

CONFORMITY IN A COHERENT STRUCTURE OF THE INDIVIDUAL  
OLDER TEENAGER.

**Blozva P.**

*Conformance, conformity, personality traits, senior teen, addiction, externality, locus of control, the power of the personality.*

Conformity in a holistic personality structure older teensThe article analyzes the psychological and educational literature on the conformity. The place of conformity in the structure of individual older teenager. Provision is justified and conformity indices in older teens. Basic terms and concepts. Deals with the results of experimental investigation of conformity as personality traits in older teens. The study was conducted at the Borschevskogo Agrotechnical College. The author gives his own opinion about the ways of conformity in older adolescents and ways to podalannya. Particular attention is paid to the correlation and factor analysis, based on which are four factors of conformal behavior in older teens. The analysis of publications and studies on the subject. Painted methodology of the study and described in detail using the program "SPSS-Statistics 19" to calculate data for Pearson criterion.

## L'ENSEIGNEMENT DES LANGUES ETRANGERES:NOUVELLES APPROCHES

**Anaël Martin, titulaire de maîtrise à la fois en formation au « Français Langue Etrangère » et en théâtre, est formateur de français des stagiaires de la « Comédie Française » et de « l' Ecole de Danse de l'Opéra » à Paris**

*L'article explique la nouvelle conception de la formation aux langues étrangères. Il caractérise la pédagogie et la didactique du FLE (français langue étrangère) et analyse la nouvelle approche en enseignement des langues étrangères, voire l'approche communicative*

**Enseignement, approche communicative, enseignant, apprenant, compétences linguistiques**

Nous n'apprenons pas une langue étrangère comme nous avons acquis notre langue maternelle. Le plaisir des mots, les stratégies de la gage, le bonheur de se faire comprendre, d'échanger, de jouer avec les mots (nous nous dilectons tous des erreurs des enfants lorsqu'ils découvrent notre langue) que nous avons éprouvés lorsque nous avons fait nos premiers pas dans le monde de la parole, restent cependant ancrés en nous. C'est pourquoi nous souhaitons les provoquer dans l'enseignement du français comme langue étrangère.

L'approche est donc communicative, parce qu'il est important de susciter l'urgence de la parole, et ludique, car le plaisir doit rester au-dessus de la contrainte. Ensuite vient, naturellement, la nécessité de structurer.

Dans ce cadre, les mises en situations, comme le jeu de rôle par exemple, s'imposent. Mais d'autres formes d'expressions issues des arts, du théâtre, de la musique, sont autant de propositions qui trouvent leur place en cours. Avec des contraintes rythmiques et mélodiques comme postulat, les objectifs grammaticaux, phonétiques, psychopédagogiques sont atteints dans une ambiance créative, artistique. Et comme une chanson ou un poème restent dans la tête longtemps après les avoir travaillés, les devoirs sont faits sans efforts !

Cette créativité favorise les stratégies d'apprentissage, et répond à la question que nous nous posons tous : « comment apprendre ? ». Un chant, un dialogue de théâtre, permettent le recours à tous types d'exercices, aux tactiques de mémorisation, à l'élaboration et la vérification d'hypothèses en situation de communication, à l'intégration et la vérification d'hypothèses en situation de communication, à l'intégration de règles dans une compréhension globale.

En pédagogie et en didactique du FLE, comme dans tous les domaines de l'activité humaine, les façons de faire évoluent sans cesse. Ainsi, ce sont les approches notionnelle-fonctionnelle et communicative qui prévalent actuellement. Selon l'approche communicative, la parole est gérée par l'élève et non par l'enseignant et l'interaction entre les élèves est au cœur de l'expérience d'apprentissage qui se fait au moyen de tâches plutôt que d'instructions portant sur des notions, des fonctions, des actes de langage et des intentions de communication clairs et précis. Ces interactions doivent être

organisées, gérées et évaluées par le professeur. L'apprenant a donc un rôle actif à jouer et tout ne repose pas sur le professeur dont le rôle est de lui apprendre à apprendre [1] ; le rôle de l'enseignant est ainsi redéfini, puisque ce dernier est à la fois, ou au choix, animateur, coordinateur et conseiller plutôt que maître [2, p. 48].

Enfin, l'accent est mis sur le sens, le contenu plutôt que sur la forme : on essaie ainsi de prendre en compte la totalité de la situation de communication, à savoir le contexte, les pré-supposés, le statut, le rôle et la psychologie des personnages ; les progressions, qui de linéaires, sont devenues spirales [2, p. 44], concentriques ou encore cycliques, permettent avant toute chose aux élèves de comprendre et de produire du sens : l'approche communicative distingue ainsi nettement l'apprentissage de l'acquisition. Au contraire de l'apprentissage, l'acquisition est spontanée, inconsciente, « intuitive » et se produit lorsqu'on met l'accent sur la communication et non sur la forme : « *La progression dans un cours de type communicatif se caractérise par sa souplesse, sa non-linéarité et l'attention portée à l'apprentissage par rapport à l'enseignement.* » [2].

En enseignement de FLE on ne doit pas avoir trop recours à la langue maternelle. L'approche communicative se donne en effet comme objectif principal d'apprendre à communiquer dans une langue étrangère, en tenant compte de facteurs tels que la motivation, le filtre affectif, l'aptitude et la personnalité des apprenants. Il y a véritablement une différenciation des méthodes et des stratégies selon les intérêts, les besoins et les styles d'apprentissage des apprenants. Cette approche favorise donc une pratique pédagogique plus rationnelle et plus efficace, qui permet de mieux répondre aux attentes, aux besoins et aux motivations des élèves, au souci d'efficacité des professeurs, aux objectifs des systèmes éducatifs et aux intérêts des sociétés pleinement engagées dans le processus de mondialisation en cours.

Il y a bien sûr certains principes à respecter pour mettre en place une approche communicative ; il est en effet très important de varier les formes de travail ; ainsi, il faut éviter de passer d'une activité à l'autre, sans en tirer la substance moelleuse, en consommant le manuel en quelque sorte ; en ce qui concerne le travail par deux, il est à recommander uniquement pour des exercices qui demandent une préparation et qui pourront effectivement être présentés par la suite par deux. Le travail en petits groupes demande une bonne organisation : travail de recherche, enquêtes, exploitation thématique d'un texte, par exemple. Ici aussi il s'agira uniquement d'activités qui demandent une vraie préparation. Les élèves peuvent aussi venir devant la classe, individuellement, par deux, par trois ou en petits groupes. Ils peuvent noter les remarques au tableau, faire une présentation orale. Dans le cas d'un exercice fait à l'oral, il faut corriger la production orale des élèves. Si l'exercice est fait à l'écrit, il faudra contrôler si les élèves notent la bonne réponse. On peut donner la réponse correcte au tableau, sur transparent ou encore contrôler les élèves individuellement. Il est recommandé de pratiquer l'hétéro-évaluation, c'est-à-dire de faire corriger les réponses des élèves par les autres élèves, car comme l'écrit Yveline Bérard : « *La progression inclut bien sûr l'évaluation sous toutes ses formes (hétéro-auto) qui doit permettre à l'apprenant de se placer par rapport aux objectifs d'enseignement.* » [2]. On pensera aussi à varier les types d'exercices : combiner, traduire, compléter, dire, lire, écouter, écrire. En donnant

des tâches à accomplir aux élèves, l'enseignant sollicite d'ailleurs leurs capacités de déduction et de découverte et les invite à construire leur propre savoir : l'enseignement est bien orienté vers l'action et centré sur l'apprenant qui s'engage ainsi dans différents types d'interactions. L'enseignant doit essayer de s'assurer tout au long de son enseignement qu'il interagit bien avec ses apprenants et il doit de ce fait s'intéresser personnellement à l'état de leur développement linguistique. Enfin, il faut savoir que la qualité et la fréquence des échanges en classe sont des facteurs qui facilitent le processus d'apprentissage. Une gestion communicative de la classe est enrichissante pour le professeur qui devient alors un véritable chef d'orchestre : « *Le maître apprend à écouter, à se taire, et les enfants parlent, travaillent. Le maître quitte son rôle de magister pour prendre dans la classe sa vraie place, qui est celle d'un adulte responsable de ses actes et maître de techniques. Nous pouvons dire qu'il se désaliène, les tabous disparaissent, et qu'on écoute plus à mesure qu'il parle moins.* » [3]. Selon nous, l'enseignant se doit de mettre ses compétences linguistiques, culturelles et pédagogiques au service de l'apprenant car il restera sa personne ressource et cela même après la fin de la leçon. Il doit sans arrêt se remettre en question et surtout être patient et à l'écoute de ses apprenants. Une approche communicative demande à l'apprenant d'être actif, de prendre souvent l'initiative; l'apprenant par ses habitudes, son passé scolaire n'est pas forcément préparé à cela. L'enseignant doit aussi faire attention au rapport qu'il entretient avec le tableau, qui doit rester un outil au service de l'apprentissage et non pas symboliser une preuve de supériorité sur les apprenants et être noirci inutilement comme c'est le cas dans beaucoup d'écoles en Turquie afin de combler un manque de formation linguistique et pédagogique. Il est conseillé de leur demander de venir au tableau pour écrire leurs réponses ou leurs propositions pour pouvoir voir les erreurs des uns et des autres. Tout cela participe de l'autonomisation de l'apprenant.

L'approche communicative n'est donc pas une approche facile à mettre en place lorsqu'on n'est pas suffisamment formé, tant au niveau linguistique que pédagogique. En effet, un enseignement communicatif digne de ce nom implique pour l'enseignant une formation méthodologique à la pratique de techniques utilisables en classe, ainsi que la connaissance poussée de différents outils pédagogiques (méthodes, matériaux complémentaires) et surtout la capacité d'utiliser et d'adapter des documents authentiques : « *La didactique doit être créatrice, pour que l'enseignement soit équitable. Le public « global » n'existant que pour des raisons commerciales, tout enseignement du français doit s'adapter aux conditions locales de son exercice.* » [4].

Pour que les élèves réussissent, il faut que les enseignants soient compétents et de formation adaptée aux méthodes utilisées de FLE, parfois plus traditionnelles pour la grammaire. En général, ce sont les méthodes communicatives qui sont le plus utilisées. L'enseignant travaille souvent des années avec les mêmes méthodes, qu'il pense maîtriser. Elles visent à proposer au jeune un enseignement lui donnant rapidement accès à la communication orale. Le travail avec la vidéo et les cassettes audio devrait offrir aux enseignants un support très large et varié qui peut même limiter les faiblesses des enseignants en communication orale. L'utilisation de l'ordinateur est assez rare, celle de l'Internet encore plus. La méthode est-elle utilisée au maximum et dans

les meilleures conditions ? Longtemps l'absence, souvent totale, de formation en FLE des enseignants et de formation continue a fait que les élèves n'en tiraient pas tout ce qu'ils pourraient y trouver. Cependant, pour que cet enseignement soit réellement efficace et de qualité, il est important que les enseignants soient formés aux méthodes FLE.

Un autre défaut que l'on retrouve chez de nombreux enseignants est la consommation, voire la surconsommation du manuel : « *L'approche communicative, de par ses exigences, et parce qu'elle est moins codifiée au niveau de sa mise en place suppose que l'enseignant possède certains savoir-faire et ne s'en remette pas à l'utilisation stricte d'un manuel.* » [2, p. 62]. Valeria Catalano, qui enseigne à l'université du Limburg en Belgique et qui a animé un séminaire de formation en didactique à l'université de Zukurova, a une très belle formule, qui résume notre propre philosophie pédagogique : « *La matière comprise dans le manuel ne constitue pas à elle seule une leçon de français. On peut la comparer à un ballon vide et plat. Le rôle du prof est de souffler dans le ballon jusqu'à ce qu'il devienne rond et léger, de l'envoyer aux élèves et de le rattraper quand les élèves le renvoient. Les principes didactiques suivants servent à donner du souffle au professeur.* » [5]. Les apprenants ne doivent donc pas rester purement réceptifs et se mettre en état d'activité mentale, mais encore faut-il que les enseignants sachent les aiguiller correctement. Le professeur n'est pas le centre du monde et l'apprenant construit son apprentissage avec l'aide du professeur, tout en étant productif tant à l'oral qu'à l'écrit : « *L'approche communicative accorde une place importante aux productions des apprenants dans le sens où elle essaie de favoriser ces productions : donner à l'apprenant des occasions multiples et variées de produire dans la langue étrangère, l'aider à surmonter ses blocages, ne pas le corriger systématiquement...* » [6]. On distingue donc différentes phases dans la leçon, qui doit être une démarche construite et dont le déroulement implique souplesse et flexibilité :

#### **Phase 1 : Compréhension**

- prise de connaissance du document : écoute, lecture, visionnement
- analyse des paramètres de l'énonciation (émetteur, récepteur, référent, canal)
- recherche des actes de parole qui ont permis la communication
- dialogue avec images / poème / chanson / texte
- révision de la leçon précédente

#### **Phase 2 : Acquisition et pratique de la langue**

- Communication
- Phonétique
- Grammaire
- Lexique
- Différents types d'exercices : exercices de repérage ; exercices à trous ; exercices de transformation ; conversations à compléter ou à reconstituer, etc....

#### **Phase 3 : Expression guidée (exercices convergents)**

- Débat, discussion, réalisation d'une tâche
- Exercices dirigés à partir d'une photo, d'un dessin.

#### **Phase 4 : Expression libre (exercices divergents)**

- jeux de rôle ; simulation
- Création littéraire, projet artistique

- Crйation d'une brochure, d'une annonce, etc.

Quatre compйtences indispensables pour le cours de langue sont dйfinies dans un ordre prйcis, а savoir la comprйhension orale, la comprйhension йcrite, la production orale, et la production йcrite. Ainsi, on met l'accent sur le principe d'une progression cohйrente dans un parcours d'apprentissage qui va du simple au complexe, du gйnйral au particulier et du connu vers l'inconnu. S'ajoute йgalement une cinquieme compйtence dite "mйthodologique", qui rejoint l'idйe d'autonomie et de centration sur l'apprenant. Ce dernier est encouragй а acquйrir des stratйgies d'interaction, d'auto-йvaluation et de rйflexion sur son apprentissage. Ainsi la grammaire retrouve sa place en cours de langue, dans le cadre d'une phase de rйflexion en contexte et d'induction des rйgles syntaxiques.

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*Статья объясняет новую концепцию обучения иностранным языкам. Она характеризует педагогику и дидактику французского языка как иностранного и характеризует новый подход к обучению иностранным языкам: коммуникативный.*

**Преподавание, коммуникативный подход, преподаватель, обучающийся, лингвистические компетенции**

*The article explains the new concept of foreign language teaching. It characterizes the pedagogy and didactics of French as a foreign language and describes a new approach to teaching foreign languages: communicative.*

**Teaching, communicative approach, teacher, student, linguistic competence**

PROSPECTS INNOVATIVE TECHNOLOGY "LANGUAGE PORTFOLIO"  
IN HIGH SCHOOL.

**Aristova N. A.**

*Innovative pedagogical technologies, language proficiency, language portfolio, higher school.*

The article proves the necessity to use the innovative pedagogical technology “Language portfolio” in teaching English in academic activities of modern non-linguistic education institutions in order to accomplish them. The article analyses the concepts “pedagogical technology” and “Language portfolio”. The origin of the innovative pedagogical technology “Language portfolio” which was developed to support the development of learner autonomy, plurilingualism, intercultural awareness and competence; and to allow students to record their language learning achievements and their experience of learning and using languages is researched in the given work. It describes the main aim of the development of the innovative pedagogical technology “Language portfolio”, its principles and functions. It also describes the “Language Portfolio” as a personal document that has three parts: a language passport, a language biography and a dossier. In the part “the language passport” the language learner can summarise his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures. The biography helps the learner to set learning targets, to record and reflect on language learning and on intercultural experiences and regularly assess progress. In the dossier the student

can keep samples of his/her work in the language(s) he/she has learnt or is learning.

SOCIO-HUMANITARIAN COMPONENT OF THE TRAINING OF  
TEACHERS: CROSS-CULTURAL PECULIARITIES OF LINGUISTIC  
IDENTITY.

**Babenko O. V., Voznyuk M.**

*Cross-culture, linguistic personality, linguistic consciousness, verbal  
behavior, intercultural communication.*

The article deals with the concept of “cross-culture” as a complex area of scientific knowledge about the language in the context of humanization of education and taking into account the European framework for languages in the field of philologists’ training in the higher education. Such interdisciplinary concepts as “linguistic personality”, “linguistic consciousness”, “verbal behavior”, “intercultural communication” are described in terms of theory. Attention to the typology of linguistic personalities is also paid. Linguistic personality within the process of communication is considered as a communicative personality, i.e. a generalized image of a media of culture, language, communicative and activity values, knowledge, attitudes, and behavioral reactions. Value space of a linguistic personality is modeled using the axiological vertical (super moral, moral and utilitarian standards of conduct) and the axiological horizontal (individual, group, ethno-cultural and utilitarian standards of conduct). The characteristic of three-level model of the linguistic personality is described. It is based on the synthesis of the three aspects of the linguistic personality: verbal and semantic, cognitive and motivational. Cross- culture is one of the crucial elements of the modern worldview. It contributes to a more accurate understanding of the problems of

cultural identity of a particular human community in the process of cross interaction and mutual enrichment. These ideas are in tune with the key components of intercultural education in Ukraine, in particular, humanism and tolerance in the society.

THE ROLE OF C. FREINET PEDAGOGICAL IDEAS IN INNOVATIVE  
DEVELOPMENT OF THE THEORY AND PRACTICE OF EDUCATION  
IN RUSSIA AT THE END OF XX - BEGINNING OF XXI CENTURY.

**Baryshnikov M.**

*Strategy of education, humanism, democracy, activities telnostnoe training, experiment, creativity, self-development, social activity.*

The paper reviewed the use of pedagogical ideas of S.Frene in innovative development of the theory and practice of education in Russia at the end of XX - beginning of XXI century. The most promising area was their indirect use as a conceptual framework for the author's educational system, teaching pedagogy. The development of the latter, reflecting a humanistic and democratic renewal of national education, proves the relevance and significance of pedagogical ideas of S.Frene in the process.

ALTERNATIVE FORMS OF SCIENTIFIC AND TECHNICAL WORK IN  
HIGHER EDUCATION.

**Bilal L.**

*Scientific and methodical work, a form of alternative medicine, the professional pedagogical activity, creation*

The article discloses a complex non-traditional forms of organization of scientific and methodical work of teachers in high school as a way to enhance their professional pedagogical activity and the creative implementation of innovative learning.

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THE PLACE AND ROLE OF CATHOLIC UNIVERSITIES IN MODERN  
EUROPEAN HIGHER EDUCATION.

**Bout Y.**

*Higher education institutions, the classic universities, universities in the Catholic Church, Catholic universities.*

The range of problems of becoming and development of catholic universities is considered in the article, analyzed the impact of the Church on higher education of the European countries, as well as the defined features and differences between universities in the Catholic Church and classic European universities. The analysis of pedagogical literature shows that from ancient times religion had a ponderable value in education and education in general. The aim of this article consists in opening of pre-conditions of origin of universities in a Catholic Church, creation and reformation of catholic universities of the European countries. During the last centuries development to the sector of higher education was accelerated in the European countries. After the introduction of the Bologna system of European universities in the Catholic Church it was developed a number of programs for partnerships with other higher education institutions, created opportunities to participate in international symposia, conferences and seminars.

TEACHING AND LEARNING DIFFICULTY STUDENTS DURING  
INDIVIDUAL WORK.

**Butsyk I. M.**

*Difficulty, complication, educational-cognitive difficulty, activity, individualization of studies.*

In the article on the basis of analysis of scientific labours and own theoretical and practical research it was discovered and grouped educational-cognitive difficulty of students during organization of them the independent individualized work, among which: semantic, motivational, educational and organizational difficulties. With the purpose of organization of educational process on the basis of account of the individual going near a student by us four types of groups of students, which meet from educational-cognitive by difficulties with the purpose of overcoming of them in organization of educational process, were selected. The realizable questioning rotined every student meets from educational-cognitive by difficulties of one or a few types resulted higher. As a result of the conducted researches there were certain ways of overcoming educational-cognitive difficulties during organization of individual work of students: purposeful selection and construction of maintenance of educational material; forming of motivation of studies of students; forming for the students of abilities of educational labour; didactics correct preparation of methodical materials for organization of the independent individualized work of students.

PRINCIPLES OF PROFESSIONAL ORIENTATION OF FUTURE SOCIAL  
WORKERS.

**Vasyuk A.**

*Principles, professional orientation, social pedagogue.*

The work reasonably didactic and specific principles (continuing, taking into account the characteristics of future professional activity, systematic and consistent involvement of students in educational and professional forms of activity, self-development, self-improvement (the dominance of self education in the professional development of future social workers); interdisciplinarity selection of instructional content based on appropriate professional, systematic practical training, purposeful formation of group norms and values of future professional activity) that govern the formation of a professional orientation of future social workers and the author formulated the concept of "principles of the professional direction of future social workers."

METHODOLOGICAL APPROACHES TO TRAINING FUTURE SPECIALISTS  
IN SOCIAL AND EDUCATIONAL WORK IN THE COUNTRYSIDE.

**Vygovska S. V., Ljashenko L.**

*Social pedagogue, socio-educational activity, methodological approach.*

This article deals with the specific features of social pedagogy in rural areas. Based on these features it is characterized the approaches that make up the methodological framework of social workers' training to work in rural areas and make a meaning in the context of our research: systematic approach can identify and provide component completeness of social workers' training to the profession in rural area, identify relationships and dependencies between them, define framework necessary for components unification in the system; anthropological approach focuses on the study of social pedagogy as a subject of socio-educational activity in rural areas, taking into account his individual and social significant features; learner-centered approach identifies key methodological guidance of didactic and methodological support of educational process as a system that provides opportunities for formation of personal professional social pedagogue's standpoint; activity approach directs to the content of continuing professional education from the perspective of the relationship and interaction of cognitive and professional activities.

## DEFINITION OF FEATURES OF QUALITY TEACHING STUDENTS.

**Vykhov V. G.**

*Management, learning management, learning process.*

In content-based management of teachers is identifying management functions. Currently, a number of scientists believe that the composition and sequence of functions that make up the management process, the same for all systems of self. This underestimation or omission of one of the functional elements leads to deformation of the entire process of managing and reducing its effectiveness. Themselves management functions are treated as special, relatively independent activities, the full composition of which forms a single management cycle. Thus, the problem of classification of management functions is one of the most important and difficult problems related to the study of the functional aspects of management. Many researchers do not evolve as a function of managing analytical activity. Her underestimation as one of the important functions of management is very negative impact on management. This analysis provides systematization and interpretation of increasingly growing flow of information, promote global understanding of the real state of affairs, reveals causal relationships.

# EINSATZ VON SPRACHLEHRFILMEN IM DAF-UNTERRICHT AM BEISPIEL DER TELENOVELA FÜR DEUTSCHLERNER „JOJO SUCHT DAS GLÜCK“

*Irena Vysockaja, Litauen*

*Der Film hat sich zu einem im Fremdsprachenunterricht oft eingesetzten Lehr- und Lernmedium etabliert. Während sich Spielfilme besonders gut zur Thematisierung der filmtechnischen Aspekte eignen und die landeskundlichen Inhalte realitätsgetreu transportieren, wird in dieser Hinsicht die Leistungsfähigkeit der Sprachlehrfilme oft als unzureichend eingeschätzt. Es ist jedoch nicht zu leugnen, dass sich die modernen Lehrfilme ganz gezielt auf die Förderung der Sprachfertigkeit ausrichten und sich dazu noch durch motivierende Wirkung auszeichnen. Im Mittelpunkt des vorliegenden Beitrages steht der Einsatz der Sprachlehrserie „Jojo sucht das Glück“ im DaF-Unterricht an der Europäischen Humanistischen Universität.*

**DaF-Unterricht, Film im DaF-Unterricht, Sprachlehrfilm, Telenovela im DaF-Unterricht, Hör-Sehverstehen, audiovisuelle Medien im Fremdsprachenunterricht**

Seit dem eindringlichen und wirkungsvollen Appell von Inge Schwerdtfeger im Jahr 1989<sup>1</sup>, Filmeinsatz im Fremdsprachenunterricht zu legitimieren und einst von den Fremdsprachdidaktikern „versehene“ fünfte Fertigkeit - das „Seh-Verstehen“-, anzuerkennen und ihr angemessene Beachtung in dem fremdsprachlichen Lernprozess zu schenken, sind bereits über zwei Jahrzehnte vergangen.

Die positiven Entwicklungen der darauf folgenden Jahre sind kaum zu übersehen: Der Film hat sich nach und nach als ein potenzielles Lehr- und Lernmedium etabliert und ist zu einem recht häufigen und beliebten „Gast“ im Fremdsprachenunterricht geworden. Diese Wendung ist zum größten Teil dank den zahlreichen für den Filmeinsatz plädierenden Schriften und einzelnen Aufsätzen von Heidecker (1996), Brandt (1996), Biechele (2006), Welke (2007) Raabe (2007) u.a. zu verdanken, die hohe didaktische Leistungsfähigkeit des Mediums Film thematisieren und den Sprachlehrern Anregungen für die gewinnbringende Arbeit mit dem Film im Unterricht bieten.

Als ein weiteres Indiz für die Anerkennung des Films als Lehr- und Lernmedium könnte die Tatsache gelten, dass es bei der 14. Internationalen Deutschlehrertagung zum ersten Mal eine Sektion unter dem Titel „Film und Video im DaF-/DaZ Unterricht“ gab, in deren Mittelpunkt das Medium Film stand. Als Folge der Sektionsarbeit entstand eine Aufsatzsammlung bestehend aus 14 Beiträgen, die 2010 unter dem Titel „Lust auf Film heißt Lust auf Lernen. Der Einsatz des Mediums Film im Unterricht Deutsch als Fremdsprache“<sup>2</sup> veröffentlicht wurde.

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<sup>1</sup> SCHWERDFEGER, INGE CHRISTINE (1989): Sehen und Verstehen. Arbeit mit Filmen im Unterricht Deutsch als Fremdsprache. Berlin, München: Langenscheidt.

<sup>2</sup> WELKE, TINA/FAISTAUER, RENATE (Hrsg.) (2010): Lust auf Film heißt Lust auf Lernen. Der Einsatz des Mediums Film im Unterricht Deutsch als Fremdsprache. Wien: Praesens Verlag.

Während der Sektionarbeit an der 14. und der 15. Internationalen Deutschlehrertagungen wurde durch die Beiträge eine reiche Vielfalt von Filmgenres berücksichtigt: Spielfilme, Literaturverfilmungen, Telenovelas und Fantasyfilme. Man konnte aber feststellen, dass bei einer so großen Anzahl der Beiträge die speziell für den DaF-Unterricht produzierten Sprachlehrfilme etwas vernachlässigt waren, und das, obwohl viele Verlage heutzutage kaum ein neues DaF-Lehrwerk auf den Markt bringen, ohne es mit einer Video-DVD auszustatten (z.B. Schritte international, Studio d, Studio [21], Menschen, Aspekte, Berliner Platz, um einige aktuelle Lehrwerke zu nennen...).

Die Video-DVDs, die beinahe ein fester Bestandteil jedes modernen DaF-Lehrwerks sind, versprechen den Lehrenden und Lernenden „*einen lebendigen Einblick in den deutschsprachigen Alltag*“ (Schritte international, Hueber Verlag), „*unterhaltsame Filme zum Training von Hör- und Sehverstehen*“ sowie „*landeskundliche Themen aus Deutschland, Österreich und der Schweiz*“ (Menschen, Hueber Verlag), „*zu jedem Lehrbuchkapitel eine Filmsequenz mit authentischen Ausschnitten aus Fernsehreportagen, Dokumentationen etc.*“ (Aspekte, Langenscheidt Verlag), „*Landeskunde-Clips mit vielen interessanten Informationen über das Leben in D-A-CH*“, „*Episoden einer unterhaltsamen "Soap"*“ (Studio [21], Cornelsen Verlag).

Während der Sektionsarbeit an der 15. Internationalen Deutschlehrertagung in Bozen entfachten eine rege Diskussion die Fragen, ob didaktische Videos es vermögen, das zu halten, was sie versprechen, und ob sie sich dazu eignen, vor allem landeskundliche Inhalte den Lernenden zu vermitteln. Dieses immer noch etwas angeschlagene Renommee der Sprachlehrfilme als „oft echte Langweiler“<sup>3</sup> ist auf die mangelhafte filmische Qualität und die in die Augen stechende gekünstelte Authentizität der früheren Lehrfilme zurückzuführen: „Lernende schlucken diese Dosenraviolikost, weil sie sich daran gewöhnt haben, daß Sprachlehrfilme nicht halten, was Film verspricht“ (Hecht 1992: 90).

Selbstverständlich können speziell für den Sprachunterricht eingerichtete Videos mit den Spielfilmen nicht mithalten, wenn man anhand deren filmtechnische Aspekte, wie z.B. Kameraperspektive, Einstellungsgrößen, Kamerabewegung usw. thematisieren möchte. Meinem Erachten nach liegt der Vorzug an den Sprachlehrfilmen vielmehr darin, dass sie in ihrer kurzen Form von vornherein auf die gezielte Förderung der Sprachkompetenz ausgerichtet sind. Die modernen Sprachlehrfilme bieten auch keine trockenen Modelldialoge mehr, die in den Sprachlehrfilmen Ende der 60er Jahre als Grundlage für die Einprägung von sprachlichen Strukturen dienten. Es sind vielmehr versprachlichte Szenen aus dem deutschsprachigen Alltag, die sich durch gewisse Lebensnähe auszeichnen, wobei sprachlich-grammatische Ziele nicht mehr so dominant hervorstechen (vgl. Sass 2007: 7).

Die Deutsche Welle präsentierte 2009 ein neues Format des Sprachlehrfilmes – eine Telenovela für Deutschlernende unter dem Titel „Jojo sucht das Glück“, die mittlerweile viele Fans unter den Lernenden und deren

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<sup>3</sup> „Berliner Zeitung“ vom 5. August 1996: Artikel „Das Wichtigste: immer lächeln“ über den Sprachlehrfilm für den Deutschunterricht „Hallo aus Berlin“, den die BBC London gemeinsam mit dem Goethe-Institut drehte.

Lehrern gewonnen hat (davon zeugen die 18 000 *Gefällt mir*-Angaben auf der Facebook-Seite der Telenovela). In insgesamt 66 Folgen der ersten und der zweiten Staffeln begleiten die Deutschlernenden eine jungen Brasilianerin namens Jojo auf ihrer Suche nach Glück in Kūln.

Die Telenovela „Jojo sucht das Glück“ wird seit drei Jahren an der EHU ab Niveau A2.1 eingesetzt.

An dieser Stelle möchte ich einen kurzen Exkurs zu den Beweggründen machen, warum man sich für den Einsatz dieses Sprachlehrfilmes entschieden hat: Zu einem wollte man die Sprechkompetenz der Studenten ganz gezielt fördern, sie durch interessante Inhalte zum spontanen Sprechen bewegen und ihre intrinsische Motivation zum Deutschlernen dauerhaft steigern. Außerdem wurde vonseiten der Lerner oftmals der Wunsch geäußert, mehr mit Filmen im Deutschunterricht zu arbeiten. Da man sich zeitlich nicht vom ziemlich strikten Lehrplan abweichen durfte und den Zeitaufwand, den der Einsatz der Spielfilme im Deutschunterricht hervorrufen würde, sich nicht leisten konnte, hat man sich entschieden, den Blick auf das kleinere Filmformat - eine Serie - zu richten.

Nun zu der Frage, warum man sich nämlich für die Telenovela „Jojo sucht das Glück“ entschied, wo es uns als Deutschlehrern ziemlich viele Sprachlehrfilme zur Wahl standen. Für „Jojo sucht das Glück“ sprachen folgende Faktoren:

**Aktuelle Themen:** In den kurzen Szenen (ca. 4-minütige Folgen) aus dem Alltag werden Themen aufgegriffen, die an die Erfahrungswelt der Jugendlichen anknüpfen: Studium, Liebe, Identitätssuche, Freundschaft, eigenständiges Leben, Wünsche, Zukunftspäne usw. Diese breite Themenpalette bietet besonders für junge Leute viele Gesprächsanlässe. Verschiedene Peripetien im Leben der Hauptfigur bewegen die Lernenden und wecken ihr Interesse an der Fortsetzung jeder Folge: „Was den Menschen umtreibt, sind nicht Fakten und Daten, sondern Gefühle, Geschichten und vor allem Menschen.“ (Spitzer 2002, 160) Bei „Jojo sucht das Glück“ verwendet man den sogenannten Cliffhanger, indem jede Folge ein abruptes Ende hat, und man die Lernenden raten lassen kann, wie sich die Handlung weiterentwickeln wird.

**Moderne „veranschaulichte“ Landeskunde:** Die Telenovella ist ein relativ neues Produkt der Deutschen Welle. Da die erste Staffel erst 2009 gedreht wurde, wird in den Folgen aktuelles Deutschland gezeigt. Die Lerner bekommen einen Einblick in den WG-Alltag deutscher Studenten, begleiten die Hauptfigur Jojo auf ihren Städtereisen, erfahren, was z.B. eine Teetafel ausmacht.

**Zahlreiche Unterrichtsmaterialien:** Die Deutsche Welle bietet zu jeder Folge Arbeitsblätter mit Erläuterungen zu bestimmten grammatischen Phänomenen, Manuskript zum Ausdrucken, Wortschatzliste, Informationen zu den Protagonisten und Vieles mehr. An dieser Stelle muss aber hinzugefügt werden, dass die meisten Materialien, die DW kostenlos zur Verfügung stellt, für die Niveaustufen B1-B2 produziert wurden.

Da die Telenovela ursprünglich für die Niveaustufen B1-B2 konzipiert wurde, hat man sich an der EHU überlegt, zu jeder Folge der ersten Staffel eigene Arbeitsblätter (Niveaustufe A2) zu erstellen. Auf diese Weise hat man bestrebt, beim Anschauen der Serie passive Konsumentenhaltung der Studenten vorzubeugen und ihre Aufmerksamkeit auf Relevantes zu lenken. Man hat sich Gedanken gemacht, wie die Studierenden bei der Erstellung der Aufgaben zu

der Folge mitagieren könnten, damit sie die Möglichkeit haben, ihre eigenen Ideen aktiv in den Lernprozess einzubringen.

Die Arbeit an jeder Folge sieht wie folgt aus: Einige Studenten bekommen individuelle Aufgaben, wie z. B. eine Zusammenfassung der Folge schreiben, eine Wortschatzliste erstellen, Recherche zu den in der Folge auftretenden Sehenswürdigkeiten o. D. anstellen. Diese Aufgaben werden beim oder nach dem Sehen der Folge zu Hause erledigt. Die anderen Studenten schauen sich ebenfalls die Folge zu Hause an, formulieren eine bestimmte Anzahl der Fragen zum Inhalt oder bringen zwei Standfotos zum Unterricht, die die handlungstragenden Momente der gesehenen Folge darstellen.

Es wurde mit den Studenten abgesprochen, dass sie dem Lehrer spätestens am Vortag des Deutschunterrichts die erledigten individuellen Aufgaben per E-Mail zuschicken. Die zugeschickten Aufgaben verwendet der Lehrer als Grundlage bzw. Ausgangspunkt für die Erstellung der Arbeitsblätter.

Bevor die Besprechung der gesehenen Folge im Unterricht beginnt, fassen die Studenten kurz zusammen, was in den früheren Folgen der Telenovela geschah. Anschließend arbeiten die Studenten in Paaren und stellen einander vorgefertigte Fragen zum Geschehen der aktuellen Folge. Diese Aufgabe wird „Frage-Duell“ genannt.

Die zugesandte Zusammenfassung der Folge wird vom Lehrer kontrolliert und zu einem Lückentext oder zu einer Papierschnipsel-Aufgabe verarbeitet. Jeder Schnipsel enthält je einen Teil der Zusammenfassung. Die Studenten bringen im Unterricht die Schnipsel in die richtige Reihenfolge. Der Student, der für diese Aufgabe zuständig war, moderiert die Kontrolle.

Die Standfotos, die die handlungstragenden Momente der Folge darstellen, werden im Unterricht dem Partner präsentiert. Jeder Student versucht, seine Wahl zu argumentieren. Am Ende sollte sich jedes Studenten-Paar für ein Standfoto entscheiden.

Später werden die eingesammelten Fotos für die Aufgabe „Fotoalbum“ verwendet. Die Studenten werden in Zweier bis Vierer-Gruppen aufgeteilt: ihnen werden die Rollen der Hauptfiguren zugewiesen – Lena, Jojo, Mark und Reza. Die Studenten kommentieren die Fotos aus der Perspektive der Protagonisten, während sie sich zusammen die Fotos ansehen.

Auf der Grundlage der vom Studierenden vorbereiteten Wortschatzliste wird eine Wortwolke mithilfe des Tools [www.wordle.net](http://www.wordle.net) erstellt: Die Studenten klären in Partnerarbeit die Bedeutung der Wörter und fassen abwechselnd die Folge zusammen, indem sie die Wörter aus der Wortwolke gebrauchen.

Eine weitere interessante Aufgabe ist es, die Studenten die nächste Folge im Unterricht ohne Ton sehen zu lassen. Da die Folgen relativ kurz sind, kann man ohne Angst, viel Zeit investieren zu müssen, die Folge mehrmals zeigen. Die Studentengruppen überlegen sich, worum es in der Folge geht und worüber sich die Personen unterhalten. Die Gruppen präsentieren eigene Vertonungsvarianten der Folge. Hier lassen die Studenten ihrer Fantasie freien Lauf und erstellen recht amüsante Dialoge der Figuren.

Ein anderer möglicher Gesprächsanlass ist es, über die Beweggründe hinter dem Verhalten der Hauptfiguren nachzudenken und über die Folgen des Verhaltens der Protagonisten zu spekulieren.

Als Schreibanlass dient die Aufgabe, einen Brief an eine der Hauptfiguren zu schreiben, der eine mögliche Lösung für die heikle Situation enthält, in der sich der Protagonist befindet.

Nachdem die Folge besprochen wurde, kann man die Studenten Hypothesen bezüglich des weiteren Verlaufs der Telenovela aufstellen lassen. Dabei ist vor allem der meist abstrakte Titel der nächsten Folge sehr hilfreich. Falls in der nächsten Folge eine neue Figur auftreten sollte, kann man Studenten bitten, Vermutungen zu äußern, in welchem Zusammenhang die neue Figur zu anderen Protagonisten stehen kann.

Die möglichen Verständnisprobleme, die wegen der primären Ausrichtung der Telenovela auf die Niveaustufen B1-B2 entstehen können, werden durch Erstellung auf das Niveau A2 angepasster Arbeitsblätter nivelliert. Da die Übungen und Aufgaben zu den Folgen der Telenovela sehr abwechslungsreich und kreativ gestaltet werden können, bereitet die Arbeit mit der Telenovela „Jojo sucht das Glück“ den Studenten viel Spaß. Der Einsatz der Lernserie erwies sich als ein wahrer Zauberstab in der Förderung der Sprechkompetenz der Lernenden. Nach relativ kurzer Zeit konnte man feststellen, dass sich der Wortschatz der Studenten umfassend erweitert hat und die Bereitschaft zur mündlichen Interaktion im Unterricht gestiegen ist.

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PRACTICE OF FOREIGN LANGUAGE TEACHING IN GERMANY  
AND UKRAINE IN TERMS OF INTERCULTURAL COMMUNICATION.

**Hamanyuk V.A.**

*Foreign languages education, languages education, the second language, the native language, multilingualism, partial competencies.*

The article discusses proposals for alignment of foreign language education in Germany and Ukraine in view of the integration processes in the field of education, new requirements related to language policy and the structure of society and to the individual needs of the population. In the center of attention impacts on the formation of foreign language proposals in the education system, focus on the formation of partial competencies and characteristics of foreign language training in a multilingual context. Among the proposals against the background of changes in government policy on language teaching are relevant today: introducing young, bilingual and integrated learning foreign languages, and changes in the sequence of their study, expanding foreign language deals primarily with the school system, the development of language awareness and language focus, the introduction didactics of multilingualism and conceptual basis of the study of related languages.

BAZI DANIH REGULATORY AND LEGAL DOKUMENTIV SOTSIALNOÏ  
ROBOT AT THE SILSKIY MISTSEVOSTI.

**Gritsyuk M. Kasatkin D. Yu.**

*Social services, databases, information technology, regulatory documents,  
the information system*

The article deals with information and referral system that should serve the public servants and citizens, social portal and contact centers that handle calls on citizens' social services, complex systems «social map», including registry cards for issuance procedures, registration and service cards, and the means of inter-agency information sharing, based on a system of electronic administrative regulations. Today, it is necessary to create advanced information and communication infrastructure, social infrastructure in rural areas. The presence of information-analytical centers in various structures, social services departments - this is the first step, the next – the creation of an interdepartmental information database of legal documents. The main goal – integration of information resources by creating repositories, databases and receive documented information on the basis of their analytical and summary data on the implementation of social programs in rural and agricultural areas.

## PECULIARITIES OF DOUBLE DEGREES.

**Gordiychuk E. S.**

*System of professional education, the Bologna Declaration, qualifications, double diplomas.*

Mutual recognition of qualifications and relevant documents in higher education is a major challenge in the Bologna Declaration. Solving these problems is to favor the common higher education in Europe. Currently, in the light of the objectives of the Bologna process is particularly acute issue of ensuring that programs Ukrainian higher education with the principles agreed upon during the signing of the Bologna Declaration and other documents adopted in its development. It is stated, that each university choose a training program that is acceptable to him, motivated by the fact that the double degree program improves ranking university, getting a diploma European level leads to the attraction of foreign students, which is advantageous from an economic point of view. Graduates of European universities access to markets in other European countries became a reality due to the adoption of a number of laws in European integration.

THE POSSIBILITY OF FORMING EMOTIONAL INTELLIGENCE  
OF STUDENTS EDUCATION INSTITUTIONS  
PSYCHOLOGICAL-PEDAGOGICAL PROFILE IN THE EDUCATIONAL  
PROCESS BY-CASE METHOD.

**Demidova I.**

*Multidimensional competence of educational psychologist, social intelligence, emotional intelligence, case method.*

Marked the place of social and emotional intelligence among multidimensional competencies of educational psychologist. Disclosed the concept of "emotional intelligence". Shows the possibility of forming of emotional intelligence of students of vocational education psycho-pedagogical profile in the learning process using case-method

## INTERACTIVE FORMS FOR PRACTICES IN FRENCH.

**Dondik L. Y.**

*Interactive forms of learning the French language, creative assignments, role plays, project method.*

The paper reviewed the use of interactive forms in the classroom to practice the French language. We are talking about such forms of learning that involve dialog teacher and student interaction, and their joint immersion in the problem field of the problem being solved as a creative space. A major feature of online forms - a high level of activity of subjects of mutual direction of interaction – is marked. It is always appropriate in teaching the French language to use all sorts of creative tasks, role-playing games, virtual and real trips, project method, problem solving and many other interactive forms. Interactive forms of learning provide high motivation, strength, knowledge, creativity and imagination, communication skills, active lifestyle, teamwork, the value of individuality, freedom of expression, the emphasis on activities, mutual respect and democracy.

# HUMANISTIC VIEWS IN THE BASIS OF TALENTS TRAINING BY S.

SUZUKI.

**Dubrovina O.**

*Harmonious personality, humanity, imagination, personality's creative orientation, creativity.*

Article reveals the essence of humanistic views of Japanese music pedagogue Shinichi Suzuki. He defines the main objective of training as an influence on child's character formation through love, respect, creativity, imagination. S. Suzuki pays special attention to child's personal enhancement through optimization of its inner disposition by game and natural interest towards the world. In fact, he evolves the philosophy of socialization and personal enhancement, based on the belief that every child has a great potential and sensible assistance for fully reveal is needed. So what Suzuki calls the classical approach to talent training is, in fact, kind of ideological principle that should guide educators in their work to assist individual discovering themselves, showing extraordinary abilities. As a humanist, Japanese pedagogue regards person as a value for which society's development happens and insists on the necessity of worthy basis creation for its essential forces development to form a harmonious personality that will be able to find its place in life. In this regard, the article specifies a number of concepts related to the term "harmonious personality".

## EDUCATIONAL PROCESS AND ENDURANCE INTELLIGENT STUDENTS.

**Demin O.**

*Nnovative educational technologies, asthenic motives negative modality, intellectual stamina, educational work*

The article presents the results of the psychological-pedagogical researches on the basis of which reveal the dependence of the quality of training in a higher educational institution of the internal energy resource personality of a student. It is determined that an average of seventy percent of the students have a lack of internal energy resource for mastering knowledge at a high quality level. Set the trend direction personal attitude to the educational work of students with excess internal energy and the students who have the short life of this energy. Identified channels and factors of forming of students ' intellectual stamina. Outlines the stages of formation of the intellectual stamina in the learning process starting from secondary school to University educational institution. These reserves acceleration neutralization of asthenic motives negative modality on the first (the most difficult) stage of formation of the intellectual stamina. It is established, that the best results of educational activity of students reach those teachers who enter teaching methods and technologies taking into account the factors of formation of the intellectual stamina students at boot students ' self-study work.

OPTIMIZATION OF FORMS PHYSICAL TRAINING LEADERS TRAINING  
SERVICE REFORM IN MODERN CONDITIONS OF THE ARMED FORCES  
OF UKRAINE.

**Zhembrovskyy S. M.**

*Managers, physical training, methodical preparation, the armed forces.*

The results of the analysis of the current state of methodical preparation military-man Armed Forces of Ukraine defined that the level of theoretical knowledge and methodical skills necessary for the organization of training and individual physical training is inadequate, and the current system of training of managers of physical training is outdated and needs improvement. The defined basic areas of preparation of managers of physical training related to the ability of commanders at all levels to independently organize and conduct physical training in the subordinate units and personnel to organize and conduct individual physical training.

THE USE OF INNOVATIVE TECHNOLOGIES IN TRAINING FUTURE  
MARKETERS TO PROFESSIONAL COMMUNICATION.

**Zhukovskaya L. M.**

*Innovative technologies, communication skills, professional communication,  
marketing Manager.*

The article analyses the peculiarities of professional communication for future marketers. The necessity of using innovative technologies in training future professionals of business communication. Made characteristic of personal, professional properties, special knowledge, skills and abilities determining the success of the professional activity of a marketing specialist. It turns out the influence of a practical training on professionally oriented, special and humanitarian subjects in formation of the verbal communication skills of students.

- Experience and skills of business communication at the students of University is considered as a part of their professional training.

REVITALIZATION OF THE STUDENTS IN THE CLASSROOM WITH  
A SPECIAL DISCIPLINES.

**Zhuravska N. S., Shelever O., Isechko J. S.**

*Activation, activities, lectures, workshops, training methodology, training.*

The influence of the revitalization of students in the classroom with special disciplines on the effectiveness of training. Reveals trends that occur in the training modern specialists from the perspectives of the labor market.

ON THE REQUIREMENTS TO THE MORAL QUALITIES  
OF CONTEMPORARY TEACHER OF HIGHER EDUCATION INSTITUTION.

**Zaichenko I. V.**

*Teacher of higher education institutions, model of qualities, spiritual qualities, behavior, requirements to the moral qualities and behavior.*

Annotation: the summarized model of qualities' complex required for the teacher of higher education institution was presented in the article, the requirements to the moral qualities (philanthropy, decency, intellectuality, integrity, clemency, fortitude, generosity, modesty, frugality, self-sufficiency, dignity, sense of conscience, mercifulness, rightfulness) and behaviors (politeness, tolerance, tranquility, sensibility, attentiveness, kindness, goodness, tactfulness, affability, pleasant semblance) were explicitly analyzed.

The conclusion was drawn that professional readiness of the teacher was not limited to the gaining of fundamental theoretical knowledge and possessing the corresponding teaching approaches; the pedagogical skills, managerial abilities, self management, business and moral qualities, abilities to utilize the personal capabilities in solving the specific pedagogical tasks under specific conditions were required.

SOCIAL-PEDAGOGICAL SUPPORT OF CHILDREN-ORPHANS  
AND CHILDREN, DEPRIVED OF PATERNAL CARE, IN SPAIN.

**Zaychenko N. I.**

*Social-pedagogical care, orphan, guardianship, adoption, specialized social services, social-pedagogical work.*

The analysis of constituents of social-pedagogical support of children-orphans and children, deprived of paternal care, in modern Spain is carried out in the article. The author describes the normative-legal base of social care for this category of children in Spain, determines the priority forms of their social-pedagogical care.

METHODOLOGICAL ASPECTS OF FORMATION OF THE  
COMMUNICATIVE CULTURE OF THE STUDENTS  
IN THE PROCESS OF TRAINING.

**Zuenko N. A.**

*Communicative culture, terms, principles.*

The article is devoted to a selection and ground of complex pedagogical terms and principles which provide forming of communicative culture of future agricultural specialists. The paper discusses the pedagogical conditions, factors and principles of learning that affect the level of communicative culture of the students. It is determined that the content of educational material is one of the major educational factors. Pedagogical conditions and principles form the basis of the scientific concept of communicative culture system Students farmers during their training, that really connecting objectives, content of training material, presentation, learning and educational microenvironment. The conditions (formation of professional pedagogical competence of the teacher, the selection and structuring of the content of the material in accordance with the cognitive capabilities of students, the implementation of the system of teaching methods aimed at developing students' communicative culture) as the basis of the developed technique of gradual formation of the communicative culture, which includes a range of forms, methods and techniques to the development of communicative literacy students.

OF INDEPENDENT WORK OF STUDENTS IN HIGHER EDUCATION  
IN TERMS OF LEARNER CENTERED TEACHING.

**Ibragimova L. S.**

*Independent work, learning process, self-control*

The prospects of application of independent work in preparing pupils and students. The positive and negative qualities when implementing the work in the educational process.

## MULTICULTURAL TRAINING FUTURE PHILOLOGISTS.

**Ivanov A. V.**

*Multicultural education, the dialogue of cultures, future philologist, multicultural competence, means of language.*

The world is multicultural, it is constantly changing and developing and therefore language education is an important means that promotes dialogue of cultures in the world and creates consciousness of a person and his ability to be mobile in society. The article is focused on the problems of multicultural education, its place in the modern higher educational system and the connection with the training of future philologists. The base of multicultural education is a representation of the variability of cultures, preparation of learners to interact with multicultural world. In multicultural education the main attention is given to the culture that has universal significance, promotes personal development and establishes friendly cooperation at international, interpersonal and national levels. For professional and personal development of future specialists in philology as subjects of dialogues of cultures, carriers of multicultural values compulsory master multicultural competence. We open the ways of formation multicultural competence by foreign language and give the examples of educational communicative situations and tasks on multicultural issues. Thus, multicultural education of future philologists is based on the interaction of different cultures, develops and maintains the diversity of cultural values, introduces the ethnical achievements of different nations, forms multicultural competence. Prospects for

further research we see in implementing acmeological approach in improving the multicultural component of professionalism philologist.

## GENESIS OF THE CONCEPT "AUTONOMOUS LEARNING.

**Izhko E. S.**

*Autonomy, development, definition, factors, grounds, strategy, responsibility, independence.*

The article is devoted to the problem of the genesis of the autonomy learning concept. The aim of the paper is a retrospective analysis of the concept of "autonomy learning", its development and formation. The article highlights the changes in the philosophy of education, language learning theory, political beliefs and points to the need to adapt to rapid changes in the technology, communications and employment and to recognize that the ability to learn is more important nowadays than knowledge. The factors that explain the emergence of interest in autonomy in education were defined. The article emphasizes importance of affective, social and psychological factors in the acquisition of language. The recognition of these factors leads perception of the student as a central agent in the learning process and the recognition that this approach can contribute to a more effective and efficient learning. The article sums up that learning autonomy is closely linked to learning strategies. It was found out that Learning Strategies gradually become an important and integral part of the requirement of autonomous learning. The works of many scientists in autonomy learning were studied and analyzed. Some definitions of the concept "autonomy learning" were introduced in the table.

# **THE ETHICAL AND PEDAGOGICAL IDEAS IN THE ANCIENT PERIOD.**

**Kalenskyi A.**

*Goodness, evil, ethics, morality, pedagogical ethics, a code of pedagogical ethics.*

The ethical and pedagogical ideas in an ancient times were analyzed by this article. The ethics as the concept appeared and was developed in the ancient period. A special place in the history of ethics takes the doctrine of Socrates. Socrates as the first moralist and educator using the method of self-knowledge concluded that the essence of the human being is morality. Ethics of Socrates may be reduced to the three main theses: a) the welfare is identical to pleasure and happiness b) goodness is identical to knowledge, c) the person knows only that he knows nothing. The greatest noonday of ethical and pedagogical ideas was reached during the period of Aristotle who established the subject and the specific features of ethics as a science and has granted name to it. The Roman philosopher Quintilian developed a code of pedagogical ethics which has not lost its relevance through our times.

CURRENT STAGE OF LIBRARY AND INFORMATION RESOURCES  
FOR SITES USING OF INFORMATION AND COMMUNICATION  
TECHNOLOGIES.

**Kasatkina O., Kasatkin V.**

*Library, website , internet, information technology, information resources,  
library science.*

With the expansion of Internet access in education and librarianship by increased request for information, teaching and methodical through this global network. Addressing this issue contributes to the creation of library websites. Today in Ukraine, the number of electronic information resources created by educational direction is not significant. The paper considers possibilities of using modern web resources to create disadvantage database of library resources and a description of modern information technology to be used in the library. Library – a center of information and the transformation and bringing information to consumers without the use of these technologies is not possible. Service as the main purpose of the library provides maximum implementation and use of office equipment in their work. In order to perform this service, one technique is not enough. This requires knowledge in this area of work, but in order to get them and use with maximum efficiency , it is necessary to carry out the study of the process because customer service in a library information is very topical issue today , and the National Library of Ukraine name of V. Vernadsky, as an example is one of the leading institutions of our country, which has succeeded in working with innovative technologies.



## ADVANTAGES OF DISTANCE LEARNING TECHNOLOGIES IN HIGHER EDUCATION AND CHALLENGES DISTANCE TOWARDS EDUCATION.

**Kachmarchyk S.**

*Efficiency of distance education, mixed training, e-training, interactive means, self-discipline, motivation, one-way communication*

Basic descriptions of the distance education, as education without borders, features of mixed and distance training have been researched in the article. Distance learning is a way of studying, especially for a degree, where you study mostly at home, receiving and sending off work by mail or over the internet. Interested students can get advanced degrees or simply upgrade their skills and knowledge. In the article author emphasized the growing interest in higher education, on the one hand, and the development of computer communications and electronic formats for content, on the other hand, predicts the selection of distance education in a relatively independent system, as well as the inevitability and desirability of its development in the nearest future. The intensity of communication between the teacher and the student by means of networking capabilities far exceeds any traditional means; the educational process inevitably becomes individualized, and the training materials can involve all the capabilities of computer technology. The expedience of information technologies application of the distance training for any forms of studies has been grounded. Difficulties on the way to distance form of training have been considered.

# ON POLISH METONYMY-CONDITIONED ZOOSEMY AND ITS UKRAINIAN AND RUSSIAN COUNTERPARTS<sup>1</sup>

*Dr Robert Kiełtyka, lecturer, University of Rzeszów, Poland\**

*The most general aim set to this paper is to delve into new aspects of zoosemic animal metaphors (zoosemy) in Polish, Ukrainian and Russian. We will examine a new category of animal metaphor where lexical units naming animal body parts undergo the process of metonymisation and are used either with reference to human beings or actions performed by human beings and thus may be said to embody the general schema that may be formulated as (PART OF) ANIMAL IS (PERCEIVED AS) (PART OF) HUMAN BEING/ACTION PERFORMED BY HUMAN BEING.*

## **Zoosemy, metonymy, animal metaphor**

### **Introduction**

Zoosemy, also known as animal metaphorisation, is traditionally defined as a mechanism by which animal names come to be employed to designate human characteristics, e.g. *John is a lion* 'John is a courageous person' (see Kleparski 1997, Kiełtyka 2008). The article is meant to offer an examination of a novel category of zoosemy where lexical items that are primarily employed to name animal body parts undergo the process of **metonymisation** and are used with reference to human beings and/or the actions performed by human beings and thus may be said to embody the general schema (PART OF) ANIMAL IS (PERCEIVED AS) (PART OF) HUMAN BEING/ACTION PERFORMED BY HUMAN BEING. Take, for example, the Pol.<sup>2</sup> verb *uskrzydlić* (Ukr. *окрилити*, Rus. *окрылять*) – 'to give sb a boost; to inspire, to uplift' – clearly derived from the noun *skrzydło* 'a wing' (Ukr. *крило*, Rus. *крыло*) – that may be used in a number of metaphorical human-specific contexts, such as *Leciał jak uskrzydłony* 'He ran like the wind' (Ukr. *Летів як на крилах*, Rus. *Летел как на крыльях*) which are human-specific and somewhat indirectly testify to the validity of yet another schema UP IS GOOD in the sense of Lakoff and Johnson (1980).

Traditionally, especially in the rhetoric of the Antiquity, metonymy and synecdoche, were customarily treated as distinct figures of speech. Today, there seems to be no unanimous agreement among linguists on the issue of the relation between these two mechanisms discussed here. Some, like Bredin (1984) and Seto (1999), consider synecdoche a distinct process, yet bearing much similarity to metonymy, while others, such as Lakoff and Johnson (1980), Lakoff and Turner (1989), Kleparski (1997), Gibbs (1999), Koch (1999) and Kopecka (2009), treat synecdoche as a specific subtype of metonymy. Thus, one may generalise and say that synecdoche is frequently viewed as a subtype of

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<sup>1</sup> The paper is an abridged and modified, but enriched with Ukrainian and Russian examples, version of Kiełtyka (in press). The author of this article would like to express his gratitude to **Professor Grzegorz A. Kleparski** for his contrastive criticism pertaining to an earlier version of this text and to **Doctor Alina Leśkiw**, one of the sources of Ukrainian and Russian examples..

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<sup>2</sup> In this text the names of the languages targeted, that is Polish, Ukrainian and Russian are abbreviated to Pol., Ukr. and Rus., respectively.

metonymy which is related to parts and wholes, whereby either the part represents the whole or the whole represents the part (see Danesi (2000), McArthur (1992:1014), Rayevska (1979:168), among others). In the case of the synecdochic relationship PART FOR WHOLE, and – in particular – one of its realisations (ANIMAL) BODY PART FOR (PART OF) PERSON, the majority of examples that have been registered show the existence of a conceptual mapping between the categories **ANIMAL BODY PART** and **HUMAN BEING**.

Thus, in the pages that follow an attempt will be made to analyse selected historical meaning developments of the type animal/human-specific noun <> animal/human-specific verb which share the feature of resulting from various cases of metonymic projection. The lexical material targeted falls into two major groups. In the first group, the names of animal body parts are the result of deverbal derivation; that is they follow the direction **animal/human-specific verb > animal/human-specific noun naming an animal body part**. The latter group visualizes the opposite direction, that is **animal/human-specific noun naming an animal body part > animal/human-specific verb**. For reasons of space, the scope of the paper is limited to the examination of the former group represented by the Pol. verb *oganiać* (Ukr. *відганяти*, Rus. *отгонять*).

The evaluatively neutral verb *oganiać* (Ukr. *відганяти*, Rus. *отгонять*) ‘to drive (something) away; to drive away/off’ linked to the conceptual sphere **BEHAVIOUR** surfaced in Polish in the 14<sup>th</sup> century (see *BED*) in the animal-specific sense ‘to drive flies away’. Its sense in present-day Polish, that is ‘to drive (something) away; to drive away/off’ is employed in human-specific applications as in *Oganiał muchy z owoców* ‘He drove the flies away from the fruit’.<sup>3</sup> Apart from this, the verb in question may also be used together with the reflexive *się*, that is *oganiać się* ‘to flick away, to drive off/away’ in the animal- and human-specific axiologically neutral contexts related to the conceptual zone **BEHAVIOUR**, e.g. *Krowa ogonem oganiała się od much* ‘The cow flicked flies away with her tail; *Kijem oganiał się przed atakującymi go wilkami* ‘He drove the attacking wolves away with a stick’. When used metaphorically, *oganiać się* acquires the evaluatively negative sense ‘to shun, to avoid’, e.g. *Czemu się przede mną tak oganiasz?* ‘Why do you avoid me so?’.

Notice that in Ukr. and Rus. the above mentioned Pol. sense ‘to flick away, to drive off/away’ is expressed by the Ukr. *відбиватися* (*відмахуватися/відхрещуватися*), *відбїтися* (*відмахнутися/відхрестітися*) and Rus. *отмахиваться* ‘wave one’s hands or arms to drive away from sb, not allow sb to approach’. Interestingly, in colloquial contexts Ukr. *відмахуватися* and Rus. *отмахиваться* acquire the axiologically negative figurative sense ‘not to pay attention to sb’s words, treat sb with disrespect’ again linked to the conceptual sphere **BEHAVIOUR**.

As argued by *BED*, at one point of its history, through the process of **deverbal nominal formation** Pol. *oganiać się* (Ukr. *відганяти* (мухи), Rus. (мух) *отганять, отмахиваться* (от налетевших ос)) ‘drive something (flies) away’ (animal-specific) gave rise to the noun *ogon* (Ukr. *хвіст*, Rus. *хвост*) ‘a tail’ linked to the conceptual zone **BODY PART** (e.g. *Pies zamachał ogonem*

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<sup>3</sup> All the Polish examples are, unless otherwise indicated, quoted from *PWN-OXFORD* or *USJP*, the main source of Ukrainian and Russian examples are Балла (1996), Domagalski (2008) and Ожеров and Шведова (1998), respectively, English examples are quoted from the *OED*.

'The dog wagged its tail') which – by **metonymic projection** (synecdoche PARS PRO TOTO) – has acquired the evaluatively neutral sense 'a farm animal' related to the conceptual sphere **DOMESTICATED ANIMAL** (e.g. *Miał trzy świńskie/krowie ogony* 'literally He had three pig's/cow's tails > He had three pigs/cows'), as clearly evidenced by its ability to take plural endings.

What is more, the semantics of *ogon* (Ukr. *хвіст*, Rus. *хвост*) 'a tail' (animal body part) shows that by **metonymy-driven zoosemy** (synecdoche PARS PRO TOTO) the noun is used in the axiologically negative sense 'a person/people following/tracing others' grounded in the conceptual sphere **BEHAVIOUR** (e.g. *Udało mu się zgubić policyjny ogon* 'He managed to lose the police tail' (Ukr. *позбутися хвоста*, Rus. *избавиться от хвоста* 'to get rid of sb who follows or persues you', e.g. *За мною (увязався) хвост* 'They have put a tail on me/There is a spy following me')) and when it is contextually modified by the adjective *koński* as in *koński ogon* (Ukr. *кінський хвіст*, Rus. *конский хвост*) it is in a **metonymic PARS PRO PARS relation** (animal body part > human body part) as it stands here for 'a ponytail' linked to the conceptual sphere **APPEARANCE** (e.g. *Czesła córkę w koński ogon* 'She did/arranged her daughter's hair in a ponytail', Ukr. *зачіска кінський хвіст, зачіска хвіст, зав'язати хвіст, зав'язати кінський хвіст з волосся*, Rus. *сделать конский хвост* 'to do/arrange one's hair in a ponytail'). Let us point to the fact that in Pl. the same sort of relationship seems to hold between *ogon* 'a tail' (animal body part) and evaluatively negative colloquial *ogon* 'a penis' (human body part) (see *BED*, *SPP* and *SEP*).

Furthermore, by the process of **diminutivisation** *ogon* 'a tail' (animal body part) we obtain the derived evaluatively neutral form *ogonek* 'a little tail' (Ukr. *хвостик*, Rus. *хвостик*) (e.g. *Piesek zataczał do nas przyjaźnie ogonkiem* 'The little dog cheerfully wagged his tail at us') which through **metonymic projection** (synecdoche PARS PRO TOTO) gives rise to the diminutive zoosemic axiologically neutral human-specific sense 'a line' (AmE), 'a queue' (BE) linked to the conceptual zone **BEHAVIOUR** (e.g. *Stać w ogonku*, Ukr. *Стояти у самому хвості черги*, Rus. *Стоять в хвосте очереди/выстраиваться в хвост* 'To queue, to wait in line'), while by means of the relation PARS PRO PARS (animal body part > human body part) the compound *mysi ogonek* (Ukr. *мишачий хвіст*, Rus. *мышиний хвост/крысиный хвост*) (*warkocz* 'plait') acquires the evaluatively neutral sense 'pigtail' related to the conceptual sphere **APPEARANCE** (e.g. *To wear one's hair in pigtails*, Ukr. *зачесати волоссячко в хвостики*, Rus. *сделать хвостик(и) на голове*). Additionally, the Pol. noun *ogon* 'a tail' as well as Ukr. *хвіст* and Rus. *хвост* are frequently used in human specific – mainly colloquial – phraseological units related to the conceptual dimension **BEHAVIOUR**, such as, for example, *trząść się jak barani ogon* 'to be all of a tremble' (see *PWN-OXFORD*) (Ukr. *піджати хвіст*, e.g. *От чудовий приклад боягузів, котрі здатні лише піджати хвіст* 'Here's a great example of cowards who can only pull your tail', Rus. *испуганно поджимать хвост* 'to tremble because one is frightened'), *wlec się/iść/zostawać/znajdować w ogonie* 'to fall behind' (Ukr. *бути у хвості*, Rus. *быть/плестись в хвосте*, e.g. *Sosiedzi nasz rekord pobili, nas w хвосте оставили*. 'The neighbours beat our record and made us fall behind') (see *PWN-OXFORD*, *PSF*), *mieć ogon* 'not to close the door when one enters a room' (see *SPT*), *wziąć/skulić/schować/zawinać ogon pod siebie* 'to become docile,

meek/chicken out' (see *PSF*) similar to Ukr. *піджати хвіст* 'to run away because one is frightened and colloquial and pejorative Rus. *поджать хвост/поджимать хвост* 'become more careful because one is afraid of the consequences'; *zjadać/pożerać własny ogon* (Ukr. *пожирати свій хвіст*, e.g. *Регіонали відійдуть, поки Тимошенко пожирає свій хвіст*<sup>4</sup> 'Regions recede as Tymoshenko devours her tail') 'to act to one's disadvantage, especially to process/copy one's own academic output' (see *SPT*), *czepiać/uczepić/przyczepić/trzymać się jak rzep psiego ogona* 'to pick on/to seize on/to hang on/to latch on (to sth/sb) persistently/importunately/obsessively' (see *SFWP*) which corresponds in meaning, but not in form to Ukr. *триматися як вовска кожа* 'to latch on (to sth/sb) like a louse to a sheepskin coat', *trzymać/łapać kilka srok za ogon* 'to have many irons in the fire', *nie wyleciałem/wypadłem sroce spod ogona* 'I'm not just anybody' (see *SFWP* and *PWN-OXFORD*), *odwracać/wykręcać kota ogonem* 'to twist everything round' (see *SFWP*, *WSF* and *PWN-OXFORD*), *nie ma i już, diabeł ogonem nakrył* (Ukr. *накрив пєс хвостом*) 'it's just disappeared, vanished into thin air' (see *SFWP* and *PWN-OXFORD*).

Notice that the dictionaries of Russian<sup>5</sup> list a number of colloquial zoosemic contexts in which the noun *хвост* 'a tail' is metonymically projected as an important constitutive element and its mainly axiologically negative senses are linked to the conceptual sphere **BEHAVIOUR**: (*у*) *в хвост и в зрѣву* 'with might and main', *вертѣть хвостѡм* 'beat about the bush', *вилять хвостѡм* 'kiss up (to)', *вильнѣть хвостѡм* 'skip out; do a disappearing act', *хвост виляет собáкой* 'it's a case of a tail wagging the dog', *задрáть хвост* 'stick one's nose in the air', *накрутѣть хвост* 'chew/bawl out' and 'put ideas into sb's head', *наступáть на хвост комѹ-л/сидѣть на хвостѣ у когѡ-л* 'be/sit on sb's tail', *наступѣть на хвост комѹ-л* 'step on sb's toes', *поджáть хвост* 'have one's tail between one's legs', *поджáв хвост* 'with one's tail between one's legs', *распустѣть хвост* 'spread one's tail', 'strut like a peacock', *сорѡка на хвостѣ принеслá* 'a little bird told me', *укоротѣть/прищемѣть хвост* 'bring in line (to heel)'.<sup>6</sup>

Additionally, as attested by the dictionaries that have been consulted<sup>6</sup>, in present day colloquial Ukr. one finds a few other phraseological phrases which make use of the noun *хвіст* 'a tail', that is *тримати удачу за хвіст* (Rus. *держатъ счастье за хвост*) 'not let the happiness go way', *тримати (держати) за хвіст (за хвоста)* (Rus. *держатъ за хвост*) 'not to give somebody an opportunity to go away', *тримати хвіст трубою* 'to be optimistic'.

Finally, as for the proverbial use of *ogon* 'a tail', one may encounter a number of proverbs in which the lexeme in question is a constitutive part. Consider the following proverbs extracted from *WKMP*:

*Gdzie ogon rządzi, tam głowa błądzi* (Rus. *Где хвост начало, там голова мочало*) 'The head goes astray where the tail rules' (cf. Rus. *Хвост виляет собáкой* 'It's the tail wagging the dog').

*Kto w ogon wierzy, ten piórko z ogona znajdzie*. 'The one who believes in the tail will find a feather from the tail'.

<sup>4</sup> See <http://medua.org/index.php?newsid=1637>.

<sup>5</sup> See [www.slovari.ru](http://www.slovari.ru).

<sup>6</sup> See Балла (1996) and Domagalski (2008).

*Merdanie ogonem znamionuje psa, a nie człowieka* (Edward Lipiński). 'Wagging of a tail is typical of a dog and not a person'.

*Próżno za ogon chwytać, gdy się wymknie głowa.* 'Catching the tail is pointless when the head is away'.

One must not overlook the fact that, according to some etymological sources (see, for example, *WSEHJP*), the noun *ogon* 'a tail' (used from the 16<sup>th</sup> century) is not a derivative of the verb *oganiać* 'to drive (something) away; to drive away/off', but rather of the verb *gonić* 'to chase/try to catch' (Ukr. *догнати, наздогнати, сісти на хвіст/переслідувати, невідступно слідувати, ходити по п'ятах*, Rus. *догнать, доганять, сесть на хвост* 'follow sb closely, pursue') (used from the 14<sup>th</sup> century) (e.g. *Pies goni kota* 'A dog tries to catch a cat') and metaphorically 'to pressure, to prod' (e.g. *Gonić kogoś do nauki/pracy* 'To pressure sb to study/to do some work'; *Goni nas czas* 'We are running out of time/We're pressed for time' (see *PWN-OXFORD*)). Additionally, the latter seems to give rise to a number of other derivatives, such as *gon* 'hunting' (used from the 16<sup>th</sup> century) (Ukr. *нагінка, рискання*, Rus. *охота травля*), *goniec* (Ukr. *зінець*, Rus. *зонец*) 'a messenger' (used from the 15<sup>th</sup> century), *goniony* (ukr. *знаний*, Rus. *гонимый*) 'past participle form, one being chased' (used from the 15<sup>th</sup> century), *gończy* (Ukr. *гоньчий*, Rus. *гоньчий*) 'used for chasing' (used from the 15<sup>th</sup> century), *gończak* (Ukr. *гоньча*, Rus. *гоньчая*) 'a hound/a tracking dog' (used from the 19<sup>th</sup> century), *gończarz* 'a hunter with hunting dogs' (used from the 19<sup>th</sup> century). Finally, the noun was frequently used with prefixes, such as the already mentioned above *ogon* 'a tail' (used from the 16<sup>th</sup> century), *wugon* (Ukr. *вигін*, e.g. *Край великого зеленого вигону стояла корчма* 'There was an inn at the end of a big, green pasture', Rus. *выгон, пастбище* 'pasture') 'cattle track' (used from the 16<sup>th</sup> century), *zgon* 'exile/death/loss' (used from the 16<sup>th</sup> century) (e.g. *Wszystko niknie po śmierci, każda rzecz ma zgony* 'Everything fades away after death, everything is lost), *przegon* (Ukr. *перегони*, Rus. *перегонки*) 'chasing away' (used from the 17<sup>th</sup> century).

### Conclusion

The most general aim set to this paper has been to delve into new aspects of zoosemic metaphors in Polish, Ukrainian and Russian. We have examined a new category of animal metaphor where lexical units naming animal body parts undergo the process of metonymisation and are used either with reference to human beings or actions performed by human beings and thus may be said to embody the general schema that may be formulated as (PART OF) ANIMAL IS (PERCEIVED AS) (PART OF) HUMAN BEING/ACTION PERFORMED BY HUMAN BEING.

From the analysed lexical material featuring *ogon* 'a tail' it follows that one may point to some striking similarities between Polish and Ukrainian and in many cases also Russian as far as metonymy-conditioned zoosemy is concerned. It remains, however, for future research whether the degree of similarity is comparable in the case of the zoosemic metonymisation of other lexical items naming body parts.

All in all, one feels entitled to say that broadly understood zoosemy in all its internal complexity is part and parcel of what has been referred to in the literature of the subject as an all-pervasive **Linguistic Picture of the World** where not

only does it show the link between the animal kingdom and the human world, but, more importantly, its ubiquitous linguistic presence facilitates the understanding of various non-linguistic or extralinguistic phenomena.

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# MODEL OF INFORMATION TECHNOLOGY COMPETENCE OF FUTURE TEACHERS.

**Klimov O. M.**

*Model, pedagogical model, information competence, systematic approach, student-centered approach, the purpose of education.*

The article describes a model of information technology competence of future teachers in the process of active learning. Presented and explained its characteristics. The article describes and analyzes the basic model components of information technology competence of future teachers . The purpose of learning represented like basic and fundamental feature of pedagogical models and reasonable objectives hierarchy model of information technology competence of future teachers. A systematic approach as scientific methods of analysis of all the facts that affect the model was considered. Analyzed student-centered approach to learning that contributes to the training of students and the choice of future profession.

The article also discussed the theoretical aspects of identity formation. Described the impact of a student-centered approach to the creative abilities of students personality. The article describes the ways to implement personal approach proved consistency and relevance of this approach.

## THE EXPERIENCE OF LEISURE STUDENTS.

*Kovalchuk T. I.*

*Recreation, leisure sector, leisure, leisure activities, educational potential areas of leisure.*

*We consider the educational potential of the sphere of leisure. Analyzes of practice in the field of entertainment for example Kitsmansky college Podolski State Agricultural and Technical University.*

THEORETICAL STUDY OF TYPES INTERDISCIPLINARY  
COMMUNICATION IN LEARNING AND MEANS FOR THEIR  
IMPLEMENTATION. **Kolisnyk N.**

*Communication, knowledge, skills, education, interdisciplinary communication.*

The article considers theoretical aspects of interdisciplinary communication in education. We consider the types of interdisciplinary communication of learning. Presents the basic means of interdisciplinary connections in learning.

CURRENT STATUS OF NATIONAL EDUCATION IN THE SYSTEM OF  
EDUCATION.

**Korytskyi V. P.**

*National education, contradictions of the process of education, national culture.*

The article examines the current state of education in the national education system. These set of contradictions, the resolution of which promotes the new goals. Documents are considered domestic legislation of Ukraine, the contents of which is education and education values of civil society. Shown the importance of educating the youth patriotism and desire to actively promote the establishment of statehood in Ukraine

ORGANIZATIONAL PEDAGOGICAL PRINCIPLES OF INDIVIDUAL WORK  
OF STUDENTS, FUTURE LAND MANAGERS.

**Kocherygin L.**

*Individualization of learning, individual work, individual-oriented education, land management.*

The article examines the organizational and pedagogical foundations of the individual work of students in the specialty «Land management» in order to improve their personal and professional experience of the trajectory of their own knowledge of special subjects.

The student recognizes the subject's own activity that consciously designs and implements its own trajectory academic performance of special courses in surveying. These developments have the potential to create professional surveyors future of their own art technology profession. Project (portfolio) academic performances of students along with professional competence contain key competencies responsibility, autonomy, communicative, ability to learn.

This training system is based on individual and differentiated approach aimed at solving the main conflict of the traditional educational system of higher education. It is associated with a form of group training and individual nature of learning and skills students and is designed to adapt the traditional lecture- seminar system to the capabilities and needs of each.

Thus an important element of competitiveness is a land surveyor level of self-management. During individual work tasks using a methodology for evaluating the effectiveness of their work, students can realize this level and to form a very

important component of competitiveness.

DEVELOPMENT OF THE THEORY OF PEDAGOGICAL INTERACTION  
AND PSYCHOLOGICAL NATURE.

**Kruczek V. A.**

*Co-operation, pedagogical co-operation, subject-subjekt co-operation.*

In the article the basic going open up near understanding of essence of pedagogical co-operation in a historical aspect, the model of structure of pedagogical co-operation, which includes a practical or conduct component (results of activity and acts, mimicry, gesticulation, pantomime and language, that it is possible to look after), affect or emotional component (that relates with the emotional state and experiencing of person), gnosticism or mental component, is presented (characterizes activity of person which accepts and redoes information). Also the article contains description of basic descriptions of this co-operation as bases and terms of establishment of any relations in an educational environment: activity, realized and purposefulness, system, multidimensionality. An author is point such factors of construction of effective pedagogical co-operation, as to creative character of pedagogical activity, tolerance, responsibility

COMPETENCE APPROACH IN THE PROCESS OF FUTURE  
ECOLOGISTS TRAINING.

*Kul'ko V. A.*

*Competence approach, specialist, competency, professional competence, ecological education.*

The article deals with the problem of competence approach in the process of future specialist training. On the basis of scientific researches the concepts of «competence» and «competency» are analyzed. The attempt to investigate the structural components of future ecologist professional competence is done.

The content of professional education (including environmental) is a set of necessary knowledge and skills for successful professional activity with the result of environmental education cannot be limited only by knowledge and skills, it is necessary to form experience of self-employment and personal responsibility in this area. The purpose of professional environmental education is the training of future ecologist for productive activities, that we are talking about the formation of learning skills.

Professional competence of future ecologist is complex, integral, psychological, professional, personal formation which is formed in the process of training in higher educational establishments, it shows, develops and improves in the process of professional and production activity.

PHENOMENON OF CIBERBULLYING AS A SOCIAL AND PEDAGOGICAL  
PROBLEM VIRTUAL COMMUNICATION OF TODAY'S CHILDREN AND  
YOUTH.

**Lapa O.**

*Internet network, a virtual space, teenagers, cyberbullying, communication, violence , aggression .*

The article comprehensively considered the new phenomenon of the modern information society - cyberbullying , widely held in the virtual communion of children and young people. The author analyzes the foreign and domestic educational research of cyberbullying are proposed to you the results of its own socio- pedagogical study the phenomenon of Ukrainian schoolchildren cyberbullying's adolescence.

The overall conclusion of the study is the need for a broad education of children, parents and teachers. We believe that the primary preventive measures to prevent the occurrence cyberbullying are conversations with the students on the topic of liability for wrongful acts , explanations teenagers rules of conduct in society and the tragic consequences of their violation. The need to provide a system of preventive measures to address problems of cyberbullying in the school environment.

To establish a secure communication between children and young people in the online environment need not declarative and practical to consolidate the efforts of the state, social institutions, public law enforcement.

ORGANIZATIONAL AND PEDAGOGIC CONDITIONS AS A FACTOR  
IN THE FORMATION OF PROFESSIONAL COMPETENCE ORGANIZERS  
OF PRODUCTION IN HIGH SCHOOL I-II LEVELS OF ACCREDITATION.

**Lisovska L. M.**

*Competence approach, pedagogical conditions, professional competence, organizers, professional work.*

The article focuses on the nature, meaning and content of the basic pedagogical conditions of formation of professional competence of future specialists in the organization of production in the context of specific agro-industrial complex.

It is indicated on the necessity of applying the optimal combination of forms, methods and techniques in the pedagogical process, on the pedagogical conditions as a factor in the efficiency of the educational system to ensure the integrity of the dynamic process of reform and improvement of the individual components, achievement of specific educational goals.

INCENTIVES AND EDUCATIONAL SUPPORT TO STUDENTS  
OF AGRICULTURE UNIVERSITIES IN SHAPING THE SKILLS  
OF PROFESSIONAL COMMUNICATIVE CULTURE.

**Litvinova E. V.**

*Incentives, educational support, culture of professional communication, motivation, interest, skills, interactive learning tools.*

The article deals with the means and incentives and educational support for students in the process of cultural skills for professional communication. It is determined, that the students pedagogical support in the process of cultural skills professional communication is a purposeful activities of teachers, aimed at providing favorable conditions for the formation of stable motivation and interest in developing the skills of professional communicative culture, implementation communicative potential students. To this end, teachers in the classroom should be possible to play professional environment with interactive learning tools ( business and role-playing games). In order to ensure that students feel in this environment is not just a spectator, but it became active participants in the article we consider application of models of typical situations of professional communication, introduction of interviews and workshops to develop skills for professional communication. The task of teachers, therefore, is to use student-centered approach to each of the students.

# APPROACHES TO THE FORMATION OF CULTURAL LOGIC OF FOREIGN LANGUAGE TEACHERS.

**Lopatich R. V.**

*Logical culture, the competence approach, communicative approach, human approach, personality – focused approach.*

The article is devoted to the approaches to the forming of logical culture of future foreign languages teachers, the article is an analysis of the development of logical culture, approaches in the modern scientific literature, the author of the article describes approaches to the formation of logical culture in the future teachers of the foreign language. The most productive approaches to create the logical culture of future foreign language teachers are humanistic, student-centered, activity, and communicative competence approaches in their organic combination. A logical model of the culture of the future foreign language teachers is based on these approaches. The basis of the model of logical culture of future foreign language teachers is a purposeful development of certain components of the logical culture - namely motivational values, cognitive-educational, operational and active, language and speech, and reflective components. The overall objective of the model is achieved through the formation of students' thinking skills and mastery of practical skills and logical operations.

FEATURES AND PROBLEMS OF VOCATIONAL TRAINING IN  
AGRICULTURAL UNIVERSITIES.

**Lukacs V. S., Talochka S.**

*Trade education, quality of agrarian higher education, social-personal, general scientific, organization-administrative, professional and special competence, self-education.*

The analysis of features and problems of specialists professional preparation in agrarian higher educational establishments means that considerable work is conducted on optimization of agrarian higher educational establishments network by creation of regional university centres; degree education is introduced, content, methods and forms of studies are improved; computerization of educational process is widely introduced; practical preparation of students is getting better - and regional educational-practical centres are created and function effectively ; a database is created and contracts are signed as to organization of production students training in modern agro-productional enterprises; measures for providing of employment and fixing of graduates in production. Thus, among the main factors increasing the level of professional training in agricultural universities are determined: new priorities for labor market and social politics are defined, changes in employment, consolidation of of higher agricultural institutions, systematic process of preparing agricultural sector specialists, modernization of professional orientation.

PEDAGOGICAL CONDITIONS FOR THE REALIZATION OF CULTURAL  
AND EDUCATIONAL ACTIVITIES WITH STUDENTS.

**Melnychuk T.F.**

*In a civilized manner-elucidative work, pedagogical terms, higher educational establishment, student, education.*

The article is sanctified to the question of realization of in a civilized manner-elucidative work in higher educational establishments. The pedagogical terms of providing of this direction of activity are certain with students, namely such: a 1) humanizing of educator environment; 2) forming in creative self-realization; 3) orgware of realization of in a civilized manner-elucidative work; 4) readiesses of scientifically-pedagogical workers are to realization of in a civilized manner-elucidative work among students. On the base of the National university of life and environmental sciences of Ukraine the level of providing of the last is investigational from the enumerated terms.

USING SOCIAL NETWORKS AS THE BASIS FOR DISTANCE  
LEARNING COURSE.

**Migovich S. M.**

*Higher education, social networks, Internet, information and communication space, distance education technology.*

The results of the survey of students on the use of the Internet and social networks. An analysis of learning in traditional methods of learning and using social networks. The results of control tests in the experimental and control groups, with the determination of the average values of the coefficient of learning. Subjected to statistical processing of the results, followed by a comparison of the values, which indicates the statistical significance of the difference in the level of knowledge in the experimental and control groups. The directions of further engaging students in information-communication space to improve the efficiency of the educational process. Feasibility study is due to the relevance of the use of Internet resources in setting up a university educational environments, optimally adapted to the educational needs. Identified relevant areas for further work on the application and theoretical study of psychological and pedagogical principles in the use of social networks in the Ukrainian educational institutions to improve the cognitive activity of students.

FORMATION OF LINGUISTIC COMPETENCE OF FUTURE  
INTERPRETERS.

**Monashnenko A. N.**

*Competence, linguistic competence, professional competence.*

The concept of "competence" discussed in the article. Formations of the linguistic competence of future interpreters and the basic strategies of interpreters described at the article. Linguistic competence of the future interpreter is understood as a set of verbal, linguistic and socio-cultural components. It is determined that the linguistic competence involves the acquisition by students and interpreters of knowledge of foreign languages, the development and the increase of vocabulary words, possession of spelling and punctuation rules. Linguistic competence is responsible for construction grammatically correct sentences in a foreign language, spelling and pronunciation of difficult vocabulary structures, the ability to successfully translate text, film, video, the ability to analyze and evaluate the text. Linguistic competence is a component of professional competence of future translators.

THEORETICAL AND METHODOLOGICAL FEATURES OF FORMING OF  
PROFESSIONALLY-MATHEMATICAL COMPETENCE OF STUDENTS OF  
AGRARIAN INSTITUTIONS OF HIGHER LEARNING.

**Nichugovskaia L. I.**

*Adaptation, adaptive model, professionally-mathematical competence, professional profile, quality of professional preparation.*

In the article problems are examined forming of professionally-mathematical competences of students related to development of strategy agrarian university of higher learning in the context of upgrading of their trade education. It is suggested that only the creative realization of the considered approaches to the formation of professional competence through the implementation of a mathematical model of adaptive learning mathematical disciplines by students of agricultural universities to a large extent will improve the quality of their training, in general, have a positive impact on their competitiveness in the context of European trends. The adaptive mathematical model for the Bachelor of Agricultural Universities in the relevant field will understand an organization of educational process, which formed the relevant competencies to implement mathematical knowledge in solving various problems, which generally provides a basic level of professional competence and mathematics as a necessary component of professional future agrarian profile.

PROBLEMS OF CREATING AND USING DATABASES  
OF SCIENTIFIC-METHODICAL WORK OF SOCIAL DEVELOPMENT  
FOR TEACHERS IN UKRAINE

**Nevzglyadenko A., Kasatkina O..**

*Databases, documents organize, information systems, social worker*

The article is devoted to the need for better organization of the process of organizing scientific – methodical documents motivate social teacher in the rural areas for the creation, content and use of databases of scientific – teaching materials. Today, it is a noticeable trend combining existing public data banks into larger formations . Local databases are combined into national , national to international . Of course , this is no easy task , requiring the unification of data storage formats , metadata harmonization , the creation of user-friendly standardized interfaces , etc. Personification of the recording of objects of targeted social assistance is the solution of a number of tasks ranging from the regulation of social sources of information necessary to ensure its uniqueness and ending with a complex of organizational - technical measures to ensure the collection, data entry , correction and protection against unauthorized access to information about rights and providing a procedure for cooperation between the different organizational structures in deciding whether to grant social assistance to a person.

# CONFORMITY IN A COHERENT STRUCTURE OF THE INDIVIDUAL OLDER TEENAGER.

**Blozva P.**

*Conformance, conformity, personality traits, senior teen, addiction, externality, locus of control, the power of the personality.*

Conformity in a holistic personality structure older teensThe article analyzes the psychological and educational literature on the conformity. The place of conformity in the structure of individual older teenager. Provision is justified and conformity indices in older teens. Basic terms and concepts. Deals with the results of experimental investigation of conformity as personality traits in older teens. The study was conducted at the Borschevskogo Agrotechnical College. The author gives his own opinion about the ways of conformity in older adolescents and ways to podalannya. Particular attention is paid to the correlation and factor analysis, based on which are four factors of conformal behavior in older teens. The analysis of publications and studies on the subject. Painted methodology of the study and described in detail using the program "SPSS-Statistics 19" to calculate data for Pearson criterion.

## L'ENSEIGNEMENT DES LANGUES ETRANGERES:NOUVELLES APPROCHES

**Anaël Martin, titulaire de maîtrise à la fois en formation au « Français Langue Etrangère » et en théâtre, est formateur de français des stagiaires de la « Comédie Française » et de « l' Ecole de Danse de l'Opéra » à Paris**

*L'article explique la nouvelle conception de la formation aux langues étrangères. Il caractérise la pédagogie et la didactique du FLE (français langue étrangère) et analyse la nouvelle approche en enseignement des langues étrangères, voire l'approche communicative*

**Enseignement, approche communicative, enseignant, apprenant, compétences linguistiques**

Nous n'apprenons pas une langue étrangère comme nous avons acquis notre langue maternelle. Le plaisir des mots, les stratégies de la gage, le bonheur de se faire comprendre, d'échanger, de jouer avec les mots (nous nous dilectons tous des erreurs des enfants lorsqu'ils découvrent notre langue) que nous avons éprouvés lorsque nous avons fait nos premiers pas dans le monde de la parole, restent cependant ancrés en nous. C'est pourquoi nous souhaitons les provoquer dans l'enseignement du français comme langue étrangère.

L'approche est donc communicative, parce qu'il est important de susciter l'urgence de la parole, et ludique, car le plaisir doit rester au-dessus de la contrainte. Ensuite vient, naturellement, la nécessité de structurer.

Dans ce cadre, les mises en situations, comme le jeu de rôle par exemple, s'imposent. Mais d'autres formes d'expressions issues des arts, du théâtre, de la musique, sont autant de propositions qui trouvent leur place en cours. Avec des contraintes rythmiques et mélodiques comme postulat, les objectifs grammaticaux, phonétiques, psychopédagogiques sont atteints dans une ambiance créative, artistique. Et comme une chanson ou un poème restent dans la tête longtemps après les avoir travaillés, les devoirs sont faits sans efforts !

Cette créativité favorise les stratégies d'apprentissage, et répond à la question que nous nous posons tous : « comment apprendre ? ». Un chant, un dialogue de théâtre, permettent le recours à tous types d'exercices, aux tactiques de mémorisation, à l'élaboration et la vérification d'hypothèses en situation de communication, à l'intégration et la vérification d'hypothèses en situation de communication, à l'intégration de règles dans une compréhension globale.

En pédagogie et en didactique du FLE, comme dans tous les domaines de l'activité humaine, les façons de faire évoluent sans cesse. Ainsi, ce sont les approches notionnelle-fonctionnelle et communicative qui prévalent actuellement. Selon l'approche communicative, la parole est gérée par l'élève et non par l'enseignant et l'interaction entre les élèves est au cœur de l'expérience d'apprentissage qui se fait au moyen de tâches plutôt que d'instructions portant sur des notions, des fonctions, des actes de langage et des intentions de communication clairs et précis. Ces interactions doivent être

organisées, gérées et évaluées par le professeur. L'apprenant a donc un rôle actif à jouer et tout ne repose pas sur le professeur dont le rôle est de lui apprendre à apprendre [1] ; le rôle de l'enseignant est ainsi redéfini, puisque ce dernier est à la fois, ou au choix, animateur, coordinateur et conseiller plutôt que maître [2, p. 48].

Enfin, l'accent est mis sur le sens, le contenu plutôt que sur la forme : on essaie ainsi de prendre en compte la totalité de la situation de communication, à savoir le contexte, les pré-supposés, le statut, le rôle et la psychologie des personnages ; les progressions, qui de linéaires, sont devenues spirales [2, p. 44], concentriques ou encore cycliques, permettent avant toute chose aux élèves de comprendre et de produire du sens : l'approche communicative distingue ainsi nettement l'apprentissage de l'acquisition. Au contraire de l'apprentissage, l'acquisition est spontanée, inconsciente, « intuitive » et se produit lorsqu'on met l'accent sur la communication et non sur la forme : « *La progression dans un cours de type communicatif se caractérise par sa souplesse, sa non-linéarité et l'attention portée à l'apprentissage par rapport à l'enseignement.* » [2].

En enseignement de FLE on ne doit pas avoir trop recours à la langue maternelle. L'approche communicative se donne en effet comme objectif principal d'apprendre à communiquer dans une langue étrangère, en tenant compte de facteurs tels que la motivation, le filtre affectif, l'aptitude et la personnalité des apprenants. Il y a véritablement une différenciation des méthodes et des stratégies selon les intérêts, les besoins et les styles d'apprentissage des apprenants. Cette approche favorise donc une pratique pédagogique plus rationnelle et plus efficace, qui permet de mieux répondre aux attentes, aux besoins et aux motivations des élèves, au souci d'efficacité des professeurs, aux objectifs des systèmes éducatifs et aux intérêts des sociétés pleinement engagées dans le processus de mondialisation en cours.

Il y a bien sûr certains principes à respecter pour mettre en place une approche communicative ; il est en effet très important de varier les formes de travail ; ainsi, il faut éviter de passer d'une activité à l'autre, sans en tirer la substance moelleuse, en consommant le manuel en quelque sorte ; en ce qui concerne le travail par deux, il est à recommander uniquement pour des exercices qui demandent une préparation et qui pourront effectivement être présentés par la suite par deux. Le travail en petits groupes demande une bonne organisation : travail de recherche, enquêtes, exploitation thématique d'un texte, par exemple. Ici aussi il s'agira uniquement d'activités qui demandent une vraie préparation. Les élèves peuvent aussi venir devant la classe, individuellement, par deux, par trois ou en petits groupes. Ils peuvent noter les remarques au tableau, faire une présentation orale. Dans le cas d'un exercice fait à l'oral, il faut corriger la production orale des élèves. Si l'exercice est fait à l'écrit, il faudra contrôler si les élèves notent la bonne réponse. On peut donner la réponse correcte au tableau, sur transparent ou encore contrôler les élèves individuellement. Il est recommandé de pratiquer l'hétéro-évaluation, c'est-à-dire de faire corriger les réponses des élèves par les autres élèves, car comme l'écrit Yveline Bérard : « *La progression inclut bien sûr l'évaluation sous toutes ses formes (hétéro-auto) qui doit permettre à l'apprenant de se placer par rapport aux objectifs d'enseignement.* » [2]. On pensera aussi à varier les types d'exercices : combiner, traduire, compléter, dire, lire, écouter, écrire. En donnant

des tâches à accomplir aux élèves, l'enseignant sollicite d'ailleurs leurs capacités de déduction et de découverte et les invite à construire leur propre savoir : l'enseignement est bien orienté vers l'action et centré sur l'apprenant qui s'engage ainsi dans différents types d'interactions. L'enseignant doit essayer de s'assurer tout au long de son enseignement qu'il interagit bien avec ses apprenants et il doit de ce fait s'intéresser personnellement à l'état de leur développement linguistique. Enfin, il faut savoir que la qualité et la fréquence des échanges en classe sont des facteurs qui facilitent le processus d'apprentissage. Une gestion communicative de la classe est enrichissante pour le professeur qui devient alors un véritable chef d'orchestre : « *Le maître apprend à écouter, à se taire, et les enfants parlent, travaillent. Le maître quitte son rôle de magister pour prendre dans la classe sa vraie place, qui est celle d'un adulte responsable de ses actes et maître de techniques. Nous pouvons dire qu'il se désaliène, les tabous disparaissent, et qu'on écoute plus à mesure qu'il parle moins.* » [3]. Selon nous, l'enseignant se doit de mettre ses compétences linguistiques, culturelles et pédagogiques au service de l'apprenant car il restera sa personne ressource et cela même après la fin de la leçon. Il doit sans arrêt se remettre en question et surtout être patient et à l'écoute de ses apprenants. Une approche communicative demande à l'apprenant d'être actif, de prendre souvent l'initiative; l'apprenant par ses habitudes, son passé scolaire n'est pas forcément préparé à cela. L'enseignant doit aussi faire attention au rapport qu'il entretient avec le tableau, qui doit rester un outil au service de l'apprentissage et non pas symboliser une preuve de supériorité sur les apprenants et être noirci inutilement comme c'est le cas dans beaucoup d'écoles en Turquie afin de combler un manque de formation linguistique et pédagogique. Il est conseillé de leur demander de venir au tableau pour écrire leurs réponses ou leurs propositions pour pouvoir voir les erreurs des uns et des autres. Tout cela participe de l'autonomisation de l'apprenant.

L'approche communicative n'est donc pas une approche facile à mettre en place lorsqu'on n'est pas suffisamment formé, tant au niveau linguistique que pédagogique. En effet, un enseignement communicatif digne de ce nom implique pour l'enseignant une formation méthodologique à la pratique de techniques utilisables en classe, ainsi que la connaissance poussée de différents outils pédagogiques (méthodes, matériaux complémentaires) et surtout la capacité d'utiliser et d'adapter des documents authentiques : « *La didactique doit être créatrice, pour que l'enseignement soit équitable. Le public « global » n'existant que pour des raisons commerciales, tout enseignement du français doit s'adapter aux conditions locales de son exercice.* » [4].

Pour que les élèves réussissent, il faut que les enseignants soient compétents et de formation adaptée aux méthodes utilisées de FLE, parfois plus traditionnelles pour la grammaire. En général, ce sont les méthodes communicatives qui sont le plus utilisées. L'enseignant travaille souvent des années avec les mêmes méthodes, qu'il pense maîtriser. Elles visent à proposer au jeune un enseignement lui donnant rapidement accès à la communication orale. Le travail avec la vidéo et les cassettes audio devrait offrir aux enseignants un support très large et varié qui peut même limiter les faiblesses des enseignants en communication orale. L'utilisation de l'ordinateur est assez rare, celle de l'Internet encore plus. La méthode est-elle utilisée au maximum et dans

les meilleures conditions ? Longtemps l'absence, souvent totale, de formation en FLE des enseignants et de formation continue a fait que les élèves n'en tiraient pas tout ce qu'ils pourraient y trouver. Cependant, pour que cet enseignement soit réellement efficace et de qualité, il est important que les enseignants soient formés aux méthodes FLE.

Un autre défaut que l'on retrouve chez de nombreux enseignants est la consommation, voire la surconsommation du manuel : « *L'approche communicative, de par ses exigences, et parce qu'elle est moins codifiée au niveau de sa mise en place suppose que l'enseignant possède certains savoir-faire et ne s'en remette pas à l'utilisation stricte d'un manuel.* » [2, p. 62]. Valeria Catalano, qui enseigne à l'université du Limburg en Belgique et qui a animé un séminaire de formation en didactique à l'université de Zukurova, a une très belle formule, qui résume notre propre philosophie pédagogique : « *La matière comprise dans le manuel ne constitue pas à elle seule une leçon de français. On peut la comparer à un ballon vide et plat. Le rôle du prof est de souffler dans le ballon jusqu'à ce qu'il devienne rond et léger, de l'envoyer aux élèves et de le rattraper quand les élèves le renvoient. Les principes didactiques suivants servent à donner du souffle au professeur.* » [5]. Les apprenants ne doivent donc pas rester purement réceptifs et se mettre en état d'activité mentale, mais encore faut-il que les enseignants sachent les aiguiller correctement. Le professeur n'est pas le centre du monde et l'apprenant construit son apprentissage avec l'aide du professeur, tout en étant productif tant à l'oral qu'à l'écrit : « *L'approche communicative accorde une place importante aux productions des apprenants dans le sens où elle essaie de favoriser ces productions : donner à l'apprenant des occasions multiples et variées de produire dans la langue étrangère, l'aider à surmonter ses blocages, ne pas le corriger systématiquement...* » [6]. On distingue donc différentes phases dans la leçon, qui doit être une démarche construite et dont le déroulement implique souplesse et flexibilité :

#### **Phase 1 : Compréhension**

- prise de connaissance du document : écoute, lecture, visionnement
- analyse des paramètres de l'énonciation (émetteur, récepteur, référent, canal)
- recherche des actes de parole qui ont permis la communication
- dialogue avec images / poème / chanson / texte
- révision de la leçon précédente

#### **Phase 2 : Acquisition et pratique de la langue**

- Communication
- Phonétique
- Grammaire
- Lexique
- Différents types d'exercices : exercices de repérage ; exercices à trous ; exercices de transformation ; conversations à compléter ou à reconstituer, etc....

#### **Phase 3 : Expression guidée (exercices convergents)**

- Débat, discussion, réalisation d'une tâche
- Exercices dirigés à partir d'une photo, d'un dessin.

#### **Phase 4 : Expression libre (exercices divergents)**

- jeux de rôle ; simulation
- Création littéraire, projet artistique

- Crйation d'une brochure, d'une annonce, etc.

Quatre compйtences indispensables pour le cours de langue sont dйfinies dans un ordre prйcis, а savoir la comprйhension orale, la comprйhension йcrite, la production orale, et la production йcrite. Ainsi, on met l'accent sur le principe d'une progression cohйrente dans un parcours d'apprentissage qui va du simple au complexe, du gйnйral au particulier et du connu vers l'inconnu. S'ajoute йgalement une cinquieme compйtence dite "mйthodologique", qui rejoint l'idйe d'autonomie et de centration sur l'apprenant. Ce dernier est encouragй а acquйrir des stratйgies d'interaction, d'auto-йvaluation et de rйflexion sur son apprentissage. Ainsi la grammaire retrouve sa place en cours de langue, dans le cadre d'une phase de rйflexion en contexte et d'induction des rйgles syntaxiques.

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*Статья объясняет новую концепцию обучения иностранным языкам. Она характеризует педагогику и дидактику французского языка как иностранного и характеризует новый подход к обучению иностранным языкам: коммуникативный.*

***Преподавание, коммуникативный подход, преподаватель, обучающийся, лингвистические компетенции***

*The article explains the new concept of foreign language teaching. It characterizes the pedagogy and didactics of French as a foreign language and describes a new approach to teaching foreign languages: communicative.*

***Teaching, communicative approach, teacher, student, linguistic competence***

PROSPECTS INNOVATIVE TECHNOLOGY "LANGUAGE PORTFOLIO"  
IN HIGH SCHOOL.

**Aristova N. A.**

*Innovative pedagogical technologies, language proficiency, language portfolio, higher school.*

The article proves the necessity to use the innovative pedagogical technology “Language portfolio” in teaching English in academic activities of modern non-linguistic education institutions in order to accomplish them. The article analyses the concepts “pedagogical technology” and “Language portfolio”. The origin of the innovative pedagogical technology “Language portfolio” which was developed to support the development of learner autonomy, plurilingualism, intercultural awareness and competence; and to allow students to record their language learning achievements and their experience of learning and using languages is researched in the given work. It describes the main aim of the development of the innovative pedagogical technology “Language portfolio”, its principles and functions. It also describes the “Language Portfolio” as a personal document that has three parts: a language passport, a language biography and a dossier. In the part “the language passport” the language learner can summarise his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures. The biography helps the learner to set learning targets, to record and reflect on language learning and on intercultural experiences and regularly assess progress. In the dossier the student

can keep samples of his/her work in the language(s) he/she has learnt or is learning.

SOCIO-HUMANITARIAN COMPONENT OF THE TRAINING OF  
TEACHERS: CROSS-CULTURAL PECULIARITIES OF LINGUISTIC  
IDENTITY.

**Babenko O. V., Voznyuk M.**

*Cross-culture, linguistic personality, linguistic consciousness, verbal  
behavior, intercultural communication.*

The article deals with the concept of “cross-culture” as a complex area of scientific knowledge about the language in the context of humanization of education and taking into account the European framework for languages in the field of philologists’ training in the higher education. Such interdisciplinary concepts as “linguistic personality”, “linguistic consciousness”, “verbal behavior”, “intercultural communication” are described in terms of theory. Attention to the typology of linguistic personalities is also paid. Linguistic personality within the process of communication is considered as a communicative personality, i.e. a generalized image of a media of culture, language, communicative and activity values, knowledge, attitudes, and behavioral reactions. Value space of a linguistic personality is modeled using the axiological vertical (super moral, moral and utilitarian standards of conduct) and the axiological horizontal (individual, group, ethno-cultural and utilitarian standards of conduct). The characteristic of three-level model of the linguistic personality is described. It is based on the synthesis of the three aspects of the linguistic personality: verbal and semantic, cognitive and motivational. Cross- culture is one of the crucial elements of the modern worldview. It contributes to a more accurate understanding of the problems of

cultural identity of a particular human community in the process of cross interaction and mutual enrichment. These ideas are in tune with the key components of intercultural education in Ukraine, in particular, humanism and tolerance in the society.

THE ROLE OF C. FREINET PEDAGOGICAL IDEAS IN INNOVATIVE  
DEVELOPMENT OF THE THEORY AND PRACTICE OF EDUCATION  
IN RUSSIA AT THE END OF XX - BEGINNING OF XXI CENTURY.

**Baryshnikov M.**

*Strategy of education, humanism, democracy, activities telnostnoe training, experiment, creativity, self-development, social activity.*

The paper reviewed the use of pedagogical ideas of S.Frene in innovative development of the theory and practice of education in Russia at the end of XX - beginning of XXI century. The most promising area was their indirect use as a conceptual framework for the author's educational system, teaching pedagogy. The development of the latter, reflecting a humanistic and democratic renewal of national education, proves the relevance and significance of pedagogical ideas of S.Frene in the process.

ALTERNATIVE FORMS OF SCIENTIFIC AND TECHNICAL WORK IN  
HIGHER EDUCATION.

**Bilal L.**

*Scientific and methodical work, a form of alternative medicine, the professional pedagogical activity, creation*

The article discloses a complex non-traditional forms of organization of scientific and methodical work of teachers in high school as a way to enhance their professional pedagogical activity and the creative implementation of innovative learning.

# CONFORMITY IN A COHERENT STRUCTURE OF THE INDIVIDUAL OLDER TEENAGER.

**Blozva P.**

*Conformance, conformity, personality traits, senior teen, addiction, externality, locus of control, the power of the personality.*

Conformity in a holistic personality structure older teensThe article analyzes the psychological and educational literature on the conformity. The place of conformity in the structure of individual older teenager. Provision is justified and conformity indices in older teens. Basic terms and concepts. Deals with the results of experimental investigation of conformity as personality traits in older teens. The study was conducted at the Borschevskogo Agrotechnical College. The author gives his own opinion about the ways of conformity in older adolescents and ways to podalannya. Particular attention is paid to the correlation and factor analysis, based on which are four factors of conformal behavior in older teens. The analysis of publications and studies on the subject. Painted methodology of the study and described in detail using the program "SPSS-Statistics 19" to calculate data for Pearson criterion.

THE PLACE AND ROLE OF CATHOLIC UNIVERSITIES IN MODERN  
EUROPEAN HIGHER EDUCATION.

**Bout Y.**

*Higher education institutions, the classic universities, universities in the Catholic Church, Catholic universities.*

The range of problems of becoming and development of catholic universities is considered in the article, analyzed the impact of the Church on higher education of the European countries, as well as the defined features and differences between universities in the Catholic Church and classic European universities. The analysis of pedagogical literature shows that from ancient times religion had a ponderable value in education and education in general. The aim of this article consists in opening of pre-conditions of origin of universities in a Catholic Church, creation and reformation of catholic universities of the European countries. During the last centuries development to the sector of higher education was accelerated in the European countries. After the introduction of the Bologna system of European universities in the Catholic Church it was developed a number of programs for partnerships with other higher education institutions, created opportunities to participate in international symposia, conferences and seminars.

TEACHING AND LEARNING DIFFICULTY STUDENTS DURING  
INDIVIDUAL WORK.

**Butsyk I. M.**

*Difficulty, complication, educational-cognitive difficulty, activity, individualization of studies.*

In the article on the basis of analysis of scientific labours and own theoretical and practical research it was discovered and grouped educational-cognitive difficulty of students during organization of them the independent individualized work, among which: semantic, motivational, educational and organizational difficulties. With the purpose of organization of educational process on the basis of account of the individual going near a student by us four types of groups of students, which meet from educational-cognitive by difficulties with the purpose of overcoming of them in organization of educational process, were selected. The realizable questioning rotined every student meets from educational-cognitive by difficulties of one or a few types resulted higher. As a result of the conducted researches there were certain ways of overcoming educational-cognitive difficulties during organization of individual work of students: purposeful selection and construction of maintenance of educational material; forming of motivation of studies of students; forming for the students of abilities of educational labour; didactics correct preparation of methodical materials for organization of the independent individualized work of students.

PRINCIPLES OF PROFESSIONAL ORIENTATION OF FUTURE SOCIAL  
WORKERS.

**Vasyuk A.**

*Principles, professional orientation, social pedagogue.*

The work reasonably didactic and specific principles (continuing, taking into account the characteristics of future professional activity, systematic and consistent involvement of students in educational and professional forms of activity, self-development, self-improvement (the dominance of self education in the professional development of future social workers); interdisciplinarity selection of instructional content based on appropriate professional, systematic practical training, purposeful formation of group norms and values of future professional activity) that govern the formation of a professional orientation of future social workers and the author formulated the concept of "principles of the professional direction of future social workers."

METHODOLOGICAL APPROACHES TO TRAINING FUTURE SPECIALISTS  
IN SOCIAL AND EDUCATIONAL WORK IN THE COUNTRYSIDE.

**Vygovska S. V., Ljashenko L.**

*Social pedagogue, socio-educational activity, methodological approach.*

This article deals with the specific features of social pedagogy in rural areas. Based on these features it is characterized the approaches that make up the methodological framework of social workers' training to work in rural areas and make a meaning in the context of our research: systematic approach can identify and provide component completeness of social workers' training to the profession in rural area, identify relationships and dependencies between them, define framework necessary for components unification in the system; anthropological approach focuses on the study of social pedagogy as a subject of socio-educational activity in rural areas, taking into account his individual and social significant features; learner-centered approach identifies key methodological guidance of didactic and methodological support of educational process as a system that provides opportunities for formation of personal professional social pedagogue's standpoint; activity approach directs to the content of continuing professional education from the perspective of the relationship and interaction of cognitive and professional activities.

## DEFINITION OF FEATURES OF QUALITY TEACHING STUDENTS.

**Vykhov V. G.**

*Management, learning management, learning process.*

In content-based management of teachers is identifying management functions. Currently, a number of scientists believe that the composition and sequence of functions that make up the management process, the same for all systems of self. This underestimation or omission of one of the functional elements leads to deformation of the entire process of managing and reducing its effectiveness. Themselves management functions are treated as special, relatively independent activities, the full composition of which forms a single management cycle. Thus, the problem of classification of management functions is one of the most important and difficult problems related to the study of the functional aspects of management. Many researchers do not evolve as a function of managing analytical activity. Her underestimation as one of the important functions of management is very negative impact on management. This analysis provides systematization and interpretation of increasingly growing flow of information, promote global understanding of the real state of affairs, reveals causal relationships.

# EINSATZ VON SPRACHLEHRFILMEN IM DAF-UNTERRICHT AM BEISPIEL DER TELENOVELA FÜR DEUTSCHLERNER „JOJO SUCHT DAS GLÜCK“

*Irena Vysockaja, Litauen*

*Der Film hat sich zu einem im Fremdsprachenunterricht oft eingesetzten Lehr- und Lernmedium etabliert. Während sich Spielfilme besonders gut zur Thematisierung der filmtechnischen Aspekte eignen und die landeskundlichen Inhalte realitätsgetreu transportieren, wird in dieser Hinsicht die Leistungsfähigkeit der Sprachlehrfilme oft als unzureichend eingeschätzt. Es ist jedoch nicht zu leugnen, dass sich die modernen Lehrfilme ganz gezielt auf die Förderung der Sprachfertigkeit ausrichten und sich dazu noch durch motivierende Wirkung auszeichnen. Im Mittelpunkt des vorliegenden Beitrages steht der Einsatz der Sprachlehrserie „Jojo sucht das Glück“ im DaF-Unterricht an der Europäischen Humanistischen Universität.*

**DaF-Unterricht, Film im DaF-Unterricht, Sprachlehrfilm, Telenovela im DaF-Unterricht, Hör-Sehverstehen, audiovisuelle Medien im Fremdsprachenunterricht**

Seit dem eindringlichen und wirkungsvollen Appell von Inge Schwerdtfeger im Jahr 1989<sup>1</sup>, Filmeinsatz im Fremdsprachenunterricht zu legitimieren und einst von den Fremdsprachdidaktikern „versehene“ fünfte Fertigkeit - das „Seh-Verstehen“-, anzuerkennen und ihr angemessene Beachtung in dem fremdsprachlichen Lernprozess zu schenken, sind bereits über zwei Jahrzehnte vergangen.

Die positiven Entwicklungen der darauf folgenden Jahre sind kaum zu übersehen: Der Film hat sich nach und nach als ein potenzielles Lehr- und Lernmedium etabliert und ist zu einem recht häufigen und beliebten „Gast“ im Fremdsprachenunterricht geworden. Diese Wendung ist zum größten Teil dank den zahlreichen für den Filmeinsatz plädierenden Schriften und einzelnen Aufsätzen von Heidecker (1996), Brandt (1996), Biechele (2006), Welke (2007) Raabe (2007) u.a. zu verdanken, die hohe didaktische Leistungsfähigkeit des Mediums Film thematisieren und den Sprachlehrern Anregungen für die gewinnbringende Arbeit mit dem Film im Unterricht bieten.

Als ein weiteres Indiz für die Anerkennung des Films als Lehr- und Lernmedium könnte die Tatsache gelten, dass es bei der 14. Internationalen Deutschlehrertagung zum ersten Mal eine Sektion unter dem Titel „Film und Video im DaF-/DaZ Unterricht“ gab, in deren Mittelpunkt das Medium Film stand. Als Folge der Sektionsarbeit entstand eine Aufsatzsammlung bestehend aus 14 Beiträgen, die 2010 unter dem Titel „Lust auf Film heißt Lust auf Lernen. Der Einsatz des Mediums Film im Unterricht Deutsch als Fremdsprache“<sup>2</sup> veröffentlicht wurde.

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<sup>1</sup> SCHWERDFEGER, INGE CHRISTINE (1989): Sehen und Verstehen. Arbeit mit Filmen im Unterricht Deutsch als Fremdsprache. Berlin, München: Langenscheidt.

<sup>2</sup> WELKE, TINA/FAISTAUER, RENATE (Hrsg.) (2010): Lust auf Film heißt Lust auf Lernen. Der Einsatz des Mediums Film im Unterricht Deutsch als Fremdsprache. Wien: Praesens Verlag.

Während der Sektionarbeit an der 14. und der 15. Internationalen Deutschlehrertagungen wurde durch die Beiträge eine reiche Vielfalt von Filmgenres berücksichtigt: Spielfilme, Literaturverfilmungen, Telenovelas und Fantasyfilme. Man konnte aber feststellen, dass bei einer so großen Anzahl der Beiträge die speziell für den DaF-Unterricht produzierten Sprachlehrfilme etwas vernachlässigt waren, und das, obwohl viele Verlage heutzutage kaum ein neues DaF-Lehrwerk auf den Markt bringen, ohne es mit einer Video-DVD auszustatten (z.B. Schritte international, Studio d, Studio [21], Menschen, Aspekte, Berliner Platz, um einige aktuelle Lehrwerke zu nennen...).

Die Video-DVDs, die beinahe ein fester Bestandteil jedes modernen DaF-Lehrwerks sind, versprechen den Lehrenden und Lernenden „*einen lebendigen Einblick in den deutschsprachigen Alltag*“ (Schritte international, Hueber Verlag), „*unterhaltsame Filme zum Training von Hör- und Sehverstehen*“ sowie „*landeskundliche Themen aus Deutschland, Österreich und der Schweiz*“ (Menschen, Hueber Verlag), „*zu jedem Lehrbuchkapitel eine Filmsequenz mit authentischen Ausschnitten aus Fernsehreportagen, Dokumentationen etc.*“ (Aspekte, Langenscheidt Verlag), „*Landeskunde-Clips mit vielen interessanten Informationen über das Leben in D-A-CH*“, „*Episoden einer unterhaltsamen "Soap"*“ (Studio [21], Cornelsen Verlag).

Während der Sektionsarbeit an der 15. Internationalen Deutschlehrertagung in Bozen entfachten eine rege Diskussion die Fragen, ob didaktische Videos es vermögen, das zu halten, was sie versprechen, und ob sie sich dazu eignen, vor allem landeskundliche Inhalte den Lernenden zu vermitteln. Dieses immer noch etwas angeschlagene Renommee der Sprachlehrfilme als „oft echte Langweiler“<sup>3</sup> ist auf die mangelhafte filmische Qualität und die in die Augen stechende gekünstelte Authentizität der früheren Lehrfilme zurückzuführen: „Lernende schlucken diese Dosenraviolikost, weil sie sich daran gewöhnt haben, daß Sprachlehrfilme nicht halten, was Film verspricht“ (Hecht 1992: 90).

Selbstverständlich können speziell für den Sprachunterricht eingerichtete Videos mit den Spielfilmen nicht mithalten, wenn man anhand deren filmtechnische Aspekte, wie z.B. Kameraperspektive, Einstellungsgrößen, Kamerabewegung usw. thematisieren möchte. Meinem Erachten nach liegt der Vorzug an den Sprachlehrfilmen vielmehr darin, dass sie in ihrer kurzen Form von vornherein auf die gezielte Förderung der Sprachkompetenz ausgerichtet sind. Die modernen Sprachlehrfilme bieten auch keine trockenen Modelldialoge mehr, die in den Sprachlehrfilmen Ende der 60er Jahre als Grundlage für die Einprägung von sprachlichen Strukturen dienten. Es sind vielmehr versprachlichte Szenen aus dem deutschsprachigen Alltag, die sich durch gewisse Lebensnähe auszeichnen, wobei sprachlich-grammatische Ziele nicht mehr so dominant hervorstechen (vgl. Sass 2007: 7).

Die Deutsche Welle präsentierte 2009 ein neues Format des Sprachlehrfilmes – eine Telenovela für Deutschlernende unter dem Titel „Jojo sucht das Glück“, die mittlerweile viele Fans unter den Lernenden und deren

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<sup>3</sup> „Berliner Zeitung“ vom 5. August 1996: Artikel „Das Wichtigste: immer lächeln“ über den Sprachlehrfilm für den Deutschunterricht „Hallo aus Berlin“, den die BBC London gemeinsam mit dem Goethe-Institut drehte.

Lehrern gewonnen hat (davon zeugen die 18 000 *Gefällt mir*-Angaben auf der Facebook-Seite der Telenovela). In insgesamt 66 Folgen der ersten und der zweiten Staffeln begleiten die Deutschlernenden eine jungen Brasilianerin namens Jojo auf ihrer Suche nach Glück in Kūln.

Die Telenovela „Jojo sucht das Glück“ wird seit drei Jahren an der EHU ab Niveau A2.1 eingesetzt.

An dieser Stelle möchte ich einen kurzen Exkurs zu den Beweggründen machen, warum man sich für den Einsatz dieses Sprachlehrfilmes entschieden hat: Zu einem wollte man die Sprechkompetenz der Studenten ganz gezielt fördern, sie durch interessante Inhalte zum spontanen Sprechen bewegen und ihre intrinsische Motivation zum Deutschlernen dauerhaft steigern. Außerdem wurde vonseiten der Lerner oftmals der Wunsch geäußert, mehr mit Filmen im Deutschunterricht zu arbeiten. Da man sich zeitlich nicht vom ziemlich strikten Lehrplan abweichen durfte und den Zeitaufwand, den der Einsatz der Spielfilme im Deutschunterricht hervorrufen würde, sich nicht leisten konnte, hat man sich entschieden, den Blick auf das kleinere Filmformat - eine Serie - zu richten.

Nun zu der Frage, warum man sich nämlich für die Telenovela „Jojo sucht das Glück“ entschied, wo es uns als Deutschlehrern ziemlich viele Sprachlehrfilme zur Wahl standen. Für „Jojo sucht das Glück“ sprachen folgende Faktoren:

**Aktuelle Themen:** In den kurzen Szenen (ca. 4-minütige Folgen) aus dem Alltag werden Themen aufgegriffen, die an die Erfahrungswelt der Jugendlichen anknüpfen: Studium, Liebe, Identitätssuche, Freundschaft, eigenständiges Leben, Wünsche, Zukunftspäne usw. Diese breite Themenpalette bietet besonders für junge Leute viele Gesprächsanlässe. Verschiedene Peripetien im Leben der Hauptfigur bewegen die Lernenden und wecken ihr Interesse an der Fortsetzung jeder Folge: „Was den Menschen umtreibt, sind nicht Fakten und Daten, sondern Gefühle, Geschichten und vor allem Menschen.“ (Spitzer 2002, 160) Bei „Jojo sucht das Glück“ verwendet man den sogenannten Cliffhanger, indem jede Folge ein abruptes Ende hat, und man die Lernenden raten lassen kann, wie sich die Handlung weiterentwickeln wird.

**Moderne „veranschaulichte“ Landeskunde:** Die Telenovella ist ein relativ neues Produkt der Deutschen Welle. Da die erste Staffel erst 2009 gedreht wurde, wird in den Folgen aktuelles Deutschland gezeigt. Die Lerner bekommen einen Einblick in den WG-Alltag deutscher Studenten, begleiten die Hauptfigur Jojo auf ihren Städtereisen, erfahren, was z.B. eine Teetafel ausmacht.

**Zahlreiche Unterrichtsmaterialien:** Die Deutsche Welle bietet zu jeder Folge Arbeitsblätter mit Erläuterungen zu bestimmten grammatischen Phänomenen, Manuskript zum Ausdrucken, Wortschatzliste, Informationen zu den Protagonisten und Vieles mehr. An dieser Stelle muss aber hinzugefügt werden, dass die meisten Materialien, die DW kostenlos zur Verfügung stellt, für die Niveaustufen B1-B2 produziert wurden.

Da die Telenovela ursprünglich für die Niveaustufen B1-B2 konzipiert wurde, hat man sich an der EHU überlegt, zu jeder Folge der ersten Staffel eigene Arbeitsblätter (Niveaustufe A2) zu erstellen. Auf diese Weise hat man bestrebt, beim Anschauen der Serie passive Konsumentenhaltung der Studenten vorzubeugen und ihre Aufmerksamkeit auf Relevantes zu lenken. Man hat sich Gedanken gemacht, wie die Studierenden bei der Erstellung der Aufgaben zu

der Folge mitagieren könnten, damit sie die Möglichkeit haben, ihre eigenen Ideen aktiv in den Lernprozess einzubringen.

Die Arbeit an jeder Folge sieht wie folgt aus: Einige Studenten bekommen individuelle Aufgaben, wie z. B. eine Zusammenfassung der Folge schreiben, eine Wortschatzliste erstellen, Recherche zu den in der Folge auftretenden Sehenswürdigkeiten o. Ä. anstellen. Diese Aufgaben werden beim oder nach dem Sehen der Folge zu Hause erledigt. Die anderen Studenten schauen sich ebenfalls die Folge zu Hause an, formulieren eine bestimmte Anzahl der Fragen zum Inhalt oder bringen zwei Standfotos zum Unterricht, die die handlungstragenden Momente der gesehenen Folge darstellen.

Es wurde mit den Studenten abgesprochen, dass sie dem Lehrer spätestens am Vortag des Deutschunterrichts die erledigten individuellen Aufgaben per E-Mail zuschicken. Die zugeschickten Aufgaben verwendet der Lehrer als Grundlage bzw. Ausgangspunkt für die Erstellung der Arbeitsblätter.

Bevor die Besprechung der gesehenen Folge im Unterricht beginnt, fassen die Studenten kurz zusammen, was in den früheren Folgen der Telenovela geschah. Anschließend arbeiten die Studenten in Paaren und stellen einander vorgefertigte Fragen zum Geschehen der aktuellen Folge. Diese Aufgabe wird „Frage-Duell“ genannt.

Die zugesandte Zusammenfassung der Folge wird vom Lehrer kontrolliert und zu einem Lückentext oder zu einer Papierschnipsel-Aufgabe verarbeitet. Jeder Schnipsel enthält je einen Teil der Zusammenfassung. Die Studenten bringen im Unterricht die Schnipsel in die richtige Reihenfolge. Der Student, der für diese Aufgabe zuständig war, moderiert die Kontrolle.

Die Standfotos, die die handlungstragenden Momente der Folge darstellen, werden im Unterricht dem Partner präsentiert. Jeder Student versucht, seine Wahl zu argumentieren. Am Ende sollte sich jedes Studenten-Paar für ein Standfoto entscheiden.

Später werden die eingesammelten Fotos für die Aufgabe „Fotoalbum“ verwendet. Die Studenten werden in Zweier bis Vierer-Gruppen aufgeteilt: ihnen werden die Rollen der Hauptfiguren zugewiesen – Lena, Jojo, Mark und Reza. Die Studenten kommentieren die Fotos aus der Perspektive der Protagonisten, während sie sich zusammen die Fotos ansehen.

Auf der Grundlage der vom Studierenden vorbereiteten Wortschatzliste wird eine Wortwolke mithilfe des Tools [www.wordle.net](http://www.wordle.net) erstellt: Die Studenten klären in Partnerarbeit die Bedeutung der Wörter und fassen abwechselnd die Folge zusammen, indem sie die Wörter aus der Wortwolke gebrauchen.

Eine weitere interessante Aufgabe ist es, die Studenten die nächste Folge im Unterricht ohne Ton sehen zu lassen. Da die Folgen relativ kurz sind, kann man ohne Angst, viel Zeit investieren zu müssen, die Folge mehrmals zeigen. Die Studentengruppen überlegen sich, worum es in der Folge geht und worüber sich die Personen unterhalten. Die Gruppen präsentieren eigene Vertonungsvarianten der Folge. Hier lassen die Studenten ihrer Fantasie freien Lauf und erstellen recht amüsante Dialoge der Figuren.

Ein anderer möglicher Gesprächsanlass ist es, über die Beweggründe hinter dem Verhalten der Hauptfiguren nachzudenken und über die Folgen des Verhaltens der Protagonisten zu spekulieren.

Als Schreibanlass dient die Aufgabe, einen Brief an eine der Hauptfiguren zu schreiben, der eine mögliche Lösung für die heikle Situation enthält, in der sich der Protagonist befindet.

Nachdem die Folge besprochen wurde, kann man die Studenten Hypothesen bezüglich des weiteren Verlaufs der Telenovela aufstellen lassen. Dabei ist vor allem der meist abstrakte Titel der nächsten Folge sehr hilfreich. Falls in der nächsten Folge eine neue Figur auftreten sollte, kann man Studenten bitten, Vermutungen zu äußern, in welchem Zusammenhang die neue Figur zu anderen Protagonisten stehen kann.

Die möglichen Verständnisprobleme, die wegen der primären Ausrichtung der Telenovela auf die Niveaustufen B1-B2 entstehen können, werden durch Erstellung auf das Niveau A2 angepasster Arbeitsblätter nivelliert. Da die Übungen und Aufgaben zu den Folgen der Telenovela sehr abwechslungsreich und kreativ gestaltet werden können, bereitet die Arbeit mit der Telenovela „Jojo sucht das Glück“ den Studenten viel Spaß. Der Einsatz der Lernserie erwies sich als ein wahrer Zauberstab in der Förderung der Sprechkompetenz der Lernenden. Nach relativ kurzer Zeit konnte man feststellen, dass sich der Wortschatz der Studenten umfassend erweitert hat und die Bereitschaft zur mündlichen Interaktion im Unterricht gestiegen ist.

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PRACTICE OF FOREIGN LANGUAGE TEACHING IN GERMANY  
AND UKRAINE IN TERMS OF INTERCULTURAL COMMUNICATION.

**Hamanyuk V.A.**

*Foreign languages education, languages education, the second language, the native language, multilingualism, partial competencies.*

The article discusses proposals for alignment of foreign language education in Germany and Ukraine in view of the integration processes in the field of education, new requirements related to language policy and the structure of society and to the individual needs of the population. In the center of attention impacts on the formation of foreign language proposals in the education system, focus on the formation of partial competencies and characteristics of foreign language training in a multilingual context. Among the proposals against the background of changes in government policy on language teaching are relevant today: introducing young, bilingual and integrated learning foreign languages, and changes in the sequence of their study, expanding foreign language deals primarily with the school system, the development of language awareness and language focus, the introduction didactics of multilingualism and conceptual basis of the study of related languages.

BAZI DANIH REGULATORY AND LEGAL DOKUMENTIV SOTSIALNOÏ  
ROBOT AT THE SILSKIY MISTSEVOSTI.

**Gritsyuk M. Kasatkin D. Yu.**

*Social services, databases, information technology, regulatory documents,  
the information system*

The article deals with information and referral system that should serve the public servants and citizens, social portal and contact centers that handle calls on citizens' social services, complex systems «social map», including registry cards for issuance procedures, registration and service cards, and the means of inter-agency information sharing, based on a system of electronic administrative regulations. Today, it is necessary to create advanced information and communication infrastructure, social infrastructure in rural areas. The presence of information-analytical centers in various structures, social services departments - this is the first step, the next – the creation of an interdepartmental information database of legal documents. The main goal – integration of information resources by creating repositories, databases and receive documented information on the basis of their analytical and summary data on the implementation of social programs in rural and agricultural areas.

## PECULIARITIES OF DOUBLE DEGREES.

**Gordiychuk E. S.**

*System of professional education, the Bologna Declaration, qualifications, double diplomas.*

Mutual recognition of qualifications and relevant documents in higher education is a major challenge in the Bologna Declaration. Solving these problems is to favor the common higher education in Europe. Currently, in the light of the objectives of the Bologna process is particularly acute issue of ensuring that programs Ukrainian higher education with the principles agreed upon during the signing of the Bologna Declaration and other documents adopted in its development. It is stated, that each university choose a training program that is acceptable to him, motivated by the fact that the double degree program improves ranking university, getting a diploma European level leads to the attraction of foreign students, which is advantageous from an economic point of view. Graduates of European universities access to markets in other European countries became a reality due to the adoption of a number of laws in European integration.

THE POSSIBILITY OF FORMING EMOTIONAL INTELLIGENCE  
OF STUDENTS EDUCATION INSTITUTIONS  
PSYCHOLOGICAL-PEDAGOGICAL PROFILE IN THE EDUCATIONAL  
PROCESS BY-CASE METHOD.

**Demidova I.**

*Multidimensional competence of educational psychologist, social intelligence, emotional intelligence, case method.*

Marked the place of social and emotional intelligence among multidimensional competencies of educational psychologist. Disclosed the concept of "emotional intelligence". Shows the possibility of forming of emotional intelligence of students of vocational education psycho-pedagogical profile in the learning process using case-method

## INTERACTIVE FORMS FOR PRACTICES IN FRENCH.

**Dondik L. Y.**

*Interactive forms of learning the French language, creative assignments, role plays, project method.*

The paper reviewed the use of interactive forms in the classroom to practice the French language. We are talking about such forms of learning that involve dialog teacher and student interaction, and their joint immersion in the problem field of the problem being solved as a creative space. A major feature of online forms - a high level of activity of subjects of mutual direction of interaction – is marked. It is always appropriate in teaching the French language to use all sorts of creative tasks, role-playing games, virtual and real trips, project method, problem solving and many other interactive forms. Interactive forms of learning provide high motivation, strength, knowledge, creativity and imagination, communication skills, active lifestyle, teamwork, the value of individuality, freedom of expression, the emphasis on activities, mutual respect and democracy.

# HUMANISTIC VIEWS IN THE BASIS OF TALENTS TRAINING BY S.

SUZUKI.

**Dubrovina O.**

*Harmonious personality, humanity, imagination, personality's creative orientation, creativity.*

Article reveals the essence of humanistic views of Japanese music pedagogue Shinichi Suzuki. He defines the main objective of training as an influence on child's character formation through love, respect, creativity, imagination. S. Suzuki pays special attention to child's personal enhancement through optimization of its inner disposition by game and natural interest towards the world. In fact, he evolves the philosophy of socialization and personal enhancement, based on the belief that every child has a great potential and sensible assistance for fully reveal is needed. So what Suzuki calls the classical approach to talent training is, in fact, kind of ideological principle that should guide educators in their work to assist individual discovering themselves, showing extraordinary abilities. As a humanist, Japanese pedagogue regards person as a value for which society's development happens and insists on the necessity of worthy basis creation for its essential forces development to form a harmonious personality that will be able to find its place in life. In this regard, the article specifies a number of concepts related to the term "harmonious personality".

## EDUCATIONAL PROCESS AND ENDURANCE INTELLIGENT STUDENTS.

**Demin O.**

*Nnovative educational technologies, asthenic motives negative modality, intellectual stamina, educational work*

The article presents the results of the psychological-pedagogical researches on the basis of which reveal the dependence of the quality of training in a higher educational institution of the internal energy resource personality of a student. It is determined that an average of seventy percent of the students have a lack of internal energy resource for mastering knowledge at a high quality level. Set the trend direction personal attitude to the educational work of students with excess internal energy and the students who have the short life of this energy. Identified channels and factors of forming of students ' intellectual stamina. Outlines the stages of formation of the intellectual stamina in the learning process starting from secondary school to University educational institution. These reserves acceleration neutralization of asthenic motives negative modality on the first (the most difficult) stage of formation of the intellectual stamina. It is established, that the best results of educational activity of students reach those teachers who enter teaching methods and technologies taking into account the factors of formation of the intellectual stamina students at boot students ' self-study work.

OPTIMIZATION OF FORMS PHYSICAL TRAINING LEADERS TRAINING  
SERVICE REFORM IN MODERN CONDITIONS OF THE ARMED FORCES  
OF UKRAINE.

**Zhembrovskyy S. M.**

*Managers, physical training, methodical preparation, the armed forces.*

The results of the analysis of the current state of methodical preparation military-man Armed Forces of Ukraine defined that the level of theoretical knowledge and methodical skills necessary for the organization of training and individual physical training is inadequate, and the current system of training of managers of physical training is outdated and needs improvement. The defined basic areas of preparation of managers of physical training related to the ability of commanders at all levels to independently organize and conduct physical training in the subordinate units and personnel to organize and conduct individual physical training.

THE USE OF INNOVATIVE TECHNOLOGIES IN TRAINING FUTURE  
MARKETERS TO PROFESSIONAL COMMUNICATION.

**Zhukovskaya L. M.**

*Innovative technologies, communication skills, professional communication,  
marketing Manager.*

The article analyses the peculiarities of professional communication for future marketers. The necessity of using innovative technologies in training future professionals of business communication. Made characteristic of personal, professional properties, special knowledge, skills and abilities determining the success of the professional activity of a marketing specialist. It turns out the influence of a practical training on professionally oriented, special and humanitarian subjects in formation of the verbal communication skills of students.

- Experience and skills of business communication at the students of University is considered as a part of their professional training.

REVITALIZATION OF THE STUDENTS IN THE CLASSROOM WITH  
A SPECIAL DISCIPLINES.

**Zhuravska N. S., Shelever O., Isechko J. S.**

*Activation, activities, lectures, workshops, training methodology, training.*

The influence of the revitalization of students in the classroom with special disciplines on the effectiveness of training. Reveals trends that occur in the training modern specialists from the perspectives of the labor market.

ON THE REQUIREMENTS TO THE MORAL QUALITIES  
OF CONTEMPORARY TEACHER OF HIGHER EDUCATION INSTITUTION.

**Zaichenko I. V.**

*Teacher of higher education institutions, model of qualities, spiritual qualities, behavior, requirements to the moral qualities and behavior.*

Annotation: the summarized model of qualities' complex required for the teacher of higher education institution was presented in the article, the requirements to the moral qualities (philanthropy, decency, intellectuality, integrity, clemency, fortitude, generosity, modesty, frugality, self-sufficiency, dignity, sense of conscience, mercifulness, rightfulness) and behaviors (politeness, tolerance, tranquility, sensibility, attentiveness, kindness, goodness, tactfulness, affability, pleasant semblance) were explicitly analyzed.

The conclusion was drawn that professional readiness of the teacher was not limited to the gaining of fundamental theoretical knowledge and possessing the corresponding teaching approaches; the pedagogical skills, managerial abilities, self management, business and moral qualities, abilities to utilize the personal capabilities in solving the specific pedagogical tasks under specific conditions were required.

SOCIAL-PEDAGOGICAL SUPPORT OF CHILDREN-ORPHANS  
AND CHILDREN, DEPRIVED OF PATERNAL CARE, IN SPAIN.

**Zaychenko N. I.**

*Social-pedagogical care, orphan, guardianship, adoption, specialized social services, social-pedagogical work.*

The analysis of constituents of social-pedagogical support of children-orphans and children, deprived of paternal care, in modern Spain is carried out in the article. The author describes the normative-legal base of social care for this category of children in Spain, determines the priority forms of their social-pedagogical care.

METHODOLOGICAL ASPECTS OF FORMATION OF THE  
COMMUNICATIVE CULTURE OF THE STUDENTS  
IN THE PROCESS OF TRAINING.

**Zuenko N. A.**

*Communicative culture, terms, principles.*

The article is devoted to a selection and ground of complex pedagogical terms and principles which provide forming of communicative culture of future agricultural specialists. The paper discusses the pedagogical conditions, factors and principles of learning that affect the level of communicative culture of the students. It is determined that the content of educational material is one of the major educational factors. Pedagogical conditions and principles form the basis of the scientific concept of communicative culture system Students farmers during their training, that really connecting objectives, content of training material, presentation, learning and educational microenvironment. The conditions (formation of professional pedagogical competence of the teacher, the selection and structuring of the content of the material in accordance with the cognitive capabilities of students, the implementation of the system of teaching methods aimed at developing students' communicative culture) as the basis of the developed technique of gradual formation of the communicative culture, which includes a range of forms, methods and techniques to the development of communicative literacy students.

OF INDEPENDENT WORK OF STUDENTS IN HIGHER EDUCATION  
IN TERMS OF LEARNER CENTERED TEACHING.

**Ibragimova L. S.**

*Independent work, learning process, self-control*

The prospects of application of independent work in preparing pupils and students. The positive and negative qualities when implementing the work in the educational process.

## MULTICULTURAL TRAINING FUTURE PHILOLOGISTS.

**Ivanov A. V.**

*Multicultural education, the dialogue of cultures, future philologist, multicultural competence, means of language.*

The world is multicultural, it is constantly changing and developing and therefore language education is an important means that promotes dialogue of cultures in the world and creates consciousness of a person and his ability to be mobile in society. The article is focused on the problems of multicultural education, its place in the modern higher educational system and the connection with the training of future philologists. The base of multicultural education is a representation of the variability of cultures, preparation of learners to interact with multicultural world. In multicultural education the main attention is given to the culture that has universal significance, promotes personal development and establishes friendly cooperation at international, interpersonal and national levels. For professional and personal development of future specialists in philology as subjects of dialogues of cultures, carriers of multicultural values compulsory master multicultural competence. We open the ways of formation multicultural competence by foreign language and give the examples of educational communicative situations and tasks on multicultural issues. Thus, multicultural education of future philologists is based on the interaction of different cultures, develops and maintains the diversity of cultural values, introduces the ethnical achievements of different nations, forms multicultural competence. Prospects for

further research we see in implementing acmeological approach in improving the multicultural component of professionalism philologist.

## GENESIS OF THE CONCEPT "AUTONOMOUS LEARNING.

**Izhko E. S.**

*Autonomy, development, definition, factors, grounds, strategy, responsibility, independence.*

The article is devoted to the problem of the genesis of the autonomy learning concept. The aim of the paper is a retrospective analysis of the concept of "autonomy learning", its development and formation. The article highlights the changes in the philosophy of education, language learning theory, political beliefs and points to the need to adapt to rapid changes in the technology, communications and employment and to recognize that the ability to learn is more important nowadays than knowledge. The factors that explain the emergence of interest in autonomy in education were defined. The article emphasizes importance of affective, social and psychological factors in the acquisition of language. The recognition of these factors leads perception of the student as a central agent in the learning process and the recognition that this approach can contribute to a more effective and efficient learning. The article sums up that learning autonomy is closely linked to learning strategies. It was found out that Learning Strategies gradually become an important and integral part of the requirement of autonomous learning. The works of many scientists in autonomy learning were studied and analyzed. Some definitions of the concept "autonomy learning" were introduced in the table.

# **THE ETHICAL AND PEDAGOGICAL IDEAS IN THE ANCIENT PERIOD.**

**Kalenskyi A.**

*Goodness, evil, ethics, morality, pedagogical ethics, a code of pedagogical ethics.*

The ethical and pedagogical ideas in an ancient times were analyzed by this article. The ethics as the concept appeared and was developed in the ancient period. A special place in the history of ethics takes the doctrine of Socrates. Socrates as the first moralist and educator using the method of self-knowledge concluded that the essence of the human being is morality. Ethics of Socrates may be reduced to the three main theses: a) the welfare is identical to pleasure and happiness b) goodness is identical to knowledge, c) the person knows only that he knows nothing. The greatest noonday of ethical and pedagogical ideas was reached during the period of Aristotle who established the subject and the specific features of ethics as a science and has granted name to it. The Roman philosopher Quintilian developed a code of pedagogical ethics which has not lost its relevance through our times.

CURRENT STAGE OF LIBRARY AND INFORMATION RESOURCES  
FOR SITES USING OF INFORMATION AND COMMUNICATION  
TECHNOLOGIES.

**Kasatkina O., Kasatkin V.**

*Library, website , internet, information technology, information resources,  
library science.*

With the expansion of Internet access in education and librarianship by increased request for information, teaching and methodical through this global network. Addressing this issue contributes to the creation of library websites. Today in Ukraine, the number of electronic information resources created by educational direction is not significant. The paper considers possibilities of using modern web resources to create disadvantage database of library resources and a description of modern information technology to be used in the library. Library – a center of information and the transformation and bringing information to consumers without the use of these technologies is not possible. Service as the main purpose of the library provides maximum implementation and use of office equipment in their work. In order to perform this service, one technique is not enough. This requires knowledge in this area of work, but in order to get them and use with maximum efficiency , it is necessary to carry out the study of the process because customer service in a library information is very topical issue today , and the National Library of Ukraine name of V. Vernadsky, as an example is one of the leading institutions of our country, which has succeeded in working with innovative technologies.



## ADVANTAGES OF DISTANCE LEARNING TECHNOLOGIES IN HIGHER EDUCATION AND CHALLENGES DISTANCE TOWARDS EDUCATION.

**Kachmarchyk S.**

*Efficiency of distance education, mixed training, e-training, interactive means, self-discipline, motivation, one-way communication*

Basic descriptions of the distance education, as education without borders, features of mixed and distance training have been researched in the article. Distance learning is a way of studying, especially for a degree, where you study mostly at home, receiving and sending off work by mail or over the internet. Interested students can get advanced degrees or simply upgrade their skills and knowledge. In the article author emphasized the growing interest in higher education, on the one hand, and the development of computer communications and electronic formats for content, on the other hand, predicts the selection of distance education in a relatively independent system, as well as the inevitability and desirability of its development in the nearest future. The intensity of communication between the teacher and the student by means of networking capabilities far exceeds any traditional means; the educational process inevitably becomes individualized, and the training materials can involve all the capabilities of computer technology. The expedience of information technologies application of the distance training for any forms of studies has been grounded. Difficulties on the way to distance form of training have been considered.

# ON POLISH METONYMY-CONDITIONED ZOOSEMY AND ITS UKRAINIAN AND RUSSIAN COUNTERPARTS<sup>1</sup>

*Dr Robert Kiełtyka, lecturer, University of Rzeszów, Poland\**

*The most general aim set to this paper is to delve into new aspects of zoosemic animal metaphors (zoosemy) in Polish, Ukrainian and Russian. We will examine a new category of animal metaphor where lexical units naming animal body parts undergo the process of metonymisation and are used either with reference to human beings or actions performed by human beings and thus may be said to embody the general schema that may be formulated as (PART OF) ANIMAL IS (PERCEIVED AS) (PART OF) HUMAN BEING/ACTION PERFORMED BY HUMAN BEING.*

## **Zoosemy, metonymy, animal metaphor**

### **Introduction**

Zoosemy, also known as animal metaphorisation, is traditionally defined as a mechanism by which animal names come to be employed to designate human characteristics, e.g. *John is a lion* 'John is a courageous person' (see Kleparski 1997, Kiełtyka 2008). The article is meant to offer an examination of a novel category of zoosemy where lexical items that are primarily employed to name animal body parts undergo the process of **metonymisation** and are used with reference to human beings and/or the actions performed by human beings and thus may be said to embody the general schema (PART OF) ANIMAL IS (PERCEIVED AS) (PART OF) HUMAN BEING/ACTION PERFORMED BY HUMAN BEING. Take, for example, the Pol.<sup>2</sup> verb *uskrzydlić* (Ukr. *окрилити*, Rus. *окрылять*) – 'to give sb a boost; to inspire, to uplift' – clearly derived from the noun *skrzydło* 'a wing' (Ukr. *крило*, Rus. *крыло*) – that may be used in a number of metaphorical human-specific contexts, such as *Leciał jak uskrzydłony* 'He ran like the wind' (Ukr. *Летів як на крилах*, Rus. *Летел как на крыльях*) which are human-specific and somewhat indirectly testify to the validity of yet another schema UP IS GOOD in the sense of Lakoff and Johnson (1980).

Traditionally, especially in the rhetoric of the Antiquity, metonymy and synecdoche, were customarily treated as distinct figures of speech. Today, there seems to be no unanimous agreement among linguists on the issue of the relation between these two mechanisms discussed here. Some, like Bredin (1984) and Seto (1999), consider synecdoche a distinct process, yet bearing much similarity to metonymy, while others, such as Lakoff and Johnson (1980), Lakoff and Turner (1989), Kleparski (1997), Gibbs (1999), Koch (1999) and Kopecka (2009), treat synecdoche as a specific subtype of metonymy. Thus, one may generalise and say that synecdoche is frequently viewed as a subtype of

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<sup>1</sup> The paper is an abridged and modified, but enriched with Ukrainian and Russian examples, version of Kiełtyka (in press). The author of this article would like to express his gratitude to **Professor Grzegorz A. Kleparski** for his contrastive criticism pertaining to an earlier version of this text and to **Doctor Alina Leśkiw**, one of the sources of Ukrainian and Russian examples..

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<sup>2</sup> In this text the names of the languages targeted, that is Polish, Ukrainian and Russian are abbreviated to Pol., Ukr. and Rus., respectively.

metonymy which is related to parts and wholes, whereby either the part represents the whole or the whole represents the part (see Danesi (2000), McArthur (1992:1014), Rayevska (1979:168), among others). In the case of the synecdochic relationship PART FOR WHOLE, and – in particular – one of its realisations (ANIMAL) BODY PART FOR (PART OF) PERSON, the majority of examples that have been registered show the existence of a conceptual mapping between the categories **ANIMAL BODY PART** and **HUMAN BEING**.

Thus, in the pages that follow an attempt will be made to analyse selected historical meaning developments of the type animal/human-specific noun <> animal/human-specific verb which share the feature of resulting from various cases of metonymic projection. The lexical material targeted falls into two major groups. In the first group, the names of animal body parts are the result of deverbal derivation; that is they follow the direction **animal/human-specific verb > animal/human-specific noun naming an animal body part**. The latter group visualizes the opposite direction, that is **animal/human-specific noun naming an animal body part > animal/human-specific verb**. For reasons of space, the scope of the paper is limited to the examination of the former group represented by the Pol. verb *oganiać* (Ukr. *відганяти*, Rus. *отгонять*).

The evaluatively neutral verb *oganiać* (Ukr. *відганяти*, Rus. *отгонять*) ‘to drive (something) away; to drive away/off’ linked to the conceptual sphere **BEHAVIOUR** surfaced in Polish in the 14<sup>th</sup> century (see *BED*) in the animal-specific sense ‘to drive flies away’. Its sense in present-day Polish, that is ‘to drive (something) away; to drive away/off’ is employed in human-specific applications as in *Oganiał muchy z owoców* ‘He drove the flies away from the fruit’.<sup>3</sup> Apart from this, the verb in question may also be used together with the reflexive *się*, that is *oganiać się* ‘to flick away, to drive off/away’ in the animal- and human-specific axiologically neutral contexts related to the conceptual zone **BEHAVIOUR**, e.g. *Krowa ogonem oganiała się od much* ‘The cow flicked flies away with her tail; *Kijem oganiał się przed atakującymi go wilkami* ‘He drove the attacking wolves away with a stick’. When used metaphorically, *oganiać się* acquires the evaluatively negative sense ‘to shun, to avoid’, e.g. *Czemu się przede mną tak oganiasz?* ‘Why do you avoid me so?’.

Notice that in Ukr. and Rus. the above mentioned Pol. sense ‘to flick away, to drive off/away’ is expressed by the Ukr. *відбиватися* (*відмахуватися/відхрещуватися*), *відбїтися* (*відмахнутися/відхрестітися*) and Rus. *отмахиваться* ‘wave one’s hands or arms to drive away from sb, not allow sb to approach’. Interestingly, in colloquial contexts Ukr. *відмахуватися* and Rus. *отмахиваться* acquire the axiologically negative figurative sense ‘not to pay attention to sb’s words, treat sb with disrespect’ again linked to the conceptual sphere **BEHAVIOUR**.

As argued by *BED*, at one point of its history, through the process of **deverbal nominal formation** Pol. *oganiać się* (Ukr. *відганяти* (мухи), Rus. (мух) *отганять, отмахиваться* (от налетевших ос)) ‘drive something (flies) away’ (animal-specific) gave rise to the noun *ogon* (Ukr. *хвіст*, Rus. *хвост*) ‘a tail’ linked to the conceptual zone **BODY PART** (e.g. *Pies zamachał ogonem*

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<sup>3</sup> All the Polish examples are, unless otherwise indicated, quoted from *PWN-OXFORD* or *USJP*, the main source of Ukrainian and Russian examples are Балла (1996), Domagalski (2008) and Ожеров and Шведова (1998), respectively, English examples are quoted from the *OED*.

'The dog wagged its tail') which – by **metonymic projection** (synecdoche PARS PRO TOTO) – has acquired the evaluatively neutral sense 'a farm animal' related to the conceptual sphere **DOMESTICATED ANIMAL** (e.g. *Miał trzy świńskie/krowie ogony* 'literally He had three pig's/cow's tails > He had three pigs/cows'), as clearly evidenced by its ability to take plural endings.

What is more, the semantics of *ogon* (Ukr. *хвіст*, Rus. *хвост*) 'a tail' (animal body part) shows that by **metonymy-driven zoosemy** (synecdoche PARS PRO TOTO) the noun is used in the axiologically negative sense 'a person/people following/tracing others' grounded in the conceptual sphere **BEHAVIOUR** (e.g. *Udało mu się zgubić policyjny ogon* 'He managed to lose the police tail' (Ukr. *позбутися хвоста*, Rus. *избавиться от хвоста* 'to get rid of sb who follows or pursues you', e.g. *За мною (увязався) хвост* 'They have put a tail on me/There is a spy following me')) and when it is contextually modified by the adjective *koński* as in *koński ogon* (Ukr. *кінський хвіст*, Rus. *конский хвост*) it is in a **metonymic PARS PRO PARS relation** (animal body part > human body part) as it stands here for 'a ponytail' linked to the conceptual sphere **APPEARANCE** (e.g. *Czesła córkę w koński ogon* 'She did/arranged her daughter's hair in a ponytail', Ukr. *зачіска кінський хвіст, зачіска хвіст, зав'язати хвіст, зав'язати кінський хвіст з волосся*, Rus. *сделать конский хвост* 'to do/arrange one's hair in a ponytail'). Let us point to the fact that in Pl. the same sort of relationship seems to hold between *ogon* 'a tail' (animal body part) and evaluatively negative colloquial *ogon* 'a penis' (human body part) (see *BED*, *SPP* and *SEP*).

Furthermore, by the process of **diminutivisation** *ogon* 'a tail' (animal body part) we obtain the derived evaluatively neutral form *ogonek* 'a little tail' (Ukr. *хвостик*, Rus. *хвостик*) (e.g. *Piesek zataczał do nas przyjaźnie ogonkiem* 'The little dog cheerfully wagged his tail at us') which through **metonymic projection** (synecdoche PARS PRO TOTO) gives rise to the diminutive zoosemic axiologically neutral human-specific sense 'a line' (AmE), 'a queue' (BE) linked to the conceptual zone **BEHAVIOUR** (e.g. *Stać w ogonku*, Ukr. *Стояти у самому хвості черги*, Rus. *Стоять в хвосте очереди/выстраиваться в хвост* 'To queue, to wait in line'), while by means of the relation PARS PRO PARS (animal body part > human body part) the compound *mysi ogonek* (Ukr. *мишачий хвіст*, Rus. *мышиний хвост/крысиный хвост*) (*warkocz* 'plait') acquires the evaluatively neutral sense 'pigtail' related to the conceptual sphere **APPEARANCE** (e.g. *To wear one's hair in pigtails*, Ukr. *зачесати волоссячко в хвостики*, Rus. *сделать хвостик(и) на голове*). Additionally, the Pol. noun *ogon* 'a tail' as well as Ukr. *хвіст* and Rus. *хвост* are frequently used in human specific – mainly colloquial – phraseological units related to the conceptual dimension **BEHAVIOUR**, such as, for example, *trząść się jak barani ogon* 'to be all of a tremble' (see *PWN-OXFORD*) (Ukr. *піджати хвіст*, e.g. *От чудовий приклад боягузів, котрі здатні лише піджати хвіст* 'Here's a great example of cowards who can only pull your tail', Rus. *испуганно поджимать хвост* 'to tremble because one is frightened'), *wlec się/iść/zostawać/znajdować w ogonie* 'to fall behind' (Ukr. *бути у хвості*, Rus. *быть/плестись в хвосте*, e.g. *Sosiedzi nasz rekord pobili, nas w хвосте оставили*. 'The neighbours beat our record and made us fall behind') (see *PWN-OXFORD*, *PSF*), *mieć ogon* 'not to close the door when one enters a room' (see *SPT*), *wziąć/skulić/schować/zawinać ogon pod siebie* 'to become docile,

meek/chicken out' (see *PSF*) similar to Ukr. *піджати хвіст* 'to run away because one is frightened and colloquial and pejorative Rus. *поджать хвост/поджимать хвост* 'become more careful because one is afraid of the consequences'; *zjadać/pożerać własny ogon* (Ukr. *пожирати свій хвіст*, e.g. *Регіонали відійдуть, поки Тимошенко пожирає свій хвіст*<sup>4</sup> 'Regions recede as Tymoshenko devours her tail') 'to act to one's disadvantage, especially to process/copy one's own academic output' (see *SPT*), *czepiać/uczepić/przyczepić/trzymać się jak rzep psiego ogona* 'to pick on/to seize on/to hang on/to latch on (to sth/sb) persistently/importunately/obsessively' (see *SFWP*) which corresponds in meaning, but not in form to Ukr. *триматися як вовска кожа* 'to latch on (to sth/sb) like a louse to a sheepskin coat', *trzymać/łapać kilka srok za ogon* 'to have many irons in the fire', *nie wyleciałem/wypadłem sroce spod ogona* 'I'm not just anybody' (see *SFWP* and *PWN-OXFORD*), *odwracać/wykręcać kota ogonem* 'to twist everything round' (see *SFWP*, *WSF* and *PWN-OXFORD*), *nie ma i już, diabeł ogonem nakrył* (Ukr. *накрив пєс хвостом*) 'it's just disappeared, vanished into thin air' (see *SFWP* and *PWN-OXFORD*).

Notice that the dictionaries of Russian<sup>5</sup> list a number of colloquial zoosemic contexts in which the noun *хвост* 'a tail' is metonymically projected as an important constitutive element and its mainly axiologically negative senses are linked to the conceptual sphere **BEHAVIOUR**: (*у*) *в хвост и в зрѣву* 'with might and main', *вертѣть хвостом* 'beat about the bush', *вилять хвостом* 'kiss up (to)', *вильнуть хвостом* 'skip out; do a disappearing act', *хвост виляет собáкой* 'it's a case of a tail wagging the dog', *задрáть хвост* 'stick one's nose in the air', *накрутíть хвост* 'chew/bawl out' and 'put ideas into sb's head', *наступáть на хвост кому-л/сидѣть на хвостѣ у когó-л* 'be/sit on sb's tail', *наступíть на хвост кому-л* 'step on sb's toes', *поджáть хвост* 'have one's tail between one's legs', *поджáв хвост* 'with one's tail between one's legs', *распустíть хвост* 'spread one's tail', 'strut like a peacock', *сорóка на хвостѣ принеслá* 'a little bird told me', *укоротíть/прищемíть хвост* 'bring in line (to heel)'.<sup>6</sup>

Additionally, as attested by the dictionaries that have been consulted<sup>6</sup>, in present day colloquial Ukr. one finds a few other phraseological phrases which make use of the noun *хвіст* 'a tail', that is *тримати удачу за хвіст* (Rus. *держатъ счастье за хвост*) 'not let the happiness go way', *тримати (держати) за хвіст (за хвоста)* (Rus. *держатъ за хвост*) 'not to give somebody an opportunity to go away', *тримати хвіст трубою* 'to be optimistic'.

Finally, as for the proverbial use of *ogon* 'a tail', one may encounter a number of proverbs in which the lexeme in question is a constitutive part. Consider the following proverbs extracted from *WKMP*:

*Gdzie ogon rządzi, tam głowa błądzi* (Rus. *Где хвост начало, там голова мочало*) 'The head goes astray where the tail rules' (cf. Rus. *Хвост виляет собáкой* 'It's the tail wagging the dog').

*Kto w ogon wierzy, ten piórko z ogona znajdzie*. 'The one who believes in the tail will find a feather from the tail'.

<sup>4</sup> See <http://medua.org/index.php?newsid=1637>.

<sup>5</sup> See [www.slovari.ru](http://www.slovari.ru).

<sup>6</sup> See Балла (1996) and Domagalski (2008).

*Merdanie ogonem znamionuje psa, a nie człowieka* (Edward Lipiński). 'Wagging of a tail is typical of a dog and not a person'.

*Próżno za ogon chwytać, gdy się wymknie głowa.* 'Catching the tail is pointless when the head is away'.

One must not overlook the fact that, according to some etymological sources (see, for example, *WSEHJP*), the noun *ogon* 'a tail' (used from the 16<sup>th</sup> century) is not a derivative of the verb *oganiać* 'to drive (something) away; to drive away/off', but rather of the verb *gonić* 'to chase/try to catch' (Ukr. *догнати, наздогнати, сісти на хвіст/переслідувати, невідступно слідувати, ходити по п'ятах*, Rus. *догнать, доганять, сесть на хвост* 'follow sb closely, pursue') (used from the 14<sup>th</sup> century) (e.g. *Pies goni kota* 'A dog tries to catch a cat') and metaphorically 'to pressure, to prod' (e.g. *Gonić kogoś do nauki/pracy* 'To pressure sb to study/to do some work'; *Goni nas czas* 'We are running out of time/We're pressed for time' (see *PWN-OXFORD*)). Additionally, the latter seems to give rise to a number of other derivatives, such as *gon* 'hunting' (used from the 16<sup>th</sup> century) (Ukr. *нагінка, рискання*, Rus. *охота травля*), *goniec* (Ukr. *зінець*, Rus. *зонец*) 'a messenger' (used from the 15<sup>th</sup> century), *goniony* (ukr. *знаний*, Rus. *гонимый*) 'past participle form, one being chased' (used from the 15<sup>th</sup> century), *gończy* (Ukr. *гоньчий*, Rus. *гоньчий*) 'used for chasing' (used from the 15<sup>th</sup> century), *gończak* (Ukr. *гоньча*, Rus. *гоньчая*) 'a hound/a tracking dog' (used from the 19<sup>th</sup> century), *gończarz* 'a hunter with hunting dogs' (used from the 19<sup>th</sup> century). Finally, the noun was frequently used with prefixes, such as the already mentioned above *ogon* 'a tail' (used from the 16<sup>th</sup> century), *wugon* (Ukr. *вугін*, e.g. *Край великого зеленого вигону стояла корчма* 'There was an inn at the end of a big, green pasture', Rus. *выгон, пастбище* 'pasture') 'cattle track' (used from the 16<sup>th</sup> century), *zgon* 'exile/death/loss' (used from the 16<sup>th</sup> century) (e.g. *Wszystko niknie po śmierci, każda rzecz ma zgony* 'Everything fades away after death, everything is lost), *przegon* (Ukr. *перегони*, Rus. *перегонки*) 'chasing away' (used from the 17<sup>th</sup> century).

### Conclusion

The most general aim set to this paper has been to delve into new aspects of zoosemic metaphors in Polish, Ukrainian and Russian. We have examined a new category of animal metaphor where lexical units naming animal body parts undergo the process of metonymisation and are used either with reference to human beings or actions performed by human beings and thus may be said to embody the general schema that may be formulated as (PART OF) ANIMAL IS (PERCEIVED AS) (PART OF) HUMAN BEING/ACTION PERFORMED BY HUMAN BEING.

From the analysed lexical material featuring *ogon* 'a tail' it follows that one may point to some striking similarities between Polish and Ukrainian and in many cases also Russian as far as metonymy-conditioned zoosemy is concerned. It remains, however, for future research whether the degree of similarity is comparable in the case of the zoosemic metonymisation of other lexical items naming body parts.

All in all, one feels entitled to say that broadly understood zoosemy in all its internal complexity is part and parcel of what has been referred to in the literature of the subject as an all-pervasive **Linguistic Picture of the World** where not

only does it show the link between the animal kingdom and the human world, but, more importantly, its ubiquitous linguistic presence facilitates the understanding of various non-linguistic or extralinguistic phenomena.

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# MODEL OF INFORMATION TECHNOLOGY COMPETENCE OF FUTURE TEACHERS.

**Klimov O. M.**

*Model, pedagogical model, information competence, systematic approach, student-centered approach, the purpose of education.*

The article describes a model of information technology competence of future teachers in the process of active learning. Presented and explained its characteristics. The article describes and analyzes the basic model components of information technology competence of future teachers . The purpose of learning represented like basic and fundamental feature of pedagogical models and reasonable objectives hierarchy model of information technology competence of future teachers. A systematic approach as scientific methods of analysis of all the facts that affect the model was considered. Analyzed student-centered approach to learning that contributes to the training of students and the choice of future profession.

The article also discussed the theoretical aspects of identity formation. Described the impact of a student-centered approach to the creative abilities of students personality. The article describes the ways to implement personal approach proved consistency and relevance of this approach.

## THE EXPERIENCE OF LEISURE STUDENTS.

*Kovalchuk T. I.*

*Recreation, leisure sector, leisure, leisure activities, educational potential areas of leisure.*

*We consider the educational potential of the sphere of leisure. Analyzes of practice in the field of entertainment for example Kitsmansky college Podolski State Agricultural and Technical University.*

THEORETICAL STUDY OF TYPES INTERDISCIPLINARY  
COMMUNICATION IN LEARNING AND MEANS FOR THEIR  
IMPLEMENTATION. **Kolisnyk N.**

*Communication, knowledge, skills, education, interdisciplinary  
communication.*

The article considers theoretical aspects of interdisciplinary communication in education. We consider the types of interdisciplinary communication of learning. Presents the basic means of interdisciplinary connections in learning.

CURRENT STATUS OF NATIONAL EDUCATION IN THE SYSTEM OF  
EDUCATION.

**Korytskyi V. P.**

*National education, contradictions of the process of education, national culture.*

The article examines the current state of education in the national education system. These set of contradictions, the resolution of which promotes the new goals. Documents are considered domestic legislation of Ukraine, the contents of which is education and education values of civil society. Shown the importance of educating the youth patriotism and desire to actively promote the establishment of statehood in Ukraine

ORGANIZATIONAL PEDAGOGICAL PRINCIPLES OF INDIVIDUAL WORK  
OF STUDENTS, FUTURE LAND MANAGERS.

**Kocherygin L.**

*Individualization of learning, individual work, individual-oriented education, land management.*

The article examines the organizational and pedagogical foundations of the individual work of students in the specialty «Land management» in order to improve their personal and professional experience of the trajectory of their own knowledge of special subjects.

The student recognizes the subject's own activity that consciously designs and implements its own trajectory academic performance of special courses in surveying. These developments have the potential to create professional surveyors future of their own art technology profession. Project (portfolio) academic performances of students along with professional competence contain key competencies responsibility, autonomy, communicative, ability to learn.

This training system is based on individual and differentiated approach aimed at solving the main conflict of the traditional educational system of higher education. It is associated with a form of group training and individual nature of learning and skills students and is designed to adapt the traditional lecture- seminar system to the capabilities and needs of each.

Thus an important element of competitiveness is a land surveyor level of self-management. During individual work tasks using a methodology for evaluating the effectiveness of their work, students can realize this level and to form a very

important component of competitiveness.

DEVELOPMENT OF THE THEORY OF PEDAGOGICAL INTERACTION  
AND PSYCHOLOGICAL NATURE.

**Kruczek V. A.**

*Co-operation, pedagogical co-operation, subject-subjekt co-operation.*

In the article the basic going open up near understanding of essence of pedagogical co-operation in a historical aspect, the model of structure of pedagogical co-operation, which includes a practical or conduct component (results of activity and acts, mimicry, gesticulation, pantomime and language, that it is possible to look after), affect or emotional component (that relates with the emotional state and experiencing of person), gnosticism or mental component, is presented (characterizes activity of person which accepts and redoes information). Also the article contains description of basic descriptions of this co-operation as bases and terms of establishment of any relations in an educational environment: activity, realized and purposefulness, system, multidimensionalness. An author is point such factors of construction of effective pedagogical co-operation, as to creative character of pedagogical activity, tolerance, responsibility

COMPETENCE APPROACH IN THE PROCESS OF FUTURE  
ECOLOGISTS TRAINING.

*Kul'ko V. A.*

*Competence approach, specialist, competency, professional competence, ecological education.*

The article deals with the problem of competence approach in the process of future specialist training. On the basis of scientific researches the concepts of «competence» and «competency» are analyzed. The attempt to investigate the structural components of future ecologist professional competence is done.

The content of professional education (including environmental) is a set of necessary knowledge and skills for successful professional activity with the result of environmental education cannot be limited only by knowledge and skills, it is necessary to form experience of self-employment and personal responsibility in this area. The purpose of professional environmental education is the training of future ecologist for productive activities, that we are talking about the formation of learning skills.

Professional competence of future ecologist is complex, integral, psychological, professional, personal formation which is formed in the process of training in higher educational establishments, it shows, develops and improves in the process of professional and production activity.

PHENOMENON OF CIBERBULLYING AS A SOCIAL AND PEDAGOGICAL  
PROBLEM VIRTUAL COMMUNICATION OF TODAY'S CHILDREN AND  
YOUTH.

**Lapa O.**

*Internet network, a virtual space, teenagers, cyberbullying, communication, violence , aggression .*

The article comprehensively considered the new phenomenon of the modern information society - cyberbullying , widely held in the virtual communion of children and young people. The author analyzes the foreign and domestic educational research of cyberbullying are proposed to you the results of its own socio- pedagogical study the phenomenon of Ukrainian schoolchildren cyberbullying's adolescence.

The overall conclusion of the study is the need for a broad education of children, parents and teachers. We believe that the primary preventive measures to prevent the occurrence cyberbullying are conversations with the students on the topic of liability for wrongful acts , explanations teenagers rules of conduct in society and the tragic consequences of their violation. The need to provide a system of preventive measures to address problems of cyberbullying in the school environment.

To establish a secure communication between children and young people in the online environment need not declarative and practical to consolidate the efforts of the state, social institutions, public law enforcement.

ORGANIZATIONAL AND PEDAGOGIC CONDITIONS AS A FACTOR  
IN THE FORMATION OF PROFESSIONAL COMPETENCE ORGANIZERS  
OF PRODUCTION IN HIGH SCHOOL I-II LEVELS OF ACCREDITATION.

**Lisovska L. M.**

*Competence approach, pedagogical conditions, professional competence, organizers, professional work.*

The article focuses on the nature, meaning and content of the basic pedagogical conditions of formation of professional competence of future specialists in the organization of production in the context of specific agro-industrial complex.

It is indicated on the necessity of applying the optimal combination of forms, methods and techniques in the pedagogical process, on the pedagogical conditions as a factor in the efficiency of the educational system to ensure the integrity of the dynamic process of reform and improvement of the individual components, achievement of specific educational goals.

INCENTIVES AND EDUCATIONAL SUPPORT TO STUDENTS  
OF AGRICULTURE UNIVERSITIES IN SHAPING THE SKILLS  
OF PROFESSIONAL COMMUNICATIVE CULTURE.

**Litvinova E. V.**

*Incentives, educational support, culture of professional communication, motivation, interest, skills, interactive learning tools.*

The article deals with the means and incentives and educational support for students in the process of cultural skills for professional communication. It is determined, that the students pedagogical support in the process of cultural skills professional communication is a purposeful activities of teachers, aimed at providing favorable conditions for the formation of stable motivation and interest in developing the skills of professional communicative culture, implementation communicative potential students. To this end, teachers in the classroom should be possible to play professional environment with interactive learning tools ( business and role-playing games). In order to ensure that students feel in this environment is not just a spectator, but it became active participants in the article we consider application of models of typical situations of professional communication, introduction of interviews and workshops to develop skills for professional communication. The task of teachers, therefore, is to use student-centered approach to each of the students.

# APPROACHES TO THE FORMATION OF CULTURAL LOGIC OF FOREIGN LANGUAGE TEACHERS.

**Lopatich R. V.**

*Logical culture, the competence approach, communicative approach, human approach, personality – focused approach.*

The article is devoted to the approaches to the forming of logical culture of future foreign languages teachers, the article is an analysis of the development of logical culture, approaches in the modern scientific literature, the author of the article describes approaches to the formation of logical culture in the future teachers of the foreign language. The most productive approaches to create the logical culture of future foreign language teachers are humanistic, student-centered, activity, and communicative competence approaches in their organic combination. A logical model of the culture of the future foreign language teachers is based on these approaches. The basis of the model of logical culture of future foreign language teachers is a purposeful development of certain components of the logical culture - namely motivational values, cognitive-educational, operational and active, language and speech, and reflective components. The overall objective of the model is achieved through the formation of students' thinking skills and mastery of practical skills and logical operations.

FEATURES AND PROBLEMS OF VOCATIONAL TRAINING IN  
AGRICULTURAL UNIVERSITIES.

**Lukacs V. S., Talochka S.**

*Trade education, quality of agrarian higher education, social-personal, general scientific, organization-administrative, professional and special competence, self-education.*

The analysis of features and problems of specialists professional preparation in agrarian higher educational establishments means that considerable work is conducted on optimization of agrarian higher educational establishments network by creation of regional university centres; degree education is introduced, content, methods and forms of studies are improved; computerization of educational process is widely introduced; practical preparation of students is getting better - and regional educational-practical centres are created and function effectively ; a database is created and contracts are signed as to organization of production students training in modern agro-productional enterprises; measures for providing of employment and fixing of graduates in production. Thus, among the main factors increasing the level of professional training in agricultural universities are determined: new priorities for labor market and social politics are defined, changes in employment, consolidation of of higher agricultural institutions, systematic process of preparing agricultural sector specialists, modernization of professional orientation.

PEDAGOGICAL CONDITIONS FOR THE REALIZATION OF CULTURAL  
AND EDUCATIONAL ACTIVITIES WITH STUDENTS.

**Melnychuk T.F.**

*In a civilized manner-elucidative work, pedagogical terms, higher educational establishment, student, education.*

The article is sanctified to the question of realization of in a civilized manner-elucidative work in higher educational establishments. The pedagogical terms of providing of this direction of activity are certain with students, namely such: a 1) humanizing of educator environment; 2) forming in creative self-realization; 3) orgware of realization of in a civilized manner-elucidative work; 4) readinesses of scientifically-pedagogical workers are to realization of in a civilized manner-elucidative work among students. On the base of the National university of life and environmental sciences of Ukraine the level of providing of the last is investigational from the enumerated terms.

USING SOCIAL NETWORKS AS THE BASIS FOR DISTANCE  
LEARNING COURSE.

**Migovich S. M.**

*Higher education, social networks, Internet, information and communication space, distance education technology.*

The results of the survey of students on the use of the Internet and social networks. An analysis of learning in traditional methods of learning and using social networks. The results of control tests in the experimental and control groups, with the determination of the average values of the coefficient of learning. Subjected to statistical processing of the results, followed by a comparison of the values, which indicates the statistical significance of the difference in the level of knowledge in the experimental and control groups. The directions of further engaging students in information-communication space to improve the efficiency of the educational process. Feasibility study is due to the relevance of the use of Internet resources in setting up a university educational environments, optimally adapted to the educational needs. Identified relevant areas for further work on the application and theoretical study of psychological and pedagogical principles in the use of social networks in the Ukrainian educational institutions to improve the cognitive activity of students.

FORMATION OF LINGUISTIC COMPETENCE OF FUTURE  
INTERPRETERS.

**Monashnenko A. N.**

*Competence, linguistic competence, professional competence.*

The concept of "competence" discussed in the article. Formations of the linguistic competence of future interpreters and the basic strategies of interpreters described at the article. Linguistic competence of the future interpreter is understood as a set of verbal, linguistic and socio-cultural components. It is determined that the linguistic competence involves the acquisition by students and interpreters of knowledge of foreign languages, the development and the increase of vocabulary words, possession of spelling and punctuation rules. Linguistic competence is responsible for construction grammatically correct sentences in a foreign language, spelling and pronunciation of difficult vocabulary structures, the ability to successfully translate text, film, video, the ability to analyze and evaluate the text. Linguistic competence is a component of professional competence of future translators.

THEORETICAL AND METHODOLOGICAL FEATURES OF FORMING OF  
PROFESSIONALLY-MATHEMATICAL COMPETENCE OF STUDENTS OF  
AGRARIAN INSTITUTIONS OF HIGHER LEARNING.

**Nichugovskaia L. I.**

*Adaptation, adaptive model, professionally-mathematical competence, professional profile, quality of professional preparation.*

In the article problems are examined forming of professionally-mathematical competences of students related to development of strategy agrarian university of higher learning in the context of upgrading of their trade education. It is suggested that only the creative realization of the considered approaches to the formation of professional competence through the implementation of a mathematical model of adaptive learning mathematical disciplines by students of agricultural universities to a large extent will improve the quality of their training, in general, have a positive impact on their competitiveness in the context of European trends. The adaptive mathematical model for the Bachelor of Agricultural Universities in the relevant field will understand an organization of educational process, which formed the relevant competencies to implement mathematical knowledge in solving various problems, which generally provides a basic level of professional competence and mathematics as a necessary component of professional future agrarian profile.

PROBLEMS OF CREATING AND USING DATABASES  
OF SCIENTIFIC-METHODICAL WORK OF SOCIAL DEVELOPMENT  
FOR TEACHERS IN UKRAINE

**Nevzglyadenko A., Kasatkina O..**

*Databases, documents organize, information systems, social worker*

The article is devoted to the need for better organization of the process of organizing scientific – methodical documents motivate social teacher in the rural areas for the creation, content and use of databases of scientific – teaching materials. Today, it is a noticeable trend combining existing public data banks into larger formations . Local databases are combined into national , national to international . Of course , this is no easy task , requiring the unification of data storage formats , metadata harmonization , the creation of user-friendly standardized interfaces , etc. Personification of the recording of objects of targeted social assistance is the solution of a number of tasks ranging from the regulation of social sources of information necessary to ensure its uniqueness and ending with a complex of organizational - technical measures to ensure the collection, data entry , correction and protection against unauthorized access to information about rights and providing a procedure for cooperation between the different organizational structures in deciding whether to grant social assistance to a person.