

The expedience of using different strategies and approaches to co-operation, which allows to plan a future talk, take initiative in conversation, organize an integral contact, give co-operations a personal character, regulate conflict situations, offer mutual actions, has been shown.

The psychological peculiarities of professional co-operation, which should be taken into account in the process of activity, have been analyzed: monotony and necessity of work in the reserved space with people who have problems with their health, experience pain, are negatively emotionally adjusted, feel fear and anxiety, considerable psychological pressures, permanent stress situations, deficit of time and attention. The reasons for unproductive co-operation of a dentist and a patient have been discussed.

Key words: professional co-operation of dentists, types, models, styles of professional co-operation.

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L.A. Varga

OFFERS OF UKRAINIAN HIGH SCHOOLS IN TRAINING SPECIALISTS OF TOURISM INDUSTRY

This article discusses the domestic market of educational services of training staff for the tourism industry. The results of monitoring High Schools in Ukraine, which trains specialists in the field of the tourism industry, are given. The present paper also studies areas of training, specialty and specialization, training programs and courses offered by universities to the future specialists in tourism. Attention is focused on the positions and enterprises, which graduates of different educational levels have the ability to be employed.

According to the examination of the World's Tourism Organization data, tourism is a strategically important component of the national economy and training of highly qualified staff is an urgent question.

Analysis of the literature showed that during the years of independence our country has made a big step in the tourism education, Ukraine has a significant number of universities that train specialists of the following degrees: Bachelor, Specialist and Master on full-time and distance learning. The centers of education in tourism industry are Kyiv, Lviv, Dnipropetrovsk, Donetsk and Kharkiv.

In the process of research it was found that Universities train specialists in discipline area «Service sector» on two specialties: «Tourism» and «Hotel and restaurant business». There are large amount of specializations such as international tourism, resort business, sightseeing activities, animation activities, hotel business, restaurant business, regional work etc.

It was found that the educational programs of specialist in tourism area consist of different professional and psychological disciplines, socio-economic and humanities, as well as sightseeing, regional and professional practice and wide usage of programmed complexes such as "Overiya – Tourism" and others.

It was determined that future professionals should have skills to work with clients and partners, maintain databases and documents.

This article also contains the prospects of future graduates' employment and some questions for the following researching.

Key words: tourist industry, training, specialties, curriculum, discipline.

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N.P. Volkova

THE CONCEPT OF EDUCATIONAL-SCIENTIFIC PROGRAM DESIGNED FOR POSTGRADUATE SCIENTIFIC-AND-PEDAGOGIC SPECIALISTS' TRAINING IN 015 «VOCATIONAL EDUCATION» MAJOR

This article is devoted to the substantiation of educational-scientific program's concept developed for postgraduate scientific-and-pedagogic specialists' training on educational-scientific level – Doctor

of Philosophy (PhD) (specialization 015 «Vocational Education»). The mission and a number of educational goals are outlined. Emphases are put on educational and research components of the program. The educational components are: creation of the environment conducive to postgraduate students' training to teach and conduct scientific-and-research activities, development of program competencies that will let students master fundamental knowledge, skills and experiences necessary to conduct a distinctive thesis research in the field of education, successfully work in the sphere of science and education and to be competitive on the labor market. The research components include: training of highly qualified specialists-practitioners who can operate general scientific methods of the system, functional and statistic research, contemporary methods of scientific-research and pedagogic activities.

Educational principles of contextual learning, communicative cooperation, individual support of every postgraduate student by a teacher, inner freedom of a personality, the positional method, the method of critical self-evaluation are grounded.

A number of competencies are highlighted: general competencies that do not depend on the field of specialization; general-professional competencies that are determined by the major; professional competencies that are determined by the program's focus. The capabilities, knowledge and skills are described; invariable and variable components of educational process are presented. The outcomes of the educational-scientific program's implementation as demonstrated by graduate students (knowledge, skills, communication, autonomy, and responsibility) are given.

Key words: Doctor of Philosophy (PhD), educational-scientific program, general, general-professional, professional competencies.

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G.Y. Voshkolup

CONFLICTOLOGICAL COMPETENCE AS A CONSTITUENT OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS

The conducted analysis of literature demonstrated that in psychology and pedagogy during all the period of their existence as sciences there is permanent interest in the study of various aspects of the nature of conflicts, the methods of solving and preventing them. Ability to solve conflicts and/or prevent them is the manifestation of person's conflictological competence.

Our analysis demonstrated that in their definitions of conflictological competence scientists can be divided into four groups:

- those who do not take into account the importance of identification and diagnostics of conflicts;
- those who do not take into account the importance of settling or preventing conflicts;
- those who simplify the investigated to the level of mutual relations between people;
- those who fully interpret and present the investigated.

Conflictological competence is an ability of a specialist to identify conflicts that can arise in his or her surroundings, to diagnose their causes, to find ways to settle and/or prevent them, diminish their negative consequences on the basis of the acquired knowledge, abilities, and skills.

The article proves the importance of forming the conflictological competence at the stage when an individual is studying at a higher educational establishment.

Key words: professional competence, conflictological competence, specialist, professional, conflict, diagnostics of conflicts, of conflicts, consequence of conflicts.

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A.Yu. Zabolotskyi

THE ISSUE OF THE QUALITY OF DISTANCE EDUCATION

The concept of quality in online teaching is complex as, indeed, is distance learning itself. There is much literature on the quality of higher education, with many terms and concepts. Often it shows the tension between the roles of quality assurance as a means of accountability and as a way to improve quality. There is another key issue as to the role of student in determining quality. Some argue that the definition of quality in higher education must proceed from the fact that online learning is a process of co-production between the online learning environment and the student, the student being a starting point of quality across all the different fields of on-line study.

Student's activity is an important aspect of ensuring the quality of online education. Online learning should not be something that is just «delivered» to a passive student. Instead, the quality of on-line education is built through the process of communication between students and teachers. At the University of Economics and Law «KROK» a survey of students' distance learning has been conducted. The factors of quality that students themselves have identified as important include:

- support in training, using a wide range of media;
- technical standards (where technical standards are not met, students tend to get very negative experience);
- transparency and accessibility of information about the course and the institution that offers the course;
- course structure and flexibility;
- type of «didactic settings», which includes factors such as learning outcomes, content (including reference materials), teaching and learning methodologies and materials on the site.

Key words: distance learning, the quality of distance learning, information and communication technology in education.

ДЛЯ НОТАТОК