

PREPARING FUTURE AGRONOMISTS TO SCIENTIFIC RESEARCH  
(ON THE EXAMPLE OF THE DISCIPLINE "INFORMATION  
TECHNOLOGY").

**Nyelyepova A.**

The article describes the experience in the organization of research work of students at the Faculty of Agronomy of the discipline "Information Technology". Experience is based on the integration of teaching and research processes. Lists guidelines that are the basis for the formation of research competence, facilitate professional and social adaptation. Efficient organization of research students at an early stage of learning confirmed by the high level of their preparedness to participate in academic events, get good results and implementation of intellectual ability.

SPIRITUAL CARE SERVICE AS A CONDITION FOR ESTABLISHING  
PERFORMANCE LIFE OF THEIR FAMILIES IN THE REFORMARMED  
FORCES OF UKRAINE.

**Oleksyuk N., Kalaur S**

*Spiritual care, social educator, military families, the Armed Forces of Ukraine, livelihoods, socialization.*

In the article the importance of spiritual care for military personnel and their families. Based on the analysis of works of contemporary domestic and foreign scholars clarified the role of religion in the process of socialization and life of military families in terms of reforming the Armed Forces of Ukraine . We found that the activities of the military as a representative of the profession, is separated from the Church. However, the soldier and his family are entitled to spiritual care. It is proved that the cooperation of the Church and the army has a long history. Proved that the result of religious socialization soldier and his family are becoming "I am religious" person, the formation of its ability to interact with the community on the conscious level. Found that religious socialization of the military and their families is influenced almost all mechanisms of socialization. It is shown that religion and religious communities as social formation, have enormous potential for independent social and educational activities. The main forms of cooperation Church and social workers in the process prevent or resolve existing problems in the families of military personnel.

NATURE AND STRUCTURE TERMS "COMPETENCE" AND  
"COMPETENCE" IN THE PSYCHOLOGICAL AND PEDAGOGICAL  
LITERATURE.

**Olefir Y. A.**

*Competence, competency, competency based approach.*

This paper presents a theoretical analysis of the nature and structure of competence, scientific approaches to the concept of "competence", the difference between the concepts of "competence" and "competency". Widely covered issue of competence in modern pedagogical, psychological, sociological literature. A competence comes forward the condition of development and acquisition of mature form of ideas, reasons, values, to the orientation personality, which wants to become firmly established in own activity, realize creative potential, show the capabilities, purchase authority for the colleagues and itself. We viewed the relationship between knowledge, skills and competence. A competence is integrative formation of personality, which integrates in itself knowledge, ability, skills, experience and personality properties, which stipulate aspiration, ability and willingness to work out problems and tasks which arise up in the real vital situations, realizing meaningfulness of object and result of activity. Reveals the function of competence in the structure of personality. Singled out levels of competence.

# DESCRIPTION OF ACTIVITY PRISON SCHOOL OF VOCATIONAL AND TECHNICAL EDUCATION.

**Ollo V. P**

*Penal institution, resocialization, vocational and technical education.*

The article presents a general description of the activities of the agencies belonging to the vocational and technical education at the Department of Corrections. The main focus is on the role of vocational education in the process of re-socialization of prisoners. The author identifies priority theoretical foundations on which to build vocational training of prisoners. Established the basic principles of vocational training of prisoners. The author analyzes the opportunities for professional education in the process of education of prisoners. Disclosed the need schools during the organization of education of convicts in prisons. It is shown that the creation of an enabling environment for inmates will help in their future careers. The author proves the significance of individual approach to prisoners. The author proves the significance of individual approach to prisoners. The paper explores the meaning of pedagogical aspects in dealing with prisoners during their studies at vocational schools.

METHODS OF INTERNAL MOTIVATION SCIENTIFIC AND  
PEDAGOGICAL WORKERS UNIVERSITIES.

**Omelchenko L.**

*Methods of forming internal motivation of professional and educational activities.*

The article addresses the problem of formation of intrinsic motivation techniques professional teachers college, focuses on the specifics of individual intrinsic motivation, according to which substantiates the need for social and psychological methods of influence on the teaching staff is determined by a complex of individual motivation, analyzes the effectiveness of control measures proposed strategy of procedural motivation.

PROSPECTS FOR TRAINING SOCIAL WORKERS FOR SOCIAL AND  
PEDAGOGICAL TRAINING OF CHILDREN AND YOUTH RURAL.

**Opanasenko O. V.**

*Social teacher, socialpedagogical training, to put, young people, professional activity, education, village, asocial phenomena.*

In the article the important aspects of preparation of social teachers are reflected to the соціально-педагогічного training with children and student's young people of rural locality in future professional activity. The achievement of scientists is analysed in industry of тренінгової activity, a concept "training", "socialpedagogical training", is reflected. A task and functions of the socialpedagogical training are exposed. Modern problems and prospects of development are reflected in preparation of social teachers to тренінгової activity with children and student's young people of rural locality. In the article the exposed aspects on that need to be especially displaced attention to the teachers of higher educational establishments at preparation of future social teachers to training activity with children and student's young people of rural locality. The value of the socialpedagogical training is described with children and student's young people of rural locality in modern society.

THE FORMING OF HEALTH-CONSCIOUSNESS COMPETENCY:  
FROM STRATEGY TO TACTICS.

**Pavlenko O. O., Cherevko S. V.**

*Global strategy concerning nutrition, physical activity and health; national and regional leading principles as for physical activity, health-consciousness, levels of physical activity.*

The paper analyzes international documents on health-consciousness issues. Tactical steps as for forming health-consciousness competency of student youth are proposed on the basis of the global strategy concerning nutrition, physical activity and health. The authors also present the levels of physical activity which are recommended for young people at the age of 18-28.

It is pointed out that Global strategy for the best of health based on research and facts, are comprehensive, such as incorporating policies and actions aimed at forming health-consciousness competence, multisectoral, involving long-term and participation of all segments of society, multidisciplinary accordance with the principles contained in the Ottawa Charter on health Promotion and recognizing complex forms of interaction between personal choice, social norms and economic factors as well as environmental factors. It is stated that at the national level tactics may differ, but it is necessary at different levels (international, national, regional, etc.) to encourage the development and use of existing regional and global programs on issues of health, such as "Mega-country», CINDI, CARMEN so as instruments implementing the global strategy of physical activity and healthy eating. It is necessary to develop the use of international web pages for the purpose of implementing the global strategy of healthy eating and physical activity.

LECTURE AS A LEADING LEARNING: FEATURES LECTURES OF  
DISCIPLINE "SOCIOLOGY OF WORK".

**Pankiv O. M., Kruchek V. A.**

*Lecture, lecture employments, types of lectures, lecture-conversation, lecture of explanation, didactic aims of lectures, forms of organization of teaching process.*

In the article essence of lecture is considered as a leading form of studies, specific sposoba co-operation of teacher and student, which maintenance and different methods of teaching will be realized in the process of. An author is indicate the basic types of lectures, which belong to the active and passive forms its leadthroughs, marked feature preparations and leadthroughs of lecture-explanation with the use of multimedia sliding seats and lecture-conversation with the use of supporting compendium from discipline «Sociology of labour» on the example of «Berezhanskiy agrotechnical institute». The article contains recommendations in relation to activation of cognitive activity of students during lecture employments, it is marked importance of support of permanent contact of lecturer with an audience and methods of bringing in and support of attention of listeners, in particular at application of multimedia technologies, the basic requirements are also transferred to the lectures.

GENERAL DESCRIPTION OF THE CONCEPT OF "PEDAGOGICAL  
CONDITIONS" THE ROLE OF PEDAGOGICAL CONDITIONS IN  
FORMATION  
OF CREATIVITY OF BACHELORS OF LAW.

**Perminova V**

*Conditions, pedagogical conditions, organizational-pedagogical conditions, psychological pedagogical conditions, didactic conditions, training of bachelors of law, issues of training lawyers, creativity.*

.....The analysis of the notion “pedagogical conditions” is represented in the article. On the basis of the comparative multi aspect analysis of the notion “conditions”, the notion “pedagogical conditions” is defined and the main characteristic features are revealed. Pedagogical conditions are analyzed in the paper as a component of a pedagogical system; they reflect the environmental opportunities effecting personality- and process-based aspects of the system, enhancing its successful functioning. Different groups of conditions guaranteeing the effective functioning of pedagogical system are considered. The peculiar properties of three groups of pedagogical conditions (organizational-pedagogical, psychological-pedagogical, didactic) are disclosed.

The problem of formation of creativity of future bachelors of law, its relevance is revealed in the paper, the authors defined the essence of the concept of creativity, the main components in the structure of creativity, principles and pedagogical conditions of their formation.

INFLUENCE FACTORS ON THE EFFECTIVENESS  
OF MILITARY COMBAT TRAINING LAND FORCES.

**Petrachkov A**

*Factors, functional and energy reserves of the body, level of physical readiness.*

The article presents information concerning the influence of the factors on the effectiveness of physical training and professional activity of the servicemen and the requirements of the modern combat to the level of physical readiness (organism functional and energy reserves, physical working capacity and preparedness) of the mechanized units servicemen in the training center of the Land Forces. Taking into the consideration the specific requirements to the special physical training of the different specialists, there is a common tendency towards the increasing of the requirements to general physical readiness, such as general endurance, strength, speed and its complex display (strength and speed-strength endurance), which are based on the functional and energy reserves of the body.

ALGORITHM DEVELOPMENT COMPUTERS AND FUNCTIONAL STUDY  
OF MODELS.

**Plohenko D. V.**

*Model, computer model, computer-functional model, the function, the learning process, a property complex.*

The problems of developing computer algorithms and functional model learning process by modeling a specific discipline. Filed analysis and design stages functional model learning process in preparing future agronomists.

We used the approach to the development of structuring a CPM model of learning a particular discipline. Based on the analysis of algorithms and principles of CPM, the study of their effectiveness, a model of learning under a specific curriculum. CPM stages of development using learning model elements (task, assistance, training, etc.) that meet the curriculum. CPM is the main interface area (task assistance, management), the dialogue corresponds to scenario training, and interaction with student teams determined action. At various stages of CPM classes may have different purpose as certain purposes, namely: training and skills formation, consolidation of acquired knowledge and skills, the use of obtained knowledge and skills test level of acquired knowledge and skills.

After preparing the terms of reference for the development of methodological, didactic, ergonomic, technical components and building learning object model implemented scenario development dialogue CPM. Dialogue script is executed on the basis of selected educational material, standard responses, reactions system response teams and student responses.

The main part of the script is the algorithm presentation of teaching material or logical structure of the model. Development scenario includes: building a model of each block algorithms, developing a graphical model of each learning task, identifying the content and location of information on the screen for each frame, the definition of standards to resolve issues , placing text , figures and graphs of information and control frames on the screen; models drawing algorithms by combining the individual blocks. The model provides a study course and allows the current and final evaluation of student achievement. Developed CPM adapted to the level of student capabilities, namely, coordinating the supply of educational material according to the knowledge of a particular student by selecting the speed and consistency of the study subjects.

PROFESSORMETHODOLOGICAL APPROACHES TO THE  
PSYCHOLOGICAL TRAINING OF FUTURE SPECIALISTS OF THE  
AGRICULTURAL SECTOR TO THE PROFESSION.

**Polozenko A.**

*Synergetic approach, personality oriented approach, professional-graphic approach, axiological approach, andragogic approach*

In the article it was grounded the purposefulness of application of the methodological approachs to the psychological training of the future specialist of agrarian industry to the professional activity, in particular: synergetic, personality oriented, axiological, professional-graphic, andragogic.

## SPECIFIC RESEARCH ACTIVITIES SOCIAL EDUCATORS.

**Prokhorchuk O. M.**

*Competence, research, research competence, systematic approach, the needs of the individual.*

The paper shows there is a requirement of the research competence of social workers based on the requirements of modern society. Social work educator closely related to the solution of social problems arising from socially disadvantaged people. The social environment that is constantly changing carries both positive traits and social crisis. Offer viewed through the prism of human needs is not new, but a systematic approach to the study of these requirements will be considered integrative every problem and it will solve their complex. To work effectively with people in a constantly changing environment, social pedagogue requires thorough preparation for the polls. As the job descriptions of social pedagogy is actually train social workers to conduct comprehensive studies. This article does not pretend to untie problems arising in society, but only an attempt to highlight the need for social workers to form their research competence.

# MOTIVATION UND FÖRDERUNG VON LERNLEISTUNG IM UNIVERSITÄREN FREMDSPRACHENUNTERRICHT

Dr. Michael Reichelt (Deutschland)

*In diesem Artikel geht es um die grundlegende Förderung der Lernleistung und die Motivation im Fremdsprachenunterricht. Insbesondere unter der Beachtung des Motivations- und Diagnostikmodell Rheinsbergs soll der Frage nach den Merkmalen und dem Sinn der Motivationsförderung nachgegangen werden. Motivation – Lernleistung – Lernmotive – Fremdsprachenunterricht*

**1. Einführung.** Als grundlegende Feststellung zur Förderung der Lernleistung im universitären Unterricht bzw. besonders im Deutsch als Fremdsprache-Unterricht (DaF-Unterricht) lässt sich festhalten, dass jedwede Form der Lernleistung in einem engem Zusammenhang zur Motivation steht. Da Lernen von Jugendlichen oft als anstrengend, uninteressant und unangenehm erlebt wird, werden Motivation, Konzentration, Aufnahmefähigkeit und Kreativität, die für eine hohe Lernleistung notwendig sind, oft eingeschränkt. Es geht also für den Lehrenden in erster Linie darum, all diese grundlegenden Faktoren möglichst hoch zu halten und den Lernenden damit die bestmöglichen Grundlagen für einen lernleistungssteigernden Unterricht anzubieten.

Die Förderung von Lernleistung bildet hierbei einen in der Hochschuldidaktik und Hochschulpädagogik eher vernachlässigten Aspekt. Standardwerke und –modelle der Motivationsforschung, die sich mit diesem Aspekt beschäftigen, sind z.T. schon deutlich in die Jahre gekommen. Hierzu zählen z.B. Atkinsons Risikowahlmodell (1958), die Selbstbegründungstheorie (1963) und das Selbstbewertungssystem der Leistungsmotivation (1972) nach Heckhausen oder das attributionale Analysemodell nach Weiner / Kukla (1970). Auch in der neueren Forschung gelten noch immer v.a. Heckhausen und seine Forschungsgruppe als vorbildhaft, da sie denkstilprägend für die Entwicklung der Motivationsforschung waren.

**2. Zum Motivationsbegriff.** Der Terminus 'Motivation' stellt die Gesamtheit der in einer Handlung wirksamen Motive dar, welche Aktivierungsgrad, Richtung, Intensität und Dauer von individuellem Verhalten bestimmen – womit ein relativ kurzfristiger Zustand des Angetriebenseins gemeint ist. Hingegen verstehen wir unter der 'Lernmotivation' den Wunsch bestimmte Inhalte oder Fähigkeiten zu erlernen, worunter wir sach- oder wettbewerbsorientierte Lernmotive verstehen. Der Begriff der 'Leistungsmotivation' meint hingegen die Tendenz, als wesentlich bewertete Aufgaben nach einem subjektiven Gütemaßstab mit Energie und Ausdauer bis zu einem erfolgreichen Abschluss zu bearbeiten.

In der Forschung wird dabei zwischen zwei Arten, der intrinsischen und extrinsischen Motivation unterschieden. Bei der intrinsischen Motivation liegen die Anreize des Handelns im Handelnden selbst, d.h. der intrinsisch motivierte Lernende lernt aus Interesse, Freude, Bedürfnis, also angetrieben vom zu lernenden Lernstoff. Erreicht wird dieses Interesse durch die Anwendung des

Erlernen. Der Lernende erkennt im Lernstoff eine besondere Bedeutung für seine persönliche Lebensgestaltung und sieht darin eine Lösungsmöglichkeit für persönliche Probleme. Der Aufforderungscharakter ist das wichtigste intrinsische Motiv. Es wird hierbei durch den Lerngegenstand bewirkt, dass sich der Lernende aufgefordert fühlt, sich mit den Lerninhalten zu beschäftigen, auch wenn er vermeintlich gar keinen Nutzen davon hat. Dieses Motiv kann man sich als Lehrender durch eine ansprechende Gestaltung der Lernumgebung zu nutzen machen. Weitere intrinsische Motive sind, der Drang etwas zu vollenden, Neugier und Wissensdrang.

Bei der extrinsischen Motivation liegen die Anreize zu Handeln außerhalb des Handelnden. Das extrinsische Motiv ist ein extern liegendes Motiv, welches außerhalb der Beziehung des Lernenden zum Lernstoff liegt, aber veranlassend oder verstärkend auf die Lernmotivation einwirkt. Lernende, die extrinsisch motiviert sind, lernen um Noten, Lob oder Prestige zu erlangen. Man kann diese Art des Motivs noch in materielle Motive und soziale Motive aufteilen.

Nach den Forschungen von Nicholls (1979), Dweck & Leggett (1988) und Hurrelmann und Brändel (2003) lassen sich aus den beiden Motivarten folgende Stufen und die entsprechenden Leistungsmotivation beobachten:

Sozialmotiv	<i>gegenseitiges Helfen der Schüler etwa bei Gruppenarbeiten</i>
Selbstmotiv	<i>"Ich kann das allein." "Ich weiß, was ich will."</i>
Sachmotiv	<i>"Es interessiert mich." Lieblingsfach</i>
Neugiermotiv	<i>Warum-Fragen, Freude am Effekt (vgl. Piaget)</i>
Lernmotiv	<i>"Das will ich auch können!" Spaß am Lernen</i>
Leistungsmotiv	<i>"Das muss ich auch schaffen!" Durchhaltevermögen</i>
Identifikationsmotiv	<i>"Das möchte ich auch können!" Nachahmung</i>
Zustimmungsmotiv	<i>etwas um der Belohnung willen tun</i>
Geltungsmotiv	<i>will Eindruck machen</i>
Machtmotiv	<i>Streben nach Ämtern</i>
Aggressionsmotiv	<i>"Dem werde ich es schon zeigen!"</i>
Strafvermeidungsmotiv	<i>"Bevor ich wieder Ärger bekomme, mache ich die Aufgabe."</i>

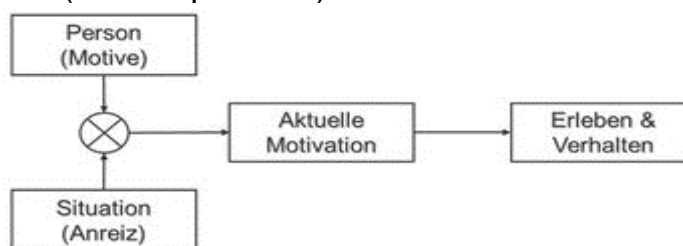
**Abb. 1: Motivationsstufen und Leistungsmotive**

Im Fremdsprachenunterricht sollten, wie in jedem anderen Fachunterricht auch, v.a. die intrinsischen Motive gefördert werden. Diese Beweggründe sind weitgehend frei von materiellen oder statusgeleiteten Gründen und zumeist nachhaltiger für den Wissenstransfer und die Wissensspeicherung als es die extrinsischen Motive sind.

In der einschlägigen Literatur ist hierbei kaum der Begriff des „Lernmotivs“ vertreten. Dass der Begriff „Lernmotivation“ in der Motivationspsychologie jedoch seit längerem verwendet wird (Heckhausen, 1968 / Rheinberg, 1980 / Krapp, 1994), deutet darauf hin, dass trotzdem von der Existenz eines Lernmotivs ausgegangen werden kann. Die Begriffe „Lernmotivation“ und „Leistungsmotivation“ werden dabei in der Forschung oftmals synonym verwendet. Nach Heckhausen (1989, 231) kann das Leistungsmotiv als Bedürfnis definiert werden, „etwas möglichst gut oder besser“ machen zu wollen. Das Bedürfnis, dass stärker auf soziale Vergleichsprozesse fokussiert, wird als

leistungsbezogenes Motiv bezeichnet. Verhalten, das auf die Befriedigung dieses Motivs abzielt, ist wiederum extrinsisch motiviert. Ein intrinsisch motiviertes Lernverhalten, welches auf Kompetenzzuwachs ausgerichtet ist, würde als Lernmotiv zu bezeichnen. Lernmotivation im engeren Sinn kann entsprechend als Bereitschaft einer Person definiert werden, „bestimmte Tätigkeiten vornehmlich deshalb auszuführen, weil sie sich von ihnen Lernzuwachs verspricht“ (Rheinberg 1986, 360).

**3. Motivation im Fremdsprachenunterricht.** Das vermeintlich bekannteste Modell der Motivationsforschung für den fremdsprachlichen Unterricht entstammt dem Forscherkreis um Gardner und Lambert (Dewell 1979, Gardner 1985). Dieses Modell entstand in den bilingualen Gebieten des nordamerikanischen Kontinents und besagt, „dass die Motivation zum Lernen in einer Fremdsprache dann besonders stark ist und den Lernerfolg begünstigt, wenn der Fremdsprachenlerner sich so sehr für die andere Sprachgemeinschaft interessiert, dass er den Wunsch hat, von ihr anerkannt und aufgenommen zu werden“ (Dewell 1995, 168). Dieses Modellkonzept sieht die Motivation des Lerners folglich integrativ und in Abhängigkeit von vielen unterschiedlichen und individuell verschieden wirkenden Einflüssen abhängig. Auch Rheinberg (1995) verweist in seinem allgemeinen Grundmodell der Motivationsforschung (S. Abb. 1) darauf, dass die Person mit ihren individuellen Motiven sowie die Situation durch ihre jeweiligen potentiellen Anreize die Motivation und damit schließlich auch das Verhalten des (Fremdsprachen)Lernenden beeinflusst.



**Abb. 2: Das Grundmodell der „klassischen Motivationspsychologie“ (nach Rheinberg, 1995).**

Für den Lernenden (die Person) ist noch zu ergänzen, dass er individuelle Motive hat, über Selbstbewertung verfügt, Erwartungen und individuelle Interessen hat und schließlich bestimmte Tätigkeiten bevorzugt. Zu erweitern ist das Modell darüber hinaus noch durch zwei weitere Faktoren, deren Motive innerhalb des Lern- bzw. Lernerfolgsprozesses sehr unterschiedlich sein können: den Lehrenden und das verwendete Material. Auch der Lehrende besitzt nämlich besondere Erwartungen, setzt Bezugsnormen, motiviert mit Lob und/oder Tadel und liefert den Lernenden ein Feedback. Das Material hingegen wirkt auf die Lernmotivation durch seinen Schwierigkeitsgrad, seine Relevanz, seine Anschaulichkeitsgrad und schließlich auch durch seine Aktionsformen.

Während dieses Schema helfen soll, sich eine Übersicht zu verschaffen, hilft eine Erweiterung des Modells (Rheinberg, 2006) dabei, Motivationsdefizite zu suchen oder zu veranschaulichen, wovon dann wiederum die beobachtbare Motivation getragen werden kann. Dieses motivationsdiagnostische Modell hilft, an klar zu identifizierenden Stellen im Lernprozess anzusetzen und diese positiv hinsichtlich der Lernmotivation der DaF-Lerner bzw. Fremdsprachenlerner zu beeinflussen. Neugiermotiv oder Leistungs- und Erfolgsmotiv sind gerade im

fremdsprachlichen Anfangsunterricht besonders wichtige Motive. Hier sind jedoch Lehrende wie Lernende gleichsam gefordert, die Motivation hoch zu halten. So meint noch einmal Dьwell (1995, 169): „Bezogen auf die mehrjhrige Gesamtdauer eines fremdsprachlichen Fachs, lassen sich Phasen der Motivationssteigerung und solche des Motivationsschwunds feststellen.“

#### **4. Vorschläge zur Förderung und Erhöhung der Lernleistung.**

Um Schwächen innerhalb des Lern- und Motivationsprozesses abzustellen, hilft es, bei den (nach dem Rheinberg-Modell) diagnostizierten Motiven anzusetzen. Um beispielsweise die intrinsische Motivation zu erhöhen, ist es hilfreich, die individuellen Bedürfnisse, Interessen und Ziele der Lernenden zu stärken, um Spaß und Interesse zu steigern bzw. Unlust und Desinteresse bei den Lernenden zu verhindern – und damit letztlich auch bei den Lehrenden. Es gibt für den (Fremdsprachen-)Unterricht verschiedene Ansatzpunkte: So müssen zum einen lernbiologische Grundlagen beachtet werden, d.h. es geht um ein gehirngerechtes Lernen. Dass schon im Kindes- und Jugendalter geistige Fähigkeiten, die das menschliche Denken und Handeln steuern, beeinflussbar sind, zeigt die aktuelle Gehirnforschung. Gut trainierte geistige Fähigkeiten und der kontrollierte Umgang mit Emotionen sind Voraussetzungen für ein erfolgreiches Lernen. Darüber hinaus ist die Lernumgebung entsprechend zu gestalten. Sie sollte menschlichen Grundbedürfnissen Rechnung tragen und positiv erlebt werden, z.B. genügend Platz, angenehme Raumtemperatur, bequeme Stühle, frische Luft etc. In einem guten, motivierenden Unterricht kennt der Lehrende darüber hinaus alle Lerntypen und Repräsentationskanäle, um die Schüler aktiv in den Unterricht einzubinden. Jeder Mensch hat beim Lernen seinen Lieblingskanal – seien es nun visueller Lernkanal, auditiver Lernkanal, kinästhetischer Lernkanal (der „Learning by doing“-Typ) bzw. olfaktorischer oder gustatorischer Lernkanal. Lernende sind v.a. dann "ganz bei der Sache", wenn sie aktiv involviert sind, spielerisch etwas ausprobieren oder selbst kreieren können, an einer konkreten Problemlösung arbeiten können oder miteinander diskutieren. Wichtig sind auch Strategien der Selbstmotivation durch die Lernenden selbst. Die jugendlichen Lernenden sind eher erfolgsorientiert, Motivation zur Leistung entsteht bei den Lernern immer dann, wenn sie eine schwierige Anforderung erfüllen konnten. Die Zufriedenheit mit der eigenen Leistung stärkt die Motivation für neue Aufgaben. Das Selbstwertgefühl wächst. Misserfolge führen dagegen zu Frustrationen. Der Mut, sich neuen Anforderungen zu stellen sinkt. Letztlich wirkt jedoch auch die Verwendung ganzheitlicher Lehrmethoden, welche helfen, die Lerninhalte lebendig zu vermitteln.

Um die extrinsische Motivation zu steigern, können v.a. die Lehrenden, als den an der Durchführung des Lernprozesses am stärksten Geforderten, folgende Grundbedingungen zur Motivationssteigerung verändern: So können Sie die Lerninhalte auf den Lernenden ausrichten und damit den Lernern die Möglichkeit bieten, gemäß ihren jeweiligen persönlichen Interessen Schwerpunkte im Stoff selbstbestimmt zu wählen. Darüber hinaus sollten sie Visualisierungstechniken nutzen und Wissen stärker strukturieren. So weckt z.B. eine ästhetische, originelle, humorvolle oder auch provokative Gestaltung Neugier und steigert die Freude an der Auseinandersetzung. Die Lernenden stehen in der Folge nicht vor einem Berg von Stoff, sondern erkennen konkrete, zu bewältigende

Teilaufgaben. Auch Entspannungs- und Konzentrationsübungen sowie Bewegungsübungen oder die Veränderung des Lerntempos bzw. Einübungsphasen sind hilfreiche Motivationssteigerer. Spitzer (2000, 67f.) meint dazu: "Lernen muss langsam vonstatten gehen, damit nicht nur Einzelnes gelernt wird, sondern allgemeine Strukturen des Input gelernt werden. Dies steht in gewissem Widerspruch zum Evolutionsdruck für jeden Organismus, so rasch wie möglich zu lernen. Die Lösung des Problems besteht darin, zunächst rasch zu lernen und dann immer langsamer. Auf diese Weise werden die wahren Werte der Umweltparameter rasch und exakt gelernt." Schließlich können auch neue Lernmethoden und Techniken eingesetzt werden (so wurde z.B. in einem Modellversuch in der Fachhochschule St. Pölten der bewusste Einsatz von Mobiltelefonen im Unterricht als motivierendes Element erfolgreich getestet). Der wichtigste Faktor im Motivationsprozess scheint aber bei allem dennoch der Lehrende zu sein, der v.a. authentisch und berechenbar für seine Schüler bzw. Studenten sein sollte.

**Resümee.** Obwohl die Motivation in der hier beschriebenen Darstellung als wichtiges pädagogisches Motiv innerhalb des Lernens im Fremdsprachen- bzw. DAF-Unterricht beschrieben wurde, hielten auch schon ältere Forschungen (so u.a. Grell / Grell, 1989) die als Allheilmittel propagierten Motivationstheorien für übertrieben, manchmal sogar unbrauchbar bzw. schädlich. Richtig hierbei ist, dass 'Motivation' nicht einfach als probate Zauberformel für eine theoretische Neu- oder Umstrukturierung des (Fremdsprachen-)Unterrichts genutzt werden sollte. Auch sollte die Unterscheidung zwischen intrinsischer und extrinsischer Motivation nicht dazu führen, dass man glaubt, Motivationszustände bei Schülern entweder von außen oder innerlich anschalten zu können. Hierbei müssen immer alle Faktoren berücksichtigt werden, wie dies z.B. auch im diagnostischen Modell von Rheinberg (2006) anklingt und ablesbar ist. Vor einem Problem stehen dann aber doch wieder alle Motivationsmodelle: Der Zustand der Motivation des Schülers kann weder genau beschrieben noch detailliert gemessen werden. Dies ist sicherlich ein Problem, das die empirische Forschung in den nächsten Jahren noch zu lösen hat. Dennoch ist aus neueren psychologischen und pädagogischen Studien inzwischen ersichtlich und unbestritten, dass Motivierungsphasen durchaus zu langfristigen Lerneffekten führen können (vgl. z.B. Vollmeyer / Brunstein 2005). Wie diese Lernerfolge zukünftig noch gezielter genutzt und intensiviert werden können, wird die pädagogische Forschung dabei in den nächsten Jahren noch weiter zu beschreiben haben.

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## METHODOLOGICAL PRINCIPLES OF EDUCATION.

**Reshetnyk P. M.**

*Technology training, synergy, self-organization, self-methodological basis, the organization of educational process.*

The article outlines the main methodological foundations of technology education. We consider the theory of synergy - as a new methodological basis for constructing a variety of learning technologies. Present Comparative analysis of traditional and student-centered learning, which according developed through systematic and synergetic vision of the nature of the learning process. These shortcomings of modern pedagogical theories that are based on a systematic approach.

TEACHING EXPERIENCE OF DISCIPLINE "HISTORY OF GERMANY  
IN PERSON".

**Rodin O. F.**

*Textbook, the discipline, the history of Germany, abstracting, translating, commenting and discussion.*

The paper presents a tutorial in German "German history: from its origins to the present". The manual is designed for students of foreign language of teaching and language colleges, universities, studying German as a major field of study and as a means of professional communication. It is indicated that it may also be used by students in the study of German as an additional specialty and everyone who is fluent in German language and studying it, is interested in the history of Germany and the features of its modern development and is willing to deepen their knowledge about the history of the country of the studied language skills and improve practical knowledge German language.

The main purpose of benefits is set out - to give students an objective and sufficiently complete and detailed information about the historical development of Germany and the features of its modern development, the opportunity to expand their theoretical knowledge in the field, improve skills and practical skills, German language skills, especially in the socio-political sphere of communication, thus deepening their existing skills summarization, translation, annotation and discussions management.

EDUCATIONAL TRAININGS AS EFFECTIVE MEAN OF FORMING  
OF COMMUNICATIVE ABILITIES OF FUTURE SOCIAL TEACHERS.

**Romanyuk I. N.**

*Communicative competence, communication skills, types of communication skills of future social workers, educational training, instructional techniques.*

The article deals with the issues of social communicative competence of future teachers. The focus is on training as an effective means of forming the communicative skills of specialists. Disclosed approaches to the use of trainings and named their most important advantages. Are effective instructional techniques that should be used during the training for the development of communication skills of future social workers.

To the primary purposes of the educational training of forming of communicative abilities of future social teachers, it is taken: sensitization of skills of perception; deepening of responsibility for itself; destruction of role stereotypes and opened utterance of senses; awareness of own reasons of activity; adequate perception itself and other participants of training; active contact and collaboration with other members of group; interpersonally openness.

PEDAGOGICAL REQUIREMENTS FOR THE PROVISION OF HIGHER  
EDUCATION INSTITUTIONS ADDITIONAL EDUCATIONAL SERVICES  
GIFTED STUDENTS.

**Rudyck J. M.**

*Pedagogical conditions, additional educational services, gifted students.*

Formation of complex organizational forms provide additional educational services in schools due, primarily educational needs of gifted students. After legislative support such services, almost all universities have begun to implement their students. For a more extensive involvement of gifted students in the use of additional educational services at higher education should pay special attention to the problems of adjustment motivation of learning activities of students. The requirements in respect of their educational process will effectively develop academic abilities of gifted youth, properly organize the provision of additional educational services and create favorable conditions for self- gifted person as a future professional. Each of the prerequisites of organizational forms provides additional educational services in universities Ukraine needs more detailed consideration and justification. The article examines the educational requirements for the delivery of higher education institutions additional educational services to gifted students.

ACTUALIZATION PROBLEMS OF TEACHING PHILOSOPHY  
OF EDUCATION AS A SEPARATE SUBJECT.

**Savytska I. M.**

*Philosophy of education dimensions of philosophy of education, pedagogies, humanization of philosophy education.*

In the article the basic questions of philosophy of education which is synthesis of generalization of philosophy, pedagogies and educational experience are considered: the problem of occurrence of philosophy of education is analyzed, the maintenance of a subject of philosophy of education is defined. An attempt to consider the world view constituents of the modern formed system of education is undertaken in the article. The article is devoted to the examination of the subject field of philosophy of education. It presents the differentiation between philosophy of education and signs of educational philosophy's, indicates its disorienting role in education. Connection and mutual conditionality between global problems of modern times and the crisis of education is analyzed. It is proved that successful overcoming of crisis is possible only on the basis of its philosophical comprehension and new educational paradigm. Aanalyzed the concept of humanization of philosophy of education, science and society. The conclusion about the role and tasks of the process of humanization. It is noted that the philosophy of education is a domain of philosophical inquiry into the nature and aims of education, the diverse normative dimensions of education, aspects of learning, teaching, and curricula, the character and structure of educational theory, and its own place in that theory. It seeks understanding of educational matters and to provide practical guidance for educational practice and policy. It is noted that the main content of the new philosophy of education is the ability to create, to realize itself in a historical space and time and realize all the aspirations of the practice. There are examined the questions connected with educational and cultural borrowings in educational activity and pedagogical theory which have to be based on determination of universal things in education as sociocultural phenomenon because the problem of interrelation of education paradigm development and

society paradigm development outlines conditions at which basic orientation of pedagogical education should be changed.

FEATURES OF THE STRUCTURE AND CONTENT OF THE DISCIPLINE,  
"THEORY AND METHODS OF TEACHING FOOTBALL".

**Syvokhop E. M.**

*Physical education, sport, teaching, improving, students, program.*

Reveals the structure and content of the course of educational discipline "Theory and Methods of teaching football" for students of educational qualification of 'The Bachelor' level of faculties of physical education, sport and health on credit-modular system of training.

Analysis of individual programs on the "Theory and Methods of teaching football" indicates that the purpose of teaching the discipline is to acquire theoretical knowledge of students on the history of football, the current state of football in the world and in Ukraine, the study of the official rules of the game, the organization of football competitions, mastering technical and tactical actions in protection and attack, standing the means and teaching methods and improvement of equipment and game tactics in playing football.

In the study of the discipline the students acquire practical skills of the teacher of physical culture, perform the duties of the referee in football, as well as organizer of football competitions. The main forms of teaching the discipline assigned lectures, labs, and individual work of students.

# PROFESSIONALLY SELF-DETERMINATION AS A BASIS FOR CREATING THE CONDITIONS TO ENSURE THE QUALITY OF LIFE OF YOUNG MAN.

**Sydorenko V.**

*Choice of profession, professional self-determination, individual human characteristics, career guidance work, the system of vocational guidance.*

It is shown importance of the conscious and the correct choice of future profession of young person. This selection is a complex process, the effectiveness of which depends on the availability of a comprehensive sound system of career guidance to pupils in secondary schools. It is disclosed the content and features of career guidance at different stages. It is to prepare pupil to inform choice of profession, to meet the personal interests and public needs. It is justified kinds of career-oriented activities. In particular, professional information assumes full and complete knowledge of pupils to the world of jobs, the rules of choice of profession, socio-economic, psychological, medical and physiological aspects of the career choice. Professional education includes a number of measures to create professional aptitudes and interests of the pupils. Professional advice is evidence-based guidelines specific person or group in the period of career choices. Professional diagnostics is the study of the individual of pupil, the process of growth, the formation of qualities, abilities and interests. Professional selection reveals the suitability of a person to a particular type of labor. Professional adaptation is an active process of adaptation young man to working conditions. It is proved that a skillful combination of all the components of career guidance is the basis for scientific career choice.



# PREVENTION OF AGGRESSION RURAL SCHOOL CHILDREN

## BY MEANS OF MARTIAL ARTS.

**Sobolyuk K., Kubitskiy S.**

*Deviant behavior, prevention of aggression, «with uncontrollable» children, a martial art.*

The article describes the main ways to prevent aggression rural school children by means of martial arts, so that student groups are friendlier, and their relationship more stable and pleasant. A program designed to teach children to control their aggression and exempted from it in an acceptable form, create self-esteem, develop the ability to effectively communicate and collaborate with others, to plan and predict the future, understand that they are responsible for their lives. Presented aggression prevention program among students' grades 6-7 for one academic year. Deviation in adolescence occurs as a response to the inability of the individual to realize their personal tendencies to self-actualization. Therefore, prevention and combating aggression, as a manifestation of deviant behavior possible through self-learning human ways that generally promote psychological well-being of adolescents or young person..

Was carried out prevention and reduction of aggression in adolescence by developing self-esteem, learned appropriate ways to respond to difficult situations, making yourself and others, formed a positive attitude towards a healthy lifestyle and children improved their level of physical fitness and overall health of I am.

Students have noticed a that have become more disciplined, learning the rules of etiquette Karate taught to respect others, both adults and peers, respect their opinion. In all there were not only new, but true friends do not encourage the commission of offenses, but rather to encourage exercise and lead a healthy lifestyle.

PROFESSOR OF EDUCATION HISTORY OF FORMATION PEDAGOGICAL  
COMPONENT PROFESSIONAL EDUCATION AT THE NATIONAL  
UNIVERSITY OF LIFE AND ENVIRONMENTAL UKRAINE.

**Sopivnyk R. V., Vasyuk A.**

*Agricultural Education, Faculty of Education, pedagogical*

In this work reveal the history of formation and development of the educational component of professional education at the National University of Life and Environmental Sciences of Ukraine from the organization in 1924 agro-pedagoical department to train, teachers, and in 1928 the cultural and technical faculty to present. Deals with since 1963 (founding Faculty of Education) establishment of departments, scientists who worked on them , their achievements, areas of research. The information about the deans, who led the Faculty of Education , their biographical data and work done in office. Attention is paid and current areas of faculty: the opening of new specialties, their accreditation, cited statistics student contingent. This article also draws attention to the future prospects of the Faculty ka its departments, plans for the future. also draws attention to the future prospects of the Faculty ka its departments. It is shown that at the Pedagogical Faculty created almost a full cycle of training and education for life: Bachelor - Specialist - Master - PhD - Associate Professor - Ph.D. - Professor. All these departments and NGOs with teaching faculty is now integrated in the Natural and humanities research institute.

FUTURE DEVELOPMENT OF PHYSICAL TRAINING IN THE ARMED  
FORCES UKRAINE.

**Stasiuk V., Finogenov Yu.**

*The Armed Forces, physical conditioning, physical fitness among the military personnel, an improvement of education and training, professional military education.*

Resulting from the analysis of professional scientific references, international experience in reforming the system of physical conditioning in the leading armies of the world, data from the given research, the current condition of the operating system of physical fitness of the Armed Forces of Ukraine, problems in its functioning have been found out and the areas for improvements have been specified.

FEATURES OF PROFESSIONAL COMMUNICATION IN ACTIVITY  
OF AGRARIAN SPECIALIST.

**Stukalo E. A.**

*Professional education, modern specialist, professional communication, teacher, student.*

The article discusses the professional communication learning process of agrarian university students. The issues of the role of communication in the professional training of agrarians are analysed.

Professional communication plays an important role in the preparation of future specialist because a person can develop himself it is in the process of communication. Disadvantages of communicative development significantly interfere professional and personal growth of a specialist. Preparation to the communication in the learning process for the students of the university is particularly important is training to communicate in the classroom because it is focused on the interaction of values in the future professional activities which are carried out in the subject-subject relations.

It is pointed out that modern specialist should be knowledgeable, designed to learn the basics of cultural heritage of our people in spiritual and in the material sphere. An important feature of this communication is widespread manipulation of professional vocabulary. In many cases the level of human speech culture determines success in professional activities and can be considered as an indicator of human abilities to a particular profession.

FORMATION OF INFORMATION COMPETENCIES OF FUTURE  
TRANSLATORS IN THE CONTEXT OF INTERNATIONAL STANDARDS.

**Tarasenko R. O.**

*Information competence, information competencies of translators, educational standard, the standard of information literacy.*

The article deals with the question of the formation of information competence of translators as system of information competencies. The content of information competencies that reflect the essence of the information of future translators according to the standards of higher education is defined. The list of leading associations and institutions engaged in the formation of standards for information literacy is given. Summarizing information competencies of information literacy competency within standards of IFLA is presented. A harmonization of concepts and terminology in the concepts of "information competence" and "information literacy" is implemented. The content of competencies of the European Master program of future translators according to the examined information skills is structured. The comparative analysis of the content of information competencies of translator with European and international standards is done. The mentioned key aspects of information skills in the context of adaptation to international standards are outlined.

USE OF COMPUTER GAMES ON PRACTICAL SESSIONS WITH  
ELECTRICAL TRAINING DISCIPLINES FOR ELECTRICITY.

**Tarasyuk V. A., Blozva A. I.**

*Information and communication technology, computer games, didactic component.*

This article deals with the role of ICT in teaching electrical engineering courses, computer use in the classroom teaching games for students to learn reasoning and enhance teaching and learning activities in them. The use of information and communication technologies and their positive impact on strengthening teaching and learning of students in higher educational institutions of I-II accreditation levels. Analysis of specialized literature on possible research on the subject and conclusions regarding the effectiveness and feasibility of the implementation of this methodology in the learning process. Considered and the method of creation and didactic games, singled out the basic requirements for their creation. Notion Computer didactic games. Deals with the effect of using such games during the practical training in teaching the subject "Installation of electrical equipment and control systems." The necessity of implementing this technique and during other sessions.

## ESSENCE OF THE CONCEPT OF "COMMUNICATIVE OMPETENCE.

**Teslyuk V., Mazur G**

*Competence, ability, communicative competence, speech activity.*

The article notes the existence of a number of deficiencies in communicative activities of future specialists in different areas of preparation in high school. First, the low level of communicative competence, the lack of such skills as active implementation of information perception and mental analysis, modeling their own position and attitude of the interlocutor, installing and maintaining interpersonal business contacts. Study the educational process shows that not adequately implemented features content humanities, forms of organization, methods and tools for targeted training of communicative competence of specialists in higher education, not formed a coherent, phased process communication training. These issues have not received adequate coverage in the psychological and educational literature. Analysis of the process of communication training in universities can say that at present there are contradictions: between the requirements for the formation of the communicative competence of specialists and the formation of an imperfect model of communicative competence; between theoretical development problems of communicative competence of specialists and the lack of technology implementation.

Analysis of different approaches to the definition of «communicative competence». It is concluded that communicative competence is characterized by a set of motivated knowledge and skills required for the individual speech activities in the educational professional field.



CHECKING THE EFFECTIVENESS OF TEACHING CONDITIONS  
OF CROSS-CULTURAL COMPETENCE STUDENTS OF ECONOMICS.

**Tokareva A. V.**

*Intercultural competence, pedagogic conditions, interactive teaching methods, integrated education.*

The overview of the experimental data based on the investigation of pedagogic conditions favourable for the development of students' intercultural competence is presented in the article. The results that reflect the process of the proposed pedagogic conditions' implementation into educational environment are described. The efficiency of the pedagogic conditions is discussed. The effectiveness of the proposed pedagogical conditions in the preparation of students for intercultural interaction is proved. The implementation of certain pedagogical conditions significantly affected the development of cognitive, procedural, personal and affective components of intercultural competence. In the course of the experimental work it was shown that the traditional form of education is not sufficiently conducive to the development of intercultural competence of students.

The resulting pedagogical experiment data indicate a positive result of purposeful formation of intercultural competence of the future managers of foreign economic activity and the effectiveness of certain pedagogical conditions.

## SCIENTOMETRICS IN RESEARCH UNIVERSITIES.

**Shostak A.**

In today's scientific world no one would dare refute the claim that true scientists may be the one whose work has been appreciated and recognized by the international scientific community. Recently in Ukraine to assess the effectiveness of the indicators of science among scientific publications and their citation. In order to assess the quality of scientific articles and research work in general, are often used scientometric indicators such as scientific citation index and impact factor of the journal. Actually, this is also referred to in the proposed article below.

## ENGLISH FOR SPECIFIC PURPOSES TEACHING (BUSINESS ENGLISH).

**Shpak I., Muntyan A.**

*Language for specific purposes, Business English, speech competence, language skills.*

In the given article urgent problems of language for specific purposes teaching and Business English lesson planning are partly analyzed. In the same time the given article touches the discussion of the problems, which both students and teachers might face while learning and teaching Language for Specific Purposes. After the analysis of the current situation regarding Language for Specific Purposes teaching a number of approaches and ways of solving the existing problems are offered in the given article. In the conclusion it is said that while planning a Business English lesson as well as any other lesson devoted to Language for Specific Purposes learning, a teacher should stick to general rules and goals of lesson planning.

## HISTORY OF TEACHER TESTING IN RUSSIA AND ABROAD.

**Yuzhaninova E. V.**

*Testing, test methodology , self-control and self-development*

The paper deals with development of teacher testing in Russia and abroad. It is noted that most of the studies in Western countries are of an applied nature. The use of test materials and technologies in teaching practice for personal development of students there very poorly lit. Remains largely out of the spotlight theorists and methodologists psychological and pedagogical basis for the theory and practice of not only testing to assess the preparedness of students, but also the use of tests in the learning process for self-control and self-development , enhancing motivation and incentive components of learning.

In Russia in such studies theoretical and methodological approach are dominated, the scientific and practical basis of testing. It is noted that to date, among the teachers in Russia began to understand that the theory of educational measurement is the science, which has its own methodology, methods, and apparatus necessary for the development of high-quality educational tests. Today, large editions are published innovative work on pedagogical tests of domestic scientists and foreign authors, as well as collections of materials on the exam, special journals on a test subject.

MODEL OF FORMATION OF PROFESSIONAL COMPETENCE  
OF FUTURE ECONOMISTS IN THE PRACTICAL TRAINING.

**Yakovenko O.**

*Model, technology, technological model of practical training.*

The article examines the current model of training economists determined by its shortcomings and areas of improvement. The author proposes to introduce the learning process of the technological model of practical training, which will form the core competencies of professional economists in the course of practical training and theory proves the feasibility of its application.

The purpose of the proposed technology model - for a system of professional training environment to enhance practitioner's oriented component of training for economists. The core of the model is the formation of professional competence economists due to their practical training. The very same process takes into account the motivational and personal (professional and stimulating), content (training workshops on methods of practice), activities (direct functions and tasks of the specialist economics during their practices ) and reflexive- corrective devices ( diagnostic, corrective systems based on standards and criteria competentive approach).

The model includes the development of personality - active experience and based on competentive approach. In addition, allows you to implement the following principles: motivation, goal setting, task activities, ways of achieving them, feedback.

EXPERIMENTAL VERIFICATION OF EFFICIENCY OF THE DEVELOPED  
METHOD OF FORMING OF PROFESSIONAL ETHICS OF FUTURE  
TEACHERS-ENGINEERS.

**Yaroshchuk K.**

*Teacher-engineer, professional ethics, hypothesis of experimental research, evaluation criteria, comparative analysis, results of experiment.*

The stages of preparation, motion and results of experimental research the purpose of which was verification of efficiency of the developed method of forming of professional ethics of future engineers-teachers, are described in the article. In particular an author checks up expedience of the use of the developed model of forming of professional ethics of future specialists of engineer-pedagogical profile, pedagogical terms and offered author special course «Professional ethics and etiquette» which is directed on forming most brightly expressed professionally-ethics important qualities of future specialists. The offered experimental research envisages active interference of researcher with the process of preparation of future specialists of engineer-pedagogical industry. The article cited data of before- and after experimental cuts. By the methods of mathematical statistics and criterion of co-ordination of Pirson the results of experiment, which confirm the pulled out hypothesis, are interpreted.

DETERMINANTS OF NATURAL AND SPATIAL MANAGEMENT  
CULTURE AS A BASIS RETHINKING SOCIAL AND NATURAL REALITY.

**Yashnik S. V.**

*Culture, management culture, mentality, national territory, archetype, habitat.*

The influence of natural and cultural space for the formation of the agricultural world as the mental component of personality is analyzing. We study human activities involved in the agricultural sector that asking specific direction of her personality. We study the source oriented individual to realize global relationships of man, society and nature, due to the necessity of rational use of natural resources. Dynamic process of development agricultural behavior under influence of nature and social processes studied.

DIRECTIONS COMPUTERIZATION OF TEACHING PROCESS  
IN AGRICULTURAL UNIVERSITIES AND.

**Bulachok M. A.**

*Computerization, educational process, Internet, agricultural universities.*

The directions of the computerization of the educational process in the agricultural universities and investigated the effectiveness of using computer technology to improve the training of future specialists.

USE OF INFORMATION TECHNOLOGY IN THE TEACHING  
OF CHEMICAL DISCIPLINES (ENVIRONMENTAL SAFETY).

**Galimova V., Surovtsev I. V.**

*Software-computered device M-XAl000-5 is used for lab training for monitoring of heavy metals in the environmental objects (aquatic systems, soils, plants, and foods).*

The problems and perspectives of modern computer technology using in the educational process in the study of chemical disciplines in higher education institution have been shown. It was proposed to use information technology, computer software for students studying chemical disciplines ("Environmental Security", "Environmental Chemistry", "Chemistry of nutrients", "Ecological safety of aquatic ecosystems and water quality monitoring," "«Proceeding and desinification of sewage sludge»").

CLASSIFICATION FEATURES AUTOMATED MANAGEMENT  
INFORMATION SYSTEMS OF GENERAL EDUCATION INSTITUTIONS.

**Garina S., Markevich A.**

*Automated management information systems, general education school,  
classification features, the classification system*

The problems of generalization approaches to the description of the structure and functionality of the automated information management systems (AIMS) general educational institution (school) by providing classifications and develop a classification system with their application that will allow for an adequate assessment of the quality of such systems, their comparative analysis and informed choice appearance and functionality of the system according to the specific requirements of the general educational institution.

TEACHING METHODS ARE EXAMINED "SAFETY OF VITAL  
FUNCTIONS".

**Horodynets O. V., Zhuravska N. S., Vinnyk I. V.**

*Safety, teaching methods, teaching methods, teaching principles.*

Strengthening of attention to educational discipline "Safety of vital functions" is predetermined by understanding of the fact that everybody does not simply wish and has a right to live in a healthy and safe society but also must learn it. In the article the theoretical and methodological aspects of the discipline teaching system creation are examined "Safety of vital functions" of students in the process of preparation to professional activity. The special attention is spared to the methods of study, that are the system of well-organized methods and receptions of study, directed to students' mastering programmatic maintenance of educations that are based on reproductive and creative activity and are the means of achieving of student in gaining study aim.

ROLE INTERACTIVE TECHNOLOGY SOCIAL RESPONSIBILITY  
IN THE FORMATION OF FUTURE OFFICERS OF THE ARMED  
FORCES OF UKRAINE.

**Kapynus A. S.**

*Technology, interactive technology, social responsibility, future officers.*

The article deals with the essence of scientific categories responsibility and social responsibility. The analysis of their nature from the point of view of philosophy, psychology and pedagogy. The paper analyzes the theoretical issues of social responsibility of the future officers who are trained by military higher educational institutions. The use of effective technologies of studies becomes a priority necessity at the market of educational services. In dependence of the reason, why priority is given, three appear on principle excellent between itself technologies of an educational process. It is productive technology, or studies are orientated in detail, when a primary objective is mastering of educational material; technology of the personality orientated studies, which is directed on satisfaction of necessities of personality; partner technology (technology of collaboration) which foresees optimum combination of the studies oriented and personality oriented in detail. Improvement of method of preparation of future specialists is based on introduction of active forms and methods which lie in basis of interactive studies, and which can be considered the constituent of partner technology are technologies of collaboration. The content of interactive technologies that have the greatest potential in the formation of social responsibility in future officers. Main focus is on the nature, characteristics, classification of interactive technologies.

# ABOUT THE METHOD OF THE LABORATORY TRAINING ON GENERAL CHEMISTRY.

**Kosmatiy V., Savchenko D.**

One of the basic components of teaching process is the laboratory training which is united theory and practice. Methodological aspects of organization and carrying out of general chemistry laboratory training have been considered. The presented variant of the laboratory training organization helps the students to do work independently using in the laboratory and teaches them workmanship.

Proposed variant of laboratory training organization has a goal to technology that continuously grow and develop every kind of initiative and self-training of students find their skills in the laboratory work.

The stated option of laboratory promotes students as active work on the book, and in the lab, teaches them to work culture, workplace organization, cleanliness (after work each student must take its place, wash dishes, clean tools, etc. etc.) and safety regulations, the ability to properly formalize the results of their work as a qualified report protocol.

Laboratory training as a part of the educational process plays a basic role in the study of general chemistry. They contribute to a deeper understanding of the theoretical parts of the course and lab work studies students with techniques of chemical experimentation and can acquire the necessary practical skills to work.

RETROSPECTIVE ANALYSIS OF THE FORMATION OF TRAINING  
EXPERTS "COMPUTER ENGINEERING".

**Lopatka Y. M.**

*Engineer, engineering activities, computer engineering, information technology.*

The article deals with the origin, formation, development of engineering and technical education in the development of science and technology. The basic stages of engineering and the difference between engineering and technical activities are cited. Engineering activity arises up then, when making of tools can not be based only on tradition, adroitness of hands, shrewdness, and requires an orientation on science. The origin of the word "engineer" and incipience of direction of preparation the "Computer engineering" are considered, as a computer engineering it is technical (vehicle) equipments and system software of the computer systems and networks of the universal and special setting, and also their components. The basic areas of training namely schemes and system integrators designing computer systems, development of system and application software design local and wide area networks, development of physical principles, hardware and software coding, transmission and protection of information in computer systems are analysed.

ENVIRONMENTAL COMPETENCE AS AN IMPORTANT FACTOR  
PROFESSIONALISM OF STUDENTS.

**Lukashenko T. F.**

*Content of ecological education, didactic method of approach of its forming, didactic principles of forming of ecological education, ecological competence of future chemical engineers, professionalism students.*

The article is dedicated to education of didactic principles of forming of ecological competence of future chemical engineers while studying professional disciplines, as the important factor of students' professionalism. The problem of the very current interest which is the formation of the ecological competence of the future chemical engineers is explained here. The changes that happened to environment globally are observed, the contradictions between growing human needs and the biosphere's inability to fulfill them are viewed. The analysis of the recent researches and published articles contains methodological basis of professional competence formation and its characteristics that show its entity and content. In the main part such notions as the competence, the ecological competence and the competency building approach are investigated. The definitions of such notions as the principles, the scientific principles and the approach are given here too for the didactic principles determination of the ecological competence formation. The main approaches for the formation of the integral ecological knowledge of chemical specialists which will be the ecological competence in future as the important factor of students' professionalism are given. The main important and commonly accepted didactic principles that lie in

the basis of the ecological competence while acquiring chemical knowledge are such didactical approaches as synergetic, system, active, acmeological, differentiated, person-centered, competency building ones. It is pointed out that ecologically competent specialist has to be professionally and psychologically ready for practical usage of the acquired professional knowledge that means to be a professional in his or her own field.

USE OF GAMING FOR SITUATIONS OF LOGICAL THINKING IN  
STUDENTS SCHOOL BIOLOGY CLASS.

**Makovenko L. O.**

*Logical thought, forms of studies, game, playing situations.*

In the article the problem of the use of playing situations is exposed for development of logical thought for the students of basic school. With the purpose of study of the state of acquaintance of teachers with the problem of development of logical thought by the use of playing moments and situations in the school course of biology, a questionnaire was conducted among a pedagogical collective 16 city and rural schools of Kherson and Kherson region.

Experimental research with the purpose of study of features of dynamics of boolean operations of schoolboys under purposeful pedagogical influence was conducted on the base of school № 32 cities of Kherson during the study of biology by the students of basic school (11-years-old term of studies) on a confessedly chart during two educational years.

The got results witnessed about considerable efficiency offered approach (the use is during teaching of school course of biology of playing situations and moments) in relation to development of logical thought of students of basic school, than that which is provided the operating program from biology.

POSSIBILITY OF NON-SPECIAL DISCIPLINES IN THE FORMATION OF  
SELF-EFFICACY FOR FUTURE VETERINARY DOCTORS.

**Musiichuk S. M.**

*Self-efficacy, professional training, the process of formation, future doctors of veterinary medicine, non-special discipline.*

The article is devoted to the study of such important psychological construct that is necessary for the formation of distinctive professional. The article is also devoted to one of the most important components of the training process as self-efficacy, as well as the pedagogical possibilities of formation of self-efficacy for future doctors of veterinary medicine in the teaching of unspecialized disciplines. The problem of the development of methodological tools is mapped and there are examples of the use of non-special disciplines in the formation of self-efficacy for the future doctors of veterinary medicine.

## STUDENTS SELF-TRAINING AT STUDY OF CHEMICAL DISCIPLINES.

**Panchuk T. K., Lavryk R. V.**

*Self-training, modular system education agrobioligy direction, students-biotechnologists, bio-inorganic elements, toxigenic elements.*

The article includes problems of organization self-training by teacher at study of chemical disciplines and suggests ways of decides such work. Chemistry is the study of matter, including its composition, structure, physical properties, and reactivity. There are many approaches to studying chemistry, but, for convenience, ones traditionally divide it into five fields: organic, inorganic, physical, biochemical and analytical. Although this division is historical and arbitrary, as witnessed by the current interest in interdisciplinary areas such as bioanalytical and organometallic chemistry, these five fields remain the simplest division spanning the discipline of chemistry. Training in each of these fields provides a unique perspective to the study of chemistry.

Analytical chemistry is the branch of chemistry dealing with the separation and analysis of chemical substances. Traditionally, analysis has been concerned largely with chemical composition, but it is coming more and more to include the determination of chemical structure and the measurement of physical properties. Self-training analytical chemistry includes both qualitative and quantitative analysis.

LATEST TECHNOLOGY (PODCASTS) IN THE LEARNING PROCESS  
OF VETERINARY COLLEGES IN GERMANY.

**Pylypenko E. P.**

*Podcast, the latest technology, a doctor of veterinary medicine, veterinary college education, Germany*

The article discusses the new technology (podcast) in the learning process of veterinary colleges in Germany. Aspects of the use of podcasting in veterinary education in Germany are analyzed. The use of the accumulated experience of German universities in the practice of the Ukrainian veterinary schools to improve the educational process is proposed. The main positive features of podcasting are determined, including: the possibility of repeated listening confusing information, the possibility of selection of educational material, the ability to choose their own pace of learning, stimulating cognitive activity, it is a combined study of educational material with their favorite music, etc., the ability to listen anywhere any time, the possibility of self-training. The negative aspects of the use of podcasting are considered: distraction while in areas with active traffic area, as well as the negative impact of personal devices for listening to music on hearing students.

METHOD OF PRACTICAL LESSONS IN DISCIPLINE "TOPOGRAPHICAL  
AND LAND SURVEYING DRAWINGS".

**Zhuravska N. S., Shemchyk N. K.**

The article examines cognitive interest independent work of students during practical work on the subject "Topographical and land surveying drawings."

Method, independent work, practical training, supervision and skills, increased training and cognitive activity. Based on activity approach reasonably general requirements for practical training, surveyors, which specifies the following main provisions: the maximum practical training approach to production readiness for continuous deepening their knowledge, improve practical skills, fast adaptation to changes in both internal and external environment in professional activities, willingness to work with the new technology, the introduction of advanced technologies, readiness to change profile of activities not related to the previously obtained professional training, formation needs for self-improvement.

CONTEMPORARY FORMS AND METHODS OF PRACTICAL TRAINING  
IN THE STUDY OF METHODS OF TEACHING DISCIPLINE "GEODESY".

**Yakovlev V. A., Makydon V**

*Lesson, independent work, practical preparation, control measures, group and individual forms of studies, lankovo-cyclic form of practical studies.*

In the article different methods and forms of leadthrough of practical employments are examined after the method of studies of discipline «Geodesy», features method of practical preparation of specialists of «Zemlevporyadnikiv».