

**UDK 378.147:004:681.5**

*A.M. Roshak, Student of Pedagogical Faculty specialty "Professional Education" National University of Life and Environmental Sciences of Ukraine (Kyiv)*

*V.M. Teslyuk, candidate of psychological sciences, associate professor National University of Life and Environmental Sciences of Ukraine (Kyiv)*

**USE OF NEW INFORMATION (COMPUTER) TECHNOLOGIES  
IN TEACHING THE DISCIPLINE «INSTALLATION OF ELECTRICAL  
EQUIPMENT AND CONTROL SYSTEMS»**

*The article deals with the importance of the use of modern ICT in the preparation of highly qualified specialists of engineering specialty in teaching the discipline "Installation of electrical equipment and control systems." The types of models used were examined in the given preparation.*

**Keywords:** *computer technology and modern information technology, engineer, engineering, organizational model, engineering and software.*

Information technology appeared with the emergence of the information society. Academician VM Glushkov first analyzed the concepts and perspectives of development of information technology (IT). IV Robert explored the didactic problems and perspectives of using of IT in education

Y.I. Mashbits identified psychological foundations of computer training M.I. Zhaldak proposed and justified system of training teachers to use IT in the education process. S. Papert formulated the idea of "computer learning environments."

Modern information technologies open to students access to non-traditional sources of information, increase the efficiency of individual work, give up entirely new opportunities for creativity, finding and fixing all sorts of professional skills that can realize radically new forms and methods of teaching.

The article deals with the importance of the use of modern information and computer technologies in the preparation of highly qualified specialists of engineering specialty in teaching the discipline "Installation of electrical equipment and control systems." The types of models used were examined in the given preparation.

**The relevance of the study.** The development of computer technologies in Ukraine began in the mid 70-ies of XX century. Algorithmized computer systems (reference and Testing) became the most widely used.

Starting point of new information technology in higher education is considered to be a government resolution "On Measures to provide students of secondary and higher education institutions with computer literacy and widespread introduction of computer technology into the learning process," adopted in 1985. Working Group under the leadership of academician AP Ershov submitted for discuss the concept of education informatization, which defines the concepts of "informatization of society", "informa-tion of education" and implemented the term "new information technologies".

Information technology appeared with the emergence of the information society. Academician VM Glushkov first analyzed the concepts and perspectives of development of information technology (IT). Teaching Problems and perspectives of using IT in teaching process were explored by I.V. Robert.

Y. Mashbits identified psychological foundations of computer training. M.I. Zhaldak proposed and substantiated the system of training teachers to use IT in the learning process. S. Papert formulated the idea of "computer learning environments" [1, P.110].

Modern information technologies offer students access to non-traditional sources of information, improve the efficiency individual work, give up entirely new opportunities for creativity, finding and fix-ing all sorts of professional skills that allow to realize the entirely new forms and methods of teaching.

Information technologies of education to achieve didactic goals provide the teacher with an opportunity to use certain types of training and to project educational environment.

Tools (software - designers of sessions) allows teachers operatively update the content of training and monitoring programs in accordance with the appearance of new knowledge and technologies. The teacher receives additional opportunities for supporting and guiding the development of students' personality, creativity and organization of their work together.

**The purpose of the article** is to investigate the importance of using information technology in teaching the subject "Installation of electrical equipment and control systems."

Information Technology training system(ITS) is a methodology and technology of educational process with using the advanced electronic means of learning, including computers.

Information Technology System (ITS) offers for students access to non-traditional sources of information increases the effectiveness of self-study, gives a completely new opportunities for creativity, finding and securing professional skills.

In modern literature, modern information technology (ITS) is defined as the set of methods and technical means of collecting, organizing, processing, transmission, presentation of information using computers and computer communication.

*Informatization of Education* - is the process of providing education with theory and practice of development and use of modern forms of information technology-oriented implementation of psychological and educational purpose of of training and education.

The concept of information technology appeared with the emergence of the information society, the foundation of social dynamics in which are non-traditional, physical, and information resources - knowledge, science, organizational factors, and intellectual abilities of people [1, p.75].

Academician V.M. Glushkov first analyzed in detail the prospects of IT.

Information technology – is human-machine technology of collection, processing and transmission of information.

To improve the quality of training of engineering disciplines - technicians, electricians, the level of training and material base is of essential significance. Wide application into the educational process of modern means of training – is the use of modern information technology. It gives possibility of organizing teaching and learning activities of students at a higher level, increasing of teachers and students working abilities. Skillful application of training can significantly increase the share of selfness of students, expand the capabilities of organization on the lesson in their individual and group work, to develop mental activity and initiative in mastering the work material in the discipline, which is the key in the specialty.

In the organized academic cognition students are given the opportunity to sensory perception of the phenomena studied and objects that can not always be directly replicated in the classroom. With means of training (drawings, diagrams, models, software) in the minds of students images of events and objects are memorable. Relying on visual images, the teacher leads the students to realize the essence of phenomena and objects. This approach is associated with abstract thinking, using abstract concepts. Thus visual images provide a link thinking of an object, phenomena, provide the thinking of necessary information, helping to reveal the intrinsic properties of the phenomena, the object. ICT provides a real opportunity to improve the efficiency of teaching activities in teaching lectures, laboratory and practical classes, and improve self-study and self-study of students for the classes on the discipline "Installation of electrical equipment and control systems." ICT can not only make radical changes in the understanding of the category of "teaching tool" about the learning process, but also greatly affect the objectives, content, organizational forms and methods of training, education and development of professional abilities of future engineers and technicians.

*The use of computers are effective at all stages of the process of teaching the discipline*

- 1) on stage of presentation educational information to students;
- 2) at the stage of learning during interactive communication with the computer;
- 3) the stage of repetition and consolidation of learned knowledge and skills, at the stage of intermediate and final control and self-control of achieved training results;
- 4) during correction of the learning process and its results through the improvement of educational material dispensing, its systematization.

However, the use of computers in education should not displace training specialists in real objective direction, scilicet the replacement of real physical phenomena only model (virtual) representation of the computer screen is not allowed [3, p.98].

When carrying out laboratory practical work of the discipline the use the following organizational models of educational interaction between students of computer technology: class-task, project-group-ing, individual activities is recommended.

*Class-training model* is characterized by the fact that students and teacher work area is equipped with computers. Interaction with the computer, is usually organized in such a way that all students complete the same type or a similar action. Teacher`s problem in this case is simplified, he raises the problem, showing how to solve and control the process.

*Project group* model is characterized by the fact that a group of students decides the overall learning task (developing a draft) by means of mastering certain knowledge. The project activity involves the existence of different roles involved. The computer is used when necessary in accordance with the the expansion of roles between students. For 6-8 project teams 2-3 computers is enough to ensure the work of the entire training group. This organizational model is difficult for the teacher, especially evaluation of academic performance of each student.

*Project group model* is effective even with a limited number of computers at the educational institution, because it can effectively be employed at the organization of independent testing work of students.

The model of individual work is implemented in the best way at presence of the home computer, but it can be applied if the library of the institution has 1-2 computers for example.

This model allows us to master the computer as a tool, working tools, using different software (engineering and computer software) that embodies an artificial environment by creating a virtual reality application of simulators into the life [3, p.99].

Model of individual work creates the conditions to manage their own information when the computer user collects materials that require special attention to the organization of their conservation and restoration.

During the conduction of laboratory work on the discipline with students it is effective to use the class-training model with the using of engineering software of the type «Compass-3D-V13», «Autokad-2013». This engineering software allows students firstly to simulate the sequence of installation (connection) of the scheme using engineering software and then perform the given work directly at lab conditions. It allows the teacher to check the ability students to think of engineering and be able to analyze errors when doing connection (installation) of electrical equipment at the workplace. This in turn increases the rate of electrical circuits construction and appropriately the quality. It reduces the amount of disadvantages, and therefore the number of emergency regimes of the equipment, which in turn will increase its service life and integrity.

This will allow to student to analyze pre-order of operations with the mounting of equipment before the the direct schemes construction at the workplace and getting acquainted with the technical-graphics applications that are essential for the future engineer. In studying the subject material that is submitted for self-work it is reasonable to use the model of individual students' activity,

which is being implemented easily at presence of the personal computer and appropriate software at almost every student's home.

This model allows to train future engineers at high technical and engineering level.

**Conclusions.** Modern information technologies have absorbed into itself an avalanche achievement of electronics and mathematics, philosophy, psychology and economics. As a result the formed viable hybrid marked a revolutionary leap in the history of information technology. Modern education is filled and riddled with streams of information that needs treatment. Therefore without information technology, as well as without energy, transport and chemical technologies society is unable to function properly. A question of the application of modern information technology in the preparation of highly qualified specialists and conducting lessons with technical subjects has raised sharply.

### **Literature**

1. O.I. Pushkar Information technologies. Computer techniques : A textbook for students of higher educational institutions / edited by O.I. Pushkar. - K. : Publishing House "Academy", 2002. – 304 p.

2. A.D. Khomenko Fundamentals of modern computer technology : Textbook / Ed. A.D. Khomenko. - Ltd. : Korona - print, 1998. – 237 p.

3. G.V. Kaczynska The use of ICT at the lessons / G.V. Kaczynska. - 2012, labtv. at. ua/load/0-0-0-77-20.

*Adamska Zoryana M. - Associate Professor of Applied Psychology Institute of Pedagogy and Psychology Ternopil National Pedagogical University named after Volodymyr Hnatiuk*

*Blozva Paul I. - Master Institute of Pedagogy and Psychology Ternopil National Pedagogical University named after Volodymyr Hnatiuk*

## **MAIN INDICATORS OF POLITICAL SUBJECTIVITY OF THE STUDENTS**

**Statement of the problem.** Civic and political participation, as a manifestation of self-organization and autonomy in making social and political decisions today are increasingly manifests itself as an effective factor in determining the growth and subjective human capabilities, in transforming reality and it yourself ("self-realization"). It therefore seems important allocation of political subjectivity as a specific piece of research, knowledge and understanding. Universal and necessary basis of political subjectivity, as well as power relations are human individuals who have not only some natural potential, but specifically human bodily, mental, spiritual, social, proprietary, economic, and at a certain stage of its historical and individual development – political potential.

Construction of civil society, the analysis of actual social processes involves the study of factors that explain instances of political activism, the formation of citizens, particularly young people, an adequate level of social interaction skills and capacity for active citizenship. Purposeful formation and skills of political participation requires scientifically based technologies. Therefore, there is need for an integrated holistic examination of all personality constructs that are responsible for the formation of political subjectivity young man.

Judging analysis of theoretical approaches in psychology, most researchers distinguish the following constructs subjectivity as competence, rationality, conflict, tolerance, resistance, aggression, activity, consistency, rehlamentovanosti, spontaneity, interaction, autonomy, identity. In our research, we settled on the rationale for the most important ones. Therefore, the purpose of the article was

based on a theoretical analysis of the problem of subjectivity in psychology, the study of key indicators of political subjectivity students.

Analysis of research and publications. In recent years there has been many approaches to the description of human activity, its activity as well enjoy the deeply intertwined concepts and phenomena as "active", "subject". It turns out two important points. First, the introduction into circulation of concepts "subject of life", "subject life", "an objective activity", "subject knowledge", "the subject of creativity", "subject of consciousness" , "an identity", "an education" is associated with the development of new lines of human psychological knowledge (K.O. Abulkhanova-Slavskaya, O.H. Asmolov, A.V. Brushlinskii, A.M. Matyushkin, V.V. Rubtsov, V.I. Slobodchikov, D.C. Tikhomirov, D.I. Feldstein, B.D. El'konin). Second, the fact of its distribution allows to draw attention to the differentiation of definition and understanding of the subject as a whole, which to some extent indicates uncertainty "dilution" of the relation of psycho-pedagogical science to its subject. It is clear that the specific person (child, adolescent, boy, girl, adult) does not explain the numerous definitions. Understanding this fact encourages psychologists to find common definitions and in this way one of the objectives of our study was to actively study the relationship between diverse definitions of "entity" in the understanding of the possibilities for the use of "meta-features" in the construction of an integrated tier theory (A.V. Petrovsky, D.A. Leontiev, V.I. Slobodchikov), connective 'vertical' which best match up to properly interpreting psychological texts of different schools.

Subject-activity approach in psychology, which views a person as the subject of their own activities, activity, represented by a number of scientists, B.G. Anan'ev, K.O. Abulkhanova-Slavskaya, L.I. Anciferova, G.A. Ball, I.D. Bech, O.F. Bondarenko, A.V. Brushlinskyy, A.O. Derkach, Z.S. Karpenko, S.L. Rubinstein, V.A. Tatenko, T.M. Titarenko, D.M. Uznadze etc.

The fundamental definition of the subject gives Encyclopedia of Philosophy: "The subject (from the Latin. Subjects – while lying down, which is at the base, from sub – under, jack – throw, lay the foundation) – subject-media practices and

knowledge (individual or social group), the source of activity aimed at the object" [14].

K.O. Abulkhanova-Slavskaya when the subject understands the individual who has the ability to self-regulation and self-conscious at work. Man as an entity – an active creator of his own history, his career in some socio-economic conditions. In this subjectivity can be understood as the human capacity to produce inter-change the world and himself [1].

The concept was an interesting development in the works of A.V. Brushlinskii, indicating that the subject – a person / people at the top of each of these levels of activity, integrity, autonomy, etc. [4]. This, at first glance, the contrast difference between the above definition of "entity", there is no inconsistency, and it becomes clear if the "transpersonal", "hyperactive", "highest" existence and identify the individual in its different life plans we defined as disclosed by the same entity "platform" social property. It is defined as a person's potential (in its historical and cultural sense, where a chain of transformations can be distributed also at the level of individual biographies), for which, by M.O. Berdyaev, climbing path to individual development is primarily the unity of spiritual and practical properties [14].

Today, considering the subjectivity in two ways: as a capacity for autonomous, independent, proactive, and in every historical period and in every society asserts its own type of entity (K.O. Abulkhanova-Slavskaya, B.G. Ananiev, L.I. Antsyferova, O.H. Asmolov, A.V. Brushlinskyy, A.N. Volkov, A.A. Konopkina, A.N. Leontiev, D.C. Osnytskiy, V.A. Petrovsky, S.L. Rubinstein, D.M. Uznadze, B.D. El'konin et al.), and how to construct the integral properties of the integral structure of personality. In particular, local researchers (Z.M. Adamska, O.F. Bondarenko, Z.S. Karpenko, G.K. Radchuk, V.A. Tatenko, T.M. Titarenko) define subjectivity as an integral feature of personality. Sharing this view, in this study we will operate the following definition: subjectivity – is an integral property of the individual, which is the result of self lies in the sense of authorship of their lives and awareness of the responsibility for its implementation,

the ability to reflexivity, positive self-attitude, self-understanding, meaningfulness of life in the pursuit of fulfilling its own capacity for self-development, for professional growth and self-actualization [2].

Considerable attention of scientists (Z.M. Adamska, O.H. Asmolov, K.O. Abulkhanova-Slavskaya, L.I. Bozovic, A.V. Zavgorodnyaya, Z.S. Karpenko, V.I. Slobodchikov, V.A. Tatenko, T.M. Tytyrenko, I.S. Yakymanska etc.) attract subjective quality, which, in turn, determine the position of subjective rights. Accordingly, a person builds an image of the world, "quasi-dimension in which she called objective world. This – the semantic field, the system of values "[13]. We hypothesized that the formation of the political image of the world is one aspect of the formation of political subjectivity. By definition I.V. Samarkina, the world political – one aspect of political subjectivity, which is a dynamic system of ideas about the political system, power mechanisms of policy, models of political behavior and so on. The main elements of the political world view are:

- basic conceptual and symbolic concepts of social and political system (especially for key policy concept of "power" and its symbolic component);
- images of important social and political actors: institutions and persons, event number;
- urgent problems of social and political spheres and their solutions;
- geopolitical component;
- the image of "I" in politics. [18]

A. Osion adds to these items are common in the community definition, explanation and ideology, as well as understanding of the structure and the structure of the modern political world, its adopted norms, rules and values [21].

The term "world view" is often used as a synonym for "image of the world" (S.L. Rubinstein, A.N. Leontiev, S.D. Smirnov, V.V. Petukhov, K.B. Sokolov), or "world model" (V.V. Abramenkova, V.A. Vasyutinskii, N.F. Kalina) or "semiotic field" (T. Nelson, A.E. Sapogova) and others.

According to S.D. Smirnov, the picture of the world as a multilevel system of ideas about the world, about the place of the subject in it "mediates, refracts

through itself any external action" [20, p. 142]. According to V.A. Vasyutinskii "object, which directed the general attention of the interaction is presented for each of them in the discourse of his subjective interpretation, but also in the discourse inter subjective exchanges ..." [5, p. 94], that is the basic idea of the meaning and value of economic discourse of political engagement can make based on an analysis of the political world view of one of the actors.

Thus, discourse interaction of political socialization can be studied through the prism of ideas, concepts and meanings represented in the world political student youth and comparative analysis of nuclear structures worldview of young people with peripheral structures, as well as to the underlying values and semantic constructs presented in the rhetoric, policies and political practices of other participants interactions, will enable us to identify the particular structuring of the world political youth and contradictions field of political socialization, contributing to the development of the political culture of student youth or inhibit it.

A.G. Zuckerman and A.V. Brushlinsky propose to investigate factors such as competence, rationality, conflict, tolerance, resistance, aggression, activity, consistency, regulations, spontaneity interaction will reveal features as a process of interaction, and subjective expressions of the participants. Monitoring of these factors is not only diagnostic but also prognostic value [21, 15].

It is also important to analyze the strategies that young people use to construct a political world view, because of how methodical, rational, logical analysis of the subject topics and offer political discourse, largely depends on the closeness of the political world view to one or other of the extreme points of the continuum "naive" – "special."

The study of the political world view takes into consideration its features such as agility, integrity, multilevel, tsentrovanist on the "I" of the subject, emotive, historical dependency, symbolic potentiality (the variety of deployment possibilities) Contextually, openness, incompleteness [ 21].

The development of political subjectivity of youth people should be considered as a path to personal autonomy, emphasizing authorship in the creation

itself, as a subject of his own life and development. In particular, F. Rice notes to the young man took a variety of social roles and responsibilities of an adult, you need a certain autonomy, identity. The researcher considers two types of autonomy: behavioral and normative.

Behavioral autonomy is understood as independence, freedom of action, actions [21]. The results of studies of M. Cle shown that teenagers and young adulthood pursuit of behavioral autonomy increases dramatically [10]. However, the achievement of economic independence, young people show less dissatisfaction with the level of personal freedom than students who are economically dependent on their parents. Conflicts of students with family can be interpreted as an expression of the desire to be independent, while remaining economically dependent on their parents. The process of emancipation, as an expression of autonomy, including emotional, shows how boys emotional contact with their parents, compared with the attitude to others (love, friendship). However, I.S. Cohn notes that after the critical period when the ends emotional contact is restored at a higher conscious level.

As for the regulatory autonomy, it shows whether youth oriented the same standards, values, and parents or others [12]. H. Remshmydt argues that the process of separation from parents includes dimensions or components' interaction in the field of communication, regulatory control of parents over children, emotional connection and solidarity, economic dependence (or independence) "[17, p. 138].

In sum, we conclude that the development of autonomy as independence, freedom, independence and, consequently, the development of political subjectivity, depends not only on the young, but also their parents, significant people, environment.

According to V.A. Chernobrovkina, the capacity for autonomy characterizes man as the subject, the author of his life, allowing him to build his own choice to be open solid, unfinished system capable of change, improvement and

development [22]. Therefore, in the forefront the issue of creation itself, the planned implementation of a plan of life, self-realization.

Based on the semantic analysis of a large German-Russian Dictionary, New Encyclopedia of Philosophy, we have found that self-realization – is both a process (the movement to its intrinsic, true principles) and the result (being the truth, and the truth of being) [3, 14]. According to O.V. Selezniova self-realization suggests that active in the movement goes to the essence of the person, that can only make himself the man himself, self-realization as articulated as a goal-ideal result makes for self-development rights in general [19].

By K.G. Jung, the essence of self-realization is to bring together opposing attitudes and mutually compensatory consciousness and the unconscious. In the first stage of self-realization is the unconscious leading installation: there is a deliberate weakening of installation and dive into the depths of the unconscious, the contents of which are unknown to consciousness, the second – in the foreground installation conscious and unconscious material processing is done to enrich the mind and expands its boundaries, on third – mutually revised and altered conscious and unconscious elements of the subject are synthesized and create a new wholeness – Self [7].

By V.I. Kolyada expression of self-realization is the integrity of the person in philosophical studies associated primarily with its uniqueness and originality. Under this condition, the integrity of the person in favor of its autonomy. [11]

A large number of domestic research is devoted to finding the factors that determine civic and political participation, political behavior, political choices of young people (M.V. Bilyk, I.I. Bilous, M.J. Boryshevskyy, V.M. Duhnevych, L.A. Kiyashko, A.O. Lisnevskya).

Well-known Ukrainian psychologist M.J. Boryshevskyy found that the mental mechanisms of personality can actively operate "in the presence of conscious and unconscious person integrating and stimulating principles or factors, which acts as some vital idea. If this idea is defined socially positive content is

morally valuable load, it causes effects in the Developing awareness and can also affect the system as a whole personality "[5, p. 69].

**Conclusions.** Today it is extremely urgent to build a civil society and an analysis of actual social processes. Therefore, there is need for the study of factors that explain the cases of political activism, the formation of citizens, particularly young people, an adequate level of social interaction skills and capacity for active citizenship.

Civic and political participation, as a manifestation of self-organization and autonomy in decision-making is increasingly becoming today an effective factor in determining and increase in subjective human capabilities, transforming it into reality and himself. It therefore seems important allocation of political subjectivity, the formation of a certain political image of the world as a special subject of study. We consider the development of political subjectivity boys as a way to personal autonomy, emphasizing authorship in the creation itself, as a subject of his own life and development.

The the world political – one aspect of political subjectivity, which is a dynamic system of ideas about the political system, power mechanisms of policy, models of political behavior and so on.

It is also important to explore how such personal constructs of autonomy, freedom, emotional self-regulation, the intelligence, the process of political decision-making, honesty, integrity. This will allow carrying out a holistic study of all personal factors that are responsible for the development of political subjectivity students.

### **Literature**

1. Абульханова К.А. Психология и сознание личности (Проблемы методологии, теории и исследования реальной личности): Избранные психологические труды. — М.: Московский психолого-социальный институт; Воронеж: Издательство НПО «МОДЭК», 1999. — 224 с. (Серия «Психологи Отечества»).

2. Адамська З. М. Психолого-педагогічні засади розвитку суб'єктності майбутніх психологів [Текст] : дис. ... канд. психол. наук : 19.00.07 / Адамська Зоряна Михайлівна; Прикарпат. нац. ун-т ім. В. Стефаника. - Івано-Франківськ, 2010. - 222 арк.
3. Большой немецко-русский словарь: В 2 т. / Сост. Е.И. Лепинг и др. – М.: Сов. энцикл., 1969. – Т. 2. – 680 с.
4. Брушлинский А.В. Психология субъекта. – СПб.: Алетея, 2003.
5. Васютинський В. Інтеракційна психологія влади / Вадим Васютинський. – К. : Київ. славіст. ун-т, 2005. – 492 с.
6. Вахромов Е.Е. Психологические концепции развития человека: теория самоактуализации : Учеб. пособие / Е.Е. Вахромов. – М.: МПА, 2001. – 160 с.
7. Гиндилис Н.Л. Аналитическая психология К.Г. Юнга : к вопросу понимания самости / Н.Л. Гиндилис // Вопросы психологии. – 1997. – № 6. – С. 89-95.
8. Даль В. Толковый словарь живого великорусского языка : В 4 т. – М.: Рус. яз., 1981-1982. – Т. 4. – 368 с.
9. Євдокимова Н. О. Психологічні чинники становлення національної самосвідомості підлітків-членів скаутського руху / Н. О. Євдокимова // Проблеми загальної та педагогічної психології : зб. наук. праць Ін-ту психології
10. Кле М. Психология подростка: (психосексуальное развитие): пер. с франц. / М. Кле. – М.: Педагогика, 1991. – Пер. изд.: Бельгия, 1986. – 176 с.
11. Коляда В.И. Целостность личности в контексте социокультурных трансформаций современной России / В.И. Коляда // Человек в социокультурном мире. – Саратов, 1997. – Ч. 3. – С. 29-30.
12. Кон И.С. Психология ранней юности: кн. для учителя / И.С. Кон. – М.: Просвещение, 1989. – 255 с.

13. Леонтьев А.Н. Образ мира, Избр. психолог. произведения, М.: Педагогика, 1983, с. 251-261
14. Новая философская энциклопедия: в 4 т. / Ин-т философии РАН; Нац. обществ.-науч. фонд; Предс. научно-ред. совета В.С. Степин. — М.: Мысль, 2000—2001. — ISBN 5-244-00961-3. 2-е изд., испр. и допол. — М.: Мысль, 2010. — ISBN 978-5-244-01115-9.
15. Психология индивидуального и группового субъекта / под ред. А. В. Брушлинского, М. И. Володиковой. — М. : ПЕР СЭ, 2002. — 368 с.
16. Райс Ф. Психология подросткового и юношеского возраста / Ф. Райс, К. Долджин. — 12-е изд. — СПб.: Питер, 2010. — 816 с.
17. Ремшмидт Х. Подростковый и юношеский возраст: проблемы становления личности: пер. с нем. / Х. Ремшмидт. — М.: Мир, 1994. — С. 138.
18. Самаркина И. В. Публичная сфера в политической картине мира: структура, практики взаимодействия и векторы трансформации / И. В. Самаркина // Трансформация публичной сферы и сравнительный анализ новых феноменов политики : сб. науч. статей. — Краснодар : Кубан. гос. ун-т, 2010. — С. 62–73.
19. Селезнёва Е.В. Самоосуществление как акмеологическая категория / Е.В. Селезнёва // Мир психологии. — 2007. — № 1. — С. 192-203.
20. Смирнов С. Д. Психология образа: проблемы активности психического отражения / С. Д. Смирнов. — М. : Изд-во МГУ, 1985. — 232 с.
21. Цукерман Г.А. Психология саморазвития: задачи для подростков и их педагогов: пособ. для учит. / Г.А. Цукерман. — М.–Рига: Ассоциация “Развивающее обучение“ ПЦ. “Эксперимент“, 1995. — С. 17-18.
22. Чернобровкіна В.А. Особистісна свобода людини як предмет психологічного дослідження / В.А. Чернобровкіна // Практична психологія та соціальна робота. — 2010. — № 2 (131). — С. 8-19.

# FORMATION OF GRAMMATICAL COMPETENCE IN TRAINING FUTURE TRANSLATORS

Amelina S.N., Dr.Ed.

*The article deals with problems of the formation of grammatical competence as an important component of foreign language communicative competence of future translators. This competence is implemented primarily through the development of skills and abilities in the major types of speech activity, covering reception, production, interaction and mediation. Grammatical competence of translator is defined as the knowledge and ability to use the grammatical resources of language. A comparison of the benefits of mastering grammar in communicative contexts and formal teaching of grammar is made. The levels of formation of grammatical correctness in accordance with the European requirements for language education are submitted. The need to study grammar in practical use is emphasized. The formation of grammatical competence grammar is viewed not withdrawn from the context, and integrated in the communicative situation or communicative context. That can promote successful communication. The features of the work of future translators over grammatical errors are described. Means of forming grammatical competence of future translators are provided. Grammatical competence may be formed by the conscious assimilation of regulations or in combination with semantic and situational characteristics of communicative interaction. It is advisable to form grammatical competence based on text grammar.*

**Key words:** *grammatical competence, communication, methods, foreign language, student.*

**Statement of the problem.** Learning foreign languages on the background of globalization processes is becoming increasingly important in the training of future professionals; particularly those successful professional activities directly

dependent on the formation of their foreign language communicative competence – linguists, language teachers, translators. The question of formation of the appropriate competences arises, in particular, formation of grammatical competence. Recently, the advantages and disadvantages of formal teaching of grammar in the context of promoting the study of languages are discussed. However, most researchers in the field of applied linguistics consider functional use of grammar in communicative contexts as necessary condition for language learning.

**The purpose of the article** is to consider the formation of grammatical competence of future translators in the course of their training.

**Analysis of research and publications.** Various aspects of foreign language competence formation of linguists and translators have been the subject of research of N.Borysko, T.Kyyak, L.Nahirny, S.Nikolayeva and other. The question of learning grammar was studied by L.Volkov, E.Paly, T.Stechenko and other, the formation of grammatical competence of future philologists by V.Osidak (English) and D.Rusnak (French). However, the question of the formation of grammatical competence of translators and interpreters requires detailed study.

**The main material.** Most researchers understand the concept of "grammatical competence" as knowledge of the language grammatical means and the ability to apply it. J. van Ek generally reduces linguistic competence to grammatical competence, interpreting it as "the ability to produce and interpret statements that meet certain grammatical rules and meanings" [5, p. 39].

Thus, the grammatical competence of the translator can be defined as the knowledge and ability to use grammatical resources of language.

It should be noted that despite the recent trend towards teaching of communicative competence, teaching grammar in the course of studying foreign languages at universities is mainly traditionally built: progression on formal linguistic categories, description and explanation of linguistic phenomena by teacher, learning and practice the rules through exercises and translation.

Under the provisions of "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" formal grammar can be seen as a set of principles that govern the amount of elements and arrange it in a meaningful and complete series (sentence). Grammatical competence is the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed in accordance with these principles (which is the opposite of learning and reproduction as stable formulas). The grammar of any language in this context is very complex and far from being able to have complete certainty or completeness. There are a number of relevant theories and models for the organization of words in a sentence [1, p. 167].

The "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" gives the scale of grammatical correctness. Using it, students can examine and identify:

- what grammatical theory they base their work at;
- which grammatical elements, categories, classes, structures, processes and relations will be required by the students, what they need to learn and use.

The study of grammar should be aimed at the student, to consider his wishes, needs and goals, as well as the tradition of learning and their own language, because contrastive dimension, understood as the conscious perception of similarities and differences between languages, contributes to language learning [8, p. 885].

The study of grammar should not be the ultimate end in itself, but also must meet its role in the actual use of language, that is to be a tool that contributes to successful communication. So, it is rationally to represent the grammar to future translators not divorced from the context, but in particular communicative situation or communicative context. Therefore, we consider it appropriate to examine the formation of grammatical competence of future translators from a functional point of view in communicative speech activity.

From this perspective, it is advisable to turn to the methodological principles of "Framework Programme of the German language for professional

communication for universities in Ukraine", that is the basis for planning and organizing learning German, oriented to the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment". The program is aimed at practical interdisciplinary and professional guidance classes in German, the focus is a student. It's essential purpose is orientation of the learning process on the formation and development of basic skills and knowledge in social and professional communication, i.e. foreign language communicative competence.

Foreign language communicative competence is a set of skills, abilities and knowledge that allows to learn, to work and to communicate in a multicultural society and to achieve understanding and interaction with representatives of other cultures in equitable dialogue [3].

This competence is implemented primarily through the development of skills and abilities in the major types of speech activity, covering reception, production, interaction and mediation, and implemented in both written and orally [1].

Developing communicative competence in a foreign language provides students with the opportunity:

- to improve their skills in reading, listening, writing and speaking to produce skills to work with texts of different types from all information sources based on already acquired knowledge about the world; to seize, to analyze and to organize, to select and to transmit information;
- to form an opinion based on the obtained information, to justify it and to give the necessary explanations;
- to recognize the intentions of messages that meet certain varieties of texts with their grammatical structure and rules, to understand and to transfer it to appropriate situations [3, p.10].

Linguistic competence includes the following components:

- phonetics, phonology: spelling, orthography;
- grammar: morphology, syntax;
- lexis: vocabulary, lexical relations, derivation / neology;
- discourse: language rules of text structure.

In evaluating the formation of foreign language communicative competence in addition to content, coherence, lexical adequacy, sufficiency phonetic rules, the grammatical correctness (compliance with the rules of spelling and punctuation, correct use of different grammatical structures) is also taken into account.

Thus, the study of grammar and the formation of grammatical competence must be logical and important part of the process of forming foreign language communicative competence of future translators.

Grammatical competence is manifested in the speaker's ability to produce and understand sentences and texts.

Working with grammar should not be a separate purpose, and linked to the practical use of language as an aid to successful communication. Therefore, the formation of grammatical competence grammar is not considered withdrawn from the context, and embedded in the communicative situation or communicative context.

Formation of grammatical competence of future translators is based on the description of the grammatical organization of the language, which includes: elements (morphemes – roots and affixes, words); categories (number, case, gender, concreteness / abstractness, active / passive voice, grammatical tenses); classes (declination, conjugation, open word classes – nouns, verbs, adjectives, adverbs, closed word classes (such grammatical elements as articles, pronouns); structures (composite words and complex expressions; phrases – nominal, verbal, etc.; components of the sentence – principal clause, subordinate clause, independent clause; sentences – simple, compound, complex), processes (nominalization, ablaut, transposition, transformation), relations (control, congruence, valence).

Knowing about parts of speech and grammatical patterns knowledge is acquired by analyzing word order that occurs implicitly and automatically, i.e. the knowledge of words in combinations of words and phrases. Students memorize phrases, parts of sentences and sentences; parse (unconsciously and automatically)

is conducted later. However, a very large number for each syntagmatic grammatical phenomena should be acquired for this implicit analysis.

Thus, grammatical competence can be formed by conscious perception of expressing language as remembering clearly perceived syntagmas related to semantic and situational characteristics of communicative interaction. But it can also be understood abstractly – as the conscious perception of patterns and rules.

However, one of the competencies cannot be singled out in the practice of learning a foreign language. However, a number of tools to perform targeted methodological influence on its formation and development can be defined. In particular, it is advisable to form grammatical competence based on the grammar of text.

It should be taken into account that the development of oral grammatical competence is positively affected by teaching writing.

Formation of grammatical competence is possible with the use of an inductive approach, particularly in the process of reading, that simultaneously contributes to the awakening of interest in the study of grammar and, consequently, to more effective learning. In addition, students learn the tools that will help them discuss grammatical phenomena.

The advantage of this approach is the authenticity and relevance of the classes. While it is possible to avoid the unwanted elements of the educational process, namely demotivation of students. Indeed, a significant disadvantage of traditional grammar exercises is a lot of errors that discourages students, especially with poor knowledge.

This suggests that linguistic phenomena are presented and discussed in their natural environment. In particular grammatical phenomena such as the use of articles, forward pronominalization, subjunctive mood, passive voice, constituents of clause, are perceived true only at the level of discourse or text.

It should be noted that special attention should be given to work on grammatical errors. Thus the immediate correction of errors in the study of language norms, by grammar exercises are appropriate and useful, but during the

production of content is inappropriate because it may interfere with communication activities of the student. An effective means is also encouraging students to identify and correct grammatical errors.

Confirmation of this view is found in the proposal of Brinittser M., Dumm F. They offer a method of studying grammar based on actantial model as the basis of grammar of sentence and text. Grammatical competence is considered in this case as owning the students basic grammatical structures needed to understand each other in the language of communication on the topics studied. In this case grammar is given supporting role [4].

**Conclusion.** Formation of grammatical competence is an essential component to fostering foreign language communicative competence of future translators and interpreters. Grammatical competence may be formed by the conscious study of patterns and rules or in conjunction with semantic and situational characteristics of communicative interaction.

Prospects for future research may be associated with the development of means of forming grammatical competence of future translators and interpreters and test their effectiveness.

### References

1. Загальноєвропейські рекомендації з мовної освіти: вивчення, викладання, оцінювання / [науковий редактор українського видання д-р пед. наук, проф. С. Ю. Ніколаєва]. – К.: Ленвіт, 2003. – 273 с.
2. Ніколаєва С. Ю. Цілі навчання іноземних мов в аспекті компетентнісного підходу / С. Ю. Ніколаєва // Іноземні мови. – 2010. – № 2. – С. 11–17.
3. Рамкова програма з німецької мови для професійного спілкування для вищих навчальних закладів України / С. М. Амеліна, Л. С. Аззоліні та ін. – К.: Гете-інститут, Ленвіт, 2006. – 90 с.

4. Brinitzer M., Damm V. Grammatik sehen: Lehrerhandreichungen. – Max Hueber Verlag, 2000. – 126 S.
5. J. van Ek: Objectives for Foreign Language Learning. Vol. I: Scope Council of Europe, Strasbourg 1993. – 90 p.
6. Fearn A. Fachsprachenunterricht / A. Fearn // Handbuch Fremdsprachenunterricht / [K.-R. Bausch, H. Christ, H.-J. Krumm]. – 5. Auflage. – Tübingen; Basel: A. Francke, 2007. – S. 169–174.
7. Profile Deutsch: Gemeinsamer europäischer Referenzrahmen / [M. Glaboniat, M. Müller, P. Rusch, H. Schmitz, L. Wertenschlag]. – Berlin, München, Wien, Zürich, New York: Langenscheidt, 2005. – 240 S.
8. Rall M. (2001) «Grammatikvermittlung», in Deutsch als Fremdsprache: Ein internationales Handbuch. Hrsg. v. G. Helbig, L. Götze, G. Henrici, H.-J. Krumm, de Gruyter, Berlin et al., 2. Halbband, – S. 880-886.

## **ESSENCE OF THE CONCEPT "COMPETENCE APPROACH" IN SCIENTIFIC AND EDUCATIONAL LITERATURE**

N.P. Antipova, graduate student

One of the main ways to solve this problem listed in the National Strategy for the Development of Education in Ukraine for the period up to 2021. This way is modernization of the structure, content and organization of education on the basis of competence-based approach [10].

Analysis of recent research and publications. The problem of professional competence formation of specialists in teaching in higher education is concerned many scientists. In particular, L. Viktorova, A. Dankeyeva, I. Druz., D.Kostyuk E. Lugovskaya, Y.Rybalko, T.Yablonska, et al.

Competence approach in education is a subject of scientific research Baydenko V., N. Bibik, IN. Bolotov, G. Havryschak, G. Golovan, I. Zymnyaya, A. Lokshin, A. Ovcharuk, O. Pometun, S. Savchenko, C. Sysoeva, S.Trubachova, A. Hytorskoy, V.Schadrikova et al.

According to scientists, competence approach in all aspects of the deepest reflects the modernization of higher education as in all European countries and in Ukraine. As the O. Ovcharuk: «The present education should form the ability to operate new technologies and knowledge, be prepared to change and adapt to the changing needs of the labor market, operate and manage information, to act, to make decisions quickly, lifelong learning. Ukraine as a European country can not avoid all of the above processes» [6, p.6].

The wording of the purposes of Article (problem). The aim of the paper is a brief analysis of the essence of the concept of «competence approach» in scientific and educational literature.

The main material of research. Nowadays higher education is to increase the value of future professional expertise. Now it is important to be competent professionals, not just skilled. Competent person is different from a qualified what he sells in his work professional knowledge and skills, self-developing and always goes beyond their discipline considers his profession a great value .

The concept of «competence» and «competency» in scientific and educational literature appeared relatively recently: in the late 1960s - early 1970s in foreign, in the late 1980s - in the Soviet literature, and by far not enough investigated.

Russian scientists A. Hutorskoy and V. Krajewsky suggested to distinguish between the concept of «competence» and «competency» Word of «competence» (from Latin - Competentia) means a range of issues in which the person is aware and has some experience. A competence is the possession of human competence, which includes personal attitude to it and to subject of activity. In other words, competence is the result of gaining of competence [5].

The national teacher-researcher A. Pometun indicates that the competence is the terms of reference of any organization, institution or person [7, p.66].

Recently in Ukraine and abroad is actively working to implement the competency approach in education. Therefore, scientists, teachers and practicing teachers discuss the origin and essence of this concept.

Some scientists are concerned with competence distinguish three stages of development of competence approach in education.

The first stage (1960-1970 years), there is an introduction to the scientific apparatus and creating preconditions distinction between competence and competency.

The second stage (1970-1990 years). is characterized by the using of categories of competence and competency in the theory and practice of teaching, fellowship, and analysis of specialists in the administration, management and leadership.

The third stage (1990 to the present day) is characterized as a scientific research competence as education category [4, p.36-37].

It should be noted that scholars interpret the concept of competence-based approach in different ways.

N. Bibik notes that the transition to competency approach to education «means a reorientation of the outcome of the process of education in terms of

activity , ensuring the ability of the graduate meet the new market requirements, have the appropriate capacity to solve practical problems in life , finding his «I» in the profession»[2 , p.45].

According to A. Pometun «the term» competence approach «means an educational process focus on the formation and development of the core (base , key ), and object -wide competencies of the individual» [7 , p.64].

V. Hymynets completely agree with the above interpretation of colleagues and notes that the main efforts of the traditional system of education has been paid to the acquisition of knowledge and skills. It is formed knowledge approach to learning. The main attention was focused on the most to knowledge , and that what they do left unattended. Thus, the competence approach shifts the focus from the process defined by the accumulation of regulatory knowledge and skills formation and development of student 's ability to act practically and creatively apply the acquired knowledge and experience in different situations [13].

According to N. Nagorno the term «competence approach» means the ability of students to solve problems that arise in the cognitive , technological and mental activities in the areas of ethical, social, legal, professional and personal relationships [8].

T. Oleynik finds that competency approach linked to personally focused and active approach to learning and requires the transformation of educational content, the transition from the model that there is an objective for all students in the subjective domain per student , which can be determined [ 9 , c. 69].

By definition, Y. Rybalko «competence approach» - is an approach that aims to implement learner- oriented education of future specialists, forming its readiness and capacity to carry out professional activities in accordance with the terms of society, the ability to make decisions and take responsibility, ownership of the necessary communicative qualities and capacity for self-education and self-improvement , competitiveness in the labor market»[11].

V. Bolotov believes that the competence approach put forward in the first place ability to solve problems that arise in different situations [3, p.10 ].

I. Frumin in the implementation of competence-based approach in education notes four aspects: key competencies common substantive skills applied substantive skills and life skills [12].

According to B. Avvo entity implementing competence-based approach in higher education is that: students working on real tasks and real data processes, learning not only by the teacher but also by each other, work with different databases and informed choice and decision different solutions, learn to think critically [1].

Russian scientist A. Khutorskoi under the competence-based approach understands «approach to the educational process aimed at acquiring person a certain amount of knowledge and experience that enable it to draw conclusions, to express thoughts clearly and act adequately in different situations» [14, p.61].

Summarizing reviewed the literature on the issue of implementation of competence-based approach to education, we have concluded that scientists notion of «competence approach» is understood as:

- Orientation of the educational process in the formation and development of the core (base, key) competences and subject identity (A. Pometun, V. Hymynets);
- Reorientation of the educational process, the outcome of the activity-and learner-centered terms (N. Bibik, T. Oliynyk, Y. Rybalko, A. Hutorskyy);
- The ability of students to solve problems that arise in various activity fields (B. Avvo, N. Nahorna, V. Bolotov).

We believe that competence approach - an approach that is aimed at professional ability to effectively carry out professional activities and solve problems of varying degrees of difficulty based on the knowledge and experience.

Findings from the study. Based on the above it can be concluded that the competence approach, unlike traditional education involves not only the acquisition of knowledge and skills, but also the development and formation of students' ability to practice and creative application of acquired knowledge and experience in a variety of situations, creating to graduate high readiness for successful performance in real life.

Thus, the competence approach in education remains relevant and promising line of research worldwide.

Prospects for further research will be to identify and study ways of formation of professional competence of future plant breeders in agricultural universities.

# **DAS STATIONENLERNEN ALS VARIANTE EINES HANDLUNGSORIENTIERTEN (FREMDSPRACHEN-)UNTERRICHTS**

Antje Krüger, DAAD-Lektorin Dnipropetrowsk

*Der vorliegende Artikel stellt eine in Westeuropa verbreitete, in Osteuropa noch eher unbekannt methodische Variante des Unterrichts vor – das Stationenlernen. In einem Überblick werden die Entwicklung, die Merkmale, die praktische Umsetzung sowie mögliche Vor- und Nachteile des Stationenlernens skizziert.*

*Schlagwörter: Fremdsprachenunterricht, Methodik/ Didaktik, Handlungsorientierung, offene Lernformen, Stationenlernen*

## **Einleitung**

Offene, handlungsorientierte Lern- und Arbeitsformen bestimmen immer stärker den Unterricht an westeuropäischen Schulen und Universitäten. Ein Beispiel dafür ist das Stationenlernen. Um dieser Methode auch in Osteuropa Vorschub zu leisten, soll hier eine kurze Einführung gegeben werden.

Das Stationenlernen wurde bisher noch nicht als Forschungsschwerpunkt erkannt. Bisherige Publikationen dienen vor Allem Lehrern und angehenden Lehrern als Anschauungsmaterial: die Methode Stationenlernen sowie zahlreiche Beispiele aus verschiedenen Unterrichtskontexten werden vorgestellt – bei den Autoren handelt es sich fast ausnahmslos um Personen, die selbst unterrichten und das Stationenlernen „ausprobiert“ haben. Es mangelt also an aussagekräftigen wissenschaftlichen Fachtexten. Dieser Bereich wäre ein lohnenswertes Forschungsgebiet für die Zukunft. Auch für diesen Artikel dienen eher praktische Publikationen aus dem deutsch- und russischsprachigen Raum als Grundlage. Das Hauptaugenmerk liegt auf der Durchführung des Stationenlernens im Allgemeinen, ohne jedoch konkrete Beispiele aus der Praxis zu bringen.

Dieser Artikel stellt das Stationenlernen nicht explizit in den Kontext des Fremdsprachenunterrichts, sondern skizziert das Verfahren im Allgemeinen. Es sei

aber angemerkt, dass die Anwendung sich für alle Bereiche des Fremdsprachenunterrichts eignet, sei es im Bereich Grammatik, Literatur oder Wortschatzarbeit<sup>1</sup>.

Um sich zunächst ein Bild vom Stationenlernen als einer Organisationsform des Unterrichts zu machen, sei hier eine Definition von Rainer E. Wicke angeführt, der sich als Praktiker des DaF-Unterrichts mit kreativen Methoden einen Namen in der deutschsprachigen Methodik gemacht hat:

„Ein bestimmter Lerninhalt wird in mehrere Teilbereiche aufgeteilt. Zu jedem Teilbereich erstellt die Lehrkraft ein Materialangebot, das von den Lernenden selbstständig bearbeitet werden soll. Die Materialien werden im Klassenraum oder auch außerhalb an verschiedenen ‚Stationen‘ ausgelegt. Die Lernenden gehen einzeln oder in Gruppen von Station zu Station und bearbeiten die Materialien“. [5,5]

### **Ursprünge**

Neu ist der Ansatz des Lernens an Stationen zumindest in der westlichen Methodik und Didaktik nicht. Bereits zu Beginn des 20. Jahrhunderts praktizierte die amerikanische Pädagogin Helen Parkhurst diese Arbeitsform in Anlehnung an Maria Montessori. Auch die Prinzipien der Reformpädagogik, die gegen Ende des 19. Jahrhunderts aufkam, erkennt man in den Charakteristika des Stationenlernens wieder: die Selbstständigkeit des Schülers sowie ein aktiver Unterricht.

1952 führten die Engländer Morgan und Adamson das Stationenlernen („circuit training“) in den Sportunterricht ein: die Schüler absolvierten in einer bestimmten Zeit selbstständig verschiedene sportliche Disziplinen.

Seit den 80er Jahren wird die Lernform Stationenlernen in Deutschland für immer mehr Unterrichtsinhalte und Fächer, teilweise sogar fächerübergreifend, angewendet.

### **Charakteristika**

Im Folgenden werden anhand der Aufstellung von Rainer Wicke [5, 5] die wichtigsten Charakteristika des Stationenlernens erläutert:

---

1 Hervorragende Beispiele für alle Altersgruppen finden sich im Heft 35 der Zeitschrift „Fremdsprache Deutsch“ (2006) (siehe Literaturverzeichnis).

Das Stationenlernen ist neben dem Projektunterricht u.a. eine Form des *offenen Unterrichts*, bei der der Schwerpunkt auf der *Handlungsorientierung* liegt. Die Lerner sind aufgefordert, *selbständig* an den vorgegebenen Stationen zu arbeiten. Dazu gehört auch, dass sie sich die Sozialform Einzel-, Partner- oder Gruppenarbeit selbst auswählen – sofern es keine Vorgaben durch die Aufgabenstellung gibt. In den Phasen der Partner- und Gruppenarbeit testen die Lerner ihre Teamfähigkeit und versuchen, die gestellten Aufgaben ohne Hilfe des Lehrers zu lösen, d.h. sie entwickeln eigene *Problemlösungsstrategien*.

Im Unterschied zum üblichen Unterricht bekommen die Lerner auch Aufgabenstellungen, die nicht nur die vier Fertigkeiten (Lesen, Hören, Schreiben, Sprechen), sondern auch andere Sinne und Fähigkeiten trainieren: z.B. Übungen zum Riechen, Schmecken, Fühlen sowie Zeichenaufgaben (*Lernen mit allen Sinnen*). Darüber hinaus wird das handwerkliche Lernen geschult, indem die Lerner dazu angeregt werden, ein *Produkt zu gestalten*, z.B. eine Collage oder ein Poster.

Zur Lösung der Aufgaben sollten verschiedene Lösungswege berücksichtigt werden, so dass sich stärkere und schwächere Schüler gleichermaßen angesprochen fühlen (*Binnendifferenzierung*). Binnendifferenzierung meint aber nicht nur die Einteilung der Lerner nach ihrer fachlichen Leistung, sondern beinhaltet auch ein Eingehen auf unterschiedliche Lernertypen, unterschiedliche Tempi beim Lernen usw.

### **Praktische Umsetzung**

Bei der praktischen Umsetzung kann man zwei Arten unterscheiden: eine festgelegte und eine freie Reihenfolge. Erstere empfiehlt sich für Lerngruppen, die das Stationenlernen zum ersten Mal praktizieren. Dabei ist eine feste Reihenfolge vorgegeben, in der die Stationen bearbeitet werden sollen.

Häufiger praktiziert wird jedoch die freie Variante. Dabei ist es den Lernern überlassen, sich die Reihenfolge auszuwählen, in der sie die Stationen bearbeiten. Doch sollte es hier stets ein Überangebot an Themen und Inhalten geben, so dass jeder Lerner jederzeit beschäftigt ist. Um einen „Stau“ an einzelnen Stationen zu

vermeiden, wenn sich z.B. gleichzeitig mehrere Lerner für dieselbe Station entscheiden, sollte der Lehrer sog. „Pufferstationen“ einrichten. Die Arbeit an diesen Stationen dient der Erholung und sollte eher kreative oder spielerische Aufgaben umfassen, die schnell zu bewältigen sind.

Weiterhin ist auch eine Informationsstation zu empfehlen, an der die Lerner weiteres Zusatzmaterial, Lexika, Wörterbücher vorfinden. Hier könnte der Lehrer auch die Lösungsschlüssel der Übungsaufgaben auslegen: im Sinne der Selbständigkeit sollen die Lerner auch die Selbstkontrolle trainieren.

Um der Forderung Produkterstellung/ handwerkliches Lernen gerecht zu werden, sollte man Raum für die Präsentation von Collagen, Postern usw. bereitstellen. Dabei kann man auch eher außergewöhnliche Mittel wie Pinnwände und Wäscheleinen verwenden.

Die Tische im Unterrichtsraum kann man für das Stationenlernen umstellen, doch es ist nicht unbedingt notwendig. Darüber hinaus können auch Fensterbretter und der Fußboden genutzt werden. Die einzelnen Stationen sollten unbedingt durch Nummern, Namen oder Symbole gekennzeichnet werden, um sie voneinander zu unterscheiden.

An den einzelnen Stationen sollten die Arbeitsanweisungen ausliegen. Dies ermöglicht den Lernern, selbständig ohne die Erklärung des Lehrers die entsprechenden Aufgaben zu bearbeiten. Als Hilfestellung können auch relevante Redemittel und andere Hilfsmittel zur Verfügung gestellt werden.

Die Aufgaben sollten die Charakteristika des Stationenlernens umsetzen, d.h. der Lehrer muss bei der Vorbereitung des Materials verschiedene Lernertypen, Tempi, Sinne berücksichtigen.

Als weiteres wichtiges Utensil dient der sog. „Laufzettel“, den im Normalfall jeder Lerner vor dem Beginn erhält. Auf ihm findet er einen Überblick über alle Stationen. Nach der Erledigung einer Station wird dies auf dem Laufzettel vermerkt. So erhält auch der Lehrer im Nachhinein einen Überblick, welcher Lerner welche Sozialformen bevorzugt.

Zur Beschreibung des Ablaufs teilt Nelzina [2,2] das Stationenlernen in verschiedene Phasen ein: während der ersten Phase (*Informationsphase*) im Plenum führen Lehrer und Lerner ein einführendes Gespräch, in dem der Lehrer auf die Besonderheiten des Stationenlernens eingeht, den Bezug zu vorherigen Unterrichtsstunden herstellt, und Regeln zur Durchführung aufstellt. Dazu gehört z.B. die Lerner darauf hinzuweisen, dass die Stationen nach der Arbeit wieder in Ordnung zu bringen sind und keine Lösungen dort gelassen werden dürfen.

Während der zweiten Phase (*Orientierungsphase*) gehen Lehrer und Lerner die Stationen ab und der Lehrer erklärt an jeder Station die Aufgabenstellung usw. Daran schließen sich *Auswahl- und Arbeitsphasen* an. Die Menge der Arbeitsphasen hängt u.a. von der Zeit, der Sozialform und dem Arbeitstempo ab.

Die *Abschlussphase* beinhaltet eine Evaluation des gesamten Arbeitsprozesses, die Lerner werden nach ihrer Meinung gefragt, man reflektiert gemeinsam über Ziele, Methoden und Lernerfolge. In dieser Phase werden auch die entstandenen Arbeiten besichtigt und entstandene Dialoge, Rollenspiele usw. vorgeführt.

Diese Phase erweist sich oft als die problematischste, da die Zeit für eine effektive Auswertung oft zu knapp bemessen wird.

### **Die Rolle des Lehrers**

Die Rollenverteilung zwischen Lehrer und Lernern ändert sich beim Stationenlernen drastisch: stand im traditionellen Unterricht der Lehrer im Mittelpunkt, tritt er nun diese Position an die Lerner ab. Er bewegt sich eher im Hintergrund des Geschehens, ohne jedoch jemals überflüssig zu sein. Als Begleiter des Lernprozesses steht er den Lernern stets zur Verfügung. Er hilft ihnen aber nur auf ausdrückliche Bitten hin: schließlich ist ein Charakteristikum des Stationenlernens, eigene Problemlösungsstrategien zu finden und auszuprobieren. Rampillon [3,45] ordnet dem Lehrer im offenen Unterricht verschiedene Funktionen zu – mit der Bemerkung, eine nicht vollständige Auflistung anzubieten:

Zunächst bereitet der Lehrer das Stationenlernen vor. Wie schon beschrieben muss er dabei Rücksicht auf verschiedene Lernertypen, Interessen, Voraussetzungen, Lernziele usw. nehmen (*Organisator, Anbieter von Lerngegenständen*). Während die Lerner die Stationen bearbeiten, überprüft der Lehrer, ob überall ausreichend Material vorhanden ist, er gibt Tipps und steht für Fragen zur Verfügung (*Ratgeber, Experte, Ermunterer*). Kommen die Lerner mit Aufgabenstellungen nicht zurecht, gibt es Probleme bei der Gruppenarbeit oder mit der Zeitorganisation, greift der Lehrer vorsichtig ein (*Moderator, Koordinator*). In der abschließenden Phase wertet er den Unterricht gemeinsam mit den Lernern aus (*Auswerter*).

### **Chancen und Schwierigkeiten**

Beginnen wir mit den positiven Seiten der Arbeitsform Stationenlernen: Die selbständige Arbeit erlaubt es den Lernern, ihr eigenes Tempo, ihre bevorzugte Arbeitsform zu bestimmen. Dadurch unterliegen sie weniger dem Erfolgszwang. Ute Rampillon fasst den Nutzen von offenen Lernformen im Allgemeinen mit den folgenden Worten zusammen: „Offene Lernangebote fördern die Lernbereitschaft und vermindern Stress“ [3,44].

Stationenlernen fördert aber nicht nur die Selbständigkeit der Lerner, sondern auch das soziale Lernen: im ständigen Miteinander sind die Lerner gezwungen, aufeinander Rücksicht zu nehmen, und sie haben die Chance, voneinander zu lernen.

Gehört die Methode Stationenlernen des Öfteren zum Unterricht, kann der Lehrer die Lerner auch stärker bei der Vorbereitung involvieren und von ihnen eigene Aufgaben erstellen lassen.

Das Stationenlernen eignet sich bevorzugt für das Üben eines schon eingeführten Themas oder für Wiederholungsstunden. Dabei kann das schon bekannte Thema in einen neuen Kontext eingebettet werden. Vorstellbar wäre das Stationenlernen auch zur Überprüfung eines behandelten Themas.

Die beobachtende Position des Lehrers, die damit einhergeht, dass nun die Lerner im Mittelpunkt stehen und ihnen mehr Verantwortung für den Ablauf des

Unterrichts übertragen wird, gibt ihm die Möglichkeit, schwächeren Lernern individuelle Hilfestellung zu geben.

Insgesamt ist der handlungsorientierte Ansatz des Stationenlernens hervorzuheben.

Das Stationenlernen bietet sehr viele Vorteile, doch sollte man an dieser Stelle auch mögliche Probleme nicht verschweigen.

Der am häufigsten angeführte Nachteil des Stationenlernens liegt in seinem enormen Arbeits- und Zeitaufwand bei der Vorbereitung durch den Lehrer. Darauf kann man aber erwidern, dass sich mit einer gewissen Routine bei der Durchführung zumindest der Zeitaufwand verringert. Außerdem können auch Übungen aus dem verwendeten Lehrbuch zum Stationenlernen herangezogen werden, so dass die Vorbereitung weniger aufwändig ist.

Des Weiteren wird oft kritisiert, dass keine direkte und umfassende Kontrolle und Korrektur durch den Lehrer erfolgen kann. Auch die Leistungsmessung bereitet Probleme, denen man aber durch alternative Bewertungsmaßstäbe aus dem Weg gehen kann.

Durch die Veränderung der Rollen von Lehrer und Lernern wird ein enges Verhältnis zwischen ihnen vorausgesetzt, mit den Worten Ute Rampillons: „Offene Lernsituationen erfordern Mut und Vertrauen auf beiden Seiten“ [3, 45].

Zusammenfassend kann man sagen, dass das Stationenlernen eine empfehlenswerte Abwechslung im Unterricht bietet. Natürlich sollte diese Methode nicht die bestimmende sein, sondern *eine* Variante im Rahmen von Methodenvielfalt. Sie verspricht, die Motivation der Lerner zu wecken und sie ganzheitlich in den Unterricht einzubeziehen. Dabei nimmt das Stationenlernen nicht nur Schüler für sich ein, sondern kann mit einer altersgerechten Anpassung auch Studenten begeistern.

## **Literatur**

1. *Заседателева, М.Г.* Проведение итогового контроля по теме "Осень" на уроках немецкого языка в 6-м классе основной школы с

использованием методики "обучения по станциям" //

<http://festival.1september.ru/articles/517541/>

2. *Нельзина, Е.Н.* Обучение «по станциям» на раннем этапе овладения иностранным языком //

<http://www.school2100.ru/upload/iblock/99f/99f815cba4544046fc7eabf1ea96827b.pdf>

3. *Rampillon, U.* Offenes Lernen – auch in der Lehrerfortbildung? //

Fremdsprache Deutsch Sonderheft. 1996. S 44-48

4. *Wicke, R.* Aktiv und kreativ lernen. – Ismaning, 2004.

5. *Wicke, R.* Stationenlernen – was ist das eigentlich? // Fremdsprache Deutsch. 35/2006. S. 5-13

## COMPETENCE RESEARCH AND TEACHING STAFF

**Bilan L.L, Ph.D., Associate Professor**

*The article discusses the essence of professional competence of university teachers (high school teacher) as a complex personal-professional quality system, which provides on a personal level its self-organization in accordance with the requirements of professional work in higher education. The analysis of its structural components, which must be periodically modified, adjusted due to the rapid development of science and practice.*

***Competence of high school teacher, college, professional and pedagogical activity.***

**Formulation of the problem in general.** At all stages of the development of society, the formation of national economies, the formation of socio-cultural and spiritual horizons of any problem of rational use of teaching and academic staff in the specialty has always been the key, inexhaustible sources of improving the efficiency and quality of functioning of educational and pedagogical institutions and organizations.

Original legal documents for the formation of the qualifications of academic staff of higher educational institutions III–IV levels of accreditation are: Resolution of the Cabinet of Ministers of Ukraine "On approval of the list of posts of teaching and academic staff", General Directory professional qualification characteristics of workers, Guidelines on the formation professional qualification characteristics of employees approved by the joint order of the Ministry of Social Policy and the Ministry of Education and Science, Youth and Sports of Ukraine, "Model Regulation on certification of teachers, the Ministry of Education and Science, Youth and Sports of Ukraine" on ordering the payment conditions and approval schemes tariff categories of employees of educational institutions, educational institutions and research institutions, " Classification of Occupations

DK 003:2010 approved by order Derzhspozhyvstandard Ukraine, etc.

The notion of scientific competence of teaching staff as an integral part of general pedagogical process has always been in the focus of attention as teachers-practitioners and theorists, as it is the main characteristic of professionalism of the teacher, which is intended to ensure the effectiveness of not only training, but also education and formation of the younger generation. In the context of higher education reform in Ukraine and its entry into the Bologna process has changed understanding of the purpose of teaching profession, and the new socio-economic and political circumstances are placing new demands on the teacher, so the question of the competence of the scientific and teaching staff is quite topical. Various aspects of the issue devoted to the works Aleksyuk B., G. Ball, I. Zyazyun, S. Ermakova, E. Klimov, V. Kuzmina, A. Markova, V. Nesterenko, A. Obrivkina, V. Slastonina.

**The purpose of the article** – to analyze the basic components of scientific competence of teaching staff and uncover qualification characteristics of academic staff.

**The main material.** Qualification characteristics of teaching and academic staff of educational institutions and educational institutions contribute to the selection and placement of personnel, improve their business skills, rational division of labor, the creation of an effective mechanism of differentiation of functions, powers and responsibilities between the employees and the establishment of common approaches in determining their job responsibilities and qualification requirements, they are subject to.

Qualification requirements are used as regulations and can serve as a basis for the development of job descriptions that contain a specific list of duties of employees, taking into account characteristics of the organization of labor and management, their rights, responsibilities and competence. If necessary duties specified in the qualifying characteristics of the worker, may be distributed among several performers.

The qualifying characteristic of each post has three sections: "Duties", "Must

Know" and "Qualifications".

Under "Duties" contains a list of the main job functions that can be fully or partially charged to the employee occupies a certain position in view of technological homogeneity and relationship activities, to ensure optimal specialization for decision makers, professional and expert.

The "Must Know" contains the basic requirements for employee professional knowledge as well as knowledge of legislative and other normative legal acts, regulations, instructions and other documents, methods and means that the employee must apply in the performance of official duties.

In the "Qualifications" required to perform certain duties professional level employee to certify documents on education and work experience requirements.

Individuals who do not have the appropriate education or work experience, qualification requirements established but have sufficient practical experience and successfully operate in full their tasks and responsibilities, may be, as an exception, left in office or appointed to corresponding positions on Attestation Commission recommendations.

In order to improve the organization and efficiency of employees of educational institutions and educational institutions, extending the scope of their duties as compared with the responsibilities identified by relevant qualifying characteristics. In these cases, without changing the title of the post with the employee 's consent may be entrusted with the duties stipulated qualifying characteristics of the other posts that are similar in scope of work, similar in complexity, the implementation of which requires a different specialty, qualifications and activities are directly linked to academic and pedagogical process.

In addition, the qualification characteristics of teaching, research and teaching staff should be reflected his competence. When this is understood by professional quality employee's actions to ensure adequate and effective solution professionally important substantive problems with bad character, and a willingness to take responsibility for their actions. To the main components of the

competence of teachers include: professional, communicative, innovative, legal.

Professional competence - quality employee actions, provide an effective solution of professional pedagogical problems and typical professional tasks that arise in real-world situations or pedagogical research and teaching, and depends on the skills, shared values of morality and ethics, ownership of educational technologies, technology, educational assessment (survey, individual and group interviews) and psycho-pedagogical correction, life experience, continuous improvement and putting into practice the ideas of modern pedagogy, teaching methods and teaching disciplines and subjects, the use of scientific literature and other sources of information to create modern forms of education, the introduction of an assessment and reflection of values [1, p. 102].

Information competence - the quality of employee's actions for an efficient search, structuring of information, its adaptation to the peculiarities of the process of pedagogical and didactic requirements, formulating educational problem various information and communication means, qualified to work with various information resources, professional tools, ready to program-methodical complex, allowing design solution to educational problems and practical problems, the use of workstations pedagogical and scientific- teaching staff in the educational process; regular independent cognitive activity, readiness to conduct remote education activities, the use of computer and multimedia technology, digital educational resources in the educational process, documentation of educational places on electronic media [2, p. 101].

Communicative competence - the quality of employee actions, provides an effective and direct feedback from the person learns, contact with students ( pupils, children) of all ages, students, parents (or persons in loco parentis ), colleagues, the ability to develop strategies, tactics and technology cooperation with people, organizing their joint activities to achieve certain socially significant goals, ability to persuade, to argue its position, fluency in the official language, spoken and written literate business speech, oratory, professional etiquette and public presentation skills performance, the ability to choose the appropriate forms and

presentation techniques [3. 34].

Legal expertise - quality employee actions, makes efficient use of professional activity of legislative and other normative documents of public authorities to address relevant professional tasks [4, p. 56].

Willingness to research and teaching employees to professional pedagogical activity is mastering the whole of expertise ( on the subject of discipline, of course) of psycho-pedagogical action in higher education and social relations, of formation and maturity of professionally significant qualities of personality and social [1, s. 103].

Professional qualification is the ability to predict the outcome goals and pedagogical impact, in building information models, independent decision-making, etc.

Be professionally competent pedagogically means having a multicomponent structure of the integration of professional knowledge and skills, provides awareness of arbitrary decisions, perform actions on designing creative learning and simulation of communication links.

So, professional readiness of scientific pedagogical worker to teaching involves his professional qualifications and specific set of personality traits and characteristics.

Professional qualifications of scientific pedagogical worker includes the following components: a specially - subject competence psycho- pedagogical competence, communicative competence, sociocultural competence.

Specially -subject expertise includes deep and comprehensive knowledge of the discipline ( rate), which sets out the research and teaching staff, as well as erudition in this scientific domain.

Psycho- pedagogical competence of scientific pedagogical worker has his profound theoretical knowledge of psychology and pedagogy, as well as the ability to put them into practice the educational process in higher education.

Psycho- pedagogical competence consists of the following groups of skills: psychological ( psychodiagnostic, cognitive, motivational, psycho- emotional-

sensual, advisory ) operational and methodical; constructively projective; evaluation and monitoring; expert analytical, research, educational methodically.

The Group comprises the following psychological skills skills: forming cognitive needs of students forming activity style, reflection, creation of an enabling environment for internal cognitive activity of students, creating a favorable psychological climate for the implementation of the educational process and other skills, preparation of diagnostic programs as tasks tests, which together with diagnostic functions serve as learning tools, the use of diagnostic tools that identify the state of the pedagogical process in such characteristics: the complementarity of teaching and learning actions, timeliness of application specific learning technologies, the effectiveness of the learning process, the usefulness of the learning process, the adequacy of the training process of psychopedagogical conditions, the availability of the learning process, matching effectiveness of the process of learning goals and objectives of education, development and education of students, the use of techniques aimed at detecting the state of the educational process and an assessment of its effectiveness, the use of special methods and techniques to determine the level of mastering students content, scientific concepts, their connections and relationships, scientific theories, concepts and applied knowledge, the use of diagnostic tests to determine the level of formation of skills of cognitive activity on the basis of logical operations and heuristic way, the implementation of teaching methods of self-examination, self-control, the use of classical methods of testing intellectual operations, creativity and motivation of students [ 5, p. 16].

Group operational and methodological skills consists of skills: determining the effectiveness of learning technologies and the development of adequate procedures in accordance with the objectives and conditions to create optimal conditions for teaching, providing high performance in solving tasks, adaptation of teaching general provisions to specific subject training, informational and procedural modeling educational process in connection with the goals and tasks of learning and development, and structure of scientific knowledge, as well as

psycho-pedagogical conditions; technological development of information structures in the form of presentation and monologic tasks, preparation and application of the logframe, various transformations of educational information analysis of educational information, synthesis, development of concepts, methods and means of entering the educational information in the learning process, etc., manual process of learning tasks and application of correction methods, and methods of support, and additional methods of personal assistance, application techniques, stimulating pedagogical influence, educational planning in one training session and other skills in the system, the use of communication methods in the learning process, which are characterized by a subject-subject relations and subject-subject relation; logically analyze educational material, information and logically it (prukturizuvaty, pursue integration of international relations, to determine the structure of verbal and graphic training information, develop the activity and independence of learning activities of students, to formulate the problem and translate it into a system of software tasks efficiently synthesize information about the state of the entire educational system, its past and present, to focus on results and track the dynamics of the formation of mental structures, design and manage the development of the potential abilities of the students, their cognitive and operational structures.

Group constructive and projective abilities is to ensure the integration of social and educational strategies for learning.

Control is necessary as a way to determine the condition of the entire system of the pedagogical process. In learning control is a diagnostic step pedagogical management. Group skills assessment and control includes the following skills: implementation of various types of control: current and final, written and oral, selective and frontal reproductive and creative ability to attract and other pedagogical control in the learning process, to coordinate the content and methods of control as mastering new teaching material applying operations evaluation in the ballroom and in other systems, in the form of verbal estimation promotion, approval, judgment, comments punishment incentive comparison deployment

prospects and other achievements, research students' knowledge of individual and general composition of the individual cards educational advancements students type: assimilation of theoretical knowledge, applied knowledge assimilation, possession cognitive actions, emphasizing the main phenomena that is studied, the logical structure of knowledge, transformation of educational information, possession of heuristic techniques, possession of knowledge logical devices, implementation of algorithmic cognitive actions, the development of action, reflection, control and self-monitoring, evaluation, and pedagogical correction of self-correction, etc.

Group expert analytical skills consists of the following skills: use of diagnostic tools that identify the usefulness and effectiveness of different training systems, functional analysis of the learning process of students study the dynamics of a particular system of training, identifying its prospects, quality assessment, development prospects of development; provision of guidance, related to the assessment and correction of the pedagogical process, analysis of new original information and communication structures in the learning process, taking into account environmental factors and personal factors influencing the style of communication and student learning outcomes; intensification of the process of learning through learning activities deepening and accelerating the pace of development of educational material on program; individualization of the learning process, the orientation of information technology and distressed individual characteristics of students, the development of additional system training methods specifically aimed at enhancing students in the learning process, the development of initiative, teamwork, a desire to compete and other qualities of the student; development and application of pedagogical methods, concentrated learning process on the developmental effect, the use of non-standard intellectual tasks, based on the principles of mental functions.

Group research skills includes the following skills: the development of new synthetic methods of training, as well as some visual teaching methods, organization of new information and communication structures in the learning

process, the intensification of teaching methods, drawing up new curricula for elective courses and special courses, analysis of the main trends in the development education system, to identify priorities in the development of educational technology, analysis of experience of colleagues, its generalizations and applications, etc.

Assimilation science research methods: a theoretical analysis, contextual analysis, experimental method, observation, study and other documentation.

Group methodically educational skills consists of the following skills: during training students to form a national consciousness and self-consciousness to form a sense of national pride, patriotism and responsibility, civic duty and honor; wise to use methods of education, build on the lessons necessary moral and business environment, use the techniques and persuasion techniques during training sessions, the students form the moral value system, to develop national and social quality; maintain their high morale and public image; embody in the student community norms and principles of universal culture, the students form the scientific worldview, empathize and sympathize, be tolerant, demanding and friendly implement individual educational influence on each student, taking into account the characteristics and orientation of his personality; combine the demands of the students with care for them and respect for their personal dignity; purposefully form students as a professional, based on moral ideals; always take an active civic position; educate students carriers high overall, national, legal, professional, aesthetic, economic, social, psychological, political and physical culture, promote healthy lifestyles, students abstinence of alcohol and drugs, negative attitudes to smoking and other harmful habits; bring value relation to the family, parents, wife (husband) and children; reeducate students and encourage them to self-education, self-development and self-improvement, to send students to the acquisition of social experience, inheritance spiritual heritage of the Ukrainian people, etc.

Conclusions. So, in the process of preparation of scientific and teaching staff in higher education is necessary to create conditions conducive to the achievement

of goals and, in particular, the formation of students' technological skills, aimed at organizing training activities. To solve this problem it is necessary to develop a program of continuous professional and pedagogical training of the teaching staff.

## REFERENCES

1. Adolf V.A. Professional competence of future teachers: monograph / Krasnoyarsk State. University / V.A. Adolf. – Krasnoyarsk: Krasnoyarsk State University, 1998. – 286 p.
2. Balitskaya N.C. Teacher education abroad. Tests on the competence of the teacher / N. C. Balitskaya // Teacher Education. – 1992. – Issue number 5. – P. 101-102.
3. Gura A.I. Psycho-pedagogical competence of university teachers: theoretical and methodological aspect: Monograph. – Moscow: GU "ZIGMU" 2006. – 332 p.
4. Vesnin V.R. Practical Personnel Management: A Manual for personnel work / V.R. Vesnin. – M.: Lawyer, 1998. – 96 p.
5. Markova A.K. Psychology professionalism / A.K. Markov. – M.: "Knowledge", 1996. – 308 p.

### **Білан Л.Л. Компетентність науко-педагогічного працівника**

*У статті розглянуто сутність професійної компетентності, викладача вищого навчального закладу (педагога вищої школи) та подано аналіз її структурних компонентів.*

***Компетентність педагога вищої школи, вищий навчальний заклад, професійна педагогічна діяльність.***

### **Билан Л.Л. Компетентность научно-педагогического работника**

*В статье рассмотрена сущность профессиональной компетентности преподавателя высшего учебного заведения (педагога высшей школы), а также дан анализ ее структурных компонентов, которые должны периодически видоизменяться, корректироваться в связи со стремительным развитием науки и практики.*

***Компетентность педагога высшей школы, высшее учебное заведение, профессиональная педагогическая деятельность.***

*Blozva Andrew I. - Candidate of Science, Lecturer of Social Education and Information Technologies in Education, National University of Life and Environmental Sciences of Ukraine*

*Krasulya Olga - Master student of Pedagogical Faculty of the National University of Life and Environmental Sciences of Ukraine*

## **CORRECTION EMOTIONAL SPHERE OF PLAYING PRESCHOOL CHILDREN**

Formulation of the problem in general . Preschool children is a short segment of human life , only the first seven years, but they are very important . During this period of development is never as rapidly and quickly . With quite helpless , nothing being able being a baby turns into a relatively independent and active personality. Get some development on all sides of the psyche of the child, thereby laid the foundation for further growth. One of the main psychological development in early childhood is laying the foundations of personality.

The child becomes aware of his "I" , their activity , an activity starts to objectively evaluate yourself . Formed subordination reasons : the ability to subordinate their immediate impulses conscious goals. The kid learns to a certain extent control their behavior and activities, predict its outcome and monitor performance. Complicated emotional life preschooler : enriched content emotions generated higher feelings. A small child does not know how to manage emotions . With the development of the emotional sphere preschoolers feelings become more rational , obey thinking. But it occurs when a child learns morality and correlates them their doings. Preschooler learns to understand not only their feelings, but the feelings of others. A child can empathize, sympathize book heroes , play , transfer of plot to roleplay different emotional states . Development of the emotional sphere promote all the activities of the child. The emotional experience of the child , that the experience of experiences can be both positive and negative, which directly affects the well-being of current scientific evidence suggests that positive

childhood experiences , including trust , openness , willingness to cooperate , is the foundation for future positive self- identity. For the mental health of children requires a balance of positive and negative emotions that maintains composure and behavioral conduct. Disorders of emotional balance leads to emotional disorders, abnormalities in the development of personality , problems of social contacts . Before the teacher challenged : to teach a young child to control his emotions and promote preschool children in a positive emotional mood , freed from tension, stiffness , develop and adjust the emotional sphere of children.

Analysis of research and publications. The problem of emotions have been addressed by many domestic and foreign psychologists. About one-sidedness of modern foreign theories of emotion in some way prove very names , " psychoanalytic " ( Freud, Holt, Dove ), " intellektualistychna " ( Spencer ), " cognitive " ( Arnold ), " activation -energy " ( Spencer). Domestic researchers LS Vygotsky , AN Leontiev, SL Rubinstein , drew a number of key provisions on , depending on the nature of the emotions of the subject, which regulates their role in these activities and their development in the process of assimilation by the human social experience. They argue that emotion is a special form of relationship to objects and phenomena , and there are three aspects of this process : 1. Aspect experience ( S. Rubinstein , H. S. Shynharov ). 2. The aspect ratio ( P. Jacobson , V. Myasishchev ). 3. Aspect display (VK Vilyunas , YM Vekker , GA Fortunatov ). According to the first view, the specificity of emotion is the experience of events and relationships. SL Rubinstein believed that "the feelings expressed in the form of experience of the subject attitude to the environment, to what he knows and does".

The purpose of the article: - outline the prospects for the study of emotional disorders in preschool children and the possible ways of correction through the game.

The main material : In recent years, accumulated a large number of facts, systematized set of observations about emotions gained extensive experience of the pilot study . In the accumulation of facts already beginning to emerge outlines an

integrated system. Human life is full of different phenomena , objects , and nothing leaves him indifferent. All the emotions and feelings that he feels kind of his subjective attitude to reality, they experience that turns directly into his field of perception. Emotions and feelings are synonymous concepts , but not equivalent. Emotions is the human response to the impact of internal and external stimuli that have a strong subjective color. Emotion is expressed uniquely experienced person relationship to reality. Emotions play an important role in children's lives . Not every adult is able to understand the whole range of their experiences. But for a child , this task becomes even more difficult. Children do not always understand their emotions even simple , the more difficult for them to understand those different emotions that arise in the expansion of their relationship with the outside world. The key moments of emotional development of children of preschool age are:

- The development of social forms of emotional expression ;
- Formed a sense of duty, are further developed aesthetic, intellectual and moral sense;
- Due to the language of emotions become conscious ;
- Emotion is an indicator of the general condition of the child, his mental and physical health.

A more detailed look at the development of children's emotional sphere of the sixth year. Child sixth year of being emotional : feelings prevail over all her aspects of life by providing them with a special color. It is full of expression - her feelings quickly and brightly flashing . The child , of course , already knows how to be discreet and can hide fear , aggression and tears. But it happens in the case where it is very, very necessary. The most important source of strong feelings of a child - his relationship with others adults and children. The need for positive emotions from other people determines the behavior of the child. This need creates a complex , multifaceted sense of love, jealousy , compassion, jealousy and so on. When neighbors and family love child well treat it , recognize it right , always attentive to her, she feels a sense of emotional well-being assurance of security.

Under these conditions develop cheerful , active physically and mentally healthy child . Emotional well-being contributes to the normal development of the child, the development of his positive qualities friendly to other people. It is in terms of mutual love in the family of the child begins to learn to love herself. Feelings of love, affection to loved ones, especially to parents, brothers , sisters, grandparents , child forms as psychologically healthy person.

If we evaluate the features of the feelings of the child in the sixth year of life, it must be said that at this age it is not protected from the variety of experiences that she immediately appear in daily communication with adults and peers. Her day full of emotions. In one day fit experiences sublime joy shameful envy , fear, despair , understanding and complete exclusion of the other . Child sixth year of life prisoner of emotions. On each occasion that throws life experiences. Emotions shape the child's personality and tire her to exhaustion . It ceases to understand ceases to rule ceases to be a good boy or girl , the good kid who may be. She needs a break from their own feelings.

For preschool children develop emotions , becoming more complex and intellectualized nature. For school age actually begins to form the child's personality , with this process is closely linked with the development of the emotional sphere, with the formation of interests and motives , which , respectively, determined by the social environment , especially typical for this stage of the development of relationships with adults. The importance of the study of the emotional sphere , including the emotional attitudes of preschool children O.Zaporozhets emphasized . He argued that the education of the senses from the first years of life is the most important task , because how will assimilate knowledge and skills is critically dependent on the emotional relationship of the subject to others and the environment. Formation of a large part of the emotional experience of the child , including the dynamics of expressive action , adequacy of emotional response of empathy, self-regulation and expression of personality characteristics of the general emotion, anxiety, sensory , frustronosti occur mainly under the influence of these factors in the preschool period . In this regard ,

some researchers suggest that the features of the emotional sphere of the child is determined by the specific conditions of her upbringing . And the more complete is the social status of these conditions , the more favorable is the development of the emotional status of the child. There is no right or wrong feelings and emotions , all of them play an important role in a child's life . And last but not least - the emotions of the child by giving children and adults know about their condition. Positive emotions such as joy , satisfaction , trust, give children a sense of security and reliability. With these emotions children feel that their world is all right , you are helping to acquire new knowledge acquired and repeat . From other emotions they bad because they warn of danger and frustration . They warn that something is wrong. Anger means that there was a child barrier. Sum leads to lower energy and gives time to adapt to the loss or disappointment. Fear motivates children to protect . Heat and please show the children that they are loved and appreciated. During the period of childhood emotional features (their strength , length, stability ) vary due to changes in the general character of the child leading her motives, as well as due to the complexity of the child's relationship with the world. Together with the experience of pleasure or displeasure. related to the satisfaction of immediate desires of a child having a difficult sensation caused by how well it met its obligations , which have their value for the second persons and the extent to which follow it and the surrounding norms and rules of conduct. In order to develop the emotional sphere is necessary to provide the harmonious education of different feelings and emotions as well as to shape the child the necessary skills to manage their feelings and emotions (anger , anxiety , fear , guilt , shame , sympathy, compassion, empathy, pride , generosity , love and others ) to teach children to understand their emotional states and causes that originate them. With the emotional welfare of the child is related its assessment of itself, its ability, integrity and other qualities. One of the conditions of occurrence in preschool children is difficult emotions interconnection and interdependence and interdependence of emotional and cognitive processes - two of the most important areas of his psychological development. Parenting a child's feelings should serve primarily the

formation of harmonious development of the individual, and an indicator that there is a definite correlation harmony intellectual and emotional development. Formation and correction of deficiencies emotional sphere older preschooler should be considered as a priority in the work of child psychologist. In the development of the changes in emotional child develops social expressions of feelings, emotions changing role of the child , forming emotional anticipation , a sense of becoming more conscious , generally, arbitrary vnesytuatyvnymy . On that same emotion should be based on working with children ? There are several classifications of emotions. One is the classification KE Izard that identifies ten basic emotions , each leading to different internal experiences and different external expression of feelings: interest in positive emotions, she experienced child more often than other emotions. Interest plays an important motivational role in the formation and development of skills, abilities , intelligence and creative aspirations , and provides performance. The joy of experiencing active inner satisfaction , self-confidence , self- importance, the success of the activity. If the prevailing emotion in the emotional life , the child is in a state of comfort. Surprised experience associated with the perception of something sudden, unexpected.

Sum experience the amount of disillusionment, isolation. This emotion slows mental and physical activity of the child. Anger experience resentment , dissatisfaction with something. This emotion is a component of aggressive motivation. Control it plays an important role in social development. Disgust extremely unpleasant experience caused something ugly , disgusting , nasty , ugly. Contempt experiencing profound contempt for someone ( something ) morally low. Contempt leads to inflate self- importance and the depreciation of the object of scorn . Situations that stimulate anger, simultaneously activating emotions of disgust and contempt. The combination of these three emotions is seen as a triad of hostility. Fear of strong feelings of fear, fear of someone ( something ). The experience of fear is felt and perceived as a threat to personal safety , accompanied by a sense of uncertainty, insecurity , inability to control the situation. Shame feelings of dissatisfaction with themselves. Shame motivates the desire of the child

to escape, to escape. Guilt feelings associated with the violation of moral and ethical standards. Emotions, according to the theory of Karl E. Izard, are derived. Features of the external manifestations of emotions are defined by expressive body movements of the person and intonation, tone of voice. On the development of the child's emotional sphere of preschool age showed the following values:

- Appropriate reaction to events and situations of reality;
- Differentiation and interpretation of the emotional states of others;
- Latitude range of perceived emotions, ability to verbalize emotional state;
- ;
- Adequate expression of emotion in communication.

There are quite a number of techniques that are diagnosed with emotional sphere of preschool children. "Research Methodology emotional state" sponsored by the Dorofeeva ET aimed to assess the emotional state of the child on the three primary colors. Based on the responses received conclude characteristics of social condition by change type of sensitivity. Methods "color test attitudes" by I.B.Dermnova designed to study the emotional relationship of the child to the moral norms. Research by this method are conducted individually with each child. When analyzing the results it is necessary to correlate the color assigned to each concept and its emotional significance. A brief description of each color, its emotional and psychological meanings: Blue: conscientious, quiet, slightly cold, green: independent, stubborn, sometimes stubborn, intense, red: friendly, sociable, energetic, confident, irritable, yellow: very active, open, friendly, fun, purple: restless, emotionally intense, needs emotional contact, brown, depending sensitive, relaxed, black: silent, selfish, hostile, gray: flabby, passive, insecure, indifferent. Test "emotion recognition" by which Cherednikov TV sent to aptitude recognize different kinds of simple and complex emotions. Developmental, emotional and communicative game "ABC sentiment", developed N.L.Byelopolskoyu used as a technique to study the adequacy of emotional expressions and reactions studied preschool children using this technique is determined by the individual emotional sensibility investigated.

Methods of study of the emotional sphere based on observations of teachers and parents: technique " Exploring individual characteristics of the child with emotional problems" which the authors are S.Ye.Kulachkivska and T.O.Pirozhenko intended to identify when and what kind of emotional problems occur in some children , find the features of each child their resolution , identify means to eliminate their causes. After analyzing the results of this method can be set exactly when and where the life situations of children experiencing difficulties , as it overcomes them , objective or biased their causes . Questionnaire ' emotional well-being of the child in the group "the authors Lubin G. and L. Mikulyk designed to determine the child's emotional well-being in a group of kindergarten. Information for parents prompted a number of questions that are answered , parents allow us to determine how the child feels in the peer group. Methods " Exploring social emotions ." Authors techniques , GA Uruntayeva and Afonkina YA The objective of this technique is the direct study of social emotions. First, the teacher observes the children in various activities , and conducts research in two stages. After some investigation by this method we can conclude formation of social emotions and their impact on the behavior of children of all ages.

Thus, the caregiver is required to maintain the children a genuine interest in people that surround them, their needs , teach common finding mutually beneficial solutions in conflict situations , keep striving all the time to stay in touch , get experience , even with failed communication, and most importantly - it is necessary to teach children manage their emotions.

## TYPES OF PROFESSIONAL COMPETENCE

Чорнобай В.Г., викладач

Чернобай В.Г., преподаватель

Chornobay V.G., teacher

**General issue definition.** Our country embarked on the path to European integration, expanded international relations, there is the nationalization of all sectors of our society. Foreign languages (even the dead, like Latin or Hebrew) are an integral part of the lives of young Ukrainian. It becomes a real factor in the socio-economic, scientific-technical and general progress. The materials of the Council of Europe's core competency skills to communicate in more than one language included in the list of the five most important competencies recognized for all young Europeans [1, p. 13-14]. The process of modernization of Ukrainian education involves updating problems raising the quality of higher education that includes not only the amount of knowledge in the specialty, but also the ability of future graduates to use their creativity to achieve the objectives of the professional orientation, ability to implement foreign language communication with experts from other countries, and perform professional activities in terms of foreign environments. The purpose of foreign language teaching in institution of higher technical education is learning a foreign language as a means of communication and the acquisition of foreign language competence professionally directed for the successful implementation of future professional activity. An important issue is the definition and communicative competence of the students, because it is quite narrow link of human activities, which have no view of the practical application of knowledge, which has owned and used.

**Analysis of recent research and publications.** Problem of formation of foreign language communication skills in non-verbal professions students, including those studied in higher agricultural educational institution, has always attracted the attention of researchers. With the development needs of society the emphasis of practical teaching of foreign languages in higher agricultural education institutions have changed, and the urgent need is formation foreign

language communicative competence because only reading and translation of texts of general maintenance and specialty texts do not fill all the needs of young professionals (T. Avanesova, A. Astadur'yan, L. Boroznets, S.L. Bratchenko, N. Gavrylenko, A. Grigorenko, M. Evdokimova, V. Zytkova, O. Iskandarova, E. Komarova, T. Kuskova, N. Kucherenko, T. Lopatuhina, T. Luchkina, Y. Maslowa, R. Mil'rud, A.P. Panfilova, A. Samsonova , O. Fadyeykina, L. Fishkova, L. Halyapina, I. Tsaturova, V.D. Shirshov, M. Shyshlota etc.).

The following types of competencies in scientific literature are distinguished: cognitive ( S.H. Vorovshchykov, D.V. Tatyanchenko ), intellectual ( E.H. Hel'fman, M.A. Holodna ) and intellectual and corporate ( A. Arynushkina ), informational (A.M. Orobyns'kyk, O.H. Smolyaninova ), technological ( N.M. Manko ), culturological ( M.V. Bulyhina, O.A. Lukina, N.V. Pomortseva, A.N. Fedorova ), psychological ( A.D. Alferov, I.F. Demydova, V.N. Druzhynin, N.V. Yakovleva ), psycho-pedagogical ( M.I. Luk'yanova, Ye.V. Popova ), professional ( A.K . Markova, V.A. Yakunin ) , socio-psychological ( A.H. Kudryavtseva, L.I. Berestova), general and cultural ( A.A. Petrov, N.Yu. Konasova ).

Novikov A.M. defines competence as capability, which can their own be realized in practical activities and in solving life problems, and it is based on receiveing training and life experience . Expertise developed on the basis of competencies ( skills ). [2, p.115 ]

Choshanov M.A. defines professional competence as the ability of professional to solve various kinds of problems, task based on acquired experience, knowledge and values. [3, p.54 ]

Despite the pronounced tendency toward professionalization of foreign language teaching in higher non-linguistic educational institution his training is carried out effectively separately from the formation of the professional competence of future specialists. As observed by V. Tenischeva , in most researches, professional foreign language communicative competence of the student sappears primarily as the ability to perform communicative speech

behavior in accordance with the objectives of hypothetical situations foreign language communication , learning is reproduced preferably external, symbolic similarity rather than holistic content of professional activities related to the use of a foreign language . As a result, the problem of the formation of non-language students of higher educational institutions such professional competence, the structure of which would be fully integrated foreign language component, remains unresolved [4 p. 12-15 ]. At the same time, socio- economic situation today reveals future professionals new opportunities for self-realization, which can be done not only through individual instances of communication with foreign colleagues and partners, but also because of the professional activity in terms of foreign society. In this connection it is necessary to direct the learning activities of students in forming abilities, realize their professional activities and demonstrations of its results by means of a foreign language, namely the formation of foreign language professional competence.

**The aim of the research.** Give more details and consider the types of competence and give definitions .

**Main body of the research.** Owing the ability to communicate in a foreign language, even limited – is multilayered and multidimensional process, and communicative competence, which is the end result of training and receiving skills – is a complex and multi phenomenon . Competence – is the availability of knowledge and experience that are required for effective functioning in a particular professional activity. Competence (Latin *competens* - an adequate, that is right, capable, knowledgeable, skill ) [5 p. 227 ] - the quality of the person who possesses comprehensive expertise in any sphere and whose opinion is respected .

Competence is the ability to carry out a real, vital action and qualification characteristics of the individual that is taken at the time of activity, in any action; there are two aspects – resource and productive and that the development of competence determines the transition to resource product. Competence - a potential readiness to solve problems competently, consists of content ( knowledge) and procedural (skill ) components and requires knowledge of the problem and the

ability to cope with it, the constant updating of knowledge, possession of new information for the successful implementation of this knowledge in specific contexts, i.e. operative ownership and mobile knowledge. Competent – which has thorough knowledge in a particular area, teachable, which has certain powers sovereign. [6 p. 346].

There is distinctive ability for competence ( capability , willingness ) to use knowledge and skills. Competence is know *what* to do.

Cognitive competence is defined as the level of individual cognitive activity that meets the public system of principles, values and methods of learning . This competence is the basis of a self- initiating life personality . The student must not only learn the language , and extend, complicate personal cognitive resources in the process of learning the language. Person is no competent who has only theoretical knowledge, but one which has generated mechanisms of accumulation, organization and use of knowledge. The basis of cognitive competence is learning skills. One of the benefits of improving the quality of competent education – focused development of general education skills (finding, processing and use information to solve problems, the ability to identify and solve problem areas).

Intellectual competence – a special kind of knowledge, which enables receiving effective solutions, even in extreme conditions. Competent person, according to scientists, possess a basic knowledge of : diversity, clarity, connectivity, flexibility, speed of updating, can be used in different situations, the presence of key elements, the categorical nature of ownership procedural knowledge about how and what to do.

Intellectual and corporate competence is revealed as a complex psychological quality with any number of skills and abilities that are adequate to solve given tasks (e.g. develop innovative ideas).

Technological competence is understood as a system of creative and technical knowledge, skills and attitudes to work. Forming a regulator of competence are: improvement of sensory and intellectual mechanisms of cognitive

activity, school organization, learning of programming training activities. This specific part of general professional competence.

Psychological competence is a personal professional tool that provides effective performance of professional activities, part of psychological culture. In the psychological competence of the specialist we can distinguish two levels: cognitive (intellectual ) – psychological knowledge, and thinking and acting ( practical) – the ability and skills.

The general socio-psychological competence is a willingness and desire to interact effectively with others, to understand themselves and others during the regular changes in mental status, interpersonal relationships and conditions of the social environment. As part of the socio-psychological unit is regarded social competence (tolerance, responsibility, ability to work in a team ), personal (willingness and desire for self-development, self-improvement, self, reflection, creativity), information (ownership of new technologies and their practical use, knowledge of foreign languages ), ecological (environmental liability based on the knowledge of the general laws of society and nature), valeological (willingness and commitment to a healthy lifestyle ).

Special social and psychological competence is the willingness and ability to mobilize professionally important qualities that ensure immediate productivity employment specialist.

Professional competence can be seen as a qualitative description of the degree of ownership of their professional activity specialists and provides: an understanding of the business, assessment of personal characteristics, regulation of their professional development, self-improvement and self-education. One can say that the structure of professional competence consists of three general components : content, motivation and performance. You can also select a system of professional knowledge and skills, the desire and the capacity for independent professional creative solutions to problems, social and psychological readiness for work, ideological and moral maturity and political culture.

General professional competence is defined as a general professional knowledge, abilities, skills, abilities and commitment to its actualization in certain groups of occupations. We believe that the composition of professional competence include research, design, structural, administrative, managerial, industrial, and educational activities.

Special professional competence is the type and extent of training young professionals, the presence of his/her professional competence (i.e., willingness and desire) necessary to perform a particular profession. Its content (meaning instrumental basis) provides the national qualification characteristics.

**Conclusion.** Thus, it is given the definition of competence and its variants, it is cleared the acquisition and use professional, social, psychological and other skills of foreign language by students and young specialists. It is revealed that the natural formation of communicative competence does not match the social reality, it is therefore appropriate to consider the types of competencies of a young person alone or together. The acquisition of foreign language competence is impossible without mastering and owning other types of competencies.

### Literature

1. Symposium on Key Competencies in Europe. Report of the Symposium. – Strasbourg, Council for Cultural Cooperation, 1997.
2. Новиков А.М. Педагогика: словарь системы основных понятий. – М.: Издательский центр ИЭТ, 2013. – 268 с.
3. Чошанов М.А. Гибкая технология проблемно-модульного обучения.- М.: Народное образование, 1996, - 160с.
4. Тенищева В. Ф. Интегративно-контекстная модель формирования профессиональной компетенции : автореф. дис. на соискание уч. степени д. пед. наук : 13.00.01 "Общая педагогика, история педагогики и образования" / В. Ф. Тенищева. - М., 2008. - 44 с.
5. Мюллер В.К. Большой англо-русский словарь. Екатеринбург, 2006. – 1536с.
6. Сучасний тлумачний словник української мови. Харків, 2006. – 832с.

# **PEDAGOGICAL CONDITIONS OF FORMATION OF MATHEMATICAL COMPETENCE OF FUTURE SPECIALISTS OF AGROINDUSTRIAL COMPLEX**

Dibrivna E.I., candidate of pedagogical sciences

## ***Abstract***

### ***Dibrivna E. I. Pedagogical conditions of formation of mathematical competence of future specialists of agroindustrial complex***

*The article describes the pedagogical conditions of formation of mathematical competence of future specialists in agriculture. Professional competence of specialist of agroindustrial complex is based on fundamental education, which involves mastering the natural sciences and, in particular, mathematical knowledge. The efficiency of formation of professional competence and its components in future specialists largely depends on the pedagogical environment. The author identifies four pedagogical conditions, namely, ensuring professionally applied orientation in mathematics education, the implementation of information and methodological support at all levels and forms of mathematical education, the integration of mathematical and engineering disciplines, and creation of a positive emotional background by teacher based on learning situations. The author calls attention to details of implementation of certain pedagogical conditions of formation of mathematical competence of future agrarian specialists. The implementation of the aforementioned conditions will enable teachers to increase the effectiveness mastering the knowledge, abilities and skills of general engineering disciplines.*

**Key Words:** *mathematics education, mathematical competence, pedagogical conditions, student.*

**General formulation of the problem.** Professional competence of specialist of agroindustrial complex is based on fundamental education, which involves

mastering the natural sciences and, in particular, mathematical knowledge. The efficiency of formation of professional competence and its components in future specialists largely depends on the pedagogical environment.

**Analysis of recent researches and publications.** Various aspects of the formation of mathematical competence have been the subject of researchers, in particular, such scholars as N. Vilenkin, M. Davydov, V. Dzyadyk, A. Kolmogorov, P. Korovkin, L. Kudryavtsev, O. Kurant, M. Luzin, G. Poya, D. Raykov, O. Hinchyn, M. Shkil etc. However, the question of the definition and implementation of pedagogical conditions of the mathematical competence of specialist agricultural sector has not been the subject of a separate study.

**Purpose** is to consider pedagogical conditions of mathematical competence of specialist of agroindustrial complex.

**The main material of research.** Based on the scientific achievements of the researchers such pedagogical conditions of professional mathematical competence of future specialists in agriculture are theoretically grounded:

- ensuring professional and applied orientation in mathematics education;
- implementation of information and methodological support at all levels and forms of mathematical education;
- integration of general engineering and mathematical sciences;
- creation of a positive emotional background by teacher based on learning situations.

Let us consider in details each of the teaching conditions mentioned above. Ensuring *professional and applied orientation in mathematics education* is the basis of the concept of didactic training of future professionals in most universities as teaching of engineering disciplines must be professionally applied and based on a combination of general and applied of professionally meaningful mathematical knowledge aimed at motivated, purposeful students who would like to obtain necessary knowledge and skills that contribute to the formation of a scientific outlook and positive attitude towards chosen specialty and professionally significant qualities of the individual.

Professional orientation of studying in higher education has been research subject of V. Zahvyazynskyi, V. Molostova, A. Kahanova, Y. Kudryavtseva, R. Nizamova.

This issue has been discussing for a long time in details in the thesis A. B. Kaganova for technical colleges [2]. The initial hypothesis of the author is that a systematic introduction to the student's profession and meetings with the best representatives of the chosen speciality intensifies the process of forming a professional orientation, enriching experience in professional development. But this hypothesis does not cover all the conditions necessary for the successful formation of students' professional orientation. A. Kaganov singles out six groups of factors that affect the process of forming a professional student orientation.

The principle of professional orientation was more fully investigated by M. Mahmutovym [4]. In its methodological form it is defined as a form of social relationship and technical aspects of work in the structure of education, built on the basis of formation of orientation as a leading power of personality. The implementation of the mentioned principle solves the contradiction among: individual integrity and professionalism, the theoretical nature of general education engineering knowledge, skills and polytechnics comprehensive development of personality, on the one hand, and the specific nature of practical knowledge, skills and professionalization of certain professions, on the other hand. The learning factory in higher education mainly reflects not the subject of the future professional activity. N. Talyzina fairly believes that it is worth to have plan of the activities necessary for this knowledge: ".during enlightening the content of training it is necessary to envisage all basic types of activities, necessary for challenge solutions of training purposes "[7, p.9].

We agree with P. Luzan [3, p.12] on steady transformations of educational activities in education. Such logical specialists training expects steady knowledge mastering, abilities and formation of practical skills and abilities, professional qualities due to not only gradual change of professionally oriented activities but also phased implementation of teaching and cognitive students activities.

According to this approach, cognitive and teaching types have as well as reproductive and productive forms, which is consistent with the model of activity development.

According V. Zahvyazynskyi the principle of professional orientation deserves attention "under the condition of its widespread usage as a guide for the training of advanced and versatile professional social and activ specialist" [1, p. 51].

Thus, summarizing all mentioned above it can be affirmed that the principle of professional orientation expresses: professional orientation of general education, professional orientation of vocational education and professional orientation of the individual to a particular profession.

Therefore, to ensure professional orientation one should: create a stock of mathematical models that describe phenomena and processes studied in different disciplines, term papers, thesis design, generate the knowledge and skills that are necessary for the study of selected mathematical models, teach students to build and explore simple mathematical models of real phenomena and processes as well as meaningfully interpret the results of these studies.

The second condition is *the implementation of information and methodological support at all levels and forms of mathematical education.*

Formation of professional and mathematical abilities of students can be provided with regular, systematic, continuous training with the appropriate techniques and forms orientation. This study contributes to the development of self-mastering of new experience, new knowledge, new ways and actions.

In the context of our study focused application of methods and forms of education is to develop students' competence, purposeful work and adaptive flexibility. New capacity formed by such organization of educational process can turn to specific professional activities with a high level of self-organization and understanding in the future.

Formation of professional mathematical competence requires students to identify appropriate methods and forms that would help to achieve this goal in the

training of future professionals. In this context one considers appropriate according to the researchers, teachers who pay attention to the necessity of directing the learning process for the formation of students' skills to search and find the information needed, not only to use innovative teaching technologies based on active and emotive forms and methods of training [5, p.175 ].

ICT is a means of ensuring qualitative changes in the forms and methods of training, a significant expansion of the scope and nature of the available human data, means of their obtaining and processing. The possibility of audiovisual presentation of various reports, especially in combination with color and movement, often has significant advantages over text, graphics or other traditional message. The impact of these messages on a man is much more efficient, they are perceived and memorized in another way and they help to form complex associative ties with other messages media.

The use of computer technology allows to process large amounts of information as soon as possible, take into account a large number of factors that affect the state and development of natural systems. Acquirement of concepts of modern information technology and GIS analysis, optimization and forecasting economic and natural processes on the basis of general and specific knowledge forms the basis for the development of systems thinking, make a comprehensive approach to the environmental, economic and social aspects of professional activity with regard to development opportunities, globalization of production and market economy.

Thus, students in agriculture study mathematical models of plants, loss of biological yield, plant diseases simulation models, optimization of crop rotation and acreage, raw materials, manpower employment, economic efficiency of growing certain crops, productivity and energy efficiency field crop rotation, making the volume fertilizers and so on.

The third condition is *integration of teaching general engineering and mathematical sciences.*

In order to provide a solid, strong systematic knowledge it is "required to implement an integrated approach to learning, which apart from other things envisages unity in any methodical system of all components of the educational process: objectives, content, methods, organizational forms and methods of training under the leadership of learning objectives "[6, p.27 -28].

As the process of training is a complex nonlinear system man has an opinion that it is necessary firstly to identify and characterize the integrating systematic factors that help efficiently implement the idea of integration.

In own study A. Yanzina examines the integration system of vocational agricultural education as a set of inherent elements that are presented in separate blocks of subjects, items, material support of the educational process, a set of legal and regulatory provisions, economic factors as elements of the whole system of education in the system agricultural education complex [10].

Implementation of a comprehensive approach to integrating mathematical and special training of future specialists in agriculture in universities involves the following steps: analysis of normative documents, study trends of activities of farms aimed at training specialists, analysis of the elements of educational content, namely disciplines involved in the integration, establishing dependences among elements of these disciplines, determine their nature, identificate forms, methods and means of their demonstration, product integration training technology; disclose dependances of the installed system under external conditions and evaluation of training quality that has integrated nature.

Thus, systematic mastering of the set of facts, concepts and judgments while learning mathematics is in accordance with the logical connection and rational continuity of knowledge on specific subjects, reflecting the logic of training. This integration of mathematical knowledge and special disciplines is the basis for the formation of an integrated system of vocational significant qualities of future specialists.

The necessity for integration of mathematical and special training taking into account personal qualities and characteristics of future specialists in agriculture has

been the subject of research of the synthesis of knowledge elements from different disciplines on meta-level. In particular, A. Khutorskyi offers to add to the structure of the educational standard of subject content "basic educational facilities - the key essence, reflect the world unity and are the center of the reality of life, which is known as the nodal points of the main educational areas. They are the basis of real domain of cognitive knowledge; they are the means of construction the perfect system of knowledge about it" [9, s.198].

Thus, increasing the effectiveness of vocational training in agricultural higher education institutions is achieved by the implementation of training on an integrated basis, primarily while studying complex mathematical and special subjects.

The fourth condition is *the creation of a positive emotional background by teacher based on learning situations.*

Analysis of the psychological and educational literature shows that the focus of the learning process of students is given to the saturation of information and its logic processing; so there is a tendency of intellectual dominance principle over emotional. Due to the high prestige of having knowledge and intellectual abilities the emphasis is made on the development of thinking, its conceptual apparatus, inductive and deductive processes. Much less attention is paid to the emotional side of the cognitive process. This violation of the dialectic relationship in teaching principles of rational and emotional elements deprives him of creativity and makes it less productive. Moreover, it leads to the impoverishment of all the emotional sphere of student, poses a risk of unilateral, affects the harmonious development of the whole person.

An outstanding teacher K. Ushinsky emphasized the role of emotions and feelings. They were given an important place in his system of views on the psychology of learning. Great importance was given to the creation of techniques that are aimed at keeping positive emotional mood, which promotes interest in the discipline. They also include techniques that enliven learning [8, p. 405-406].

Mental performance of students in the classroom and self-study depends not only on the work of conceptual, logical and figurative mental health thinking. Emotional sphere has significant impact on the cognitive performance of students and, consequently, the formation of stable knowledge. Emotional sphere itself does not work with the understanding of information, but its influence is able to provide with "easy" exercise, or conversely, to reduce cognitive activity.

**Conclusions and recommendations for further research.** Thus, pedagogical conditions of formation of professional mathematical competence of specialists in agriculture in the study of engineering disciplines are defined. The implementation of the aforementioned conditions will enable teachers to increase the effectiveness mastering the knowledge, abilities and skills to learn engineering disciplines. Prospects for further research may be related to the specification of the structure of mathematical competence of future specialists in agriculture and study the issues of its formation.

### **References**

1. Zahvyazynskyy V. I. Educational process in modern High School / V. I. Zahvyazynskyy - M., 1975. - 206 p.
2. Kaganov A. B. Formation of professional orientation of students at the undergraduate. / A. B. Kaganov: Abstract. Doctor of Pedagogical Sciences. - M., 1981. – 20 p.
3. Luzan P. G. Theoretical and methodological guidelines for the development of teaching and learning activities of students in higher agricultural educational institutions / P. G. Luzan: Thesis. Doctor of Pedagogical Sciences: 13.00.04. - K., 2004. - 498 p.
4. Mahmutov M. I. Questions of learning problem organization / M. I. Mahmutov. - Kazan: Kazanskij university publishing house, 1997. - 64 p.
5. I .G. Mikhailov Mathematical training of engineers in terms of professional orientation intersubject connections: Thesis. Candidate of pedagogical sciences: 13.00.02 / I. G. Mikhailov. - Tobolsk, 1998. - 173 p.

6. Slyepkan S. I. Scientific foundations of educational process in higher education / Z. I. Slyepkan. - K.: NEA, 2000. - 210 p.

7. Talyzina N. F. Method of training programs/ N. F. Talyzina. - Moscow: Pedagogy, 1980. - 157 p.

8. Ushinsky K. D. Modern didactics / K. D. Ushinsky. - Moscow: Publishing House of the RSFSR Academy of Pedagogical Sciences, 1950. - T. 9. - 628 p.

9. Hutorskoy A. V. Modern pedagogy / A. V. Hutorskoy: Textbook for Universities. - St.-P.: Peter, 2001. – 544 p.

10. Yanzyna E. V. An integrated system of vocational education training for agricultural branches / E. V. Yanzyna: Thesis. Candidate of pedagogical sciences: 13.00.08. - Ulyanovsk, 2004. - 200 p.

## **Content aspect of Constructive Component of Professional Skill of Teacher**

Statement of problem. Choice of way of radical reforms and improvement of quality of education by education branch needs concordance of all its components. A number of governmental documents not only focuses attention on the need to indicate complex approach to development of school as open social and pedagogical system, but testifies actuality of problem of development of professional skill of teacher that is conditioned by difficult social and cultural situation of Ukrainian society, re-understanding of life values and appearance of new forms, styles and directions. Previous limitation of tasks of systems of education only by transfer of cultural norms and ready scientific knowledge in contemporary conditions change by social demand for educational services that favours projecting of model of educational establishment, able to create open social and pedagogical system, directed to forming of mobile individuality of high experience and culture, able to orient in complicated social and cultural space, create his (her) own system of human and national values, generate new ideas, take non-standard decisions, able to individual development and self-perfection.

One of the ways of research of reserves of perfection of specialists for decision of mentioned problem from our point of view is determination of content aspect of constructive component of professional skill of teacher.

Analysis of last researches and publications. Justification of theoretical aspects of use of constructability in pedagogical process was reflected in the works of Y. Babanskyi, I. Zyazyun, N. Zaporozhets', N. Loshkareva, V. Semichenko, O. Roudnits'ka, A. Ousova and others.

A number of scientific researches in characterized by concentration and enrichment of experience of forming of general educational and subject's skills, namely: theory of transfer of knowledge and skills – N. Menchins'ka, N. Bogoyavlens'kyi, E. Kabanova – Meller and others, theory of step by step forming of actions – P. Gal'perin, T. Talyzina and others; concept of forming and development of general educational skills and habits – V. Palamarchouck, O.

Savchenko and others; conception of constructivity – E. Kant, J. Brouner and others.

Aim of article – determination of essence of constructive component of development of professional skill of teacher in pedagogical theory for possibility of further projecting of acme - trajecting of mentioned phenomenon as objective need of educational practice among specialists of high level.

Presentation of main material of research. In realities of nowadays of our country we can trace actuality of demand for specialists of new formation, which “reflects his (her) own activity, feels constant need in self-education and self-perfection, has high external and internal culture, system of spiritual values, social active culture etc.” [3, p 77]

Specific character of variety of pedagogical activity denies narrowing of professionalism of teacher to separate narrow properties of man.

In “Semantic Dictionary of Russian Language” of S. Ozhegov and N. Shvedova (2003) term “skill” is considered as “1. ability of possession of profession, of labour habits; 2. high art in any branch; so such level of fulfillment of activity, which leads to high results in this sphere” [11, p 345]

Examination of notion “professional skills” in “Ukrainian Pedagogical Dictionary” (1997) and “Ukrainian Pedagogical Encyclopedic Dictionary” (2011) is absent.

In “Pedagogical Encyclopedia” definition “professional skill of teacher” is considered as “high and constantly perfectionning art of upbringing and teaching, available to every pedagogue which works according to his (her) mission and loves children. Pedagogue is master of his (her) profession – this is a specialist of high culture, who knows his (her) subject deeply, who is familiar with proper branches of science or art, who is practically understand questions of general and especially of children’s psychology, who knows perfectly methodology of teaching and upbringing [12, p. 739].

From the point of view of R. Shakourov, professional skill is based on “high spiritual level, general culture, pedagogical experience and typical to pedagogue his (her) individual qualities that have professional meaning [15, p. 31].

So we understand professional skill of teacher as realization by pedagogue his (her) high class competence pedagogical activity on the base of system of knowledge, skills and habits, individual qualities and pedagogical experience.

From the point of view of I. Soloviov “diapason of interpretation of acmeological development of a professional is directed to his (her) ability to generate new ideas and skill to realize something new of his (her) life and understanding of complexity of his (her) integrative phenomenon that includes variety of description and its self-realization [14, p.4].

Kremen’ thinks that “today it is not possible to narrow educational process to perception of sun knowledge by pupils, but teacher must teach them to study, using received knowledge, received information. In the epoch, when change of knowledge, technologies occurs faster then change of human generation, without effective use of these functions by education we, as a country will not be competitive” [7, p. 3].

A.K. Markova offers to include approximate content of list of question in the structure of attestation psychological description of teacher: 1. Special professional competence: what are the results of teaching and upbringing activity of the teacher? (level of literacy and culture of school children); with the help of what means, approaches, methodologies, technologies does teacher achieve these results? (what are teaching, developing, upbringing tasks he (she) rebuild then according to the change of pedagogical situation, does he (she) master variative methodologies of presentation of teaching material depending the level of preparing of pupil?; what forms of professional creativity are in the work of teacher? 2. Social competence: which psychological climate prevails at the lessons of teacher?; which style of management has a teacher? (authoritarian, democratic, liberal); does he (she) master approaches of organization of group work of pupil?; how teacher can cooperate with his (her) colleagues?; 3. Individual competence:

what is professional and pedagogical direction of individuality of teacher, his (her) motivation – for what does he (she) work for teacher, where does he (she) see award for his (her) work?; what are professional and pedagogical abilities of teacher?; what are other individual professional important qualities – pedagogical thinking, pedagogical improvisation, pedagogical tact, pedagogical empathy?; and so on. 4. Individual competence: how does teacher can carry out pedagogical self-analysis of his (her) work, describe his (her) experience (orally and in written form)?, what tasks does he (she) put for his (her) individual psychological development?, in what way does he (she) plan his (her) self-perfection?, how does he (she) realize his (her) difficulties and compensate absent psychological qualities?, how does teacher can restore his (her) forces, keep himself (herself) as an individuality and as a professional, give advance notice about to professional again [9, p.197].

We think that large scale of problem of development of professional skill of teacher permits to observe its realization as manyfactors complicated process which demands strict and grounded determination of essence of its structural components that in the process of integration in the definite system will serve the base for development of overviewed phenomenon.

The main components of pedagogical activity N. Kuz'mina notes the following: “gnostical, constructive, projecting, organizational and communicative” [8, p. 13].

Demands to professional skill of pedagogue are expressed through general cultural competences and professional competence that teacher must master, so he (she) must obtain (values), know (his / her subject), imagine (activity), can (teach). We think legitimately that development of pedagogue-master is preconditioned by the synthesis of values, knowledge, imaginations, skills and habits that we can be qualify as invariant one (specialist must obtain this synthesis) and special one. So, dominants of professional skills of teacher, from our point of view, are valuable relations of adult (axiological and androgological component), knowledge of subject

(gnosiological component), conscious imaginations and pedagogue's techniques (constructive and technical component), ability to teach (praxiological component).

Base of pedagogical activity is concrete, many-vectors and deep knowledge, strong and firm habits and skills of teacher that integrate state of mind of specialists and directly influence on growth of his (her) professionalism, coordinating psychical processes (gnostical, emotional, strong-willed) and psychical properties (direction, will, abilities, temperament), so directly influencing on his (her) psychical state and increasing him (her) to self-development and self-realization.

So, professional growth of teacher from our point of view must not be considered only from the quantitative side, development is considered first of all in qualitative changes of psychical activity of a specialist, in his (her) transfers from lower to higher rates, in appearance of new traits of memory, perception, imagination, will, character, so in forming new qualities acme-teacher.

Notion "constructive, constructive approach" in Encyclopedia of practical psychology is defined as "actions or reactions, directed to decision of difficulties, normalization of relations, improvement of situation" [5].

In the Dictionary of Ukrainian language (1973) we find the next definition: "constructive – 1. According to the construction (Soviet cosmic rocket is a many staged rocket, which has high constructive qualities). 2. It can be base for something (constructive thought) [13, p. 266].

"Constructivism (Latin constructio – construction )" in electronic source "Wikipedia" is interpreted as "vanguard methodology (style, direction) which appeared at the beginning of the XX-th century and expressed tendencies of rationalization"[6].

Moiseeva M. affirms that "constructivism is theory of the genesis of knowledge about things, genetically theory of cognition. For constructivism knowledge is not the image of external reality, but function of cognitive processes. Knowledge is created by the individuality through his (her) interaction with environment" [4, p. 36].

So, we understand notion “constructivism” as definition by a specialist personal trajectory of professional growth according to criteria: understanding of professional interests, need, economy, laconism of creative means for achievement of level of pedagogical activity of acme-teacher.

From the point of J. Bruner, “man is not a passive recipient of information, he (she) gets his (her) knowledge in an active way, which he (she) joins to previously received reorganizes them, reflecting new knowledge” [1, p. 239].

Based on A. Morev, we think that a teacher who has constructive skill, able to think actively and independently; he (she) can creatively solve his (her) professional tasks, search new information, new variants of solving different production situations, he (she) can work in future on high level, teaching and upbringing youth, which corresponds to the demands of Ukrainian society [10, p. 5].

To our mind, constructive component of professional skill of teacher is in significant measure was reflected in the synergetic model of education or paradigm of self-realization of individuality of D. Mansfeld, the principles of which foresee: “determination of first rate to the process of cognition (finding of truth by everyone); joining of pupil to the process of search (special meaning has individual, subjective knowledge which has his (her) author); orientation to the process of teaching (it is important not only results but the process of their achievement); three-dimensional teaching (wide outlook, depth of knowledge, their constant formation); pupils as products of his (her) own activity (widening the circle of his (her) interests, developing his (her) abilities and character, helping other people to do the same and so on [2, p.3].

Sums of carried out research. This, constructive component of structure of professional skill of teacher, from our point of view, it is possible to determine definite polyvalence of actions of educator, which is based on need, economy, laconism of creative of creative means, namely: ability of pedagogue to guarantee successful realization of tactical aims – structuring of material of subject, selection of concrete content for its separate units, choice of rational

methodologies and forms of carrying out of lessons, mental activity – ability of a specialist to organize active gnostic process, in which pedagogue chooses and transforms information, builds new knowledge, proposes new ideas, views that are beyond the borders of previously received facts and realized notions, approves his (her) hypotheses, takes decisions, based on his (her) own thoughts, his (her) own vision of problem and individual knowledge – skills – habits, that are means of his (her) self – realization in teaching, upbringing, scientific and research activity in the form of projecting or individual constructive skills.

Perspectives of further researches. Scientific searches concerning determination of acmeological reserve of modernization of native system of education, to our minds, it is possible to direct on research of content and technological apparatus of axiological, androgogical, gnosiological, technological and praxiological components of development of professional skills of teacher in system of postgraduate education.

# “LERNEN DURCH LEHREN” – EINE HANDLUNGSORIENTIERTE METHODE FÜR DEN FREMDSPRACHENUNTERRICHT

Dr. Michael Reichelt (Deutschland), DAAD-Lektor

*Die 'Lernen durch Lehren'-Methode (LdL) erlebt gegenwärtig eine positive Aufnahme in der didaktischen Wahrnehmung, weil sie v.a. praxisorientiert ist und durch ihren radikalen Perspektivenwechsel die Lernenden in das Zentrum des (Fachsprachen-)Unterrichtes stellt. Der folgende Aufsatz möchte aufzeigen, dass dieses Modell besonders auch für den Fremdsprachenunterricht an nichtphilologischen Institutionen geeignet ist und seinen praktischen Nutzen dahingehend betonen. Hierzu beleuchtet der Artikel grundlegende theoretische Erkenntnisse, die Methodik, neurobiologische Grundlagen sowie Vor- und Nachteile der LdL-Methode.*

## **LdL, Jean-Pol Martin, Joachim Grzega, Fremdsprachenunterricht, Handlungsorientierung, didaktisches Unterrichtsmodell**

**Einleitung.** Das Konzept 'LdL' beruht heutzutage v.a. durch die Arbeiten des Wissenschaftlers und Sprachlehrers Jean-Pol Martin auf einer grandlegenden wissenschaftlichen Basis. Er selbst definiert das LdL-Konzept wie folgt: „Wenn Schüler einen Lernstoffabschnitt selbständig erschließen und ihren Mitschülern vorstellen, wenn sie ferner prüfen, ob die Informationen wirklich angekommen sind und wenn sie schließlich durch geeignete Übungen dafür sorgen, dass der Stoff verinnerlicht wird, dann entspricht dies idealtypisch der Methode Lernen durch Lehren (LdL).“ [Martin 2002, 71]

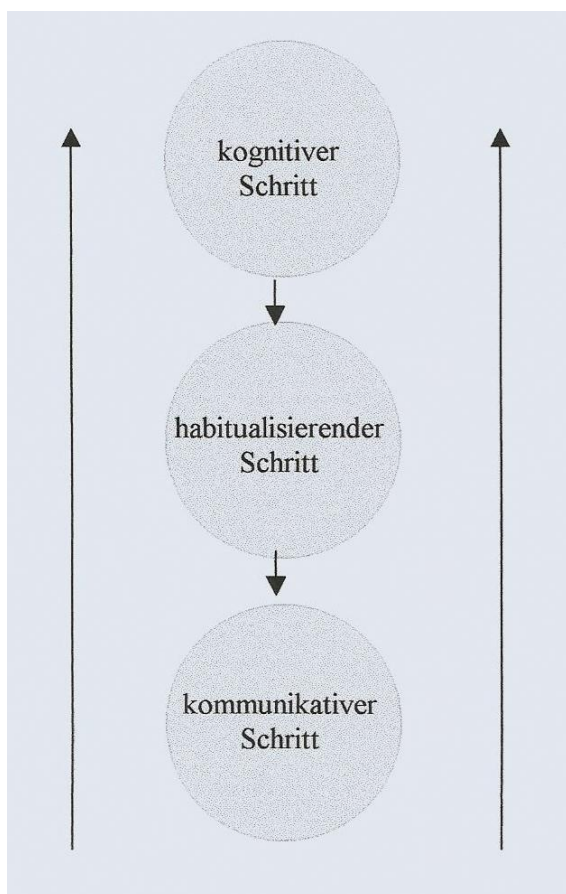
LdL ist entwicklungsstechnisch gesehen ein didaktisches Unterrichtsmodell, welches weitgehend unabhängig voneinander von unterschiedlichen Wissenschaftlern entwickelt wurde. Ihre Wurzeln hat diese Methode in der Reformpädagogik der 20er Jahre und ist mit den Namen Georg Kerschensteiner (Handlungsorientierung), John Dewey (Projektunterricht) und Johann Heinrich

Pestalozzi (Ganzheitlichkeit) verbunden. Die Einführung in die moderne Unterrichtsdidaktik und die damit verbundene Weiterentwicklung zum Unterrichtsmodell erfolgte unter behavioristischen Gesichtspunkten im angelsächsischen Sprachraum u.a. durch Alan Gartner bereits 1971 mit seinem Beitrag „Children teach children. Learning by teaching.“. Hierin zeigte sich eine Stärkung der Position des lernenden Individuums im Behaviorismus gegenüber den rein wissensverarbeitenden Prozessen des Kognitivismus, in dessen Zentrum nicht der Lernende, sondern immer nur primär der Lernstoff stand. Die ersten deutschsprachigen Veröffentlichungen, die sich dem Unterrichtsansatz LdL widmeten, waren die Arbeiten von Rudolf Krüger (1975), Jean-Pol Martin (1985), Wolfgang Steinig (1985), Udo Kettwig (1986) und Theodor F. Klaasen (1988). Martin leistete dabei als Erster einen Beitrag diesen Unterrichtsansatz nicht nur praktisch sondern auch theoretisch aus lernpsychologischer und neuropsychologischer Sicht in den Diskurs einzuführen und zu beschreiben. V.a. unter fremdsprachendidaktischen Gesichtspunkten ist sein Beitrag für das LdL-Prinzip als immens hoch zu bewerten.

LdL ist als handlungsorientiertes Modell aufgrund seines Perspektivenwechsels sehr gut geeignet in vielen verschiedenen Unterrichtssituationen und unter unterschiedlichen Rahmenbedingungen verwendet zu werden. Dabei müssen jedoch sowohl die Lehrenden als auch die Lernenden zu Veränderungen im Unterrichtsablauf bereit sein.

**Zur Methodik des LdL.** Der Perspektivenwechsel innerhalb des LdL-Prinzips vollzieht sich durch eine partielle Übertragung der Rolle des Lehrenden auf die Lerner, die so im didaktischen Modellbereich von LdL zu „Teilzeit-Experten“ [Grzega/Waldherr 2007, 2] werden und Teile des Unterrichts selbst vor- und durchführen. Es geht dabei also um eine verstärkte Interaktion innerhalb der bestehenden klassischen Klassenverbände. Die Lernenden agieren bei dieser erhöhten Interaktionsform jedoch nicht autark oder orientierungslos, sondern sie werden durch die Lehrperson angeleitet, kontrolliert, verbessert und unterstützt. Im Sinne des in der Didaktik weit verbreiteten Prinzips der Handlungsorientierung

sollen die Studierenden möglichst dazu animiert und aktiviert werden einzelne Unterrichtsthemen selbständig zu erfassen, aufzubereiten und curricular umzusetzen. Grzega/Waldherr [ebd.] gehen für das LdL-Modell bezeichnenderweise davon aus, „dass Begreifen am besten gelingt, wenn man selbst `begreifen` muss“. Um einem Vorurteil gegenüber der LdL vorzubeugen, muss erwähnt werden, dass es sich bei dieser lernerzentrierten Lehrposition nicht um die bloße Wiedergabe von Unterrichtsstoff in Form von Vorträgen bzw. Referaten handelt sondern es sich vielmehr um den Erwerb von Schlüsselkompetenzen in Form von soft skills (z.B. Selbstwertgefühl, Eigenverantwortung, Kompromissfähigkeit, Sprachkompetenz, Interkulturelle Kompetenz, Teamfähigkeit, Kooperation, Motivation, Konfliktfähigkeit, Kommunikationsfähigkeit, Flexibilität, Konsequenz, Engagement etc.) und hard skills (Fach- und Sachkompetenz, d.h. die Fähigkeit, fachtypische Anforderungen den theoretischen Prämissen folgend selbständig und eigenverantwortlich zu lösen) dreht, welche sowohl die unterrichtenden Lerner als auch die unterrichteten Lernenden im Laufe dieses Unterrichtsprozesses erwerben.



Die LdL-Methode möchte in der praktischen Unterrichtsumsetzung dabei drei Bereiche miteinander verbinden:

- a) die intensive kognitive Durchdringung der stofflichen Inhalte
- b) die intensive Kommunikation der Lernenden untereinander, um den anderen den Stoff zu vermitteln
- c) die durch den Kommunikationstransfer notwendigen Sprachstrukturen immer wieder anwenden.

Abb. 1 Schematische Darstellung des Interaktionsprozesses bei der LdL-Methode.

Diese drei Schritte greifen dabei immer wieder ineinander, da sie im Rahmen der LdL-Methode habituell bzw. iterativ und über Rückkopplungen gelenkt sowie in ständigen Wiederholungen durchgeführt werden müssen. Der Einsatz der LdL eignet sich v.a. für solche Unterrichtsphasen, in denen keine komplexen Unterrichtsinhalte vermittelt werden müssen, sondern eher neues Wissen auf bewährte Grundlagen aufbauen kann.

Der Lernerfolg hängt dabei noch stärker als in klassischen Unterrichtsformen von der intrinsischen Motivation der Lernenden, als der Identifikation mit den Lerninhalten und Unterrichtszielen ab. Gelingt diese Motivation kann dies auch leicht zu einem Flow-Erlebnis bei den Lernenden führen. Jedoch wird nicht jeder LdL-Versuch gleich gut gelingen, schon gar nicht am Anfang. Denn auch mit LdL ist es wie mit vielen anderen Methoden – sie muss erst einmal eingeübt und von den Lernenden akzeptiert und adaptiert werden.

**Neurobiologische Grundlagen.** Die didaktischen Prinzipien von LdL können sich auf Erkenntnisse der Neurobiologie und Kognitionspsychologie stützen. Diese Erkenntnisse bestätigen, dass die Lernresultate wesentlich ergiebiger und nachhaltiger sind, wenn die Lernenden den Stoff nicht nur von einer Lehrperson und aus Lehrersicht präsentiert bekommen, sondern wenn die Studenten sich selbst intensiv mit dem Stoff auseinandersetzen, um ihn dann anschließend selbst wieder an ihre Kommilitonen als Lehrende bzw. Experten weiterzugeben. Nur so wird beobachtbar, ob die Studierenden den Lernstoff wirklich begriffen und verarbeitet haben. Motivation zur Durchführung dieses didaktischen Unterrichtsmodells erhalten die Lernenden dabei aus unterschiedlichen Bedürfnissen. Hierin kann man auch der Bedürfnispyramide Abraham Maslows (1954) folgen. Indem die Lerner anderen Lernenden den Wissensstoff zu vermitteln versuchen und somit neue Wege der Wissensvermittlung konstruieren, werden bei den Studenten neben Lernerfolgen v.a. auch bestimmte Bedürfnisse (soziales Prestige, Erhöhung des eigenen Selbstwertgefühls etc.) befriedigt, was diese wiederum zum Erwerb unterschiedlicher soft skills befähigt. Dies dient auch der intrinsischen Motivation.

Bei der Wissenstransformation müssen die Studierenden in ihren Expertengruppen oder auch als individueller Experte hohe neuronale Leistungen erbringen. Solche neuronalen Strukturen müssen in der Folge jedoch auch immer wieder neu mit Reizen versehen und aktiviert werden. Bleiben Impulse aus, dann zerfallen die bestehenden Neuronenverbindungen wieder. Es zeigt sich also auch hierbei, dass LdL durchaus auch zur Wiederholung von Wissen genutzt werden kann, um dieses zu reaktivieren bzw. neuronale Verbindungen auszubauen. Bei richtiger Durchführung und entsprechender Anleitung durch die Lehrperson kann LdL folglich die Verankerung des Lernstoffes im Gehirn zu erhöhen helfen. Studierende erleben durch LdL eine affektivere Bindung zum Stoff, da sie sich selbst mit diesem auseinandersetzen müssen – was dem „learning by doing“-Prinzip sehr nahe kommt.

**Sinn und Nutzen der LdL.** Nichtphilologische Fachhochschulen und Universitäten sollen Studierende auf wissenschaftlicher Grundlage anwendungsorientiert ausbilden. Dies gilt auch für den fremdsprachenbezogenen Unterricht in nichtphilologischen Studienzweigen. Die Fremdsprachenvermittlung steht also weniger im Zeichen einer umfassenden Grundlagenforschung, als vielmehr vor dem Problem fachsprachliche und berufs-angewandte Kenntnisse und Erkenntnisse zu vermitteln. Gerade in einer modernen Informationsgesellschaft wie der unsrigen ist es heutzutage eines der dringlichsten curricularen Anliegen, die permanenten Informationsströme zu kanalisieren sowie das für eine konkrete Einsatzbereiche und Anwendungen wichtige Wissen zu filtern und geeignete Erkenntnisse sinnvoll anzuwenden.

Die Studenten können durch LdL ihre generelle Befähigung erhöhen, situationsangemessene und adäquate Wissenstransferprozesse zu leisten. Essentiell für diese Befähigung sind kommunikative und handlungstheoretische Kenntnisse, die bei Bedarf zu praktischen und in der jeweiligen Situation erwünschten Resultaten führen.

Darüber hinaus lernen Studenten die Rolle des Lehrenden mit all seinen Rechten und Möglichkeiten aber auch Pflichten und Nachteilen kennen. Sie

schulen ihre eigene Persönlichkeit, soziale Kompetenzen und lernen sich kritisch zu hinterfragen und nach besseren Lösungsmöglichkeiten (Unterrichtsformen, Lehrstoffvermittlungsangeboten) zu suchen, wenn die gewünschten Lernerfolge bzw. das Verständnis bei ihren Kommilitonen ausbleibt.

**Einsatz im Fremdsprachenunterricht.** In den einschlägigen fremdsprachlichen Didaktikwerken hat die LdL-Methode bisher kaum Eingang gefunden. Weder das 'Handbuch Fremdsprachenunterricht' (2007) noch das „Fachlexikon Deutsch als Fremd- und Zweitsprache“ (2010) erwähnen die LdL in ihren letzten Ausgaben. Es war auch eher die Schul- als die Hochschuldidaktik, welche die LdL – wenn auch dort mit zeitlicher Verzögerung – aufgenommen hat. So begründet Eynar Leupold [2002, 139] in einem Didaktik-Handbuch für den Französischunterricht den Erfolg des LdL-Konzeptes folgendermaßen: „(...) die Lehrerinnen und Lehrer merken, dass ihre traditionelle Weise des Unterrichtens zu Monotonie, Unruhe und nicht immer befriedigendem Lernerfolg führt. Bei der Suche nach einem alternativen schlüssigen Methodenkonzept sind sie auf Martin gestoßen, dessen Konzept den Vorteil hat, nicht zu ‚alternativ‘ zu sein und ohne besondere Ausbildung umzusetzen ist“.

Jean-Pol Martin [2002, 72ff.] nennt als wesentliche Merkmale der LdL-Methode drei Verfahrensschritte:

1. Die Lernenden übernehmen Schritt für Schritt Funktionen des Lehrers.
2. Der Lehrer verteilt die Arbeitsaufträge, er unterstützt die Studierenden bei ihrer Vorbereitung und korrigiert ihre schriftlichen Vorlagen.
3. Zwei Studenten übernehmen zu Beginn jeder Stunde die Leitung des Stundenablaufs. Sie leiten die Korrektur der Hausaufgaben, rufen die Arbeitsgruppen zur Darbietung des neuen Stoffes auf und lenken die Übungsphase.

Nach Pohl lassen sich dabei folgende Veränderungen und Auffälligkeiten im Handlungsablauf des Unterrichtes beobachten:

1. Der Lehrer redet weniger. So kommen im Fremdsprachenunterricht mit dieser Methode bis zu 80% der Äußerungen von den Lernenden selbst.

2. Schwierige Stoffsequenzen werden aus Lernerperspektive beleuchtet; dadurch gewinnt der Studierende einen seiner Art zu lernen entsprechenden Zugang.
3. Da verschiedene Gruppen den Stoff vermitteln, setzen sich die Lernenden intensiver und vielseitiger mit ihm auseinander.
4. Die Hemmschwelle von Student zu Student ist geringer. Es fällt den Lernenden leichter, ihrem Unverständnis Ausdruck zu verleihen und um Erklärungen zu bitten.
5. Der Lehrer erkennt Verständnislücken der Lerngruppen/ einzelner Lernender schneller und hat Zeit und Gelegenheit gezielt und individuell darauf zu reagieren.
6. Das soziale Lernen wird gefördert, da die Studierenden neue Rollen einüben und sich häufiger einander zuwenden.

Die Einführung der LdL-Methode sollte hierbei auch einigen Prämissen folgen. So erscheint es am Anfang eher sinnvoll, wenn die Lehrkraft v.a. einfache Aufgaben üben lässt. Die Lehrperson muss in diesem Zusammenhang v.a. gruppensdynamische Prozesse einüben (angemessene Form von Kritik und die Reaktion darauf einüben, sich zuzuhören können, deutlich sprechen, die Qualität der Beiträge zu beachten usw.). Nach einer Einübungsphase sollten die Lernenden dann an höhere und anspruchsvollere Aufgaben herangeführt werden. Hierfür geeignet sind dann auch neue Kapitel des Lehrbuches, ein unbekannter Text, grammatische Übungen oder praxisbezogene Texte (z.B. ein juristischer Text, eine Bauanleitung in technischen Berufszweigen etc.). Die Vorbereitung auf die Präsentationen soll dann in Teamarbeit im Unterricht und in einer dafür zeitlich klar terminierten Arbeitsphase erfolgen. Während der anschließenden Präsentation der Ergebnisse bzw. der Wissensvermittlung durch die Studierenden bleibt die Lehrperson im Hintergrund und interveniert nur, wenn die Kommunikation zwischen den Studierenden nicht zufriedenstellend verläuft, wenn Fehler auftreten oder wenn Ergänzungen notwendig sind. Schrittweise werden dann in der Folge immer umfangreichere Stoffmengen zur Präsentation und Einübung an die Lehrenden ausgegeben.

Mit zunehmender Kompetenz bekommen die Lerner immer komplexere Aufgaben (z.B. Erörterungen, Diskussionsleitungen, Textinterpretationen usw.) oder erstellen eigene Unterrichtssequenzen. Parallel zum stoffbezogenen Unterricht findet lt. Martin [2002, 74] auch „eine kontinuierliche Prozessevaluation und Methodenreflexion statt“. Lehrer und Lernende stehen folglich in einem ständigen Informationsaustausch, auch um unkritische und eingefahrene Prozesse zu vermeiden.

**Kritik an der LdL.** Oftmals wird der LdL-Methode vorgeworfen, dass sie auf bewährte Unterrichtsformen wie Referate oder Frage-Antwort-Spiele setzen würde. Diese Zuordnungen sind jedoch verkürzt und würden ihr nicht gerecht werden, denn es geht der LdL um die größtmögliche Aktivierung aller Lernenden. Dies ist (v.a. am Anfang der Einführung von LdL) sicherlich tatsächlich ein zeitintensiveres Unterfangen als dies normalerweise im Regelunterricht (mit hohen Frontalunterrichtsphasen) der Fall ist, aber mit der Zeit kommt man in routinierten Klassen bzw. Kursen oft schneller voran als mit den traditionellen Verfahren. Das liegt daran, dass die Lernenden bei der Stoffvermittlung oft effektiver sind als die Lehrer. Sie sind weniger redundant und vermeiden oftmals unnötige Wiederholungen. Trotzdem kann sich bei den Lernenden natürlich nach einiger Zeit Langeweile einstellen, weil die Methode den Reiz des Neuen verloren oder die Lernenden ihr Reservoir an sicherlich begrenzten Präsentationstechniken ausgeschöpft haben. Hier bieten sich Methodenwechsel bzw. die Einübung neuer Unterrichtsformen durch die Studierenden an. Im Sinne der Spontanität sollte auch auf eine Benotung verzichtet werden.

**Fazit.** Die LdL-Methode erlebt gegenwärtig eine positive Aufnahme, weil es v.a. praxisorientiert ist und durch seinen radikalen Perspektivenwechsel die Lernenden in das Zentrum des Fachsprachenunterrichtes bzw. der Lehreinheiten im Allgemeinen stellt. Das Konzept beruht v.a. durch die Arbeit von Jean-Pol Martin auf einer grandlegenden wissenschaftlichen Basis. Dabei müssen sowohl die Lehrenden als auch die Lernenden zu Veränderungen im Unterrichtsablauf bereit sein. Ist dies der Fall, kann die LdL-Methode als durchaus positive

Alternative zu traditionellen Unterrichtsmodellen verstanden werden, zumal auch vertraute Strukturen ihre Anwendung finden. Radikal ist eben besonders der Perspektivenwechsel und die Abgabe von Autonomie und Macht durch die Lehrperson an die Lernenden. Dies hat etwas mit Vertrauen zu tun und wird sicherlich nicht jeder Lehrperson gleich leicht fallen. Insofern ist die LdL-Methode sicherlich kein Allheilmittel für den universitären (Sprach-)Unterricht, aber sie bietet sicherlich für offene Lehrerpersönlichkeiten eine Unterrichtsalternative, die von den Studierenden dankbar aufgenommen werden wird.

### **Literatur:**

1. Barkowski, Hans / Krumm, Hans-Jürgen (Hrsg.) (2010): Fachlexikon Deutsch als Fremd- und Zweitsprache. UTB-Verlag. Tübingen/Basel.  
Bausch, Karl-Richard / Christ, Herbert / Krumm, Hans-Jürgen (Hrsg.): Handbuch Fremdsprachenunterricht. UTB-Verlag. Tübingen / Basel 2007.
2. Grzega, Joachim / Waldherr, Franz: Lernen durch Lehren (LdL) in technischen und anderen Fächern an Fachhochschulen. S. 1-17. In: DiNa (= Didaktiknachrichten des DIZ, Zentrum für Hochschuldidaktik der bayerischen Fachhochschulen), Band 11, 2007.
3. Leupold, Eynar: Französisch Unterrichten. Grundlagen. Methoden. Anregungen. Kallmeyersche Verlagsbuchhandlung. Seelze-Velber 2002.
4. Martin, Jean-Pol (2000): Lernen durch Lehren: ein modernes Unterrichtskonzept. In: Schulverwaltung Bayern, Carl Link / Deutscher Kommunal-Verlag, 23. Jahrgang, März 2000, Nr. 3, S. 105-110. (<http://www.ldl.de/Material/Publikationen/aufsatz2000.pdf>) [30.01.2014]
5. Martin, Jean-Pol (2002): Weltverbesserungskompetenz als Lernziel? S. 71-76. In: Pädagogisches Handeln – Wissenschaft und Praxis im Dialog, 6. Jahrgang, 2002, Heft 1.
6. Maslow, Abraham H.: Motivation und Persönlichkeit. (Original 1954). Reinbek bei Hamburg 1981.

**Gorchynsky S.V., Candidate of Pedagogical science**

**THE PLACE OF METHODOLOGICAL ACTIVITY IN THE STRUCTURE  
OF PEDAGOGICAL ACTIVITY OF LECTURERS IN THE HIGHER  
EDUCATIONAL ESTABLISHMENTS**

*The article deals with the methodological place of educational activities within the teachers of the university; different approaches and views on this educational category are revealed. Educational activity is by the author conditionally divided into the following components: training activities, methodical activities, researching activities, organizational, educational and social activities. According to the author, methodic activity is an independent type of vocational and educational activities, which includes general theoretical framework implementation, a single structure of this type of lecturer professional general outlines procedures for implementation of teaching materials.*

**Keywords:** *educational activities, methodological activities, lecturer*

**Stating of the problem.** The modern period of Ukrainian society is in the process of reforming all spheres of its life, placing increased demands on human and his personal and professional qualities. Ensuring that goal depends largely on the ability of human to realize their inner potential in activities adequately to the needs of individual abilities. As a kind of such activities for teaching field can be methodological activities of the teacher (lecturer). Methodological activity takes one of the main areas of personal and professional formation of teachers in educational institutions at various levels.

First, we determine who of a wide range of educational workers relates to educational establishments of different levels. According to the Law of Ukraine On Higher Education [10], participants in educational and training process are:

- pedagogical and scientific-pedagogical staff;
- persons who study at higher education institutions;

– employees of institutions of higher education (categorical specialists, senior technicians, managers of Educational Laboratories, Methodists, etc.).

Only educational and scientific-pedagogical personnel relate to university teachers from three categories. Pedagogical workers are persons who have the main job in the higher educational establishments of the first and second accreditation professionally and are engaged in teaching and researching staff and persons with their primary work at higher educational institutions of the third and fourth levels of accreditation professionally are engaged in teaching combined with scientific and technical activities.

So, for teachers and teaching staff, we can collectively name the lecturers, the principal is the educational activity.

**Analysis of recent research and publications.** Let us analyze the nature of the concept of teaching activities of the lecturers.

V.S Bezrukova mentions that educational activity is the work for education and training of people, which is based on the training of special teachers to comply with the rules and his personal conduct in the course of this work. The output of educational activities are more advanced, educated and moral development of people [1, p. 569-570].

According to S.M. Vishnyakova, teaching activities are activities carried out by specially trained professionals in educational institutions to achieve the results provided by one or more training programs and other tasks of education and its social objectives (economic, political, ethical, aesthetic) [12].

To the opinion of L.P. Kryvshenko, educational activity is a kind of professional activity that focuses on the transmission of social and cultural experience through training and education [4].

M.V. Hamezo mentions that educational activity is a special kind of socially useful activity of adults, deliberately aimed at training of the younger generation to self-employment in accordance with economic, political, moral and aesthetic purposes [2].

**The main material.** Generalizing of the analysis of the concept of teaching

activities and considering the components of this social phenomenon:

- subjects of educational activities (society, group, teacher);
- functions of teaching activities (training, education, management, development and psychological training);
- components of educational activities (projecting, organizational, cognitive, communicative and research);
- objects of educational activities (group, person (of child, student, students, graduate students, etc.));
- types of vocational and educational activities (educational, methodical, scientific, organizational, educative) we can present teaching activity as a social phenomenon schematically in Fig. 1.

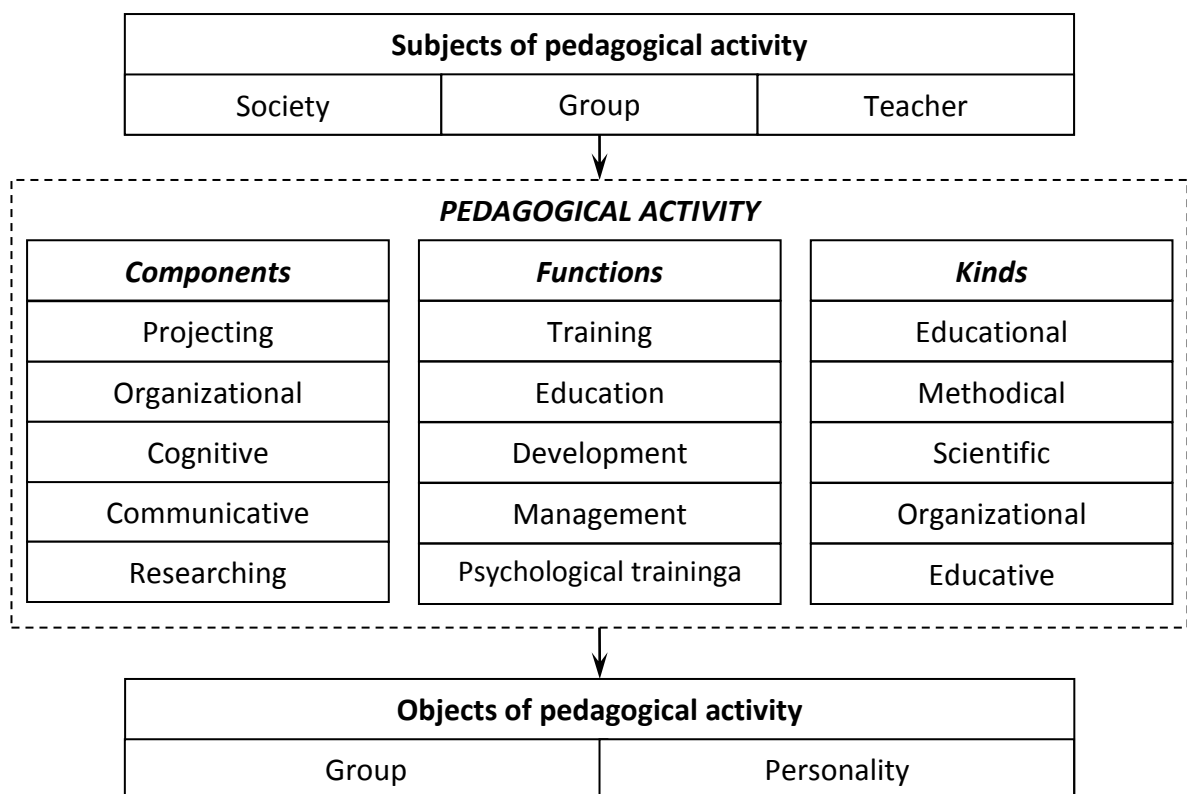


Fig. 1. Generalizing of the teaching activity as a social phenomenon.

Let's analyze trends and features of the educational activities of the lecturer and place and role of methodical activity.

In the judgment of V.L Ortynsky [7] scientific and pedagogical staff of

higher educational institution carries his teaching activity in the areas: academic, technical, researching and educational activities. Methodical activity involves the preparation of the learning process, its maintenance and improvement. It includes:

- preparation for lectures, laboratory practice, seminars, practical training;
- treatment and preparation of the lectures, collections of exercises and tasks, laboratory workshops, teaching materials projects and degree thesis;
- ongoing work to improve pedagogical skills (reading teaching and learning, research and instructional materials);
- studying of the best practices of reporting and reviewing lecture notes, collections and laboratory practical tasks;
- compilation of teaching materials, assignments, examination questions, coursework subjects;
- treatment of students' independent work schedules, etc.

T.I. Turkhov [11] points out that the main activities of lecturers are: educational, scientific and methodological, researching, educational and advisory. Of course, scientific and methodological activities related to the preparation of the educational process, its provision and improvement. All described briefly functions of teachers have been expressed in unity.

In the opinion of L.D. Stolyarenko [9] the content of teacher's activity involves performing several functions: educational, organizational and researching. According to the author's opinion, they appear in unity, although by many teachers one function can dominate the other (approximately 40 % of the lecturers are total-oriented on the teaching activities, about 20% are tending to researching, about 33% combine teaching and researching activities).

V.M. Nagayev, considering the role of the Department in managing of the training process, divides the department lecturers' activity into [6, p.50-51]:

- training activities (lectures, workshops, coursework and degree thesis, guide students' independent work, etc.)
- teaching work (preparation of work programs, methods of teaching);
- researching work (researching, experiments, training of scientific

publications, presentations at scientific conferences);

– educational and social work (working curators, participation in public life of the department and faculty, and others.).

More detailed educational and methodical work of the department includes:

– comprehensive methodological support all disciplines: training programs, tutorials, workshops, manuals, providing the most efficient using of modern forms and methods of training;

– treatment of complex theses and assignments for profiling subjects of the department;

– preparation of teaching materials for independent work of students;

– the treatment and publication of guidelines to implement the course, degree and graduation activities for undergraduate and graduated students;

– selection of training for students under the profile of future work;

– cooperation with other educational institutions;

– study, synthesis and implementation in the educational process of progressive learning;

– participation of teachers in the department teaching conferences.

V.S. Bezrukova shared educational activities into the following types: educational, organizational, educational, researching, management. When performing specific functions (in case of taking office), these types of educational activities are intertwined, combined, synthesized [1, p. 569].

The order of MES of Ukraine № 384 from 29.03.2012 (as amended by Decree № 683 from MES 06.05.2013 ) “On approval of forms of training in higher educational institutions of I-IV accreditation levels“ [5] are shown the forms document for higher education. We are interested in form number H-4.04 “Individual teacher’s work plan and its records”, in this regard the work of the teacher is divided into: educational, methodical, scientific and organizational work.

The notes to this form state that higher education institutions may change the form and content in the context of “Individual teacher’s work plan and its records”, depending on the specific profile and higher education.

Thus, summarizing the above studies we determine that educational activities of teachers of higher educational institution has five components:

- training activities;
- methodical work;
- researching;
- organizational;
- educational;
- social activities.

Let us analyze the nature of teacher guidance activities.

In the opinion of L. Semushynoyi and N.G. Yaroshenko [8], methodical work is one of the main responsibilities of a teacher who seeks to develop and improve methods of teaching. As the result is the creation of complex tasks and objectives of the subject, teaching materials, teaching and visual aids used in training sessions.

We believe that the most successful N.E. Erganova formulated the burden of entity methodical teacher. She notes that under methodological work should be understood independent type of teacher with professional design, treatment and construction, the study of learning tools that allow for the regulation of teaching and learning activities with a particular subject or series of subjects [3].

**Conclusions.** Thus, analyzing the different views of scholars on methodological activities we summarize their views in several directions:

1. Methodical activity is methodical work that is related to self-education teacher, working with didactic tools, training in the subject field.
2. This activity, which is associated with teaching of a particular subject. In this case, the authors did not consider the specific guidance and training of the teacher, and the terms “methodical activities”, “training activities” are used interchangeably.
3. Methodical activity is a set of relatively independent skills with a distinct specificity in the structure of vocational and educational activities.
4. Methodical activity is an independent type of vocational and educational

activities, which includes general theoretical framework implementation, a single structure of this type a teacher, professional general outlines procedures for implementation of teaching materials.

**Prospects for further researching.** Exploring pedagogical phenomenon of “methodical activities”, is to analyze theoretically the nature and content of guidance activities at all levels of higher education institutions: teacher, department, faculty, college and university administration. Also, the problem of methodical training of future teachers of higher education institutions and present young teachers is not enough highlighted.

### References

1. Bezrukova V.S. Fundamentals of Theological Culture (Encyclopedic Dictionary teacher) / V.S. Bezrukova. – Ekaterinburg, 2000. – 937 p.
2. Dictionary-Handbook of age and pedagogical psychology / ed. M.V. Hamezo. возрастной Moscow: Russia pedagogical Society, 2001. – 127 p.
3. Erganova N.E. Methods of professional teaching: learning. manual for students of higher educational establishments / N.E. Erganova. – Moscow: Izdatelskiy tsentr “Academiya”, 2007. – 160 p.
4. Kryvshenko L.P. Pedagogy: Tutorial / L.P. Kryvshenko, M.E. Weindorf-Sysoyeva et al., ed. L.P.Kryvshenko. – Moscow: TC Velby , Izd. Prospekt, 2004. – 432 p.
5. Ministry of Education and Science, Youth and Sports of Ukraine On approval of forms of training in higher educational institutions of I-IV accreditation on March 29, 2012 № 384 , last amended on July 16, 2013 [electronic resource]: Legislation of Ukraine / Office the computerized systems of the Verkhovna Rada of Ukraine. – Mode of access: <http://zakon4.rada.gov.ua/laws/show/z0711-12>.
6. Nagayev V.M. Methods of teaching in higher educational school: teach. guide. – Kyiv: Centre of textbooks, 2007. – 232 p.
7. Ortynsky V.L. Pedagogy of higher education: teach. guidances. [for

students high. teach. bookmark] / V.L. Ortynsky – K. Centre textbooks, 2009. – 472 p.

8. Semushyna L.G. Content and technologies of learning in specialized secondary establishments: manual for the teach. of specialized secondary establishments. of prof. education / L. Semushyna, N.G. Yaroshenko. – Moscow: Masterstvo , 2001. – 272 p.

9. Stolyarenko L.D. Pedagogical psychology. Series “Textbooks and learning aids.” – 2nd ed., Rev. and add. / L. Stolyarenko. – Rostov on/D “Phoenix”, 2003. – 544 p.

10. The Law of Ukraine On Higher Education on January 17, 2002 № 2984 - III; latest edition of January 1, 2014 [electronic resource]: Legislation Ukraine / Computer Systems of the Verkhovna Rada of Ukraine. – Mode of access: <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?Page=1&nreg=2984-14>.

11. Turkhot T.I. Pedagogy of higher education: teach. manual / T. Turkhot . – K.: Condor, 2011. – 628 p.

12. Vyshniakova S.M. Professional education. Dictionary. Key concepts, terms, a crucial vocabulary / S. Vyshniakova. – M. NMC ACT, 1999. – 538 p.

**Training of teachers of foreign languages on the background trend  
towards multilingual education**

The article deals with the issue of professional training of teachers of foreign languages in the direction of foreign languages teaching in general education for multilingualism. The focus is on the linguistic and methodical aspects of teacher training in foreign languages, despite the introduction of learning a second foreign language even in general education.

*Key words:* multilingual education, second language, methodical preparation, professional training of teachers of foreign languages, linguistic competence.

Social development, globalization and integration processes in Europe reformatively language landscape once monolingual countries and the continent as a whole. New conditions favored the formation of the majority of the inhabitants of Europe was the need for knowledge of foreign languages, and this in turn has led to increased attention to the field of foreign language teaching at all levels of education: both in the organized and unorganized training.

Scientists from different countries recognize the fact multilingual nature of society, and in such circumstances, you should review the organizational and methodological principles of training for work in the various target groups, different not only in terms of objectives, end of study results, the age of those who learn, form and language learning factors, but also due to the fact that the account is studied. Attention is drawn to the fact that working with people who have experience of learning at least one foreign language is different. This category of people has a certain linguistic basis on which to further the study of language can and should be based. Therefore, there are studies that focus on the specifics of learning a second foreign language, and proposes the concept of multilingual education. Among these studies should include work of German scientists by the

concept of multilingualism G. Neumann, H. - J. Krumm, F. Meissner, B. Hufeisen etc. In the domestic scientific community problems professional training of teachers of foreign languages in view of multilingualism considered K. Balabukha, A. Dem'yanenko, A. Kovalenko, A. Sbruyeva, I. Sokolov, V. Schepilova and training issues second foreign scholars such as N. Marchenko, L. Frost.

The purpose of the article - identify the characteristics of the professional training of teachers of foreign languages in view of the trend towards multilingual education , diversifying learning foreign languages and heterogeneous nature of the target groups.

The question of whether the changes in the structure of society, turning it into a multicultural and polilinhvalne prompts to review the role of foreign languages in the education system was put back in the late twentieth century. Thus , referring to documents of the European Association of Teacher Education , A. Kovalenko said that purposeful learning a foreign language or more has become a priority of both the school and teacher education. This, according to the researcher , makes it necessary to improve the content and objectives of the educational process in higher educational schools and multilingual education for entry to training future teachers of foreign languages [3 , p. 11].

Reflecting on the problems of training of teachers, I. Sokolova , in turn, stressed that " modern education strategy aimed at forming personalities , conscious of the importance of learning foreign languages, honors the different national culture that is able to actively and effectively life in multinational and multicultural environment "[8 , p 164 ].

Obviously, the integration process in Europe and globalization in all spheres of life contributing to the expansion of the spectrum of foreign languages represented in the community , and therefore offer a foreign language at school. While the educational system of Ukraine foreign languages are offered even to this day disproportionately addition , foreign language offer is limited primarily in English, German, by a large margin , and a small proportion of French and Spanish. Case of schools in other foreign languages (Chinese, Polish, Japanese,

Hungarian) are solitary in nature. In addition, most schools only recently studied a foreign language. On this occasion, K. Balabukha noted that learning a foreign language as a means of international communication artificially leads to the formation of monokulturyzmu : education on the traditions and customs of a nation [1], which contradicts the reality of multilingual and multicultural character not only in Europe but also Ukrainian society.

The trend towards multi-lingual education in the European area, and more recently in Ukraine , although here it looks unorganized study multiple languages at the initiative of students, due not only to pragmatic considerations , but also teaching. The study of second language accompanied by an intensification of the conditions of proper training of the educational process as a result of the formation of multilingual competence, which is characterized by a high degree of systematization and abstraction, and on the basis of their results in a more deliberate and thorough understanding of linguistic phenomena. Also, previous experience of learning the language transfers of already acquired knowledge and skills in the field of learning a new language, thus developing linguistic skills: verbal intelligence, linguistic flexibility, analytical and cognitive ability of the person linguistic memory and linguistic intuition.

When teaching second and foreign language teachers more, not taking into account peculiarities of the study in terms of multilingual education, face problems of interference, which are quite difficult to overcome. So you want to work on proactive strive to use students' existing knowledge to the conscious assimilation of new language material .

B. Schepilova investigated problems learning a second language and concluded that there is a need for rethinking the content of the professional competence of teachers of foreign languages on the basis of future professional orientation to teaching foreign language in terms of multilingual education, which is a specific direction didactics. Moreover , in addition to dedicated scientists , educational, technical, cultural, and other communicative competence in language content vocational teacher training B. Schepilova identifies several in her opinion

the key, competencies of future teachers of foreign languages in terms of multilingual education and multicultural nature of society. These researcher include:

- linguistic competence - knowledge of the system and the structure of the languages studied , the rules of operation of the communication process;
- discourse competence - the ability to plan linguistic behavior accordance with the functional purpose of communication;
- sociolinguistic competence - the ability to select the linguistic means in accordance with the social conditions of communication;
- social competence - the use of different strategies in terms of interaction with people and the world;
- compensatory competence - the ability to fill the gaps in language , speech and socio-cultural component [9 ].

Some scholars distinguish separately also multilingual competence among the factors of successful formation of which K. Balabukh called vocational guidance , in what refers to the availability of educational, methodological, pedagogical , psychological skills and abilities. Under these conditions, there is need for systematic and holistic and integrative approach to teaching students [1].

I. Sokolova notes that linguistic pluralism as a result of socio-political and socio -economic transformation in Ukraine can be seen in the study of foreign languages in secondary schools. The most common are the following structural combination of languages: English (IM1) + German (IM2), English (IM1) + French (IM2), German (IM1) + English (IM2), French (IM1) + English (IM2), " it Neighbourhood " ( IM1 ) + English ( IM2 ) [8, p. 165].

The general rule in the higher educational institutions of Ukraine , preparing teachers of foreign language teacher training is in two foreign languages, where English is taught as a first or second . So , we can agree with O. Dem'yanenko that the linguistic profile polilinhvalnym learning is inherently so studied at least three languages, and in the context of four Ukrainian (Ukrainian, Russian and two foreign), and thus multicultural because the requirements for cross-cultural

competence content , which is formed under the conditions of this study , increasing as the requirements for teacher training . Next, the researcher emphasizes that future teachers should learn to be attentive to the manifestations of an alien culture, ready to safely look and take the existing cultural differences (at consumer culture, professional communication, behavior), to be able to find common ground without trying to remake everything in own way. The purpose of cross-cultural training is to build the teachers to new cultural awareness - the ability to contact with another culture to understand different lifestyles , different values, different approach to their values and abandon the stereotypes , that is to learn the "cultural standards" of other cultures , constantly reinterpreting its [2, p. 205-206].

Citing W. Barkasi , I. Sokolova notes that the professional competence of teachers of foreign languages is an integral formation of the person, which consists of a cognitive process (professional knowledge, skills), social ( formed by the level of national identity, civic responsibility) multicultural (formed planetary thinking, awareness of national values) autopsychologichnoho (willingness and ability for teaching activities ) and personal (tact, tolerance, communicative, mobility, etc.) components [8 , p. 166 ].

According to A. Kovalenko, teachers should be pragmatic, because for students it has evolved from a means of achieving the goal, gaining something. They should explain that give foreign language for a future career.

L. Puhovska, considering the problem of modern teacher training in the context of the European dimension, drew attention to the fact that European teachers should prepare students to self-managed lifelong learning in society. In addition, regardless of specialization, the teacher needs to know or at least have the opportunity to learn several foreign languages and be able to handle in terms of cultural pluralism. The researcher stresses that learning and language learning plays in this context the central role because that promotes mobility and mutual understanding among the highlights of European values[ 5, p. 67, 69].

A. Sbruyeva in turn indicates that the key role of teachers in the modernization of European education is emphasized within all basic documents defining the nature of current education policy. Based on the results of the study of these documents, the researcher identifies three groups of professional competences for European teachers and the factors influencing them. Thus, the social changes lead to the formation of competences, as competence in the field of civic education in the field of teaching students skills necessary for lifelong learning in a knowledge society , and the laying of new skills training programs and knowledge of the subject of specialization, ability to work with heterogeneous contingent integrate ICT in the learning process [6 ].

One of the key components of professional competence of teachers of modern scholar calls " Europeanness " and among its components called European identity, European multiculturalism, Europe's linguistic competence, in what is understood that the European teacher has more than one foreign language , with skills in teaching and other Speak it gets in the system of teacher education and in the process of further professional development. He spends some time in a foreign language environment, communicating with colleagues in other languages and speakers of these languages. By significant component also belongs to the European mobility of teachers ( study abroad, learning foreign languages , familiarity with the cultures of other nations participating in the programs organized exchanges , facilitating the mobility of students , establishment of virtual and real contact with their peers in other European countries, etc.) [6 ].

Consequently, researchers are unanimous about the fact that social and political changes have led to significant changes in the language area , which in turn leads to the view of professional training of teachers of foreign languages because of the demands of multilingual education. Most scholars tend to highlight the structure of professional competence of teachers of foreign languages in addition to the linguistic, technical, socio-cultural and more discursive , social and compensatory competence. In terms of multilingual education , special importance is multilingual and cross-cultural competence of teachers, including not only the

knowledge of several foreign languages, familiarity with different cultures and tolerant attitudes , but also formed the European identity . It is also important while studying in the pedagogical university to attract students to make study programs for different target groups , build skills in remote mode using the power of ICT.

**ВИКОРИСТАННЯ АВТЕНТИЧНИХ МАТЕРІАЛІВ ПРИ НАВЧАННІ  
ЧИТАННЮ АНГЛІЙСЬКОЮ МОВОЮ  
ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ ПРИ  
ОБУЧЕНИИ ЧТЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ  
AUTHENTIC MATERIALS USAGE WHILE TEACHING READING IN  
ENGLISH**

**ІРИНА ШПАК, кандидат філологічних наук, Україна  
ИРИНА ШПАК, кандидат филологических наук, Украина  
IRYNA SHPAK, candidate of philological sciences, Ukraine**

В даній статті відбувається спроба дослідити актуальні проблеми навчання читанню англійською мовою при використанні автентичних матеріалів. В статті йде мова про різні контексти вивчення та навчання англійській мові, а також про використання автентичних матеріалів на заняттях у студентських групах різних рівнів мовної підготовки. Увага приділяється аргументації та доведенню доцільності використання автентичних матеріалів під час навчання читанню англійською мовою у студентських групах, що мають рівень мовної підготовки не нижче рівня Intermediate.

**Ключові слова: автентичні матеріали, рівень мовної підготовки, пошукове читання, навички читання.**

В данной статье предпринимается попытка исследования актуальных проблем обучения чтению на английском языке при использовании автентичных материалов. В статье речь идет о различных контекстах изучения и обучения английскому языку, а также об использовании автентичных материалов на занятиях в студенческих группах разных уровней языковой подготовки. Внимание уделяется аргументации рациональности

использования аутентичных материалов во время обучения чтению на английском языке в студенческих группах с языковым уровнем подготовки не ниже уровня Intermediate.

**Ключевые слова: аутентичные материалы, уровень языковой подготовки, поисковое чтение, навыки чтения.**

The given article is an attempt to conduct an investigative research of urgent problems of teaching reading in English while using authentic materials. The article dwells upon different contexts of teaching and learning English language as well as upon authentic materials usage while teaching in student groups with different levels of language competence. It is also noted that there is a number of teaching reading techniques which include scan reading, skim reading or gist reading, intensive or detailed reading, and reading to infer. All these techniques do not contradict the using of authentic materials while teaching reading in foreign language, as far as the accent is put on the notion of grading the task, but not the text. Apart from that some of the advantages and disadvantages of authentic materials usage while teaching reading in foreign language, namely English, are considered in the article. Additional attention is paid to the argumentation of the reasonability of authentic materials usage while teaching reading in English in student groups with the language competence of at least Intermediate level.

**Key words: authentic materials, language competence level, scan reading, reading skills.**

**General statement of the problem.** In today's world, without any doubt, English is the most common and most widely spoken; it is the language of business communication. Since both teaching and learning the English language takes place practically around the whole globe, there are many contexts of teaching/learning English:

- ✓ Private lessons/group classes;
- ✓ Monolingual/multilingual groups;

- ✓ Closed/open groups;
- ✓ Students with education/listeners without education;
- ✓ Large/microgroups;
- ✓ Evening/afternoon classes, etc.

The objectives of the study of foreign languages, including English, may be different. Most people learning a foreign language regard and use it as a means to achieve other goals, but some learners study a foreign language exceptionally for personal needs, such as self-development or out of curiosity. In any case, the teacher faces a number of very serious problems while planning a lesson that they need to solve. These problems are connected with the teacher's self-realization as a personality and the selection of the material [7, 7]

On the one hand, students expect to find in their teachers someone whom it will be easy to work with, a person who could organize the work and provide the materials, which in turn will provide opportunities for students to achieve their goal. According to Scrivener the important qualities for a teacher are as follows:

- ✓ Sense of humor;
- ✓ Balance;
- ✓ The ability to communicate with the audience/ rapport;
- ✓ A clear presentation of information and comments;
- ✓ Ability to inspire confidence and trust;
- ✓ Ability to plan;
- ✓ Ability not to complicate simple things, etc. [7, 7-8]

On the other hand, the teacher faces the problem of choosing the material for a class. Today there are a lot of adapted materials for teaching/learning English; however, the use of authentic materials, in its turn, might appear to be relevant as well.

**Analysis of research and publications.** According to J. Harmer [5, 4-12] traditionally the authentic text is considered to be a text, which originally was not created for the learning objectives and purposes, but a text written for native speakers.

Domestic researchers believe authentic material is a genuine material that is produced by native speakers for native speakers. [1] They also emphasize that authentic materials are more appropriate to use at levels ranging from Intermediate. This point of view is quite reasonable, however Western Methodists today are talking about the need to grade the task, not the text. [3,6] The basic idea of this concept is that the most important thing for a successful occupation is not the level of adaptation of the text, but the level of adaptation of tasks. The teacher can work with the authentic text, which will be not be one hundred per cent clear for students, but the tasks can be designed in accordance with the language proficiency of students. On the other hand under such circumstances, students might lose their motivation to acquire new knowledge which the authentic text has to carry. So, while not rejecting the possibility of designing different motivating tasks based on an authentic text appropriate to the levels ranging from the Beginner to Pre-Intermediate, we should focus on the traditional model of implementing authentic materials at levels ranging from Intermediate.

The basic material presentation. The use of authentic materials, including authentic texts, is a stronghold of creative and motivating during classes at levels ranging from Intermediate. However, at the lower levels it is less popular. This happens due to fear as far as both teachers and students are concerned; the students are afraid that they may not understand the bigger part of the information, and the teachers are afraid that their students will not understand that new information. and as a result, the teacher does not use authentic materials for the peace for both sides of the educational process.

The use of authentic materials has several advantages that contribute to its practical use, such as:

- ✓ Authentic material has a positive impact on students' motivation to learn;
- ✓ Students can gain a sense of satisfaction using authentic materials ;

- ✓ Authentic materials provide students with information about what is happening in the world and thus are of some internal educational value;
- ✓ Authentic materials can be quickly and easily found;
- ✓ The use of authentic materials leads to a more creative approach to learning, and so on. [4]

However, in addition to the advantages there can be found some disadvantages when using authentic materials in teaching foreign languages.

- ✓ Authentic materials may be too culturally biased. They can be extremely difficult to read and understand beyond the borders of language community.
- ✓ Glossary may not be relevant to the immediate needs of students.
- ✓ Requires special training, which can be time consuming.
- ✓ Material can quickly become obsolete , etc. [ 2]

More often reading starts acting as an independent type of speech activity where the student reads not only to fulfill the learning task but also to get the necessary information from the text and use it. Completeness and accuracy of information extraction depends on the exact language problem.

Contemporary authentic texts may and should be considered as one of the sources to teach reading; texts which promote a strong social and cultural assimilation of information and the use of modern information technology.

Reading authentic texts while learning a foreign language plays a pivotal role. The basis of motivation for reading is the understanding its importance and the need to expand the frontiers of knowledge through the development of reading in a foreign language.

When we read in our mother tongue, we use a range of reading skills, which depend on the nature of the text that we want to read. It means that we will read train timetables and exam questions rather differently. When we read the train schedule, we "scan" the text to find the necessary information, and when we read

exam questions we apply the technique of detailed reading, in order to obtain information entirety and understand every detail.

Native speakers while reading use the following reading techniques. It should be noted, however, that we do not do it consciously; it happens as a spontaneous reaction according to the type of text that we want to read.

- ✓ Scan reading - reading is done when searching for specific information
- ✓ Skim/gist reading - where the main objective of reading is to understand the main ideas of the text.
- ✓ Intensive/detailed reading - when the reading is done to obtain a significant amount of information from the text.
- ✓ Reading to infer - when reading is done in order to understand the implicit meaning of the text. [7, 69]

When students read texts in a foreign language, they quite often forget to use the appropriate reading techniques and instead use the technique of detailed reading while working with the text. Too often when this type of work is conducted bilingual dictionaries are applied as well, which in its turn inhibits the reading process.

Teaching reading authentic texts provides the right choice of reading strategies with the intention to make it efficient and productive. In accordance with the communicative task a strategy of reading has to be chosen, i.e. reading technique. At the ESL classes the first two techniques are mostly widely used, such as Scan reading and Skim / gist reading. We would like to stop at the first approach to teaching reading - search reading – in connection with the use of authentic materials.

Alongside with the the language difficulties authentic texts include national-specific concepts (realities) which in the absence of preliminary explanation may cause discontinuities in text semantics. If to organize the search for a meaningful elements of the text in terms of realities, we can optimize the entire process of reading the authentic text and thereby increase the level of motivation and interest of students to search reading. There is an obvious need to teach reading on a

problematic basis. Reading any foreign language text, especially authentic, is connected with certain difficulties. One reason is the lack of teaching models how to read the original text . It is believed that the greatest effect can be given by reading the original text in the search mode on the problematic basis because for many students there is a failure to identify and highlight significant or relevant information, and uncertainty in its estimation. [1, 24-29 ]

The basic of teaching reading includes anticipation and familiarization with the algorithm of the text in order to create a holistic way of reading activities. This teaching method will actively promote students' skills in grade reading of authentic texts, which involves the use of certain signals of the text in order to build hypotheses and assumptions at different levels. This ultimately is to promote the semantic orientation in authentic texts and successful search for the necessary socio-cultural information.

**Conclusions.** Therefore, we believe that the use of authentic materials in the classroom teaching reading in English language is appropriate. But we should not forget about the specifics of each student group or individual student. It is recommended to use this technique in the classroom in groups with Intermediate level and above , but this does not mean that a successful communicative classes with the use of authentic materials can not be held at the lower levels of learning a foreign language, since the concept *grade the task, not the text*, is appropriate and should always be used when planning lessons in teaching any foreign language, especially when the teacher uses authentic materials.

### **Бібліографічні посилання**

1. Абрамовская Н.Ю. Использование аутентичных текстов для формирования умений аудирования при коммуникативно-ориентированном обучении//Функциональные особенности романо-германских языков и методы их преподавания. - Омск: Изд-во ОмГПУ, 1997.

2. Alex Case. Advantages and disadvantages of using authentic texts in class. [Электронный ресурс] – Режим доступа: <https://www.usingenglish.com/articles/advantages-disadvantages-using-authentic-texts-in-class.html>
3. Beniko Mason, Stephen Krashen. Extensive reading in English as a foreign language [Электронный ресурс] – Режим доступа: <http://www.sciencedirect.com/science/article/pii/S0346251X96000632>
4. Berardo, Sacha Anthony The use of authentic materials in the teaching of reading [Электронный ресурс] – Режим доступа: [http://marvin.ibeu.org.br/ibeudigital/images/9/9c/The\\_Use\\_of\\_Authentic\\_Materials\\_in\\_the\\_Teaching\\_of\\_Reading.pdf](http://marvin.ibeu.org.br/ibeudigital/images/9/9c/The_Use_of_Authentic_Materials_in_the_Teaching_of_Reading.pdf)
5. Harmer J. HowtoteachEnglish. An introduction to the practice of English language teaching. Edinburg.: GateLongman, 2000. 198 p.
6. Janet K. Swaffar. Reading Authentic Texts in a Foreign Language: A Cognitive Model [Электронный ресурс] – Режим доступа: <https://www.teachingenglish.org.uk/article/using-authentic-materials>
7. Scrivener, J. 1994 Learning Teaching Macmillan/Heinemann, 2001

## VOCATIONAL AND EDUCATIONAL ETHICS OF INTENDED TEACHERS ACCORDING TO FOREIGN STUDIES

**Kalenskyi A. A**, candidate of pedagogical sciences, associate professor

The paper considers the modern approaches of development of lecturers' professional ethics in higher educational institutions in foreign studies. Despite the different socio-economic structures of the countries studied below, the associated values take into account global trends in the development of world education and changes in the labor market, maintaining the benefits and advantages of the national schools, policy and moral values of society to improve the teacher's social status, introduce into educational process new educational technologies, improve educational researches.

**Keywords:** *Ethics, pedagogical ethics, professional and pedagogical ethics, teaching culture, moral consciousness, the model of professional and ethical training.*

*The higher education in a number of countries faced the same problems and challenges while reform process is ongoing: establishing socially equitable access to higher education, the improvement of professional skills of teaching personnel, orienting of training process at obtaining innovation skills, improvement of education quality, employment assistance for graduates, ensuring equal access to international cooperation, demonstration of interracial, interfaith, inter-ethnic and gender discrimination. The foreign studies current approaches regarding the professional ethics development of universities' teaching personnel were considered in this article. Despite the different socio-economic structures of the countries studied below, the associated values take into account global trends in the development of world education and changes in the labor market, maintaining the benefits and advantages of the national schools, policy and moral values of society to improve the teacher's social status, introduce into educational process new educational technologies, improve educational researches.*

**Keywords:** *Ethics, pedagogical ethics, professional and pedagogical ethics, teaching culture, moral consciousness, the model of professional and ethical training.*

**General formulation of the problem.** In many countries higher education suffers from the same problems and challenges: creating equitable access to higher education, the improvement of professional skills of teaching staff, training of specialists at obtaining innovation and skills, improving teaching quality, employability of graduates, ensuring equal access to international cooperation, display of interracial, interfaith, interethnic and gender discrimination.

The "World Declaration on Higher Education for the XXI Century" was adopted at UNESCO Headquarter from 5 to 9 October 1998 at the World Conference on Higher Education [1]. It has identified the tasks and functions of a new approach to higher education in the world, marked a new paradigm of education: an approach to human as the highest value, the main condition of society nowadays. Therefore, the issue of humanization of higher education, formation and development of the moral and ethical qualities of teachers during their training and retraining pay much more attention of researchers in the field of education worldwide.

**Analysis of recent researches and publications.** The formation and development of the theoretical foundations of teaching ethics in Russia as a branch of science has its history. The foundation of this field was founded in the writings of Karl Ushynsky, P. Kapteryev and K. Wentzel. Further development of this theory was in the works of Soviet and Russian scientists (A. Grishin, S. Hunayeva, M. Dudina, T. Ermolayeva, T. Isaeva, L. Ostrowska, A. Pozdnyakova, A. Tsaryehorodtseva, A. Sharov) that investigated the problem of forming of ethical and moral consciousness developed in the context of their concepts and theories of teaching and education.

The Universities of Western Europe have positive experience of improvement of training quality of students in higher education institutions.

Foreign colleagues (P. Bourdieu, M. Di Simone, S. Gellert) pay considerable attention to the development of universities in Western Europe because of the importance of their traditions and experience. Efficiency analysis of university education in these countries enables its extrapolation to the national education system.

**Purpose** is to examine the issue of vocational and educational ethics of intended teachers according to foreign studies.

**The main material of research.** Analysis of the elaborated concept "teaching culture" in Russian pedagogical literature allowed three main schools: the scientific school of academician RAO E. A. Bondarevskaya (Rostov-on-Don), academician RAO V. Slastonina (Moscow), Prof. I. Isayev (Belgorod) who are studying this phenomenon. A fundamentally new is the study of the nature and the structural organization of the lecturer's pedagogical culture, the construction of the model taking into account the competence approach. The structure of the lecturer's pedagogical culture is presented in the form of key professional competencies that can solve some important problems of education and achieve consistency between the requirements imposed on the quality of lecturers training, activity connected with improvement of personal features of students. In addition, the practical use of the model of development and improvement of teaching culture in terms of humanistic and democratic cultural and educational environment makes the formation of personal competencies more organized, socially important and scientifically proved. [3]

Current approaches to the development of professional ethics as intended teachers and academics have found place in many contemporary studies of Russian scientists.

The model of professional and ethical training of intended teachers of vocational training in the context of competence-based approach that involves teaching basic components: goals, approaches, principles, innovation, program content, the results, determines the target (educational, educational and developing) and operational (educational, methodical, organizational, diagnostic,

industrial and technological, scientific-research, creative, etc.) features of professional teacher's work. The model includes the stages of formation (productive, constructive, intellectual and creative) levels of professional and ethical learning goals of teacher, approaches, principles, technologies, innovation, methods, forms, tools, teaching requirements, monitoring and evaluation of the results [2].

The specificity of the positive impact of development of teacher's ethics on the effectiveness of the educational process in the school was determined, which is due to the fact that the ethical aspects play an important role in the communication activities of teachers and largely determine the nature of interaction with the students, parents and colleagues [6].

It is proved that the principles of the formation of the moral conscience of intended teachers is the principle of unity of theory teaching morality and moral practice, the principle of unity of moral consciousness and moral activity, the principle of complementarity, the principle of integration and interaction of ethical and pedagogical knowledge, moral and ethical principle of reflective learning process of students in pedagogical educational establishments, the principles of moral choice. Educational interpretation of these principles should be implemented within the ethical and pedagogical approach to the formation of the moral conscience of future teachers, which is understood as communication, interaction of ethical and pedagogical knowledge and communication of general and specific scientific methodologies levels [4].

Modern education, according to Russian scientists, is converted into the services sector, it does not direct its resources at the development of morality of the student it forms a successful person, focused primarily on the benefit, not weal. Education does not always pay attention to the fact that the education of a student's virtue should lead to the fact that its benefits will begin to coincide with the good of another, with whom he is associated and interacts. Moral consciousness of young people in the forming conception of the world pays attention not to the

value of life, the value of individual human existence, existential values, but to the natural (material) benefits, which is one of the criteria for success in life.

The education system in France is a guarantee of training its citizens to live in an open society (local, national, European, international) and guarantee the preservation of national cultural identity.

Historically France is the founder of comparative education (Julien Pariskii - XIX c.) and is recognized to be competent in the field of basic and applied research in international education. The study by French scientists (A. Beneme, L. Ferri, A. Gall, A. Leon, A. Prost, P. Rosello) had a tremendous influence in shaping the educational philosophy and assembling modern paradigm of education in France, became widely known throughout the world.

Education in France took place in the development of large-scale two historical periods: the pre-revolutionary and post-revolutionary, in each of which such the major historical periods are highlighted: antiquity, the Middle Ages, the royal regime, revolution and restoration (pre-revolutionary period), the first wave of industrialization and the second wave of industrialization (post-revolutionary period).

Each epoch has ensured educational system a specific historical form determined by political, ideological, organizational, legal, economic and cultural conditions that led to its value orientations and priority settings.

The educational system of France is a unique for educational reality in Europe today because of the following circumstances:

- cultural and historical uniqueness, political and economic stability of modern France is the foundation of the French education system, representing the European model of preserving national cultural identity, which in turn ensures the transfer of public historic heritage to the next generation and the system receives a model and paradigmatic definition, purpose-oriented setting, eligibility of successful operating;

- consistent integration of the educational system of France into the European educational system, correspondence to global standards of educational

policy provided with the modern reforms through problem solving system, abide its basic principles connected with the process of educational internationalization;

- a policy of internationalization of the educational system of France is built on a foundation of opportunity equality and open access to all educational levels, continuity, transparency, high education quality, international component in the content of education, recognition of academic degrees and titles, student and academic mobility and responsible regulatory role of the humanity and cultural state, that in accordance with the fundamental principles of education systems meets its paradigm, strengthens its national and regional interests;

- internationalization of France educational policy categorically rejects global trend of commercialization of education, unreasoned structural break-up, groundless shortening of educational terms in education, loss of academic skills, lack of control and anarchy, total expansion of English-speaking material;

- internationalization is one of the most important external condition of environmental impact on the education system, the negative impact of which is regulated and reduced by systemic qualities of entropy, lability and optimization of the interaction of external and internal conditions of the system.

Higher education in Germany is interesting for its rich historical traditions, whereby it was possible to play a leading role in the world of science and education for more than two centuries. Humboldt University model also served as a model for universities in Europe and the world.

In studies of German scientists Theodor Adorno, H. Shelski, K. Fyura reforms and specific features of the reform of the German education system, including higher education were analyzed. The historical traditions of High School in Germany found place in the study of V. Humboldt, F. Paulsen, K. Jaspers.

In the light of new challenges to higher education, which appears in XXI century, German High School has a number of fundamental advantages. These include:

1. Fixed by the Basic Law freedom of art and science, research and teaching as well as the right of free choice of profession, place of work and study.

2. A large number and variety of higher educational establishments, that makes the German education system in essence flexible.

3. Diverse higher education system meets the system as a multifaceted system of science promotion, which includes government agencies, private foundations and a large number of industrial corporations.

4. Science policy assigns universities a traditionally exceptional place in the principal researches.

5. Support of young scientists, as the elite of the future, has always played an important role in education and science.

6. Another special feature of the German education system lies in its superb multimedia infrastructure.

In own studies German researchers consider the problems associated with the development of Neo-Kantian tradition in pedagogy: V. Datler [7] researches the possibilities of psychoanalytic method in the education of children and re-education of adults, G. Rers [5] reveals the genesis of some methodological trends of modern pedagogy, G. Krueger [8] involves the problem of phenomenological and structuralistic pedagogy.

Modern trends in the field of pedagogy in Germany have developed mainly within German philosophy, natural science, medical, psychological and linguistic traditions. An exception is the instrumentalistic trend of pedagogy, originated with the ideological pragmatic views of American thinkers J. Royce and J. Dewey, who suffered severe influence of theory settings "effective contemplation" of F. Froebel and despite the significant reinterpretation and national reorientation of specific issues it maintains the terminological and conceptual integrity of the views of the American instrumentalism. The operating area of pedagogy in the country that is a logical continuation of the ideas instrumentalism develops its problems following mainly the German epistemological traditions.

An important role in higher education in Germany takes lecturers' training. Their professional and personal qualities are considered as an inseparable unity. The most important among them is considered authenticity (sincerity), empathic

understanding and respect of students. According to representatives of humanistic pedagogy the central place in the education takes teacher identity, which should be for those, who are studying, some ideal pattern of behavior. One can achieve such an impact on the individual perhaps due to the right (humanistic) communication process and relationship between subject and object of education. In addition to that the instructor must possess the necessary personal qualities, on the one hand, and on the other, as a professional educator, have the capacity and ability to use appropriate tools in the work.

The same lecturer training takes more practice-oriented character under the influence of humanistic pedagogy that did not reduce the level of basic training. Students are primarily prepared specifically to practice in educational institutions.

**Conclusions.** Thus, analysis of current approaches to professional ethics of academicians in foreign studies has proved that that despite the different socio-economic structures of the countries studied below, the associated values take into account global trends in the development of world education and changes in the labor market, maintaining the benefits and advantages of the national schools, policy and moral values of society to improve the teacher's social status, introduce into educational process new educational technologies, improve educational researches. The basic element in the preparation of intended teachers is the principle of Quintilian lies in that only moral people can raise a moral generation.

**Prospects for further research.** Further researches are focused on peculiarities of the formation and development of professional ethics at universities in economically developed countries.

## References

1. Datler W. Geschichte der Psychoanalyse. Berlin: Springer, 1989. – 134 s.
2. High society World Declaration on Education for the XXI century: Approaches and Practical Measures (adopted the UNESCO conference on "World Higher Education in the XXI century": Approaches and Practical Measures (Paris,

5-9 October 1998) /Abstract // Alma Mater (Journal High society schools.) - 1999.  
- № 3. - P. 29-35.

3. Isayev T. E. Pedagogical culture of teacher as condition and indicator of quality of educational process in higher education: dis ... Dr. ped. Sciences: 13.00.01 / T. E. Isayev; VPO "Rostov State Pedagogical University." - Rostov-on-Don, 2003. - 427 p.

4. Krüger, H.H. Einführung in Theorien und Methoden der Erziehungswissenschaft. München: Leske + Büdlich. 1996. – 250 s.

5. Pozdnyakova O. K. Formation of moral consciousness of the future teacher in the learning process at the Pedagogical University: dis ... doctor of pedagogical sciences: 13.00.01 / OK Pozdnjakova; Samara State. Ped. Univ. - Samara, 2006. - 492.

6. PEPC G. Maria Montessori / G. PEPC // Perspectives, 1983, № 4 - S. 141-151.

7. Tsaregorodtseva OS Development of pedagogical ethics teacher as a factor in increasing the effectiveness of the educational process in the school: dis ... cand.of ped. sciences: 13.00.01 / O. S. Tsaregorodtseva; GOUVPO "Moscow State Pedagogical University" - Moscow, 2010 . - 163 p.

8. Yermolayeva T. professional ethical training of future teachers of vocational training in high school: dis ... cand. of ped. sciences: 13.00.08 / T. Yermolayeva; Moscow State. Ind. Univ. - M., 2008 - 223 p.

## COMPARATIVE ANALYSIS OF SKILLS DESIGN, CONSTRUCTION AND MODELING

Халілова Севіль Еміраліївна, аспірант

Халилова Севиль Эмиралиевна, аспирант

Khalilova Sevil, postgraduate student

*У статті розглянуто феномен понять «проектувати», «конструювати» і «моделювати». Проаналізовано пов'язані з цими поняттями терміни «проект», «конструкція», «модель». Виокремлено етапи проходження процесів проектування, конструювання і моделювання. Представлена порівняльна характеристика цих понять.*

**Ключові слова:** *проект, конструкція, модель, проектування, конструювання, моделювання.*

*В статье рассмотрены феномен понятий «проектировать», «конструировать» и «моделировать». Проанализированы связанные с этими понятиями термины «проект», «конструкция», «модель». Выделены этапы прохождения процессов проектирования, конструирования и моделирования. Представлена сравнительная характеристика этих понятий.*

**Ключевые слова:** *проект, конструкция, модель, проектирование, конструирование, моделирование.*

*The article deals with the phenomenon of the concepts of "designing", "constructing" and "modeling". Terms "project", "construction", "model" are analyzed. The stages of the passage of the design, construction and modeling are defined. The comparative characteristic of these concepts is made. As a result of comparative analysis skills to design, construction and simulation it is suggested that they have a common goal to create the object (project, design or model). But the processes and the results of work activity are different, because the functionality of the project, de*

*sign and model is different. Project, design and modeling are: creative processes, which have their laws, rules and algorithms; require knowledge from different disciplines; have a wide range of applications in various fields; can be used on a global and personal meaning; as a result of activity creates a product (design, construction, model).*

**Keywords:** *project, design, construction, designing, constructing, modeling.*

**Formulation of the problem in general.** Nowadays specialist skills are required more and more for design, construction and simulation in the workplace. This process is used in many areas. When speaking about the ability of design, construction and modeling it is necessary to note some similarities with several parameters. Therefore it is appropriate to examine them in one article for the purpose of comparative analysis.

**Analysis of recent research and publications.** Terms "design", "construction" and "modeling" are the subject of much research of the domestic and foreign scholars. Thus, in the nonfiction much information is about designing. For researchers some of the interesting questions before them are about the philosophy of the project activity (Liakhov I.I.) content design (Dixon D.R., Jones D.K., Dietrich J., Hill P.), features of project learning (Dewey D., Ilyin G.L., Pakhomov N.Y., Polat E.S., Chechel I.D.) , designing in the construction business ( Nestle H., Horbic O.R., Lomovskiy A.I.) and others.

Many authors studied the problems of the constructing in the different areas such as artistic construction (Pokatayev V.P., Naumov V.P., Shpara P.E., Grigorieva V.), construction of the clothes (Sakulin B.S., Parmon F.M.) , technology construction (Eisenberg J.B., Borisov V.F., Klymachov I.I., Nechyporuk G.S.), education (Morev A.A., Gavrylenko A.P., Zharynova I.A., Ternovskaya O.V., Yeleseyeva E.Y., Nilova V.I.) and others.

The science has a large number of researches on the problems of modeling. These studies open questions on how to use of models and simulation methods in separate sciences: philosophy, psychology, pedagogy (Burenkova N.V., Vinaykin N.P., Stecenko I.V., Desnenko M.A., Gryaznov B.S., Dynin B.S., Novik I.B., Shtoff

V.A., Davydov V.V.).

Analysis of scientific and educational literature has shown that, the issues about design, construction and modeling are studied by many researchers. But this subject is open for theoretical and comparative analysis.

**The purpose of the article** – a comparative analysis of skills design, construction and modeling.

**The main material.** In order to conduct a comparative analysis of skills design, construction and modeling we need to cover the basic concepts of "design", "construction" and "model". In the dictionary we found these definitions:

Design – 1. Developing, making the project (buildings). 2. Assuming, to going to arrange something

Construction – (from the Latin *construere* – build) create design of something, build something.

Modeling – 1. In sculpture – handle surface, creating a convexity on it and deepening. 2. In painting, to create texture (pattern) with the help of light and shadow and sculpting brushstrokes. 3. Manufacture (manufacturing) model of something

Comparative analysis of the terms "design", "construction", "modeling" showed that these phenomena have similar parts. So in general in these definitions are the skills to create some objects (projects, construction, models). But for a more detailed analysis it is necessary to study these processes.

The term "design" is organically linked with the concept of a "project" because the design is the process of creating the project. In turn, the phenomenon of design can't be determined, without fixing attributes of the project (this link also exists between the definitions of constructing-construction and modeling – model). In modern domestic and foreign scientific literature there are several definitions of the term "project", each of which has the right to exist, depending on the particular problem facing the specialist. Summarizing these views, we came to the conclusion that the project – a collection of documents (working drawings, models, calculations, etc.) required for the construction or reconstruction of the facility that require prior a

approval.

Analysis of the literature confirmed the opinion Kirichuk V.A. that today the representation of the essence of the design, its scope has changed significantly. Until recently, the design was attributed mainly to engineering activities in the field of instrumentation, construction and understood as "a plan, a prototype of a particular object". Today, design is considered as a special kind of activities, covering all parts of the social organism, including the education system.

Another way to illustrate the unique nature of the project – to describe the life cycle of the project. It sequentially passes through four stages (Martin P., Gray K.F.):

1. Preparation of the project. In this stage need to define range of problems, limitations, constraints and priorities of the project. This document must approve the customer.
2. Planning. The most important step. In result of this stage we have a project plan, which show a detailed plan of the work.
3. Implementation of the project. In this stage need to perform work directly related to the creation of the final product.
4. Completion of the project. Customer evaluates the degree of their satisfaction with the project.

But it should be noted that these steps are not constant and may vary depending on the task.

In the design process, along with the calculated and experimental stages of research, researchers often secrete process of construction. (Gavrylenko A.P., Moroz V.I., Naumov V.P.). Construction in general is the process of creating construction. And construct is a structure plan, the mutual arrangement of parts of a building or structure itself, a building, a car with a more or less complex structure [7, 367].

The analysis of the literature showed two kinds of construction technical and artistic. Technical design creates an object in its material and functional basis artistic – subject fills the general content, comfort harmony and beauty. The artistic designer realize the designer who owns the aesthetic impact of laws and knows how to

apply them in the field of technical design (from design conception and composition to the study of aesthetic tastes of consumers). He should be able to submit a form of future products, be a dreamer and a practitioner, has the gift of scientific prediction [3, 53].

Pokataev V.P. proposed four stages of the artistic construction:

1. Exploratory phase. It begins with a specification that contains information about the functional purpose and conditions of use of the product and basic technical data (dimensions, materials, etc.). In this stage designer should collect information on the basis of domestic and foreign literature (information, photos, brochures, technical and design characteristics, etc.) and its analysis, the study of similar samples of products (in kind or in literature sources).
2. Searching. During this stage the designer with the help of sketches (graphic and volume) finds a fundamental artistic and design solution. After analyzing the possible solutions is chosen the best option.
3. Project phase. In this stage the designer performs a drawing in orthogonal and perspective projections.
4. Design stage – performed a general drawings of product, its construction, templates, working model of the product (if it's need) and made a technological maps for manufacturing operations [4; 6].

Comparing analysis of the phases of design and construction, showed obvious similarity of these processes. It has a same processes and kind of activities. But a products is different (in the first version it is a project, in the second - construction) . And modeling has a different nature. Because the models are: 1. a sample of some product 2. to reproduced, usually in a reduced form, a sample of some facilities 3.a type, model , sample designs, 4. a model, an object needed for artistic reproduction , image 5. a model for an explanation of a physical phenomenon or process in the foundry business [7; 455 ].

Term "model" has a many definitions. But it has some common fundamental

ideas. So we have two types of models: the first type suggests the prototype of the object which not existing, second type is a copy of an existing object, it is made for reproduce, study or replacement.

Modeling is very popular method for creating models. It's means, for study some object need to create other similar model. After study and research the model, the results transferred to the original object or phenomenon [2].

Modeling is very important for designers, researchers and others. Because it performs many tasks. Stetcenko I.V. identifies next goals: modeling, control, identification, optimization, prediction [6; 11].

There are many classifications of modeling in modern literature, because the spectrum of application of this kind of activity is very broad. Burenkova N.V. proposed pick out training and scientific modeling. There are a number of differences between these specie:

- The training simulation is used for learning by students known to science facts and regulations, and in science modeling applied to research unknown phenomena, processes, objects.
- Educational model is the means which help to research the objects, phenomena, processes, and a scientific model is itself objects of knowledge.
- The teacher knows what object can be taken as a model of this phenomenon in teaching, and science does not know what model will be after research.
- Training models (to solve problems) can serve as a means of analysis and solutions if model has similarity to the reality. The scientific modeling must have similarity to the prototype models [1; 16].

These differences have a one goal - creating a model for cognition.

Modeling, as well as design and construction, has its stages. So Burenkova N.V. identified next stage: 1. the step of selecting (constructing) models, 2. to work with the model, 3. a transition to reality [1; 14]. But some researchers (Stetcenko I.V., Sanin S.P.) distinguished one more stage – a preliminary analysis. In this re

gard we can see that the processes of modeling are different from processes of design and construction. But it has a one goal.

Thus, the analysis of literature in this article, show a common ideas in the design, construction and modeling. All this processes are:

1. creative processes, which have their laws, rules and algorithms;
2. require knowledge from different disciplines;
3. have a wide range of applications in various industries;
4. can be used in global and personal sense;
5. as a result of this activity creates a product (design, construction, model).

We can see these phenomenons have many common parts, but it has some differences too. For example, the term "project" has a broad meaning, it may be include construction and models. However, construction like projects are designed in such detail as is necessary for their implementation. And models don't need it. Spahra P.E. has another interesting observation. He said that the term constructing suggests the detailed construction of the object or idea. And development of a project is usually called the design [8].

**Conclusions.** A comparative analysis of the skills of design, construction and modeling, showed that they have a common goal – creating an object (project, construction or model). But the process and result of work activities are different, because the function of the project, construction and models are not same.

### Literature

1. Буренкова Н. В. Моделирование как способ формирования обобщённого умения решать задачи : дис. ... к. пед. наук : 13.00.0.1 / Буренкова Наталья Владимировна. – М., 2009. – 208 с.
2. Винайкина Н.П. Основы моделирования познавательной деятельности учащихся (на материале французского языка) : Практико-ориентированное учебное пособие / Н. П. Винайкина, Л. Д. Рагозина. – Белгород : Издательство БелГУ, 2000. – 206 с.

3. Наумов В. П. Основы художественного конструирования в техническом творчестве : Учебное пособие / В. П. Наумов. – Магнитогорск :МГПИ, 1998. – 76 с.: рис. – Библиогр.: с. 72-73.
4. Покатаев В. П. Дизайнер-конструктор. Учебное пособие / В. П. Покатаев. –Ростов н/Д : Феникс, 2006. – 379 с. – (Строительство).
5. Проектні технології загальноосвітнього навчального закладу в системі навчально-виховного процесу : методичний посібник / [Киричук В. О., Прашко О. В., Смотрич О. В., Марченко С. С.]. –К. : Інститут обдарованої дитини НАПН України, 2011. – 72 с.
6. Стеценко І.В. Моделювання систем: навч. посіб.[Електронний ресурс, текст] / І.В. Стеценко; М-во освіти і науки України, Черкас. держ. технол. ун-т. – Черкаси : ЧДТУ, 2010. – 399 с.
7. Ушаков Д. Н. Большой толковый словарь современного русского языка. М.: «Альта –Принт», 2007. – VIII, 1239 с.
8. Шпара П.Е. Техническая эстетика и основы художественного конструирования : [учеб. пособие для вузов] / П. Е. Шпара, И. П. Шпара. – [3-е изд.]. – К. : Вища школа,1989. – 247 с.

## COMPARATIVE ANALYSIS OF SKILLS DESIGN, CONSTRUCTION AND MODELING

Халілова Севіль Еміраліївна, аспірант

Халилова Севиль Эмиралиевна, аспирант

Khalilova Sevil, postgraduate student

*У статті розглянуто феномен понять «проектувати», «конструювати» і «моделювати». Проаналізовано пов'язані з цими поняттями терміни «проект», «конструкція», «модель». Виокремлено етапи проходження процесів проектування, конструювання і моделювання. Представлена порівняльна характеристика цих понять.*

**Ключові слова:** *проект, конструкція, модель, проектування, конструювання, моделювання.*

*В статье рассмотрены феномен понятий «проектировать», «конструировать» и «моделировать». Проанализированы связанные с этими понятиями термины «проект», «конструкция», «модель». Выделены этапы прохождения процессов проектирования, конструирования и моделирования. Представлена сравнительная характеристика этих понятий.*

**Ключевые слова:** *проект, конструкция, модель, проектирование, конструирование, моделирование.*

*The article deals with the phenomenon of the concepts of "designing", "constructing" and "modeling". Terms "project", "construction", "model" are analyzed. The stages of the passage of the design, construction and modeling are defined. The comparative characteristic of these concepts is made. As a result of comparative analysis skills to design, construction and simulation it is suggested that they have a common goal to create the object (project, design or model). But the processes and the results of work activity are different, because the functionality of the project, de*

*sign and model is different. Project, design and modeling are: creative processes, which have their laws, rules and algorithms; require knowledge from different disciplines; have a wide range of applications in various fields; can be used on a global and personal meaning; as a result of activity creates a product (design, construction, model).*

**Keywords:** *project, design, construction, designing, constructing, modeling.*

**Formulation of the problem in general.** Nowadays specialist skills are required more and more for design, construction and simulation in the workplace. This process is used in many areas. When speaking about the ability of design, construction and modeling it is necessary to note some similarities with several parameters. Therefore it is appropriate to examine them in one article for the purpose of comparative analysis.

**Analysis of recent research and publications.** Terms "design", "construction" and "modeling" are the subject of much research of the domestic and foreign scholars. Thus, in the nonfiction much information is about designing. For researchers some of the interesting questions before them are about the philosophy of the project activity (Liakhov I.I.) content design (Dixon D.R., Jones D.K., Dietrich J., Hill P.), features of project learning (Dewey D., Ilyin G.L., Pakhomov N.Y., Polat E.S., Chechel I.D.) , designing in the construction business ( Nestle H., Horbic O.R., Lomovskiy A.I.) and others.

Many authors studied the problems of the constructing in the different areas such as artistic construction (Pokatayev V.P., Naumov V.P., Shpara P.E., Grigorieva V.), construction of the clothes (Sakulin B.S., Parmon F.M.) , technology construction (Eisenberg J.B., Borisov V.F., Klymachov I.I., Nechyporuk G.S.), education (Morev A.A., Gavrylenko A.P., Zharynova I.A., Ternovskaya O.V., Yeleseyeva E.Y., Nilova V.I.) and others.

The science has a large number of researches on the problems of modeling. These studies open questions on how to use of models and simulation methods in separate sciences: philosophy, psychology, pedagogy (Burenkova N.V., Vinaykin N.P., Stecenko I.V., Desnenko M.A., Gryaznov B.S., Dynin B.S., Novik I.B., Shtoff

V.A., Davydov V.V.).

Analysis of scientific and educational literature has shown that, the issues about design, construction and modeling are studied by many researchers. But this subject is open for theoretical and comparative analysis.

**The purpose of the article** – a comparative analysis of skills design, construction and modeling.

**The main material.** In order to conduct a comparative analysis of skills design, construction and modeling we need to cover the basic concepts of "design", "construction" and "model". In the dictionary we found these definitions:

Design – 1. Developing, making the project (buildings). 2. Assuming, to going to arrange something

Construction – (from the Latin *construere* – build) create design of something, build something.

Modeling – 1. In sculpture – handle surface, creating a convexity on it and deepening. 2. In painting, to create texture (pattern) with the help of light and shadow and sculpting brushstrokes. 3. Manufacture (manufacturing) model of something

Comparative analysis of the terms "design", "construction", "modeling" showed that these phenomena have similar parts. So in general in these definitions are the skills to create some objects (projects, construction, models). But for a more detailed analysis it is necessary to study these processes.

The term "design" is organically linked with the concept of a "project" because the design is the process of creating the project. In turn, the phenomenon of design can't be determined, without fixing attributes of the project (this link also exists between the definitions of constructing-construction and modeling – model). In modern domestic and foreign scientific literature there are several definitions of the term "project", each of which has the right to exist, depending on the particular problem facing the specialist. Summarizing these views, we came to the conclusion that the project – a collection of documents (working drawings, models, calculations, etc.) required for the construction or reconstruction of the facility that require prior a

approval.

Analysis of the literature confirmed the opinion Kirichuk V.A. that today the representation of the essence of the design, its scope has changed significantly. Until recently, the design was attributed mainly to engineering activities in the field of instrumentation, construction and understood as "a plan, a prototype of a particular object". Today, design is considered as a special kind of activities, covering all parts of the social organism, including the education system.

Another way to illustrate the unique nature of the project – to describe the life cycle of the project. It sequentially passes through four stages (Martin P., Gray K.F.):

1. Preparation of the project. In this stage need to define range of problems, limitations, constraints and priorities of the project. This document must approve the customer.
2. Planning. The most important step. In result of this stage we have a project plan, which show a detailed plan of the work.
3. Implementation of the project. In this stage need to perform work directly related to the creation of the final product.
4. Completion of the project. Customer evaluates the degree of their satisfaction with the project.

But it should be noted that these steps are not constant and may vary depending on the task.

In the design process, along with the calculated and experimental stages of research, researchers often secrete process of construction. (Gavrylenko A.P., Moroz V.I., Naumov V.P.). Construction in general is the process of creating construction. And construct is a structure plan, the mutual arrangement of parts of a building or structure itself, a building, a car with a more or less complex structure [7, 367].

The analysis of the literature showed two kinds of construction technical and artistic. Technical design creates an object in its material and functional basis artistic – subject fills the general content, comfort harmony and beauty. The artistic designer realize the designer who owns the aesthetic impact of laws and knows how to

apply them in the field of technical design (from design conception and composition to the study of aesthetic tastes of consumers). He should be able to submit a form of future products, be a dreamer and a practitioner, has the gift of scientific prediction [3, 53].

Pokataev V.P. proposed four stages of the artistic construction:

1. Exploratory phase. It begins with a specification that contains information about the functional purpose and conditions of use of the product and basic technical data (dimensions, materials, etc.). In this stage designer should collect information on the basis of domestic and foreign literature (information, photos, brochures, technical and design characteristics, etc.) and its analysis, the study of similar samples of products (in kind or in literature sources).
2. Searching. During this stage the designer with the help of sketches (graphic and volume) finds a fundamental artistic and design solution. After analyzing the possible solutions is chosen the best option.
3. Project phase. In this stage the designer performs a drawing in orthogonal and perspective projections.
4. Design stage – performed a general drawings of product, its construction, templates, working model of the product (if it's need) and made a technological maps for manufacturing operations [4; 6].

Comparing analysis of the phases of design and construction, showed obvious similarity of these processes. It has a same processes and kind of activities. But a products is different (in the first version it is a project, in the second - construction) . And modeling has a different nature. Because the models are: 1. a sample of some product 2. to reproduced, usually in a reduced form, a sample of some facilities 3.a type, model , sample designs, 4. a model, an object needed for artistic reproduction , image 5. a model for an explanation of a physical phenomenon or process in the foundry business [7; 455 ].

Term "model" has a many definitions. But it has some common fundamental

ideas. So we have two types of models: the first type suggests the prototype of the object which not existing, second type is a copy of an existing object, it is made for reproduce, study or replacement.

Modeling is very popular method for creating models. It's means, for study some object need to create other similar model. After study and research the model, the results transferred to the original object or phenomenon [2].

Modeling is very important for designers, researchers and others. Because it performs many tasks. Stetcenko I.V. identifies next goals: modeling, control, identification, optimization, prediction [6; 11].

There are many classifications of modeling in modern literature, because the spectrum of application of this kind of activity is very broad. Burenkova N.V. proposed pick out training and scientific modeling. There are a number of differences between these specie:

- The training simulation is used for learning by students known to science facts and regulations, and in science modeling applied to research unknown phenomena, processes, objects.
- Educational model is the means which help to research the objects, phenomena, processes, and a scientific model is itself objects of knowledge.
- The teacher knows what object can be taken as a model of this phenomenon in teaching, and science does not know what model will be after research.
- Training models (to solve problems) can serve as a means of analysis and solutions if model has similarity to the reality. The scientific modeling must have similarity to the prototype models [1; 16].

These differences have a one goal - creating a model for cognition.

Modeling, as well as design and construction, has its stages. So Burenkova N.V. identified next stage: 1. the step of selecting (constructing) models, 2. to work with the model, 3. a transition to reality [1; 14]. But some researchers (Stetcenko I.V., Sanin S.P.) distinguished one more stage – a preliminary analysis. In this re

gard we can see that the processes of modeling are different from processes of design and construction. But it has a one goal.

Thus, the analysis of literature in this article, show a common ideas in the design, construction and modeling. All this processes are:

1. creative processes, which have their laws, rules and algorithms;
2. require knowledge from different disciplines;
3. have a wide range of applications in various industries;
4. can be used in global and personal sense;
5. as a result of this activity creates a product (design, construction, model).

We can see these phenomenons have many common parts, but it has some differences too. For example, the term "project" has a broad meaning, it may be include construction and models. However, construction like projects are designed in such detail as is necessary for their implementation. And models don't need it. Spahra P.E. has another interesting observation. He said that the term constructing suggests the detailed construction of the object or idea. And development of a project is usually called the design [8].

**Conclusions.** A comparative analysis of the skills of design, construction and modeling, showed that they have a common goal – creating an object (project, construction or model). But the process and result of work activities are different, because the function of the project, construction and models are not same.

### Literature

1. Буренкова Н. В. Моделирование как способ формирования обобщённого умения решать задачи : дис. ... к. пед. наук : 13.00.0.1 / Буренкова Наталья Владимировна. – М., 2009. – 208 с.
2. Винайкина Н.П. Основы моделирования познавательной деятельности учащихся (на материале французского языка) : Практико-ориентированное учебное пособие / Н. П. Винайкина, Л. Д. Рагозина. – Белгород : Издательство БелГУ, 2000. – 206 с.

3. Наумов В. П. Основы художественного конструирования в техническом творчестве : Учебное пособие / В. П. Наумов. – Магнитогорск :МГПИ, 1998. – 76 с.: рис. – Библиогр.: с. 72-73.
4. Покатаев В. П. Дизайнер-конструктор. Учебное пособие / В. П. Покатаев. –Ростов н/Д : Феникс, 2006. – 379 с. – (Строительство).
5. Проектні технології загальноосвітнього навчального закладу в системі навчально-виховного процесу : методичний посібник / [Киричук В. О., Прашко О. В., Смотрич О. В., Марченко С. С.]. –К. : Інститут обдарованої дитини НАПН України, 2011. – 72 с.
6. Стеценко І.В. Моделювання систем: навч. посіб.[Електронний ресурс, текст] / І.В. Стеценко; М-во освіти і науки України, Черкас. держ. технол. ун-т. – Черкаси : ЧДТУ, 2010. – 399 с.
7. Ушаков Д. Н. Большой толковый словарь современного русского языка. М.: «Альта –Принт», 2007. – VIII, 1239 с.
8. Шпара П.Е. Техническая эстетика и основы художественного конструирования : [учеб. пособие для вузов] / П. Е. Шпара, И. П. Шпара. – [3-е изд.]. – К. : Вища школа,1989. – 247 с.

Kliuchnyk I.G. – Candidate of Physical and Mathematical Sciences, Senior Lecturer, Kirovohrad Volodymyr Vynnychenko State Pedagogical University;

Zavgorodnya T.M. – Candidate of Physical and Mathematical Sciences, Senior Lecturer, National University of Life and Environmental Sciences of Ukraine

## SOME FEATURES OF TEACHING OF DIFFERENTIAL EQUATIONS

*To generate highly qualified specialist, teachers need to improve and diversify the learning process. In addition to traditional methods in the practice we use new effective ways of modern teaching. One of these main methods is the computerization of the educational process. But the use of information technology in learning by mathematics requires some "caution". This is due to the fact that the creative process that is used in fundamentals of mathematics can be reduced to mechanical pressing of keyboard.*

*Today there are many software tools that support mathematical research: Mathematica, MathCAD, Matlab, Maple, Statistica. This article on the solution of the differential equation shows how you can effectively use the software package Matlab. In doing so, we save time on finding integral and plotting. So the teacher can spend more time for the methods for solving various types of differential equation.*

*Keywords: Matlab, effective ways of teaching, innovative methods.*

**Introduction.** Finding effective ways of learning still relevant. For today's graduate's high requirements of knowledge and skills, this determines the ability of a specialist on the modern labor market. Questions about the effectiveness of the learning process important for each university. In order to generate highly qualified specialists, teachers need to improve and diversify the learning process. To this end, the search and implementation of new methods and means of learning process continues. In addition to traditional methods, introducing new effective techniques of modern class. One of the main is the computerization of the educational process. But the use of computer technology in the study of mathematics requires some

"caution". This is due to the fact that the creative process in the study of fundamentals of mathematics can be reduced to mechanical keystrokes. To avoid this, it is necessary to use mathematical packages to automate routine calculations, conversions, and more.

Since the one of the main objectives of education – to teach students themselves obtain knowledge, we believe that automation of routine operations will greatly help them in this. An important basis for self-study should be a lecture in which the teacher not simply call for self-study, but also gives problems, offers specific tasks, recommends a literature or systems of computer mathematics, determines the time for the job, informs on the types and terms of control, emphasizes the opportunity to receive advice [1,p.126].

**The main material.** For today there are many software tools that support mathematical research: Mathematica, MathCAD, Matlab, Maple, Statistica, etc.. In [2] described the possibility of using Mathematica, MathCAD and Matlab to solve certain classes of problems. Dwell more in detail for a package of applications Matlab. Its main advantages are the relative ease of manipulation of different data types and convenient tools construction of various graphs. Formulating and solving problems by means of Matlab are given understandable mathematical expressions that are similar to traditional formulas [3]. For example, the operations of addition (+), subtraction (–), multiplication (\*), division (/), and exponentiation (^). Also, some basic mathematical functions in Matlab are given as follows:

- $\text{abs}(x)$  – absolute value;
- $\text{sqrt}(x)$  – square root;
- $\text{exp}(x)$  – exponent;
- $\text{log}(x)$  – natural logarithm;
- $\text{log10}(x)$  – logarithm;
- $\text{sin}(x)$  – sine;
- $\text{cos}(x)$  – cosine;
- $\text{tan}(x)$  – tangent;
- $\text{cot}(x)$  – cotangent;

- $\text{asin}(x)$  – arcsine;
- $\text{acos}(x)$  – arccosine;
- $\text{atan}(x)$  – arctangent;
- $\text{acot}(x)$  – arc cotangent.

We will show on a concrete example as it is possible to use a package of the applied programs Matlab effectively. Thus, we will significantly save time on finding of integral and creation of a function graph when studying a course of the differential equations.

**Example.** Solve the equation [4]

$$\frac{dy}{dx} = \frac{1}{x \cos y + \sin 2y}.$$

*Solution.* The equation which is considered, is linear if to consider  $x$  as function from  $y$ :

$$\frac{dx}{dy} - x \cos y = \sin 2y. \quad (1)$$

Find the general solution of this equation in the form

$$x = u(y)v(y).$$

We have

$$\frac{dx}{dy} = v \frac{du}{dy} + u \frac{dv}{dy}.$$

Substituting  $x$  and  $\frac{dx}{dy}$  in equation (1), we obtain

$$v \frac{du}{dy} + u \left( \frac{dv}{dy} - v \cos y \right) = \sin 2y.$$

We will find function of  $v(y)$  from a condition

$$\frac{dv}{dy} - v \cos y = 0.$$

Take an arbitrary particular solution of the equation  $v(y) = e^{\sin y}$  and obtain

$$e^{\sin y} \frac{du}{dy} = \sin 2y,$$

from where

$$u = \int e^{-\sin y} \sin 2y dy \quad (2)$$

For finding of integral (2) we will use Matlab software package. Calculation of uncertain integrals in Matlab is carried out by means of function: `int (f,x)`, where  $f$  – the symbolical expression representing integrand function, and  $x$  – a variable of integration [5]. For finding of integral (2) at first in the command line Matlab we will define a symbolical variable of integration (in our example it is a variable  $y$ ):

```
syms y;
```

Further, using the rules of a task of the main mathematical functions given above in Matlab system, we will define integrand function:

```
f=exp(-sin(y))*sin(2*y);
```

and calculate the integral:

```
int(f,y)
```

As introduction of function doesn't come to the end with a semicolon, the Matlab package will automatically remove the received value of integral:

```
ans = -2*exp(-sin(y))*sin(y)-2*exp(-sin(y)).
```

Therefore,

$$u = -2e^{-\sin y} \times \sin y - 2e^{-\sin y} = -2e^{-\sin y} (1 + \sin y).$$

In Fig.1 we can see the Matlab environment with the method described above finding of integral (2) in a command window.

Note that the Matlab program doesn't include an integration constant; the result of a conclusion represents only anti-derivative of subintegral expression.

So, the integral (2) has an appearance

$$u = -2e^{-\sin y} (1 + \sin y) + c.$$

So, the common decision of the equation (1) will have an appearance

$$x = ce^{\sin y} - 2 \sin y - 2.$$

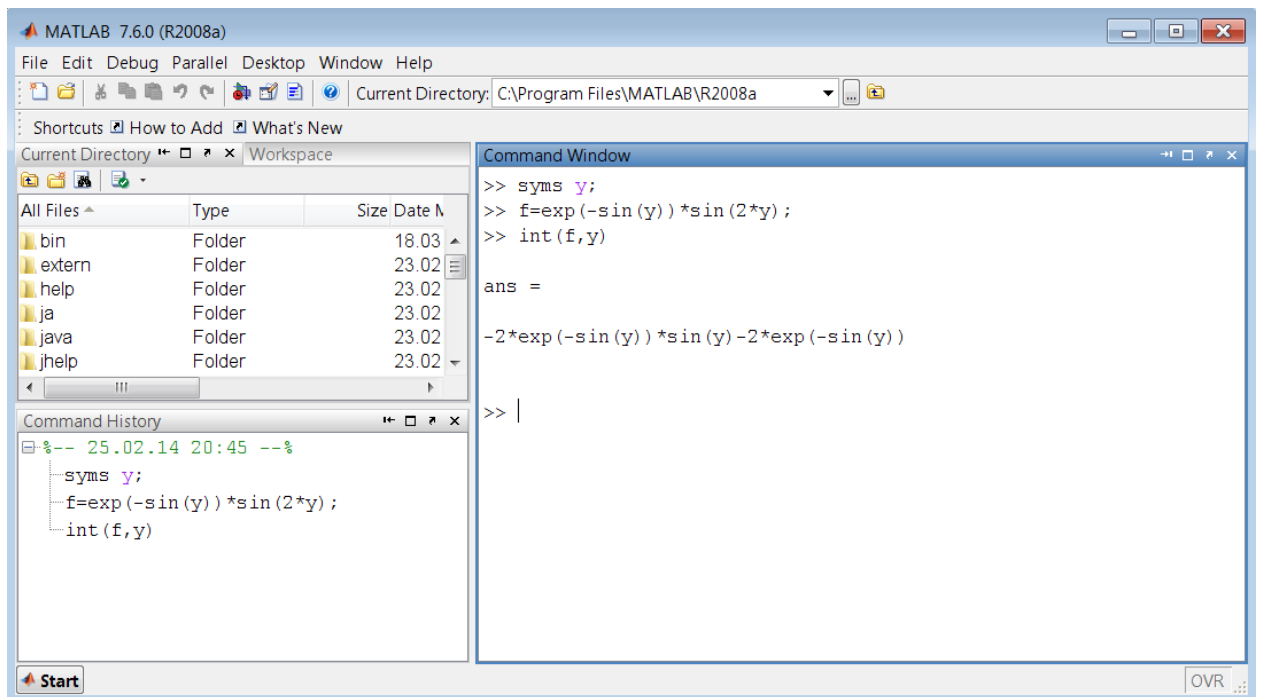


Fig.1

We will construct an integrated curve, using Matlab opportunities for visualization of data. We won't go into all details of powerful and various graphic opportunities of Matlab system. In our case we are interested in the principle of plotting functions of one variable.

The package of the applied Matlab programs builds function graphs on a number of points, connecting them pieces of straight lines. Therefore, for creation of a function graph it is necessary to create, first, two vectors of identical dimension - a vector of values of arguments  $y$  and a vector of the corresponding values of function  $x(y)$ . Secondly, to address to the `plot()` function which builds two-dimensional graphics. As a result we will receive two arrays  $x$  and  $y$  which contain values of arguments and the corresponding values of function, and the `plot` command will create with  $i$ -elements of arrays of a point with coordinates  $(y_i, x_i)$  and will connect them straight lines.

We can set a vector  $y$  of values of argument as follows:

$y = [\text{initial value of argument: step: final value of argument}]$ .

To prevent a conclusion in a command window of values of a vector  $y$  and function evaluations, introduction of the corresponding commands we will finish a

semicolon. As the plot command displays nothing in a command window, after it the semicolon can be not put.

So, for creation of an integrated curve  $x = ce^{\sin y} - 2\sin y - 2$  we will set an interval of change of an independent variable  $y$  from -10 to 10 with a step 0.05:

$$y = [-10:0.05:10];$$

We will set value of a constant  $c$ , we will calculate the corresponding values of function  $x(y)$  and we will construct its graph:

```
c = 1;  
X = c*exp(sin(y)) - 2*sin(y) - 2;  
plot(y,x)
```

After execution of commands on the screen in Matlab system there will be a Figure1 window with a function graph (Fig.2).

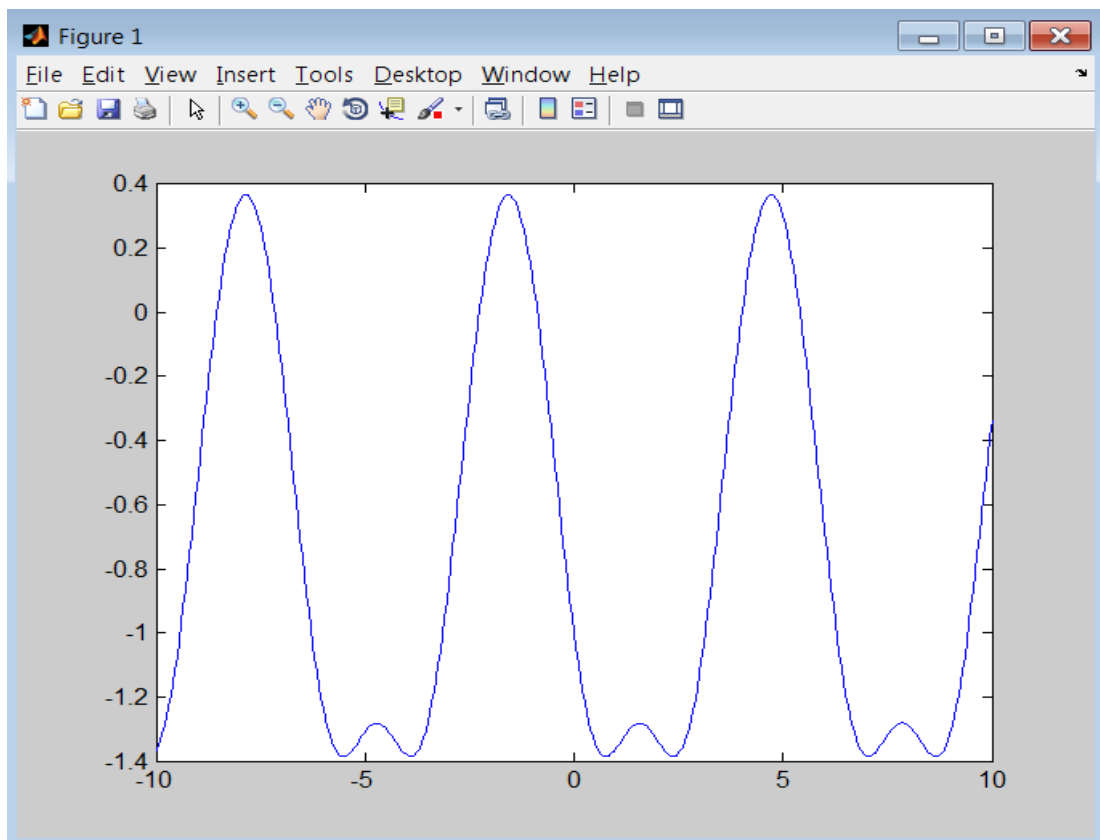


Fig.2

**Conclusions.** Matlab use when studying a course of the differential equations gives the chance to save time on routine calculations of integrals and

creation of integrated curves, and to find more time for methods of the solution of various types of the differential equations.

### **Literature**

1. Слєпкань З.І. Наукові засади педагогічного процесу у вищій школі. – Навчальний посібник. – К.:Вища шк., 2005. – 239с.
2. Жалдак М.І. Основні теорії і методи оптимізації: навчальний посібник / М.І. Жалдак, Ю.В. Триус. – Черкаси:Брама-Україна, 2005. – 608с.
3. Кетков Ю.Л. MATLAB 7: программирование, численные методы / Ю.Л.Кетков, А.Ю.Кетков, М.М.Шульц. – СПб.: БХВ-Петербург, 2005. – 752с.
4. Самойленко А.М. Диференціальні рівняння в задачах. – Навчальний посібник / А.М.Самойленко, С.А. Кривошея, М.О. Перестюк. – К.:Либідь, 2003. – 504с.
5. Мартынов Н.Н. Matlab 7. Элементарное введение. – М: "Кудиц-Образ", 2005. – 416с.

Klih LV, Ph.D. in Biological Science, Associate Professor, Director of the Master programs center of NULES of Ukraine, Zazymko O.V. Ph.D. in Technical Science, Associate Professor, Head of Educational Office of NULES of Ukraine

## **FORMATION MASTER STUDENTS READINESS FOR PROFESSIONAL ACTIVITY**

***Annotation.** This paper analyzes the current interpretation of the term "readiness for professional activity", described its significance for agricultural master programs, and defines indicators that characterize the level of its formation.*

***Keywords:** readiness for professional activity, Master program*

**Statement of the problem.** On the modern stage of development of professional higher school the basic idea of conception of higher education is preparation of specialist of the proper level and type, competitive at the market of labour, competent, responsible which freely owns the profession and oriented in contiguous industries of activity, apt at effective work after select specialty at the level of world standards, ready to permanent professional growth, social and professional mobility. The result of professional preparation of students of city council is become by forming of their readiness to professional activity which in same queue requires forming of a number of professional, research and innovative abilities from them, including to conduct research, decide professional, research and innovative tasks.

**Analysis of the recent researches and publications.** To professional activity the proper attention of research workers was always spared research of problem of readiness of future specialists, in particular to methodological principles of modern pedagogics, to represented in labours In. Andryuschenko, And. Zyazyuna, In. Pratal; to conceptual principles of professional preparation of

specialists, represented in works, O. of Dubasenyuk Gurevich, L. Thomas; T. Mel'nichuk, by the question of preparation of future specialists in the context of trade education, that represented in labours L. Tovazhnyanskogo, O. of Kovalenko, O. of Romanovskogo. Without regard to marked presently synonymous determination of concept «readiness to professional activity» absents for the students of city council of agrarian type.

**Purpose of the article.** In the context of our research of analysis interpretation of concept «readiness» is subject and him their classification in psychological and pedagogical researches.

**Presentation of basic material for research.** The Universities of higher has forming of their readiness the primary objective of studies of students to professional activity. In this connection many authors probe «readiness» in relation to the concrete type of activity and characterize as a high-quality index of self-regulation of specialist on the different levels of motion of processes – to physiology, psychological, social, which are determine his conduct [4]. The large explanatory dictionary of modern Ukrainian is determined by «readiness to activity» as the state of mobilization of the psychological and psychological systems of man, which provide implementation of certain activity [2]. In psychological and pedagogical sources „readiness” is determined as the active state of personality, setting on a certain conduct, mobilizing forces on the job processing [3]

In opinion of V. Svistun and T. Mel'nichuk readiness is to professional activity – it realized and the active state, which provides personality and professional self-realization and actualization during the decision of professional problems on the basis of psychological and pedagogical competence, personality and professional experience, creative use individually psychical features and intellectual potential in the process of professional activity [6]. A. Linenko determines readiness as integral education which characterizes emotional, cognitive and volitional mobilization subject in the moment of his bringing in in certain activity [5]. L. Kondrashova determines readiness as difficult personality

education, which engulfs ideological moral and professionally pedagogical looks and persuasions, professional orientation of psychical processes, self-possession, pedagogical optimism, disposition on pedagogical labour, capacity for overcoming of difficulties, self-appraisal of results of this labour, necessity, in a professional self-education. R. Vavrik considers readiness integral by inwardly personality by education, which is derivatives from integrative unity him theoretical, practical and special capacities and abilities, and also psychological and physical ability, for implementation of tasks of professional activity in the conditions of INSTITUTE of higher [1].

In opinion of the majority of research workers, professional readiness of future specialist is characterized the integral state of personality, which combines the optimum system of knowledge's, abilities, skills, necessities, reasons and capabilities, that all that which makes professional qualities of specialist and his attitudes toward activity it appears . Personal readiness its capacity for organization, implementation and adjusting of the activity. It is predetermined many factors, major from which is the system of methods and aims, presence of professional knowledge's and abilities, direct including of personality in activity, in the process of which most actively formed necessities, interests and reasons of receipt of substantial, meaningful, most modern knowledge's and abilities [5].

Readiness to professional activity comes forward one of criteria of effectiveness of professional preparation of master's degrees and is a binding component between the process of university preparation and future labour of specialist, where readiness comes forward as a positive setting on future activity. At the same time a term «preparation of future specialists» is interpreted research workers as a complex of measures, directed on forming of readiness to realization of the balanced professional activity, effective of communication co-operation, decision of non-standard tasks and self-regulation, on the basis of the competent use by the specialist of own individual style of activity.

Analyzing present in scientific publications interpretations of the probed concept we consider that readiness of future master's degree of agrarian type to

professional activity it is the state, which provides him professional self-realization through effective combination of the optimum system of knowledge's, abilities, skills, necessities, reasons and capabilities of personality.

Forming of readiness of future master's degrees of agrarian specialties to professional activity must be examined as an integral system which is built on the scientifically grounded basis taking into account theoretical and methodical positions of domestic and foreign pedagogics, on general conceptions of individualization and differentiation of the master's degree programs of preparation, and also use of approach of the systems, to organization educational-educate to the process. It means education for them of necessary reasons, motivations, settings, experience, which provide possibility effectively to organize professional activity and optimum by it to manage.

The mechanism of forming of readiness of specialist is difficult enough; basis of him is made by copulas between the professional settings, persuasions and activity, between intellectual, emotionally volitional and by psychophysiological processes and phenomena in the structure of professionalism. Consequently, requirement to professional readiness of modern specialists must be high enough and lean, above all things, on creation of maximally optimum terms for opening and development of capabilities, self-determination of personality [6].

Forming of readiness to professional activity is possible on condition of realization in the educational process of the system of general pedagogical and special principles, which belong to the aims and maintenance of preparation, represent approach of the systems, expose the features of the purchased abilities and experience in the process of master's degree preparation. Basis of maintenance of forming of readiness of future master's degrees of agrarian type is a state standard of higher education, that which becomes basis for the normative constituent of curricula, and also master's degree programs which form them selective constituent. Systems of requirements to quality of organization of professional preparation of future specialists of agrarian type examined through its orientation on preparation of competent specialist of new generation, geared-up for

realization of them professional activity and competitiveness. Objectively subjective by factors which are instrumental in professional readiness there is an effective capture by a professional competence, requirement in achievement of high results of professional activity, personal responsibility, creative approach self-realization and self-perfection [4].

The structure of readiness is made by such properties, lines and displays: positive attitude is toward activity; adequate requirements are to it; professional character traits; capabilities, temperament, motivations; necessary knowledge's, skills and abilities; proof, professionally important, features of perception, attention, thought, emotional and volitional processes [7]. Readiness to professional activity is characterized formed of not only professional knowledge's but also acquisition of the proper abilities, which is arrived at with the help of the proper organization of educational process and application of modern pedagogical technologies. One of forms of reflection in the educational process of context of professional activity of specialist is him qualifying description which plays role of mediator between professional and educational-cognitive by activity. Efficiency of process of forming of readiness to professional activity in the process of lessons is provided the system of terms and facilities. It is complex organization of activity of students, intercommunication of theoretical and practical studies, maintenance, forms and methods of studies.

In our view, the basic task of professional preparation of future specialists is stage-by-stage development in the students of the valued orientation on creative self-realization in future professional activity, capture of scientific and professional knowledge's, professional, research and innovative abilities the system, development of capabilities of personality.

Forming of specialist, preparation of which must answer modern requirements, is begun with the INSTITUTE of higher. A graduating student of city council must be a researcher, designer, developer of new technologies, in this connection to him such requirements are produced: ; to be ready to the innovative search of new forms and methods of work; to plan and carry out the decision of

professional tasks in an integral process. He becomes the transmitter of concrete knowledge's, abilities and skills which can be infinitely perfected. Maximum the scope of their development functions which are determined a structure them professional activity come forward.

To in obedience to by educationally qualification by description readiness of future master's degree of agrarian direction to professional activity must be based on professional, research and innovative abilities, including: to use technologies of agrarian production; to provide the balanced activity; to carry out effective business intercourse native and by foreign languages; to depend upon basic economic laws, legal principles and moral persuasions, in the process of professional activity; to carry out to apply the laws of formal logic and creative approach in the decision of non-standard situations. The study of scientific sources testifies to interest of many research workers to development professionally of meaningful qualities of future specialist [8]. An analysis is conducted by us scientifically pedagogical and methodical literature enabled to accent attention on realization of qualities, necessary for forming of high level of readiness of future master's degrees of agrarian specialties to professional activity in the process of studies, represented in a table 1.

Table 1.

**Qualities, necessary for forming readiness of future master's degrees of agrarian specialties for professional activity**

<b>Qualities of master's degrees</b>	<b>Description of qualities</b>
<i>professional</i>	high level of knowledge's from professionally oriented disciplines, which open up through the got theoretical and practical knowledge's, abilities and skills, in the process of the use after professional direction
<i>creative</i>	developing abilities to improve yourself and adjust learned knowledge and skills creatively to perform professional work
<i>innovative</i>	developing abilities to improve yourself and adjust learned knowledge and skills creatively to perform professional work
<i>communicative</i>	ability to set contacts in a collective, to communicate native

	and by foreign languages, to conduct negotiations with the interested persons
<i>administrative</i>	to plan, to control, to forecast and systematize technological indexes, quickly to accept administrative decisions
<i>use of modern information technologies</i>	the use of the personal computers, modern programs of search, treatment and information transfer, is in professional activity

Realization of such qualities in the process of studies will be instrumental in forming of readiness to professional activity of future master's degrees of agrarian type, and will provide the terms of increase of their professionalism in any type of the activity.

**Conclusions.** Consequently, on the basis of analysis of basic definitions of research we came to the conclusion, that readiness of future master's degree of agrarian type to professional activity it is the state, which provides him professional self-realization through effective combination of the optimum system of knowledge's, abilities, skills, necessities, reasons and capabilities of personality. It is characterized forming of positive motivation and valued orientation in relation to future professional activity, by the high level of knowledge's from professionally oriented disciplines, formed of professional, research and innovative abilities, and also row of personality qualities of specialist.

#### **Bibliographic list**

1. Ваврик Р. В. Умови формування професійної готовності військових викладачів до педагогічної діяльності / Р. В. Ваврик // Педагогіка і психологія професійної освіти. – 2003. – № 4. – С. 85–94.
2. Великий тлумачний словник сучасної української мови / Уклад. і голов. ред. В.Т. Бусел. – К., Ірпінь: Перун, 2001. – 1440 с.
3. Гончаренко С. У. Український педагогічний енциклопедичний словник. Видання друге, доповнене / С. У. Гончаренко. – Рівне: Волинські обереги, 2011. – 552 с.

4. Кузь В. Г. Організація педагогічного дослідження / В. Г. Кузь. – К.: Знання України, 2006. – 48 с.
5. Линенко А. Ф. Теория и практика формирования готовности студентов педагогических вузов к профессиональной деятельности: Дис... д-ра пед. наук: 13.00.01, 13.00.04. К., 1996.
6. Свистун В. І. Готовність до професійної діяльності педагога аграрного ВНЗ / В. І. Свистун, Т. Ф. Мельничук / Вісник Львів. ун-ту. Серія педаг. Науки. – 2009. – Вип. 25, ч. 3. – С. 53–60.
7. Слостенин В. И. Педагогика: Учебное пособие для студ. высш. пед.учебн. заведений / В. А. Слостенин, И. Ф. Исаев, Е. Н. Шиянов // Под ред. В. А. Слостенина. – М.: Изд. центр «Академия», 2002. – 576 с.

## **FORMATION MASTER STUDENTS READINESS FOR PROFESSIONAL ACTIVITY**

Klih LV, Ph.D. in Biological Science, Associate Professor, Director of the Master programs center of NULES of Ukraine, Zazymko O.V. Ph.D. in Technical Science, Associate Professor, Head of Educational office of NULES of Ukraine

This paper analyzes the current interpretation of the term "readiness for professional activity", described its significance for agricultural master programs, and defines indicators that characterize the level of its formation.

**Keywords:** readiness for professional activity, Master program

## ***ФОРМИРОВАНИЕ ГОТОВНОСТИ СТУДЕНТОВ МАГИСТРАТУРЫ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ***

Клих Л.В., кандидат биологических наук, доцент, директор центра магистерских программ НУБиП Украины, Зазимко О.В., кандидат технических наук, доцент, начальник учебной части НУБиП Украины

В статье проанализированы современные интерпретации термина «готовность к профессиональной деятельности», описано его значение для магистров аграрных специальностей, а также определены показатели, характеризующие уровень его формирования.

**Ключевые слова:** готовность к профессиональной деятельности, магистратура

# STANDARDIZATION OF PROFESSIONAL MANAGERS TRAINING

Kondrashova O.O., Ph.D-Student

*The article deals with the topic issues regarding companies managers professional training within the context of globalization and standardization. The author points out a high dynamics in renovation of knowledge and company management concepts in the world practice. New approaches to the standardization of professional managers training have been shown. International and Ukrainian experience in competence approach implementation for managers training standards design and realization has been demonstrated. The research focuses on the necessity and reasonability of the competence approach to the companies management as well as on the companies managers professional and educational standards. The authors describe aims and the main points of the companies managers professional and educational standards as unified instruments of the institutional development in times of globalization.*

*Key words: companies managers, professional training, competence approach, standardization, professional standards, educational standards, globalization.*

**The problem formulation.** In the era of globalization, the aim of many world processes, that covering various areas of society development, including the sphere of professional education, is developing and implementing mechanisms for simplification various procedures in order to reduce expenses of time, human resources, etc. So the is a question of unification the requirements as to the processes and procedures of activities and competences of the experts.

At the same time different industries come to the issue of certification. This means that society needs to certain guarantees, which may include: compliance with certain standards and principles (national / regional / international), security, recognition, etc. An important aspect is considered by the international community and also the establishment of close partnership between firms, industrial

enterprises, etc and the state authorities of different levels through the application of transparent and effective procedures and unification and standardization of professional training of a certain level managers for various industries. Therefore, it comes to standardized requirements for competences and competences within both international and national vocational and educational standards.

The strategic goal of these processes is the development of strategies, processes and methods of interaction the various state and business structures at the international and national levels with the aim of ensuring internal and external trade, including through standardization T certification processes and unification the requirements for the competence of professionals, and not to duplicate the work.

The topicality of the theme in our article on the study of problems standardization in professional training of managers caused the necessity of the development socio-economic relations. The aim of this article is the analysis of contemporary problems in standardization the professional training of managers in the organization.

**The analysis of recent publications.** The significant interest to this study are the works that explore the problems of the educational and professional standards (O. Ovcharuk, O. Pavlenko, A. Taijman, T. Hughsen, G. Zisec), problems of professional competence, professional training the specialist in the conditions of the institution in higher education institutions (T. Belous, O. Vasylenko, B. Vorobyova, A. Gordeeva, G. Devyatova, I. Sakyryanova, I. Ismesteva), formation the professional competence of specialists from different industry aims (A. Babayan, V. Baydenko, E. Zeer, I. Zymnya, N. Kuzmina, O. Lokshina, O. Ovcharuk, O. Pavlenko, V. Cherevko), fundamentals of standardization competences at the international level (D. Viddowsan, S. Bushuev, O. Ovcharuk, O. Pavlenko, O. Tryakina), fundamentals of standardization competences in the education system in Ukraine (V. Bykov, S. Bushuev, N. Bushueva, O. Pavlenko, O. Spyrin) etc.

At the same time, the growing need in obtaining relevant skills and competences, which increasingly affect the receipt of work, everyday life, accelerates the processes of standardization as in education and in professional activity. First, you can recognize American standards testing in education and psychology (Standards for educational and psychological testing, 1985), documents of the European Commission Customs Blueprints, Professional Standards of the World Customs Organization (WCO Professional Standards), etc. United Nations Economic Commission began to develop professional and educational standards for specialists in international trade. So, creates the base for the development of national standards for specialists from different fields and levels.

Note, only some standards that are being actively implemented at the international and national levels, namely: Professional standards of management and leadership NOS that are appropriate and consistent with ISO standards; the National educational technology standards and performance indicators for students, teachers, administrators, USA (National Educational Technology Standards NETS; Performance Indicators for Students, 2007, Performance Indicators for Teachers, 2008; Performance Indicators for Administrators, 2009) [1, p. 24, 26, 28]; common European standards for evaluation of ICT competencies, established by the European community with the participation of «Qualifications and Curriculum Authority», 2006 [1, p. 32]; standard Australia for the Pacific region on the evaluation of IR-competences, which integrates international experience on the subject and focuses on a wide public (<https://www.det.nsw.edu.au/reviews/macqt/comppro.htm>), standards UNESCO assessment IR competences [1, p. 33, 35] etc.

Theoretical analysis gives the opportunity to confirm that the professional community still points to the lack for uniform requirements to the professional and educational level of specialists in different branches, for example, the absence professional standards for managers of commercial organizations, internal auditors, etc. In the field for professional training of Ukrainian managers of organizations

have not developed to the sufficient extent the continuity of the educational and professional standards for managers of organizations.

**The basic material of research.** Note that for today it is generally accepted that the professional community are actively developing or using recognized standards, which will unify the requirements to the procedures and processes in various industries. So, the well-known International accounting standards (MCBO) (<http://libr.org.ua/book/90/2639.html>), the standards for the professional practice of HR-managers, developed by the American Institute of Certification Human Resources Institute (CHRI) (<http://hrforum.ua/navchannaya-ta-sertifikatsiya/>).

At the same time, the scientists in various international organisations, associations and initiatives, among which - the European Parliament and the Council, UNESCO, the world customs organization, world trade organization, the European Economic Commission, international chamber of Commerce, the international project management Association (International Project Management Association - IPMA), ECDL, MICROSOFT, INTEL and others have devoted a number of studies generalization in qualification characteristics of specialists (such as the European qualifications framework (European Qualification Framework) [1], international and national professional standards in project management, built on the basis International standard ISV («IRMA Competence Baseline - " ICB»» [2]), professional industry standards in the catering and hospitality ([http://my.catering-kyiv.net/index.php?Itemid=36&id=7&option=com\\_content&task=view](http://my.catering-kyiv.net/index.php?Itemid=36&id=7&option=com_content&task=view)), professional standards of the Russian Federation Manager of innovation activities in scientific - technical and manufacturing industries (<http://chelt.ru/2005/6-05/mashuk-605.html>).

So, for example, ICB describes the knowledge and experience required by the managers of the projects, programs and project portfolios, and state that participates in project management. ICB describes the basic conditions, objectives, established practices, skills, functions, management processes, methods, techniques, innovative experience and best practice, which is applied in more

specific situations. According to developers ICB, this standard (manual) can be used to produce training materials for writing a research project proposals, as well as downy material for a wide range of individuals seeking applied information regarding project management[2, p. 12).

It should also be noted that being actively developed and implemented the model for professional competence of managers in different fields: Manager of the tourist industry ([tourlib.net/statti\\_ukr/sauh.htm](http://tourlib.net/statti_ukr/sauh.htm)), a Manager in the field of customs business, educational sphere. So, in 2005-2007 the world customs organization in the framework of the Partnership programme in the field of customs academic research and development / PICARD (partnerships in Customs Academic Research and Development) worked on developing internationally harmonized standards for the professional development of strategic and operational customs managers [3]. Now the customs academic institutions can enter coordinated international organizations standards in their curricula, while addressing the national accreditation criteria.

Issues the creation a critical mass of educated managers of organizations, search of effective methods, technologies and tools for vocational training of specialists in different sectors.

Professional standard establishes minimum requirements for the professional level of employees with regard to quality assurance and performance of works performed in the certain area; contains: name of posts and related to them the qualification and educational level; a list of specific duties, which are considered from the point of view of knowledge, abilities and skills, which will allow the employee to implement the production function in the framework of its competence [4, p. 2].

Professional standards are the basis for the development in educational standards for specific industries with regard to staff competencies demanded by the labour market, an employer. Under educational standard refers to the index, which is measured academic progress and achievements of those who learn, in certain

semantic zones during a specific period of study and which determines the degree of mastering those who learn, elements of knowledge [5, p. 5].

Professional and educational standards combine the requirements of employee in the professional activities on the study field. Professional standard can be used with the purpose of personification training programs in system of improvement of professional skill and professional retraining through the development of job descriptions, the exercise of employee self-assessment, career planning, preparation of materials for the certification of personnel, development of educational and methodical documentation for the system of professional training and retraining of personnel.

On the basis of professional standards also built a system certification, as a rule.

Professional standard of management and leadership NOS (National Occupational Standards for management and leadership), which replaces the standard MCI (Management Charter Initiative), corresponds to the three qualification levels (line Manager «line» / management, Manager of mid-level management company «middle» / management, Manager of the highest management level in the company of a «senior» / strategic management), which differed sphere of responsibility, the scale of the opportunity in making decisions and managing budgets, degree of responsibility, etc. (<http://www.linkama.perm.ru/images/nos.jpg>).

In NOS identified the various components (blocks) of administrative competence, which should possess managers at all levels: self-management, provision of management (business, process, etc.), to support changes, work with people, use of resources to achieve results.

The analysis of these changes allows you to track changes in the requirements for the competence of managers of the highest levels of management. This system represents the detailed structure of competency standards for the main functional areas activity of managers, contains requirements to their personal competence and serves to improve the work of managers in various industries and fields of activity.

**Conclusions from the research and perspectives of further research.** Thus, the strategic objectives in standardisation processes of professional training of managers of organizations in the context of globalization consists in the design and development of strategies, processes and methods of cooperation in different government institutions and business structures at the international and national levels through standardization and certification of production processes and unification of requirements for the competence of specialists in different sectors.

Focuses, firstly, professional and educational standards for managers of organizations are standardized instruments of institutional development of the organization in the era of globalization. Secondly, on the basis of professional standards established certification systems. Thirdly, modern professional and educational standards must have a high degree of correlation, which is a topical task of theoretical and applied research and practice.

### **References**

1. Основи стандартизації інформаційно-комунікаційних компетентностей в системі освіти України: метод. рекомендації / [В.Ю. Биков, О.В. Білоус, Ю.М. Богачков та ін.]; за заг. ред. В.Ю. Бикова, О.М. Спіріна, О.В. Овчарук. – К. : Атіка, 2010. – 88 с.

2. Бушуев С.Д. Управление проектами : основы проф. знаний и система оценки компетентности проект. менеджеров (National Competence Baseline, NSB UA Version 3.1) / С.Д. Бушуев, Н.С. Бушуева. – Изд. 2-е. – К. : ІРІДІУМ, 2010. – 208 с.

3. PICARD. Professional Standards. – World Customs Organization, Brussels. – 2008. - 46 p.

4. Машукова Н., Орбачевский Л., Павлов Ф. Профессиональный стандарт как способ совмещения предложения специалистов и спроса на них. – [Электронный ресурс]. – Режим доступа: <http://www.chelt.ru/2005/6-05/mashuk-605.html>

5. Овчарук О.В. Освітні стандарти та розробка тестів як інструменту їх оцінювання: досвід країн зарубіжжя. // Директор школи, ліцею, гімназії. Всеукраїнський науково-практичний журнал. - № 6. – К. 2008. – С. 4 - 7.

### Literature

1. [The foundation of standardization of information and communication competenceis in the education system of Ukraine: methodical recommendations / Osnovy standartysaziyi innformasijno-komunikazijnyh kompetentnostej v systemi osvity Ukrainy: metod.recomendatsiyi] [V.Y. Bykov, O.V. Belous, Y.M. Bogachkov and others]; Ed. V.Y. Bykova, O.M. Spyryna, O.V. Ovcharuk – K.: Atika, 2010. – 88 p.
2. Bushuev S.D. Project Management : the basics of professional knowledge and competency assessment system of project managers / Upravlenie proektamy : osnovy professionalnyh znaniy i systema ozenky kompetentnosti proektnyh menegerov (National Competence Baseline, NCB UA Version 3.1) / S.D. Bushuev, N.S. Bushuyeva. - Ed. 2-E. K. : IRIDIUM, 2010. - 208 S.
3. PICARD. Professional Standards. – World Customs Organization, Brussels. – 2008. - 46 p.
4. Mashukova N., Orbachevskiy L., Pavlov. F. Professional standard as a way of combining professionals offers and the demand for them / Professionalniy standart kak sposob sovmesheniya predlozheniya spezialistov i sprosa na nyh [Electronic resource]. - Mode of access: <http://www.chelt.ru/2005/6-05/mashuk-605.html>
5. Ovcharuk O.V. Educational standards and the development of tests as a tool for their assessment: the experience of foreign countries / Osvytny standarty ta rozrobka testiv yak instrumentu yih ozinuvannya: dosvid krayin zarubizha. // The Director of the school, Lyceum, gymnasium. All-Ukrainian scientific-practical magazine. - № 6. K. 2008. - S. 4 - 7.

*ANALYSIS OF CURRENT WOODWORKING INDUSTRY TRAINING FOR  
ARTISTIC DEVELOPMENT ACTIVITIES*

*postgraduate student, teaching methods and management of educational  
institutions*

National University of Life and Environmental Sciences of Ukraine

*Korytskyi V.P*

This paper deals with distribution function Artists designers and design engineers in the art design , increasing their impact on production and demand , economics and culture. It is about the development of styling products through industrial organization subject environment , connected with economic, cultural , logistical and social conditions of society. Infinitely varied world of creativity as the most diverse spiritual and practical activities . Innovation and innovation – a necessary aspect of development and cognitive , theoretical and transformative , practical activity , the development of society as a whole. Ultimately, at the heart of creativity and creative activities are social needs that arise in scientific knowledge and practice, the solution of which involves going beyond the achieved level of knowledge or beyond the existing level of technology.

Constructive Creativity is a complex set of intellectual and practical action. The term " design " (from the Latin word *construere* – building ) means any structure , harmonized determined appropriate locations of the various items, parts of items.

Businesses and manufacturers of woodworking industry and machine builders are increasingly turning to the labor market in search of highly skilled engineering and engineering technology majors related to the cultivation of forests, logging , woodworking and furniture industries.

Recently, the economy of our country took some positive changes. Among the industries that are involved in this positive attribute and artistic design.

Keywords: artistic design, wood technology, creativity

**Background.** Creative design activities aimed at improving the human visual environment created by means of industrial production, this is accomplished by bringing into a single system functional connections of visual systems and individual products, their aesthetic and performance characteristics.

Artistic design - an integral part of the process of creating a modern industrial products intended for direct human use, it is in contact with creative engineers - designers, technologists and other experts and aims to promote the fullest regard to the requirements of consumers and increase efficiency [1].

**The purpose of the article** - to consider the current state of training of specialists woodworking industry to art and design activities. An analysis of previous studies and the main material.

Professional training of bachelors woodworking technologies should be directed to the formation of the individual professional , capable of creative work, professional development, innovative search, development of new technologies and their introduction into production , people of high education and morality , energetic , mobile and competitive on the domestic and European labor market.

Investigate the issue of teacher training in higher education devoted a significant amount of research papers on pedagogy and psychology (A. Abdullina , P. Archangel , E. Barbin, G. Vasyanovych , S. Goncharenko , N. Dem'yanenko , A. Dubasenyuk , and . Zyazyun , N. Kuzmin , V. Molyako , A. Piechota , W. Fisher , V. Slastonin , V. Semychenko , S. Sysoiev , L. Fomich Tsokur A. , A. Shcherbakov ).

The problem of the creative personality, her art and design education and aesthetic education in terms of higher navchalnohozakladu covered in the scientific writings of talker , D. Yelnikova , A. Smith, B. Cousin , B. Male, N. Mitropolsky , M. Rostovtsev, IN . Sidorenko , D. Thorzhevskoho , S. Shorokhova .

In recent times, artistic design and development has been recognized by being an integral part of the design process of industrial products, it is studied together with the technical construction. Recently, increasing demand for expertise

in this profile, increased demands on the characteristics of their learning. Art and design education is multifaceted , combining different disciplines : aesthetics, engineering, technology, ergonomics , economics, life safety and others [ 2].

Problems of improving the design of training devoted to research Korzhavin T. , V. Petrov , M. Silaeva , O.Suhak .

Different approaches to design and technology and art and design teaching activities identified in studies by L. David , S. Karnaukhova , S. Salamatovoyi .

Some aspects of the study of art and decorative and applied activities discussed in the writings of teachers and researchers NA Rostovtsev , A. Tarasova , A. Hvorostovoyi and others.

The issue of creative talent in the arts and design or applied activities are devoted N. beam , J. Sartanova , I. Fadeev.

In terms of the introduction of multi- staff training , according to the Bologna Declaration, special importance is the problem of updating the content of training future teachers of technology to professional educational activities and ensure their competitiveness in the labor market. Therefore , the problem plays an increasingly important role in the theory and practice of preparing future teachers technology education [ 3].

The issue of intellectual creativity personality covered in the works of foreign and domestic masters psychology ( H. Eysenck , B. Ananov , V. Bekhterev , LS Vygotsky , G. Batyshchev , V. Druzhynin , A. brawn , Kohler , A. KN , W. Molyako , V. Ovchinnikov, Potebnya , S. Rubinstein, B. Romenets , Y. Ponomarev, M. Torrens , M. cold, etc.).

The problem of creativity in its general philosophical context is seen in the dissertations Bosenko V. , N. Gryschenko B. Novikov and others. The system of training, personality development of students as the subject of innovative educational processes, its scientific and creative style of thinking have been analyzed in A. Andreev , T. Martsynkovskoyi , S. Smirnov , V. Slastonina , J. Fokin , et al. The formation of a creative personality in the teacher training course dedicated to the study Volobueva T. , N. Kichuk , A. Kobernik ,

M. Potashnik , S. Sysoev , V. Steshenko , D. Thorzhevskoho , D Chernyshevsky. , et al.

In Ukraine, the construction of furniture based on the best traditions of art technology known art centers woodworking Ukraine , in particular, the experience of such famous masters carving as V. Guz , W. Devdyuk , V. the Cabinet , S.Korpaniuki , M. Mehedynyuk , M. Tonyuk ; Tymkiv M. , J. Shkribliak , Lemko thread - M.Barna , I. Illiash , I.Kischak , Andrew and Mr. Krakowski , B. Odrekhivsky , P. Suhorsky and others, Jaworowski zholobchastovybirnoho thread - M. Kanarchyk , S.Melnyk , Patyeyev D. , J. Stanko , and others, contour thread M.Bumba , J. Prince M.Shportyak ; tryhranchastoho thread - I. Aryvanyu , V. Pumpkin , M. Zatserklyanyy , A. Koloshyn , V.Nahnybida A. Oleshko, Halabudnyy J. , P. Yukhimenko , surround carving - I. Pinsel , M.Poleyovskyy and artist of the diaspora M. Cheresnovsky ; Petrikivsky G. Isayev , T. Pat , F. punk Pikush A. , M. Timchenko and others [ 4].

In terms of operation informative civilization further socio -economic development of Ukraine is largely dependent upon the effectiveness of the system of higher education, which creates specific conditions and opportunities for the formation of skilled labor , and consequently - the innovative development of the economy of the state. In turn , the very field of higher education requires a transformation of its own processes for both individual aspect of art design .

Businesses and manufacturers of woodworking industry and machine builders are increasingly turning to the labor market in search of highly skilled engineering and engineering technology majors related to the cultivation of forests , logging , woodworking and furniture industries.

Preparing future teachers should be directed to the active search for innovative forms and methods that promote not only teaching students of art reflect reality in vivid images with a reproduction of objective properties of the real world , but also to form the capacity for emotional and sensory perception of objective reality .

In this context, the importance meaningful artistic design as a form of artistic

and creative activities, which are solved by means of the aesthetic , functional , operational , technological and economic challenges of shaping and aesthetic foundations of man's relationship to the world , and thus the integrity and harmony of its development.

The aesthetic nature of art and design activities helping to bring about an adequate level of aesthetic , artistic , intellectual and moral development of students and the formation of their art and design skills and abilities to create a harmonious environment. Indeed, in the course of art and design activities in the classroom , students independently make some changes , both in art and in technological processes for production of future products , the end result of which are products, which already has an artistic image as a kind of emotional sensual response to reality [5 ].

Despite the magnitude of the research on the theory and methods of vocational training is updated a number of contradictions between: increase labor market for specialists able to effectively carry out the work of the woodwork and an insufficient level of formation pfesiynoyi their competence , the need of development in university students ability to styling and lack of preparedness of the majority of teachers in this type of activity, the need to use the potential of professional disciplines in the content of training future specialists and not a full account of his learning process in higher education.

**Conclusions.** Thus, the formation of intellectual and creative potential and competencies related to the artistic design of future professional woodworking industry remains poorly studied in the general flow of educational research, which increases the relevance of the allocation of the subject in a separate direction.

**Prospects for future research is to determine the theoretical - methodological bases of training future teachers of higher educational institutions of I-II accreditation styling.**

## **REFERENCES**

1. Yahutov V. Pedagogy / Yahutov V. - C.: Teach. Guide. Lybed, 2006. - 560 p.

2. Bartashevich AA Konstruyrovanye mebliv / AA Bartashevich., SP Trofimov. - Minsk: Modern School, 2006. - 335 p.
3. Bobykov PD Konstruyrovanye joinery Mebelna izdelij / PD Bobykov. - Moscow: Higher School, 1976. - 164 p.
4. Bodnar OY Golden Section and neevklydova Geometry in nature and Arts / O. Bodnar. - Lviv: Retinues, 1994. - 203 p.
5. Pedagogy Kuz'minskii AI / AI Kuz'minskii., V.L Omelyanenko. - K.: Knowledge, 2007. - 447 p.

*ANALYSIS OF CURRENT WOODWORKING INDUSTRY TRAINING FOR  
ARTISTIC DEVELOPMENT ACTIVITIES*

*postgraduate student, teaching methods and management of educational  
institutions*

National University of Life and Environmental Sciences of Ukraine

*Korytskyi V.P*

This paper deals with distribution function Artists designers and design engineers in the art design , increasing their impact on production and demand , economics and culture. It is about the development of styling products through industrial organization subject environment , connected with economic, cultural , logistical and social conditions of society. Infinitely varied world of creativity as the most diverse spiritual and practical activities . Innovation and innovation – a necessary aspect of development and cognitive , theoretical and transformative , practical activity , the development of society as a whole. Ultimately, at the heart of creativity and creative activities are social needs that arise in scientific knowledge and practice, the solution of which involves going beyond the achieved level of knowledge or beyond the existing level of technology.

Constructive Creativity is a complex set of intellectual and practical action. The term " design " (from the Latin word *construere* – building ) means any structure , harmonized determined appropriate locations of the various items, parts of items.

Businesses and manufacturers of woodworking industry and machine builders are increasingly turning to the labor market in search of highly skilled engineering and engineering technology majors related to the cultivation of forests, logging , woodworking and furniture industries.

Recently, the economy of our country took some positive changes. Among the industries that are involved in this positive attribute and artistic design.

Keywords: artistic design, wood technology, creativity

**Background.** Creative design activities aimed at improving the human visual environment created by means of industrial production, this is accomplished by bringing into a single system functional connections of visual systems and individual products, their aesthetic and performance characteristics.

Artistic design - an integral part of the process of creating a modern industrial products intended for direct human use, it is in contact with creative engineers - designers, technologists and other experts and aims to promote the fullest regard to the requirements of consumers and increase efficiency [1].

**The purpose of the article** - to consider the current state of training of specialists woodworking industry to art and design activities. An analysis of previous studies and the main material.

Professional training of bachelors woodworking technologies should be directed to the formation of the individual professional , capable of creative work, professional development, innovative search, development of new technologies and their introduction into production , people of high education and morality , energetic , mobile and competitive on the domestic and European labor market.

Investigate the issue of teacher training in higher education devoted a significant amount of research papers on pedagogy and psychology (A. Abdullina , P. Archangel , E. Barbin, G. Vasyanovych , S. Goncharenko , N. Dem'yanenko , A. Dubasenyuk , and . Zyazyun , N. Kuzmin , V. Molyako , A. Piechota , W. Fisher , V. Slastonin , V. Semychenko , S. Sysoiev , L. Fomich Tsokur A. , A. Shcherbakov ).

The problem of the creative personality, her art and design education and aesthetic education in terms of higher navchalnohozakladu covered in the scientific writings of talker , D. Yelnikova , A. Smith, B. Cousin , B. Male, N. Mitropolsky , M. Rostovtsev, IN . Sidorenko , D. Thorzhevskoho , S. Shorokhova .

In recent times, artistic design and development has been recognized by being an integral part of the design process of industrial products, it is studied together with the technical construction. Recently, increasing demand for expertise

in this profile, increased demands on the characteristics of their learning. Art and design education is multifaceted , combining different disciplines : aesthetics, engineering, technology, ergonomics , economics, life safety and others [ 2].

Problems of improving the design of training devoted to research Korzhavin T. , V. Petrov , M. Silaeva , O.Suhak .

Different approaches to design and technology and art and design teaching activities identified in studies by L. David , S. Karnaukhova , S. Salamatovoyi .

Some aspects of the study of art and decorative and applied activities discussed in the writings of teachers and researchers NA Rostovtsev , A. Tarasova , A. Hvorostovoyi and others.

The issue of creative talent in the arts and design or applied activities are devoted N. beam , J. Sartanova , I. Fadeev.

In terms of the introduction of multi- staff training , according to the Bologna Declaration, special importance is the problem of updating the content of training future teachers of technology to professional educational activities and ensure their competitiveness in the labor market. Therefore , the problem plays an increasingly important role in the theory and practice of preparing future teachers technology education [ 3].

The issue of intellectual creativity personality covered in the works of foreign and domestic masters psychology ( H. Eysenck , B. Ananov , V. Bekhterev , LS Vygotsky , G. Batyshchev , V. Druzhynin , A. brawn , Kohler , A. KN , W. Molyako , V. Ovchinnikov, Potebnya , S. Rubinstein, B. Romenets , Y. Ponomarev, M. Torrens , M. cold, etc.).

The problem of creativity in its general philosophical context is seen in the dissertations Bosenko V. , N. Gryschenko B. Novikov and others. The system of training, personality development of students as the subject of innovative educational processes, its scientific and creative style of thinking have been analyzed in A. Andreev , T. Martsynkovskoyi , S. Smirnov , V. Slastonina , J. Fokin , et al. The formation of a creative personality in the teacher training course dedicated to the study Volobueva T. , N. Kichuk , A. Kobernik ,

M. Potashnik , S. Sysoev , V. Steshenko , D. Thorzhevskoho , D Chernyshevsky. , et al.

In Ukraine, the construction of furniture based on the best traditions of art technology known art centers woodworking Ukraine , in particular, the experience of such famous masters carving as V. Guz , W. Devdyuk , V. the Cabinet , S.Korpaniuki , M. Mehedynyuk , M. Tonyuk ; Tymkiv M. , J. Shkribliak , Lemko thread - M.Barna , I. Illiash , I.Kischak , Andrew and Mr. Krakowski , B. Odrekhivsky , P. Suhorsky and others, Jaworowski zholobchastovybirnoho thread - M. Kanarchyk , S.Melnyk , Patyeyev D. , J. Stanko , and others, contour thread M.Bumba , J. Prince M.Shportyak ; tryhranchastoho thread - I. Aryvanyu , V. Pumpkin , M. Zatserklyanyy , A. Koloshyn , V.Nahnybida A. Oleshko, Halabudnyy J. , P. Yukhimenko , surround carving - I. Pinsel , M.Poleyovskyy and artist of the diaspora M. Cheresnovsky ; Petrikivsky G. Isayev , T. Pat , F. punk Pikush A. , M. Timchenko and others [ 4].

In terms of operation informative civilization further socio -economic development of Ukraine is largely dependent upon the effectiveness of the system of higher education, which creates specific conditions and opportunities for the formation of skilled labor , and consequently - the innovative development of the economy of the state. In turn , the very field of higher education requires a transformation of its own processes for both individual aspect of art design .

Businesses and manufacturers of woodworking industry and machine builders are increasingly turning to the labor market in search of highly skilled engineering and engineering technology majors related to the cultivation of forests , logging , woodworking and furniture industries.

Preparing future teachers should be directed to the active search for innovative forms and methods that promote not only teaching students of art reflect reality in vivid images with a reproduction of objective properties of the real world , but also to form the capacity for emotional and sensory perception of objective reality .

In this context, the importance meaningful artistic design as a form of artistic

and creative activities, which are solved by means of the aesthetic , functional , operational , technological and economic challenges of shaping and aesthetic foundations of man's relationship to the world , and thus the integrity and harmony of its development.

The aesthetic nature of art and design activities helping to bring about an adequate level of aesthetic , artistic , intellectual and moral development of students and the formation of their art and design skills and abilities to create a harmonious environment. Indeed, in the course of art and design activities in the classroom , students independently make some changes , both in art and in technological processes for production of future products , the end result of which are products, which already has an artistic image as a kind of emotional sensual response to reality [5 ].

Despite the magnitude of the research on the theory and methods of vocational training is updated a number of contradictions between: increase labor market for specialists able to effectively carry out the work of the woodwork and an insufficient level of formation of their competence , the need of development in university students ability to styling and lack of preparedness of the majority of teachers in this type of activity, the need to use the potential of professional disciplines in the content of training future specialists and not a full account of his learning process in higher education.

**Conclusions.** Thus, the formation of intellectual and creative potential and competencies related to the artistic design of future professional woodworking industry remains poorly studied in the general flow of educational research, which increases the relevance of the allocation of the subject in a separate direction.

**Prospects for future research is to determine the theoretical - methodological bases of training future teachers of higher educational institutions of I-II accreditation styling.**

## **REFERENCES**

1. Yahutov V. Pedagogy / Yahutov V. - C.: Teach. Guide. Lybed, 2006. - 560 p.

2. Bartashevich AA Konstruyrovanye mebliv / AA Bartashevich., SP Trofimov. - Minsk: Modern School, 2006. - 335 p.
3. Bobykov PD Konstruyrovanye joinery Mebelna izdelij / PD Bobykov. - Moscow: Higher School, 1976. - 164 p.
4. Bodnar OY Golden Section and neevklydova Geometry in nature and Arts / O. Bodnar. - Lviv: Retinues, 1994. - 203 p.
5. Pedagogy Kuz'minskii AI / AI Kuz'minskii., V.L Omelyanenko. - K.: Knowledge, 2007. - 447 p.

## **CLARIFICATION OF THE CONCEPT OF "PEDAGOGICAL SKILLS OF THE TRAINING MASTER OF PROFESSIONAL EDUCATIONAL INSTITUTIONS"**

**Defining the problem.** One of the essential problems of our country is personnel crisis in the system of vocational training, in many ways due to the fact that today masters of vocational training in vocational colleges are mostly specialists that came from factory and that don't have special pedagogical education. One of the ways to overcome this drawback stands for introduction on federal, regional and industrial levels the set of actions directed to pedagogical skills development of this category of educational workers.

**Analysis of publications,** devoted to range of problems of formation and pedagogical skills for masters of vocational training in vocational colleges development ( A.Abdullina, V. Abramyan, M. Barachtyan, E.Barbina, A.Garmash, T. Desyatov, S. Elcanov, I. Zyazun, V. Can-Caleek, A. Kapskaya, N. Xenophontova, N. Kuzmina, Y. Kuliutkin, V. Mindicanu, G. Nagornaya, N.Nychkalo, V.Oleynik, G.Pereuchenko, A. Rudnitskaya, L.Ruvinskiy, G. Sagach, V.Semchenko, I. Sinitsa, V. Slastionin, L. Spirin, N. Tarasewich, Y. Torba, G. Hozyainow, I. Chernokozow, V. Shahow etc.) has shown that giving different inflections to definition of "pedagogical skills" authors blur out its matter. At first stages of this mutual understanding process between them is still possible being based on the context, intonation, communicative situation and the like. But later on even this (unsatisfied) degree of understanding disappears. Based on the above said our work has a need of clarifying the content of definition "master's of vocational training in vocational colleges pedagogical skills".

**The research is aimed at** clarifying the meaning of definition "master's of vocational training in vocational colleges pedagogical skills" and also is to determine the structure of corresponding professional efficiency.

**Statement of basic material of the study.** First of all we note that in our research pedagogical skills is viewed as professional quality. Such considerations stand for the benefit of this.

“Quality” category means hierarchically structured set of useful properties of the object, which determines its capability for satisfying certain demands according to its purpose [6, p. 141]. The content of “quality” category is specified in the term of “professional quality”. Scientists believe this term “...is the most successful in disclosing those qualifications to specialist’s personality which society puts before him... this form is the most concise and gives an opportunity to reveal the structure of qualifications, coming from science methodology” [1, p. 235].

In education professional skills are traditionally considered as set of individual human peculiarities that determine the efficiency of realization of his labor functions and act as necessary and sufficient features of his competency [4].

In syntagmatic aspect the basis for defining art of teaching structure has been found by the I. Zyazun’s conception according to which, pedagogical skills – is systematic education, which integrates number of components( pedagogical orientation, professional knowledge, abilities for educational work, pedagogical technique) [2].

Epistemologically the basis of our position was taken from A. Leontiew’s activity theory, by which any professional activity may be described through characteristics of:

– Purposes of activity (in our case these purposes should match together or at least not contradict to social request);

Specific actions as component of activity( in our case these actions can be ranked as common regulations of master’s of vocational training organizational instruction, for example, “ to teach”, “to train”, “to form” etc.);

Operations as separate elements of actions caused by reaction of master in any particular situation of educational process (for instance, “to punish”, “to praise”, “to make ashamed”, “to show an example” etc.);

psycho physiological functions, understood as capability to feeling, motion, memorizing, self-regulation of psycho physiological conditions and etc. in different situations of industrial training process [5].

By comparing meta-scheme of activity introduced by A. Leontiev and meaning of professional quality “pedagogical skills”, exposed in works of I. Zyazun’s representatives of research school we have highlighted five components of master’s vocational training in vocational colleges teaching skills. These are the following components:

Intentional, integrating personal outlooks (motives, views, valuable orientation etc.) determining the orientation of master’s consciousness to fulfilling social demands, documented in qualification characteristics of master’s vocational training ( let’s note that we use the term “intention” to denote direction of consciousness, thinking on any subject which is based on desire, intention of a man [3]);

Substantial, integrating professional-technological knowledge and skills, transference of which creates the basis of master’s of industrial vocational training professional activity;

**Procedural**, “responsible” for behavior patterns that provide performing pedagogical actions according to common purposes of professional activity in various situations of industrial training process;

Axiological, establishing the basis to determine master’s vocational training standards for evaluation of their own behavior in a specific situation of industrial training process;

Psychophysical, integrating qualities making possible both elementary operations of professional activity and achievement of its intentional purposes.

Empirical study was done to detect the simplest properties of master of vocational training in vocational colleges, which determine its pedagogical skills.

The subject of research was questionnaire where respondents were offered to determine indicators of master’s vocational training in vocational college teaching skills according to component structure of this professional quality. Respondents

were working masters of vocational training of Lugansk, the general number of whom was 18 people. The questionnaire was carried out during classes of author's art of teaching school.

We note that in answers of respondents we came across various statements of the same indicators of pedagogical skills. In this regard there appeared a need to give different statements to minimum number of forms that were actually used on methodological seminars of scientific research laboratory of experimental pedagogic studies and on teaching innovations of postgraduate Kiev B. Grinchenko pedagogical education institute.

After pre-processing of the material, which included editing of respondents' answers in questionnaire, their coding, and construction of primary data matrix as well, we have worked upon these data using program package "Tables of multivariable responses" of Statistica 6

The result of questionnaire's data processing turned into defining indicators of master's pedagogical skill of vocational training in vocational colleges with relation to representatives of professional association.

To be precise in the essence of teaching skills components, we have organized their discussion on methodological practical classes of the Laboratory. As a result we got well-arranged and reasonable description of the most important features of master's of vocational training in vocational colleges pedagogical skills.

In particular, the following features are revealed in the **intentional component** in:

Active position in professional self-development, which is seen in orientation of vocational training master's consciousness on his self-educational professional action in accordance with vital needs of professional activity, and also capability for mobilization of their inner reserves for this enhancement;

Treating your profession as means of personal self-actualization and which is shown in such way that occupation is perceived not only as means to earn money, but also as means of personal potential realization in social space;

Powerful belief in the choice of profession, which is visible in conscious

choice of your own profession by master, as well as degree of confidence that this choice is right.

**A professional component** of pedagogical mastership includes the following features:

- The ability of a master to carry out production activities, which is a sign of a master's proficiency in carrying out the professional actions and operations in a real production environment;
- The knowledge of theory and modern technologies, which involves the master's knowledge of purposes, principles, methods and means of his/her professional activity and the knowledge of tendencies of his/her branch of activity;
- The knowledge of concepts and categories related to the profession, which consists in the master's knowledge of professional lexis and the active usage of this lexis in professional communication
- Presence of a formed thinking, which consists in the ability to solve theoretical and practical engineering problems, using algorithms, which are traditional for a specific professional activity

**A process-based component** includes the following features:

- Organisational-communicational skills, consisting in the ability to make friends and partners among training process participants, to get in contact and to constructively communicate with other people;
- Possessing a verbal and a non-verbal pedagogical technique, which consists in the ability of a master to influence students with his/her psychophysical apparatus;
- Pedagogical artistic skill, which consists in the master's ability to deliberately play new roles in different situations, which helps communicate the idea and give the message, having a great impact on a student due to a high level of a master's creative thinking, imagination, speech aesthetics, plastic culture and other human qualities;

- Possessing didactical teaching methods which consists in the ability of a master to teach students basic behaviour norms necessary to be a success in the specific professional activity. This feature also consists in the master's knowledge of algorithms of a job training, in the ability to organize an educational production process and to correct the mistakes of the students.

**Value component** integrates the following features:

- Tolerance to a physical or mental discomfort, created by the students, which is understood as the ability to equally treat people who are different in some respect from usual stereotypes, or have views different from the common ones. The master should be able to deal with these people in accordance with the ethical norms and when communicating with the students to avoid the occurrence of situations that are unpleasant to them;

- Justice, which acts as a master's adequate perception of a measure of action and retribution, compliance of human rights and responsibilities, labour and remuneration, merit and its recognition, crime and punishment , etc.;

- Exactingness, which consists in the master's exactingness to the quality of behaviour and manifestations of other people, as well as exactingness to himself/herself ;

- The capacity for professional and pedagogical reflection, which is shown in the master's ability to introspect professional activities, as well as his/her mistakes and then to adjust their consequences.

**Psychophysiological component** includes the following features:

- Psychological stability, which consists in the "endurance" of the nervous system when organizing a subject professional behaviour in adverse conditions, regardless of outside influences and assessments;

- The adequacy of emotional reactions, which is presented in the way of a controlled display of emotions in one or another pedagogical situation which helps achieve the goal of a pedagogical action in the most rational way;

- The ability for self-regulation of professionally caused actions, which consists in the ability to optimize the activity of the master's body , mood, speech , attention and imagination on the basis of setting out the parameters of his/her psychosomatic condition;

- knowledge and skills regarding health protection that provide a high level of the master's health and cause a corresponding way of his/her life.

In accordance with our ideas about the nature of pedagogical mastership of a master of vocational training, the above-described features should be correlated with the productive parameters of his/her professional activities - quality, performance and reliability. Taking this into consideration in order to identify the key parameters of pedagogical mastership of a master of vocational training in vocational colleges we have conducted an informal discussion of this issue on the methodological Laboratory seminar. As a result of the discussion a common view on this issue was formed. In particular, it was found that the most productive parameters of professional mastership of a master of vocational training are the following:

- Students' level of success in studies, a measure of which is the average score for majors;

- The level of residual knowledge and skills of students, a measure of which is the result of evaluation of professional and applied tests;

- Level of satisfaction of the students with the learning process and their attitudes towards learning, an indicator of which is a survey result.

Besides the theoretical value these scoring parameters are of considerable practical interest, as they can be considered external criteria of pedagogical mastership of a master of vocational training in vocational colleges.

**Findings.** Thus in our research a pedagogical mastership of a master of vocational training is an integrative professional quality that is formed and developed in the process of vocational education and teaching practice, the structure of which is formed by technological, professional, value, psychophysiological and intentional components, which makes it possible to

achieve planned results of vocational training of students of vocational colleges in the shortest time and with minimal efforts.

At this time the structure of an intentional component integrates such features of pedagogical mastership: a desire for professional self-development, a positive attitude towards his/her profession as the means of self-realization, the belief in the right choice of profession. A professional component integrates such features as the ability to carry out production activities related to the profession; knowledge of the theory and modern technologies, the possession of concepts and categories related to the profession; presence of a formed vocational thinking. A process-based component integrates the following features: organizational and communicational skills, possession of a verbal and a nonverbal pedagogical technique; pedagogical artistic skills; possession of didactical teaching methods. A value component includes: tolerance to a physical or mental discomfort; justice; exactingness, the capacity for professional and pedagogical reflection. Psychophysiological component integrates: mental stability, adequacy of emotional reactions, capacity for a volitional self-regulation, knowledge and skills regarding health protection.

We emphasize that our research is, in fact, a refinement of the I.Zyazyun scientific school views on the essence and content of pedagogical mastership as a key professional quality of the teacher as a personality.

### **References**

1. Гура О.І. Психолого-педагогічна компетентність викладача вищого навчального закладу: теоретико-методологічний аспект: [монографія] / О.І. Гура; Запоріжжя: ГУ “ЗІДМУ”, 2006. – 332 с.
2. Зязюн І.А. Педагогічна майстерність у закладах професійної освіти: Монографія. – К., 2003. – 246 с.
3. Интенция [Электронный ресурс] // Философия: Энциклопедический словарь ; под ред. А.А. Ивина. – М.: Гардарики. – 2004. – Режим доступа: [http://dic.academic.ru/dic.nsf/enc\\_philosophy/453/%D0%98%D0%9D%D0%A2%D0%95%D0%9D%D0%A6%D0%98%AF](http://dic.academic.ru/dic.nsf/enc_philosophy/453/%D0%98%D0%9D%D0%A2%D0%95%D0%9D%D0%A6%D0%98%AF)
4. Клищевская М.В. Профессионально важные качества как необходимые и достаточные условия прогнозирования успешности деятельности / Клищевская М.В., Солнцева Г.Н. // Вестник Московского университета. - Сер. 14. - Психология. - 1999. - № 4. - С. 61-66.

5. Леонтьев А.Н. Деятельность. Сознание. Личность / Леонтьев А.Н. - М.: Смысл, Академия, 2005. - 352 с. - (Серия: Классическая учебная книга).
6. Лопатников Л.И. Экономико-математический словарь: словарь современной экономической науки / Лопатников Л.И; [5-е изд., перераб. и доп.]. – М.: Дело, 2003. – 520 с.
7. Миллс Р. Компетенции / Миллс Р. – М.: НИРРО, 2004. – 128 с.
8. Электронный учебник по статистике [Электронный ресурс]. – Москва: StatSoft Inc., 2012. – Режим доступа: <http://www.statsoft.ru/home/textbook/default.htm>

# SHAPING OF THE DESIGN SKILLS OF FUTURE EXPERTS IN TECHNOLOGY DURING THE TEACHING OF "MACHINE ELEMENTS" COURSE

**Mykola Kozyar, doctor od pedagogical sciences, associate professor;  
Oleh Strilets, post-graduate student.**

***Abstract.** The article examines the main psychological and pedagogical approaches to the design methods in teaching general technical graphics courses. This task is important because the diversity of existing calculations of machine parts, the lack of relevant literature based on the new standards for these calculations and the lack of visibility of educational material creates some difficulties for students. The formulation of pedagogical approaches to methods of constructing underlies subject-subject activity of scientific and pedagogical staff and students aimed at shaping the graphic competence and ability to perform occupational graphic tasks involving means of computer graphics.*

*The modern state of graphic preparation in higher technical educational establishments is characterized by the permanent search of new, effective forms and methods of studies, that would answer modern requirements to quality of preparation of future specialists. There is a process of forming of new technology of graphic preparation of future technical specialists, that needs the system of perfection of both maintenance of graphic knowledge, abilities and skills and didactics providing.*

***Keywords:** higher education, higher educational institutions, graphics preparation, design and construction, design and engineering activities, computer-aided design, quality assurance, the future specialist.*

**Formulation of the problem.** Creation of new machines, which would meet modern requirements, is related to the need for training of highly qualified engineers specialized in machine building, capable to solve the problems of calculations, construction, manufacture and maintenance of high-end machines. This training is based on students being taught the fundamental general education, general engineering disciplines and specialty. The final stage of general engineering education is the study of the "Machine elements" course. In accordance to existing standard programs and curriculum this discipline can be titled: "Machine Elements", "Design Fundamentals", "Machine Elements and Design Fundamentals" and others.

Designs of machines being continuously improved in accordance with the requirements to their operation and production, as well as the new opportunities due to the scientific and technical research, the emergence of new materials and methods for providing them with the necessary forms and properties. The way, teaching of "Machine elements" is organized, significantly affects the quality of students' knowledge in graphics and skills in designing and constructing machinery, which is the key to effective training of competent professionals.

The current state of graphic preparation in institutions of higher technical education is characterized by a constant search for new and effective methods of training that would meet modern requirements for quality training of future professionals. The process of forming a new technology of graphics training of future technicians is in need for improvement in graphic content knowledge, skills and didactic support.

**Analysis of the latest publications and sources** of domestic and foreign pedagogy shows that the theory and practice have accumulated considerable experience that can become the basis for the formation of graphical competence of future professionals.

The problem of graphics skill training in higher education institutions has been theoretically and experimentally investigated by V.Burynskiy, P.Buyanov, A.Hedzyk, I.Holiyad, O.Dzhedzhula, M.Kozyar, V.Nilova, I.Nyschak, T.Oliferenko, H.Raykovska, V.Rukavishnikov, O.Slobodyanyuk, T.Fedoryna, T.Chemodanova, R.Chepok, M.Yusupova, Yu.Feschuk etc.

The analysis of the actual state of the students' graphics skills training in the institutions of higher technical education indicates its discrepancy from the modern requirements to the graphics knowledge and skills of qualified designers. Insufficient formation of student abilities in such spheres as using the graphical images for indirect cognition of reality, planning of their own actions in designing, development of the constructing process in the images, and reproducing it in graphical form by means of computer-aided design (CAD) systems, reduces the

quality of training and future career activity, makes it impossible to solve the creative designing tasks and inventing.

**The objective of the article.** The variety of existing calculations of machine elements, the lack of relevant literary sources, based on the new standards for these calculations and the lack of clarity of educational material create certain difficulties for students. The objective of the article is to specify the peculiarities of using pedagogical approaches to methods of the designing in process of teaching the discipline "Machine elements" in the context of maintaining a constant level of graphics education that provides complete didactic cycle of drawing training (Engineering and Computer Graphics - Machine Elements–Fundamentals of Design) and allow to optimize the mastering of the graphics competence by student.

**The main material of research.** The formulation of pedagogical approaches to methods of constructing underlies subject-subject activity of scientific and pedagogical staff and students aimed at shaping the graphic competence and ability to perform occupational tasks involving means of computer graphics (CAD). This approach allows to organize educational activity of all subjects of teaching and to create the conditions for high-quality implementation of information and communication technologies (ICT) and interactive teaching methods based on professionally oriented technologies and individual characteristics of students.

The most important aspect of the application of this approach is the formation of the students' general methods of thinking and spatial imagination of technical assets (circuits, components, assemblies), development of the ability to understand the content of the technical drawing, mastering the skills of algorithmic thinking and graphic analysis, the formation of logical reasoning skills and the ability to predict results of the designing activity.

To realize the aforementioned components of professionally oriented education in designing it is necessary to provide scientific and pedagogical workers with means for organizing and managing the cognitive activity of students, and students - with learning tools that stimulate them, activate their self-educational and

cognitive activity on practical classes, promote the efficiency of education in general and provide their personal development.

Designed didactic support for "Machine elements" discipline is a set of interrelated learning tools that have a single target - activation of student learning activities and can be used in the various forms of training.

In developing the pedagogical approaches we followed the interpretation of learning tools as "objects that form the learning environment and participate in educational activities" [1] and their division into two groups by the subject of use: students and scientific and educational workers.

Let's consider and describe the main pedagogical approaches to defined problem.

For the better understanding of the design engineer work in modern production it is necessary to describe the stages and content of the technical object manufacturing process and to transfer its scientific bases to future engineers activity as a component of their training.

V.Kachnyev, considering the production activities of an experienced designer, says that it involves calculation, material selection, constructive development of shapes, design adjustment, budgeting. At the same time the designer must be familiar with all stages of manufacturing and processing of his machines or products, have to predict all the possible complications related with manufacturing and application of the product, must have rich scientific and technical knowledge and skills to apply them in solving specific problems, advanced creative imagination, daring intuition. Activity of designer on the modern production passes through three stages: preparation of the specification, development of conceptual, technical and business projects [72].

Analyzing the professional design, Ye.Zyeyer focuses on two stages: determining the content of designer knowledge and skills and computation of the variety of organizational, settlement and graphic, technological and other design problems in the process of constructing [63].

According to V.Molyako, there are three main cycles of design activity [104]:

1) Understanding of the technical requirements - familiarization with the condition of given task. "Understanding the conditions of the problem is an essential factor of the following successful actions of the subject, an important regulator of the decision process," - marks the scientist.

2) Building of concept - "... idea is the second regulator of decision process, so its content, completeness, context relevance, etc. - everything is of paramount importance for the decision process" - writes the author.

3) Confirmation or disconfirmation of conception correctness - verification of conception, approbation of the realized strategy with the obtaining of constructively potential system. These three cycles are associated with taking the three major decisions: the evaluation of problem, prediction via plan (design of future construction), evaluation of the project through thinking - drawing experiment.

J. Dikson divides engineering design activity on three parts: inventive activity, analysis, decision-making. Inventive activity is defined as an individual's ability to offer new and original technical ideas that can be used in solving engineering problems. Invention activity is inherent in incompleteness, therefore the effectiveness of this activity depends on the susceptibility and experience of the designer. The design analysis, according to the author, is resolving the issues of engineering nature. Although this activity has creative features, it is based on common sense, expertise and has narrower character than invention activity. Decision making is a selection of the best option from a number of possible [58].

Slightly different stages of the design activity were detected by P. Hill [161]. They are assessment of feasibility (perception of initial information, creation of a set of solution options for the product as a whole), schematic design (selecting and developing the concept that is the best solution), working design (essential disclosure of

engineering design involving evaluation and possible solutions change according to production requirements, prospected operation and liquidation of fused product).

There are certain common patterns in design activity: understanding of the conditions of problem, construction of its solution conception and realization of the overall solution strategy. These three remain components of the design decisions process characterize creativity and they remain regulators of the solution process of all design activities.

V. Aleksyeyev set consecutive steps of designing and determined nature of the activities at each stage. He suggested various actions with graphic documentation: introduction to design solutions by drawings and pictures, their analysis, implementation of the object concept, a mathematical scheme, sketch designing, elements drawing [3].

V. Kachnyev offered the following order in the formation method of engineering and technological knowledge and skills [72]: explanation of the device and exploring the "designing" concept, explaining the principles of designing, development of sketches, reading the drawing, solving of design problems in the process of sketching, design change and its imaging in the sketch, elements designing.

S. Shabalov offers a different sequence setting of designing tasks: explanation of a given device design and indication of its main dimensions, application of the principle of the known construction on a given, filling in the links missing in the design, [171].

Famous researchers, engineers, psychologists have different concepts revealing specificity of "designing" and "constructing." In Ukrainian Pedagogical dictionary constructing (Latin *construo* - build, create) is understood as "the process of creating a model, machine, building, technology with project and settlement implementation" [49].

Designing and constructing processes are interrelated, complementing each other. The structural shape of the objects specified via design techniques. Design is only possible for pre-accepted variants of constructive execution of an object.

Often, these two processes are not separated, because they are performed by specialists of the same profession - design engineer. However, the designing and constructing are different processes [6, p. 14]. Constructing precedes designing and is a search for scientifically justified, technically feasible and economically viable solutions.

O. Polovynkin defines designing as "a kind of engineering work being conducted in various fields of human activity: the design of technical systems... in engineering construction is an integral part of the designing and associated with the development of technical systems construction that later materialized at manufacturing..." [124, p. 73]. Author explains the designing as "the process of creating the project in the form of project documentation required for the manufacture or renovation of the technological facility or for examination with a view to decide whether to manufacture, renovate ..." [124, p. 144].

The famous constructor A. Tupolyev in conversation with Mr. Jacobson expressed the following views on the process of his work, "you doing thinking through questions. There are known stock of knowledge, structural shapes, charts, technical principles while using. You imagine yourself in general terms a definite decision, pass to one other solution in order reflection. In the meantime all of this is a quest. When it comes to a final solution, an image of what you want to create, then all savings, stocks charts, individual decisions, the whole mass of existing thoughts arranges. This image becomes the center. This is because there is already a concept in which all material of searches can be nested. Now it can be specified" [199].

V. Kalinin, V. Nikiforov, I. Anikyeyev described the constructing as "a logical thought process, which combines ability to maintain focused creative work, intuition, the ability to build a logical design process embodying the logic into every line, every element. Designing should envisage the development of the product drawings considering actually existing conditions. Constructor should always possess the method that can consistently and confidently find the best

possible or at least satisfactory solution". The authors of this work by analyzing the the activities of constructor emphasize that intuition is desirable, but to rely solely on it is risky, it is necessary to pay attention to the method and the logic of work performed [67, p. 15].

V.Malaschenko, V.Yankiv indicated that mastering the fundamentals of designing, constructing and calculation is important in the training system of engineers of various basic directions. Design is a creative process. Therefore, knowledge of theory, calculation methods etc. is often not enough. It is necessary to be able to analyze the structure that you want to design from different perspectives at all stages of its creation [5, p. 11].

Pavlysche VT points out that designing and constructing are the types of mental activities associated with the creation of a specific image. Visional image undergoes a mental transformation (components rearrangement, replacing them with other elements, or providing them with different form). Simultaneously the alteration effect is assessed, the impact of changes at the final result being determined. Visional image of the object is created according to the general principles of logical thinking and subsequently acquires final, technically justified form and structure [6, p. 14-15].

The conducted analysis allowed us to determine the following graphics knowledge that future professionals must possess: knowledge of basic theoretical positions, methods and techniques of graphic constructions, patterns and properties of three-dimensional objects in the world (geometrical and technical) that is the subject branch of descriptive geometry and conceptual apparatus of the science; understanding of the practical purpose of graphics language in scientific and technical communication, which allows to operate the spatial images of different objects, the ability to competently reproduce these graphics objects; knowledge of the theoretical foundations of engineering and computer graphics, machine elements; the development of scientific and technical logical thinking, including spatial imagination, designing and graphics knowledge; knowledge of basic designing and constructing phases, their content; knowledge of computer modeling

and designing of technical facilities; knowledge of methods of technical creativity; knowledge of technical design principles; knowledge of design and drafting in accordance with national and international standards; knowledge of the requirements of technical aesthetics and ergonomics, reasonable methods of products manufacturing, tools and appliances selecting, basic processing modes; knowledge of manufacturing processes simulating by means of computer graphics. Graphics activity is multifaceted and includes not only features typical for creative activity, but also designing skills, determined by the level of modern science and production development.

Modern specialist cannot successfully face the professional designing tasks, without having sufficient knowledge about the subject of his activities, all methods and tools and make a creative solution of these problems. Thus, the implementation of this goal is only possible on the basis of the specific content of courses and the use of CAD in educational process. Emphasis is made on the introduction of a special graphics software in the educational process. The modern approach to engineering training is characterized by the complexity of decisions: on the one hand it is the automation of designing by means of CAD tools, and on the other - the automation of technological operations using computer aided design processes.

The use of CAD systems industrial technologies during the improving of graphics training and solving of applied problems by means of geometric 2D i 3D modeling effect on the goals and means of graphic training of students in universities [2, p. 175].

Let's revise and describe the basic elements of the methodological support of the "Machine elements" discipline.

According to the curriculum and the work program of courses "Machine elements" the workshop was created [3]. It included an information pack of practical classes by topics, indicated amount of course designing and execution of calculations and drawings.

Considering the orientation on the professional graphics competence of a prospected specialist and his need to work in the international technical environment, the students were given some knowledge of preparation of drawings in accordance with the ISO standards [4].

For efficient perception of educational material of "Machine elements" course it is suggested to use multimedia presentations created in Microsoft Power Point environment. It is because they provide a scientific and pedagogical worker a chance to reproduce a significant amount of material in a short time, present it in an unusual perspective, introduce students to the imaging, amplify their yet vague idea of technical objects and improve their knowledge.

Fig. 1 shows a fragment of the didactic accompaniment performed by means of CAD systems, which contribute to the formation of informational, intellectual and motivational components of graphic design expertise on the designing of elements, components and assemblies and enables you to create dynamic textbook that combined with the paper version becoming the most productive learning tool.

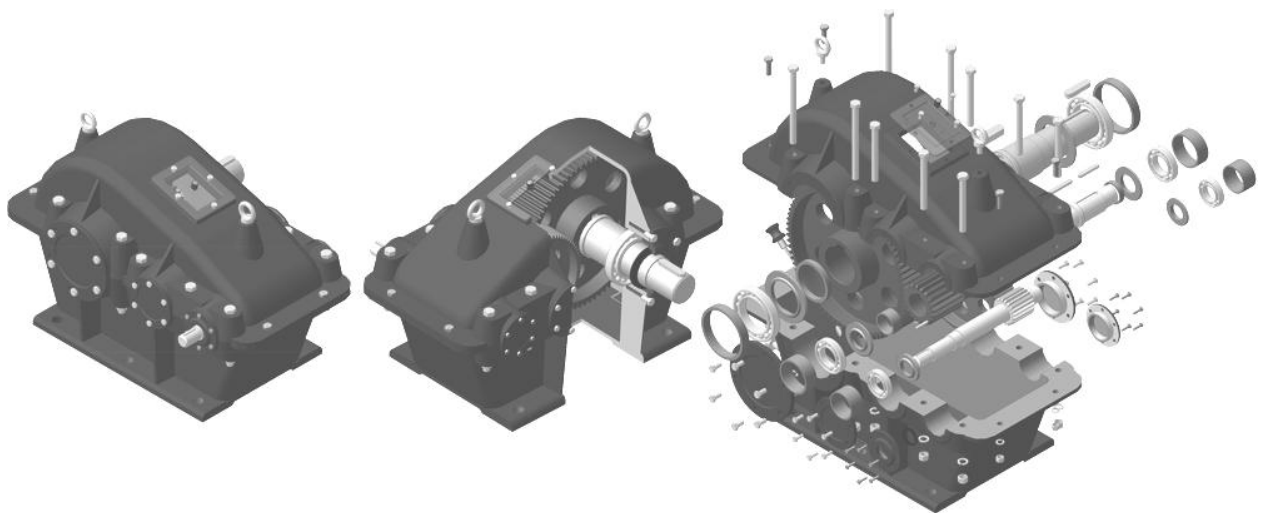


Fig. 1. Fragment of didactic accompaniment

Such organization of learning activities allows students to master the course material using three types of memory - visual, auditory and motor, promotes the development of skills of logical, analytical and figurative thinking, associativity, independence, focusing and intensifying conscious implementation of a course project.

The availability of information resources today - one of the decisive factors in the efficiency of the person.

**Conclusions.** Suggested methodical approaches to establishing the foundations of designing activities in teaching the "Machine elements" course will provide quality of graphic training by improving the illustrative part and accessibility of training material, developing of cognitive interests of students, individualizing and intensification of their self-employment, providing professional direction for the graphic training and developing individual style in professional activities.

The use of CAD systems allows to simplify the constructing of geometric elements, certain fragments copying, graphics and text information editing, shading, sized drawing, improves general quality of the documents.

**Prospects for further research.** The development of new methods of graphic discipline teaching require further action that will ensure a high level of educational process, using of interactive teaching methods, and will provide the opportunity to work with many students with preservation of an individual approach.

### References:

1. Візуальні та аудіовізуальні засоби навчання: [навчальний посібник] / А.М.Гуржій, В.П. Коцур, В.П. Волинський, В.В. Самсонов. – К., 2003. – 173 с.
2. Райковська Г.О. Інноваційні технології в графічній підготовці // Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія № 5. Педагогічні науки: реалії та перспективи. – Випуск 39: збірник наукових праць. – К.: Вид-во НПУ імені М.П. Драгоманова, 2013. – 285 с.
3. Стрілець В.М. Практикум з курсу «Основи конструювання»: [навчальний посібник] / В.М. Стрілець, О.Р. Стрілець. – Рівне, НУВГП, 2010. – 198 с.
4. Козяр М.М. Технічне креслення: [підручник] – К., Вид-во «Каравела», 2011. – 418 с.
5. Малащенко В.О. Деталі машин. Проектування елементів механічних приводів: [навчальний посібник] / В.О Малащенко, В.В. Янків. – Львів: «Новий Світ-2000», 2014. – 264 с.

6. Павлице В.Т. Основи конструювання та розрахунок деталей машин: [підручник] – Львів, Афіша, 2003. – 560 с.

# **THE USE OF HEALTHCARE TECHNOLOGIES IN EDUCATION PROCESS IN VOCATIONAL SCHOOL AN EXAMPLE OF KIEV HIGHER VOCATIONAL COLLEGE OF SERVICE AND DESIGN**

Kravchenko O.O., assistant, NULES

Kravchenko S.U., vice director, KVS of service and design

Maksin V.I., doctor of chemistry, professor, NULES

*The investigation on the implementation of healthy technology in the educational process of Kyiv vocational school of service and design was presented. The results of a survey of 186 students related to healthy lifestyle were analyzed.*

*A special attention was paid to finding the most effective forms and methods of teaching students to healthy lifestyles and also creating a positive attitude towards their health.*

*Three main strategies of innovation were established by psychological department of KPS of service and design:*

- Strategy of local changes - rationalization, renovation of classes and clubs software.*
- Strategy of module changes - implementation of innovations at different levels of educational process.*
- Strategy of system changes - restoration of educational process content, organization, activities, goals and objectives, technology etc.*

*It was concluded that the innovation system with non-traditional forms, methods of education and various technologies provides an positive motivation for a healthy lifestyle in teenagers of professional school.*

*Keywords: vocational education, health saving technologies, strategies of local changes, strategy of module changes, strategy of system changes.*

**Problem definition.** Secondary education is aimed at guaranteeing all-round development of the individual through education and training, which are based on human values, principles of science, culture, secular education, integration, principles of humanism, democracy, civic awareness and mutual respect between nations for the benefit of the individual, family, society, state [3,4].

The determining strategic tasks of the National program "Children of Ukraine", the Laws of Ukraine "On General Secondary Education", "On vocational education", "On Preschool Education", "On Higher Education", "On non-school education" are comprehensive human development and establishment of spiritual, mental and physical health.

Jean-Jacques Rousseau wrote that "In order to make the child a reasonable and prudent, strong and healthy, let it work, acting, running, screaming, constantly be on the move". A nation that does not care about the health of their children, doomed to extinction. Children's health can't sacrifice to weak economy or broken moral basis of society. Thus, the problems and methods of implementing recreational function of education in schools are analyzed. Concern of the students to the concept of healthy lifestyle, based on the survey, presented in this paper.

**Analysis of recent research and publications** point to the implementation of health-enhancing function of education in the school were mentioned in many sources [1, 2, 6]. The concept of healthy technology provides a complex of directions on the formation, preservation and promotion of health of students:

- programs, methods, directed to the raising, preservation and strengthening students' health culture;
- forming perceptions of health as a value, and the motivation of students for a healthy lifestyle;
- favorable learning conditions (absence of stress, adequacy requirements, teaching methods and education);
- optimal organization of the educational process (according to age, sex, individual characteristics and hygiene);
- sufficiently and efficiently organized action mode.

The daily activities of educational institutions include properly drafted schedule lessons, use movement exercises in the classroom and in the school breaks, neutralizing of the stress, organization of hot meals, connection between educational materials and life, obtain of valeological and ecological knowledge. The effectiveness of the positive influence on the health of students is determined system work in all areas [5].

The formation of a conscious attitude to the health requires a combination of mandatory information and motivational components with the practice of students. This combination will contribute to the mastery of necessary care healthy skills [7-9]. Education and health are complementary components of a successful everyday life of young people.

The teachers' goals are maintain health, bring motivation to look after oneself, put the slogan "Fashionably healthy" into operation.

This problem becomes highest value in vocational schools, because social vulnerable, bad-mannered students enrolled to educational institutions. Smoking, alcohol consumption since school years, illegible sexual contacts are common. That's why, the primary task of the teachers - not only teach the profession, but also education a healthy personality who will generate the future of our country.

**The aim of this article** - to study positive effects of healthcare technologies in Kiev Higher Vocational College of service and design, using a complex of healthy lifestyle activity.

**Main part.** According to the survey of the 186 students at the age 15-17, conducted by a practical psychologist at the Kiev Higher Vocational College , around 56 ( 30%) of respondent understand meaning of "healthy lifestyle ", only 37 ( 20% ) of students of this age group follow a healthy lifestyle, and 92 ( 50%) don't understand meaning the concept of " healthy lifestyle " don't think about their future , leading an unhealthy lifestyle : don't move, do not follow the rules of hygiene , diet and sleep. 105 students (18%) have some kind of chronic disease. A one of the most serious problem is students' smoking. Most of those who smoke, have smoker's experience over a period of 5 years and there are cases where child

begin smoke in primary school. The results of researches indicate the importance to search on the most effective forms and methods of understanding the concept of healthy lifestyles and create a positive attitude towards their health.

The following activities aimed at Health promotion are developed and carried out in Kiev higher vocational college of service and design:

- Annual medical examination of students (orphans and students with disabilities - twice a year);
  - Healthy Days;
  - Sports events and competitions ;
  - Conversations between doctors, students and their parents;
  - Facultative of healthy lifestyles;
  - Design of wellness wallpapers;
  - Ensuring of locomotor activity ;
  - Organization of healthy nutrition;
  - Organization of sanitation at the time of respiratory viral infections and influenza
- Lectures-centre of medical knowledge in cooperation with professionals of Municipal Health Center , medical institutions, NGOs, etc.

According to the problems basic directions of work of the teaching staff were identified:

- studying the problem of learning a healthy lifestyle, checking the effectiveness of applied programs, forms and methods of educational work in vocational school;
- developing of teaching materials, booklets dedicated to a healthy lifestyle and evaluative attitude to health.

The criteria for the physical development of children related to their psychological health can be regarded as:

- sensitive attitude and interest in various forms of life ,
- expression of cognitive and creative activity,

- self motivation of practical life (advantage of internal motivation for external);
- beneficial influence of the surrounding.

It should be kept in mind that a child with low self-esteem, high levels of anxiety also cannot be considered mentally healthy.

Therefore, teacher or master must not suppress student needs in any case, opposite, to show his creativity and identify his interests .

Analyzing new approaches to the implementation of health- education functions [5-7], psychological services in Kiev Higher Vocational College of service and design were identified three main strategies of innovation:

- strategy of local changes - rationalization, renovation of classes and clubs software. In our case it is: the modernization of the educational proces . The use of psychological exercises in classes. Search of ways to upgrading these programs, their adaptation to school, implementation the educations, that support the basic rules for a healthy lifestyle, regardless of the type of creative activity, innovation , transformation, which change shape classes. For example: the program «Learning to be healthy» - unconventional forms of learning and educational activities .

- strategy of module changes - complete implementation of several innovations at different levels: educational, pedagogical, organizational. The collaboration of sport, artistic and aesthetic groups. The implementation of learning the basics of a healthy lifestyle in class groups.

- strategy of system changes - restoration of educational process content, organization, activities, goals and objectives, technology etc. This is a perspective direction of the implementation of health -preserving technologies in vocational schools.

The system of scientific and methodological support, professional development of teachers provides to involvement of tutors to innovating work. We consider innovative technologies of methodological work with pedagogues as stimulation process, characterized by the desire of the teacher to represent their

own understanding of the purpose of training and education. therefore, most of events are held in non-traditional ways. First of this is a trainings, which well accustomed in Kiev higher vocational college of service and design. All employees of the educational institution successfully taking over of training techniques, their elements are widely using during group and educational activities.

**Conclusions.** According to recent reports, Ukraine takes one of the last places in the world by standard of the life. Only one indicators by which our country is close to the most developed countries –the level of education. Thus, the tasks of the teachers to encourage student motivation to be healthy using various methods and innovative technologies. And then our young people will live in a country with high living standards and mortality in Ukraine significantly reduced.

Therefore, gradually organized innovative system using traditional forms and methods of education and different technologies provides positive motivation for a healthy lifestyle in teenagers.

### **References**

1. Бойченко Т. Валеологія – мистецтво бути здоровим / Т. Бойченко // Здоров'я та фізична культура (Шкільний світ). – 2005. - №2. – С.1
2. Завгородня, О. В. Психологічне здоров'я людини: теоретичні та прикладні аспекти [Текст] : монографія / О. В. Завгородня, Л. О. Курганська. — К. : Інформаційно-аналітичне агенство, 2008. — 167 с.
3. Закон України «Про загальну середню освіту» [Текст]: офіційний текст від 13 травня 1999 р. № 651-XIV // Офіційний вісник України. - 1999. - № 23. - С. 4-23.
4. Закон України «Про професійно-технічну освіту» [Текст] : офіційний текст від 10 лютого 1998 р. № 103/98-ВР // Бюлетень законодавства і юридичної практики
- 5.
6. України. - 2007. - № 8. - С. 266-272.

7. Таранова О. Здоров'язбережувальний педагогічний процес / О. Таранова, Г. Челах // Завуч. – 2008. – №19-20. – С. 10-15.

8. Формування здорового способу життя молоді: навч.-метод, посіб. для працівників соц. служб для сім'ї, дітей та молоді / [Т. В. Бондар, О. Г. Карпенко, Д. М. Дикова-Фаворська та ін.]. - К.: Укр. ін-т соц. дослідж., 2005. - 115 с. - (Серія "Формування здорового способу життя молоді": у 14 кн., кн. 13).

9. Шаповалова Т.Г. Вирішення валеологічних проблем засобами позашкільної освіти / Т. Г. Шаповалова // Проблеми освіти : Науково-методичний збірник / ІТЗО. - Київ, 2006. - Вип.49. - С. 119-125.

**PEDAGOGICAL CONDITIONS OF ECOLOGISTS PROFESSIONAL  
TRAINING IN DNIPROPETROVS'K STATE UNIVERSITY OF  
AGRICULTURE AND ECONOMICS**

Кулько В.А., старший викладач

Кулько В.А., старший преподаватель

Kul'ko V.A., Senior Teacher

*У статті розглядається питання щодо педагогічних умов професійної підготовки студентів у вищому навчальному закладі. На основі наукових досліджень видатних вчених проаналізовано та розкрито сутність понять «умови» та «педагогічні умови». Розглянуто погляди сучасних дослідників щодо педагогічних умов професійної підготовки студентів різних напрямів. Зроблено спробу визначити педагогічні умови професійної підготовки майбутніх екологів у Дніпропетровському державному аграрно-економічному університеті.*

*Ключові слова: умови, педагогічні умови, професійна підготовка, фахівець, кадрове забезпечення, методичне забезпечення, підхід.*

*В статье рассматривается вопрос относительно педагогических условий профессиональной подготовки студентов в высшем учебном заведении. На основе научных исследований выдающихся ученых проанализировано и раскрыто сущность понятий «условия» и «педагогические условия». Рассмотрены взгляды современных исследователей относительно педагогических условий профессиональной подготовки студентов различных направлений. Сделана попытка определить педагогические условия профессиональной подготовки будущих экологов в Днепропетровском государственном аграрно - экономическом университете.*

*Ключевые слова: условия, педагогические условия, профессиональная подготовка, специалист, кадровое обеспечение, методическое обеспечение, подход.*

*The article deals with the question of pedagogical conditions of students professional training in higher educational establishment. On the basis of scientific researches the concepts of «condition» and «pedagogical condition» are analyzed and revealed. The views of modern scholars as to pedagogical conditions of students training in various fields are considered. The attempt to investigate pedagogical conditions of professional future ecologist training Dnipropetrovs'k State University of Economics and Agriculture.*

*The effectiveness of future specialists training is largely determined by the realization of social prestige and personal significance of the chosen profession. Accounting and implementation of the learning process in terms of a means of training, which involves the assimilation of sufficient theoretical knowledge and practical skills, the formation of the necessary preconditions for their successful professional adaptation to new or changed circumstances.*

*The level of development of any country depends on the quality of training, logistical and pedagogical conditions of the educational process which should be established by universities. Only the state in which present education system has established and operates effectively will be successful and competitive in the process of global information technology revolution. This problem is intensified in the current global financial crisis and need from education, including vocational education, to examine the use of pedagogical conditions of effective practical training of future competitive professionals in the environmental field.*

*Key words: conditions, pedagogical conditions, professional training, specialist, people ware, methodological support, approach.*

**General issue definition.** The problem of students professional readiness for future activities is of particular relevance due to the requirements for competitive professionals in the labor market. Modern stage of society development imposes fundamentally new requirements to professionals and to work of higher education institutions engaged in their preparation. Young professional after graduation higher education establishment needs as a rule a lot of time to adapt to the professional activities. Although the adaptation to working

conditions at particular places occurs on the fundamental knowledge and skills that are obtained in high school, the availability of young specialist readiness to professional activity plays one of the main roles.

The extraordinary demands are made to ecologists professional training which are realized by performing certain tasks and important task. The essence of the first is to create conditions for the digestion of environmental knowledge by the students and form their practical skills and abilities, the second is to develop environmental consciousness, culture, ethics, morality and understanding the place in nature by the man, relations with the natural world and the universe. To increase the effectiveness of students professional training for their future ecological specialty it is necessary to define pedagogical conditions that contribute to the successful functioning of each component of the process.

**Analysis of recent research and publications.** Professional training of ecologists is the subject of researches E. Efimova, I Kondrashov, N. Lyz, N. Mamedov, G. Paputkovoyi, N. Ridey, K. Romanov, C. Rudyshyna, V. Bogolyubov, I. Vyshenkovoyi, A. Volodymyrovoyi, S. Deryaba, V. Zamostiana, V. Krysachenka, M. Musienko, A. Nekos, S. Stepanenko, V. Yasvina and others. By analyzing a series investigations, we can state that the problem of studying the pedagogical conditions is considered in the scientific work of many researchers, namely L. Volokovoyi, M. Dyachenko, O. Kachalova, V. Klimenko, A. Kulik, N. Mitrovoyi, O. Smirnova and others. Despite these significant theoretical and practical researches, the questions of future specialists training still remain uninvestigated enough, including the pedagogical conditions for increasing the efficiency of students training of ecological specialization.

**The aim of the research** is to determine the pedagogical conditions of future ecologists training.

**Main body of the research.** To determine the pedagogical conditions of future ecologists training, above all, it is necessary to clarify the meaning of term "condition".

The dictionary of S.I. Ozhegova defines conditions as the circumstances from which something depends on [1, p.837]. However, in philosophy the terms "conditions" and "circumstances" are not the same: the circumstances are external to the object and can include casual processes which do not affect the object and the conditions are understood as "a set of objects (things, processes, relationships, etc.) which are necessary for the accomplishment, existence or change of the object" [2, p. 286].

The concept "condition" is found in pedagogical literature. In particular, according to Y. Babanskii, "efficiency of educational process naturally depends on the context in which it takes place" [3, p.78]. Some authors to the pedagogical conditions include a set of objective content features, forms, methods and teaching techniques.

L. Karpenko defines the term "pedagogical condition" as a certain situation or circumstance that affects (inhibits or accelerates) the formation and development of pedagogical phenomena, processes, systems, personality quality [4, p.97]. According to A. Brazhnych pedagogical conditions are a set of objective content features, methods, organizational forms and material possibilities of teaching process that ensure the successful achievement of this goal [5, p.181].

Analysis of the psychological and pedagogical literature allowed to assign the following aspects of the definition "conditions": it is a set of objective content features, forms, methods, material and spatial surroundings aimed at solving problems; category which is defined as a system of specific forms, methods and material conditions, real situations that are objectively or subjectively established which are necessary to achieve specific pedagogical goal. Pedagogical conditions are divided into external and internal depending on the way of educational process influence [6, p.85].

V. Zhernov determines that the external conditions are the product of the functioning of the political, social, economic, educational and other systems of the external surroundings and are implemented through relevant factors. Under internal conditions the author defines the pedagogical conditions that are derivative

tasks of proper educational process and a set of educational activities that provide effective solutions of these tasks.

E. Ivanchenko, having explored the process of formation the future economists professional mobility, determines pedagogical conditions as the circumstance that affects the development of students professional and personal qualities and consideration of which is necessary for efficient formation of future economists professional mobility during the educational process and insists on considering these pedagogical conditions:

- creation a positive motivational guidance on professional mobility at personal and oriented studying;
- use of interdisciplinary connections in the process of future economists training;
- use of modern information technology to teach students by means of resolving professional tasks [7].

In the thesis "Pedagogical conditions of the motivation of professional activity of law enforcement agencies specialists" A. Odegova assigns the following conditions:

- grounds and application of complex techniques of psychological and educational diagnosis focused on recognizing and formation of motivation of students professional activities in university;
- development and application of educational program for formation of motivation of students professional activities in university;
- implementation of motivational and developmental pedagogical surroundings in universities that promotes the formation and development of students educational and professional activities[8].

Based on psychological and educational researches, we have defined a number of priority pedagogical conditions that we believe will contribute to students professional training of ecological specialization.

One of the most important and necessary conditions for improving the efficiency of students professional training is staffing. Obviously, the content of future specialists training is determined by the goals and objectives of the

educational process of high school. Accordingly, the preparation of students should be provided with high skill of teaching staff capable for implementing the following functions:

- educational – mastering of comprehensive, professional and subject knowledge;
- developing – development of interests, needs, aptitudes and abilities of students;
- educative – formation of person professionally significant qualities, socially important motives and needs of students in professional activities;
- protective – increase social protection of future specialists.

An important condition for improving the efficiency of future ecologist training is implementation of personal and oriented approach to students. The studying process is individual and involves the use of various forms of teaching methods and ways of students life based on their personal characteristics. The purpose of implementing the above condition is the formation of personality, capable to self-development. To achieve this goal it is necessary to have the refusal from such organization of professional training under which educational activity is reduced to the process of reproductive learning (appropriation and consumption of knowledge), not to its production. Training should represent the activity, in which student not only develops the knowledge and methods of their structure, but he creates new knowledge, where the focus is the personality, originality, self-worth, subjective experience of each person. In fact, it is a making subjective experience activity.

Personal and oriented approach to students has several features, among which are the implementation of joint activities of students and teachers, special type of interaction and relationships between them, it is based on the unity of content and objectives of this activity, which acts as the most important preconditions for the development of personal performance.

The effectiveness of future specialists training is largely determined by the realization of social prestige and personal significance of the chosen profession. Accounting and implementation of the learning process in terms of a means of training, which involves the assimilation of sufficient theoretical knowledge and

practical skills, the formation of the necessary preconditions for their successful professional adaptation to new or changed circumstances.

Next, the equally important pedagogical condition is a necessity to ensure methodical process of future specialists training as methodical equipment is one of the conditions of efficiency and the means of achieving qualitative work and its results.

Evaluating the effectiveness of methodical support of students professional training process it is necessary to identify its variants such as: informational and methodical, normative and methodological, technological and programmed. Methodical support is called to orient the student in the content of educational process and the most effective methods of implementation. It aims to improve the method of teaching, innovation in education technology and its effective control.

**Conclusion.** The level of development of any country depends on the quality of training, logistical and pedagogical conditions of the educational process which should be established by universities. Only the state in which present education system has established and operates effectively will be successful and competitive in the process of global information technology revolution. This problem is intensified in the current global financial crisis and need from education, including vocational education, to examine the use of pedagogical conditions of effective practical training of future competitive professionals in the environmental field.

**Actual direction of further investigation is** to continue the research of pedagogical conditions of future specialists professional training.

#### **Literature**

1. Ожегов С.И. Словарь русского языка / С.И. Ожегов; под ред. Н.Ю. Шведовой. – М.: Рус. яз., 1990. – 921 с.
2. Философская энциклопедия / гл. ред. Ф.В. Константинов. – М.: Советская энциклопедия, 1967. – Т. 5. – 741с.
3. Бабанский Ю.К. Оптимизация учебно-воспитательного процесса: (методические основы) / Ю.К. Бабанский. – М.: Просвещение, 1982. – 192 с.

4. Краткий психологический словарь. / Ред.- сост. Л. А. Карпенко. Под общей ред. А. Н. Петровского, М. Г. Ярошевского. - Ростов-на-Дону, Изд-во "Феникс". - 1998. - 512 с.
5. Бражнич О. Г. Педагогічні умови диференційованого навчання учнів загальноосвітньої школи: дис. канд. пед. наук / О. Г. Бражнич. - Кривий Ріг, 2001. - 238 с.
6. Жернов В.И. Теоретико-методологические основы формирования профессионально-педагогической направленности личности студента педагогического вуза: [Монография] / В. И. Жернов. – Магнитогорск: Магнитогорский гос. пед. ин-тут, 1999. – 116 с.
7. Іванченко Є.А. Формування професійної мобільності майбутніх економістів у процесі навчання у вищих навчальних закладах: дис. ... кандидата пед. наук : 13.00.04 / Є. А. Іванченко. – О., 2005.
8. Одегова О. В. Педагогические условия формирования мотивации профессиональной деятельности специалистов связи силовых ведомств: автореф. дис... канд. пед. наук: 13.00.08/ Одегова О. В. – Санкт-Петербург, 2012. – 20 с.

# INNOVATIVE PEDAGOGICAL METHODS OF FORMING SOCIAL FOCUS IN MODERN EARLY CHILDHOOD EDUCATION

**Mansik V.**, undergraduate NUBiP Ukraine;

**Kubitskiy S.**, candidate of pedagogical sciences, associate professor

*This article describes an innovative pedagogical technology of social orientation preschool children. The peculiarities of method of forming social orientation "Fairy Maze Game" - the gradual inclusion of the copyright in the work of educational games baby with a gradual complication of educational material. Games that develop memory, imagination, perception, logical and creative thinking, language. With these games is made intellectual and creative development of children, psychological, special training for school. This technology - the use of games in the copyright system of permanent and progressive complications ("spiral"). Enabling games defined age characteristics of the child.*

*Use of innovative pedagogical methods of forming social orientation in modern pre-school education is an effective means of improving educational and methodical work, allowing you to make the process of teaching children and adults more interesting and effective.*

**Keywords:** *preschool children, form the social orientation of the individual, innovative teaching methods, technique "Fairy Maze Game".*

**Statement of the problem.** Preschool children - a brief but important period of identity formation. During these years, the child receives initial knowledge about the world, begins to form certain attitude to people, to work out skills and habits of correct behavior, consisting character. One of the areas of child development is the formation of the social orientation of the individual.

Various social and educational conditions of education of preschool children have different effects on the formation of personality, including its social orientation. The nature of this influence causes both changes and interaction in a range of symptoms of psychological characteristics that shape behavior. Defining these attributes will not only clarify the trends of modern culture behavior of children who live in rural areas, but also to develop social and pedagogical methods of prevention and correction of undesirable manifestations in shaping children's social orientation.

**Analysis of recent research and publications.** The problem of socialization and development of preschool children the subject of many studies, analysis of which reveals several aspects in her study of teachers and psychologists as L. Vygotsky, D. Elkonin, A. Zaporozhtsya S. Rubinstein et al. Preschool children are the subject of psychological and educational research D. Andreeva, M. Bekhterev, LS Vygotsky, AN Leont'ev, MA Lixin, Z. Rubinstein, B. Spock and others.

Several studies have indicated that communication skills conducive to mental development Preschooler (O. Cossack, MA Lixin, A. Ruza) will affect the overall level of activity (Boguslavskaya S., D. El'konin, S. Teryaeva).

Analysis of scientific literature on the topic of research has shown that, despite a number of theoretical and applied researches in the area of influence of the social environment on the behavior of children in pedagogy and psychology, behavioral component of the problem, depending on a variety of social and educational conditions surrounding child protection remains unresolved.

Therefore, the aim of the article is to examine innovative teaching technologies form the social orientation of preschool children in rural areas.

**The main material of research.** At the present stage of preschool pedagogy occurs updating a number of processes: updating, enriching educational content, the introduction of new approaches to working with children of different levels of innovation. One of the main innovations is the basic program of a child under school age "I am in the world." Its implementation requires some changes - more or less - in the educational process of each pre-school. Finding the most effective

forms, means, methods apply to all areas of influence in the development of preschool children. Optimization of the pedagogical process applies to the formation of the social orientation of children [1, p. 24].

In the fields of social orientation preschoolers there are some innovations that directly or indirectly influence the effectiveness of teaching and the impact of personality. Among these distinguished general pedagogical innovation approaches - competent (of communicative and social competence of children) - student-centered - integrated - communicative - individual [2, p. 54].

There are a number of innovative approaches, methods and technologies that are to some extent related to the formation of the social orientation of the child:

- Sotsioihrovyy approach EE Shulyeshka - teaching reading and writing on technology Shulyeshka E. and M. Zaitsev - creative development of methods for LB Fesyukovoyi;

- Development of communicative technology T. Pirozhenko more.

Generally recognized innovation in the field of communication development of children is a method A. Bogush and NV Gavrish. This technique is incorporated and takes into account all the new approaches and technologies offered on "Teacher market".

According to the observations problematic area in the process of social orientation of preschoolers for some time is to familiarize children with fiction: reading and storytelling works, transfer, recitation, creative storytelling, working with children's illustration and more. Out of the practice of literary studies with all of these types of work have become haphazard natures. Someone does not consider the work of an important work of art, one cannot find her rightful place among the other species [3, p. 3-4 ].

It is important to realize that the formation of social orientation and including art- speech activity with children is a component of many types of educational work: cognitive development, literacy, artistic and aesthetic development, patriotic education, becoming a leading business and more. Everyone is familiar nyzochka activities of depiction: a picture to see who the artist - read the good work - see

who around - painted beautiful landscapes - rhyme learned about spring - a decent tale of the first spring flowers.

Innovation is the use of symbolic models based on literature and folklore to play the main storyline of the composition (by L. Wenger) in communication and graphic work.

Different types of theatrical contribute to the development of personal activity, ability to form flexible, mobile, divergent images, set feedback within aesthetic experience, and creatively synthesize their experiences of perceived information. All this is part of the competence of the child [4, p. 76].

Leading means pedagogical work should be dialogue with the adult child as a form of activity - work.

Another problem area is the organic combination of communicative and supports her child and cognitive development in various activities - that is, the use of an integrated approach.

Thinking, speech, communication and work in child preschooler closely related. The child learns the surrounding reality through the senses - touching, feeling the taste, smell, see and hear what is around her. On the basis of the perceived (feel seen, heard) it has formed an idea and composed a definite judgment. Just like the reality on the child's thinking affects language. Diverse sensual touch experience combined with the word baby and, later, the word is a symbol object attributes, actions, concepts [5, p. 87].

Activity preschoolers should be encouraged. One way to stimulate children's activity is the use of interactive learning. Its essence lies in a constant direct or indirect promotion of children's active cooperation (with adults, peers) on the activity and speech level.

Important emotional mood of cognitive and communicative activities. Adults can support mood of interest, showing that it combines with the child: lack of a clear sample solution, focus on the search for possible solutions, concern about the situation, confidence in the success of the search.

Innovative teaching technologies are specific and quite complex, requiring special knowledge, skills and abilities. The technique of forming social orientation "Fairy Maze Game".

Methods "Fairy Maze Game" (Methods of forming social orientation in terms of rural PEI) - a system of gradual inclusion of educational games copyright to the child's activity with the gradual complication of educational material. Games that develop memory, imagination, perception, logical and creative thinking, language. With these games is made intellectual and creative development of children, psychological, special training for school. This technology - the use of games in the copyright system of permanent and progressive complications ("spiral"). Enabling games defined age characteristics of the child.

Game plus tale. The first principle methods of forming social orientation "Fairy Maze Game" is learning game preschool children. The idea of children in the game is not new. The new thing here is that almost the entire process of teaching a child under school age actually built into the game. Methods of forming social orientation "Fairy Maze Game" - a game form the interaction of adults and children through the implementation of a specific scene (games and stories).

In this educational task included in the content.

Educational games make learning interesting occupation for the baby, remove the problem of motivation plan, and give rise to an interest in the acquired knowledge, abilities and skills. The use of educational games in the pedagogical process enables you to redesign educational activity: switch from usual activities with children in cognitive play, self-organized or older. Stained friendly emotional communication with adults in the game, perform the tasks fun, bright, colorful decoration game guides make the child happy in preschools. For more games provide motivation and methodological tale. Their story weaves seamlessly system issues, problems, exercises. Very convenient - you read a story; the child listens to her and in the course of the story answers questions, performs tasks.

"Fabulous Maze Game" - is a method of forming the social orientation of children (author's tales, a large number of meaningful games that focused on

various aspects of child development - mathematics, engineering, preparation for reading, shared games for children and adults), and it is a feature .

Intelligence. The second principle method of forming social orientation "Fairy Maze Game" is to build such a child play, which resulted in developing mental processes, attention, memory, imagination, thinking and language. Continuous and progressive complication Games allows you to maintain the child's activity in the area of optimal complexity. Intensive development contributes to the productive activities that create a "zone of proximal development". In each game child acquire some "objective" results.

It is no accident much emphasis on the development of intelligence of preschool children. Typically, develop verbal intelligence that is "acquired". Mom reading a baby book, considering it encyclopedias, drives it into a museum. As a result, the child knows a lot, a lot of what I heard. But in this ointment is spoon dirt. There is no guarantee that these children will continue to do well. They may be poorly developed nonverbal intelligence that is "innate".

Psychologists say that promote innate intelligence is difficult. Games primarily focused on their development, and the provision of a method of forming a social orientation "Fairy Maze Game" is the development of non-verbal intelligence in children.

Creativity. Another principle method of forming social orientation "Fairy Maze Game" is an early creative development of preschool children. The game creates the conditions for the exercise of creativity, encourages the development of creative abilities of the child. Adults can only use this natural need for gradual involvement of children in complex and creative forms of gaming activity.

Methods of implementation method of forming social orientation "Fairy Maze Game". Features of the method of forming social orientation such that we should work to rebuild the institutions to break the familiar structure and build a new one. Methods organically woven into the familiar rhythm of life and the educational objectives of the program being implemented. The only difficulty faced by teacher

- a stereotype of their own behavior. The game does not involve an adult in a relationship - the dominance of the adult child of a child, it dictates partnerships.

The aim of the method of forming social focus is: - the development of a child's educational interests wants and needs to know the new - the development of observation, research finding surrounding activities;

- The development of imagination, creative thinking (see ordinary object from a different angle) - Balanced and harmonious development of children - the formation of basic concepts (math, about the world, language skills);

- To promote the socialization of children in rural settings.

Game material focuses on three areas of work with children:

1 - stage - selection of games, according to the interests, abilities of children.

2 - stage - selection of appropriate tasks.

3 - phase - the gradual use of all the games that are supplied.

Referrals method of forming social orientation (task):

1. Familiarize children with shapes, colors fix.

2. Learn to form geometric shapes on Heokonti, two-color square.

3. Learning to navigate the plane. The concept: in the middle, between, above, right, left corner, right left, bottom corner.

4. Develop imagination, memory while teaching subjects (house, table, candy, airplane, boat).

In the method of forming social focus includes the following sections: "Educational Game", "Game teaching tools", "Teaching tips for teachers and parents of preschoolers 'and applications ' distribution program content in games", "Sample synopses activities with children. "Work by the method of forming social focus on children "Fairy Maze Game" can start from any age preschool children. Methods "Fairy Maze Game" is a feature-rich and diverse, ohvachuye a broad age range, helps children and adults to realize the creative potential and contribute to the development of intellectual abilities.

In the first stage via surveys Preschoolers are introduced to color, shape, learn some ideas. In the second step - using the image concept memorize the characters.

The next stage - familiarity with the laws, principles of interaction (increase, addition, transformation), plan their actions. Permanent complications of games provide support children's activities in the area of optimal complexity. Thus, the realization of the principle of potential development. All games combined into sets on the principle of gradual and permanent complications. Thus, the proposed combination is a gaming system and provides for intensive development of the child's attention, memory, imagination, language, logical and creative thinking. Integrative performed mathematical training preschoolers, familiarize them with the outside world, developing language skills and graphic skills. The methodology includes games that can help you prepare your child to take up this important process as learning. The application of the proposed system games in the educational activity not only helps equip children with the knowledge, skills, skills, but above all, promotes personal development child preschooler.

The use of gaming technology in the educational process, when all the training work is based on gaming activities preschoolers, creating conditions for the developing creative attitude of teachers towards their work, removes psychological stereotypes.

Innovative teaching methods of forming social orientation in modern preschools certify a new stage of cooperation and the development of scientific, educational and pedagogical work and the process of applying the results. The complexity, diversity of educational activities is a factor that leaves room for a lot of educational technologies, dynamic production is constantly increasing. A wide spectrum Multivariate teaching methods necessitate classification. The most advanced among many believed the classification under which educational technology sale by various systemic and instrumentally important features. According combined teaching methods were singled out:

1. In terms of application - general teaching (relating to general principles of educational processes) - subject (designed to improve the teaching of certain subjects ) - local and modular ( include partial change of educational phenomena).

2. According to a leading factor in mental development: - nutrients (leading role of biological factors), - sotsiogeny (dominated by social factors) - psychogenic (leading role of psychological factors).

3. For the philosophical basis: - materialistic and idealistic;

- Dialectical and metaphysical - science and religion - humanistic and inhumane - anthropomorphic (Greek arthropods - man and Sophia - wisdom) and theosophic (based on the doctrine of universal absolute, the divine essence of all things) - free education and enforcement, etc.

4. According to the scientific concept of assimilation of experience: - associative reflex (based on the theory of the formation of concepts) - behaviors - rystski (born behaviors (u) rism, from behavior (u) r - behavior) ( the basis is the theory of learning ) - Training ( based on the theory of ability);

- Suggestive (based on a suggestion ) - NLP (neuro-linguistic programming based on ) - heshtalttehnolohiyi (German: Gestalt - a holistic form, image, structure and technology) and others. (based on psychotherapeutic effects).

5. For the relationship to the child: - authoritarian (based on a clear over-regulation) - dydaktotsentrystski (centered on learning);

- Student-oriented (humane and personal technology cooperation, technology free education).

6. By focusing on personality structure: - information (creation of knowledge, skills) - Operating (forming methods of mental activities) - the emotional and artistic and emotional and moral (the formation of the field of aesthetic and moral relations) - self Technology (samoupravlyayuchyh formation mechanisms personality) - heuristic (the development of creative abilities) - applied (effectively forming practical sphere) technology.

7. By type of organization and management of cognitive activity:

- Structural and logical learning technology (incremental formulation of instructional objectives, selecting their solutions, diagnosis and evaluation of the results) - Integration Technology (didactic systems that provide integration riznopredmetnyh knowledge and skills of various activities at the level of

integrated courses , training topics, educational issues and other forms of training)  
- gaming technology (uniforms interaction between teacher and children, which promotes skills to solve a task based on competent choice of alternatives through the implementation of the scene). In education using theater, business, role-playing, computer games, simulation exercises, game design, etc.; - Computer technology (implemented in teaching computer-based training systems based on the interaction of "Teacher - Computer - pupil" through information, training, developmental, regulatory and other programs) - interactive technology (related to the creation of communication environment, expanding space cooperation on subject- level "student - teacher", "teacher - author" "ratio - by" et al.) - training technologies (system testing activities on certain algorithms ' educational activities and ways to solve common tasks in the learning process - tests, psychological trainings intellectual development, solution management problems) [6 ].

**Conclusions.** Thus, the use of innovative teaching methods of forming social orientation in modern pre-school education is an effective means of improving educational and methodical work, allowing you to make the process of teaching children and adults more interesting and effective.

### References

1. Basic program of a child under school age "I am in the world." - K., 2009. - 125 p.
2. The basic component of preschool education in Ukraine // Board. closed. - 1999. - №1. - 143 p.
3. Bogush A. Methods of art and language activities of children in pre-school / A. Bogush, N. Gavrish, T. Cat. - K., 2006. - 327 p.
4. Bogush A. Preschool linguodidactics: Theory and methods of teaching children their native language: Tutorial / Ed. A. Bogush. - K., 2007. - 265 p.
5. Beh I. Parenting Personality / I. Beh. - K., 2008. - 848 p.
6. Innovative technology education of preschool children: Teach method. guidance / Ed. O. Draft. - Poltava, 2006. - 112 p.

# INNOVATIVE PEDAGOGICAL METHODS OF FORMING SOCIAL FOCUS IN MODERN EARLY CHILDHOOD EDUCATION

**Mansik V.**, undergraduate NUBiP Ukraine;

**Kubitskiy S.**, candidate of pedagogical sciences, associate professor

*This article describes an innovative pedagogical technology of social orientation preschool children. The peculiarities of method of forming social orientation "Fairy Maze Game" - the gradual inclusion of the copyright in the work of educational games baby with a gradual complication of educational material. Games that develop memory, imagination, perception, logical and creative thinking, language. With these games is made intellectual and creative development of children, psychological, special training for school. This technology - the use of games in the copyright system of permanent and progressive complications ("spiral"). Enabling games defined age characteristics of the child.*

*Use of innovative pedagogical methods of forming social orientation in modern pre-school education is an effective means of improving educational and methodical work, allowing you to make the process of teaching children and adults more interesting and effective.*

**Keywords:** *preschool children, form the social orientation of the individual, innovative teaching methods, technique "Fairy Maze Game".*

**Statement of the problem.** Preschool children - a brief but important period of identity formation. During these years, the child receives initial knowledge about the world, begins to form certain attitude to people, to work out skills and habits of correct behavior, consisting character. One of the areas of child development is the formation of the social orientation of the individual.

Various social and educational conditions of education of preschool children have different effects on the formation of personality, including its social orientation. The nature of this influence causes both changes and interaction in a range of symptoms of psychological characteristics that shape behavior. Defining these attributes will not only clarify the trends of modern culture behavior of children who live in rural areas, but also to develop social and pedagogical methods of prevention and correction of undesirable manifestations in shaping children's social orientation.

**Analysis of recent research and publications.** The problem of socialization and development of preschool children the subject of many studies, analysis of which reveals several aspects in her study of teachers and psychologists as L. Vygotsky, D. Elkonin, A. Zaporozhtsya S. Rubinstein et al. Preschool children are the subject of psychological and educational research D. Andreeva, M. Bekhterev, LS Vygotsky, AN Leont'ev, MA Lixin, Z. Rubinstein, B. Spock and others.

Several studies have indicated that communication skills conducive to mental development Preschooler (O. Cossack, MA Lixin, A. Ruza) will affect the overall level of activity (Boguslavskaya S., D. El'konin, S. Teryaeva).

Analysis of scientific literature on the topic of research has shown that, despite a number of theoretical and applied researches in the area of influence of the social environment on the behavior of children in pedagogy and psychology, behavioral component of the problem, depending on a variety of social and educational conditions surrounding child protection remains unresolved.

Therefore, the aim of the article is to examine innovative teaching technologies form the social orientation of preschool children in rural areas.

**The main material of research.** At the present stage of preschool pedagogy occurs updating a number of processes: updating, enriching educational content, the introduction of new approaches to working with children of different levels of innovation. One of the main innovations is the basic program of a child under school age "I am in the world." Its implementation requires some changes - more or less - in the educational process of each pre-school. Finding the most effective

forms, means, methods apply to all areas of influence in the development of preschool children. Optimization of the pedagogical process applies to the formation of the social orientation of children [1, p. 24].

In the fields of social orientation preschoolers there are some innovations that directly or indirectly influence the effectiveness of teaching and the impact of personality. Among these distinguished general pedagogical innovation approaches - competent (of communicative and social competence of children) - student-centered - integrated - communicative - individual [2, p. 54].

There are a number of innovative approaches, methods and technologies that are to some extent related to the formation of the social orientation of the child:

- Sotsioihrovyy approach EE Shulyeshka - teaching reading and writing on technology Shulyeshka E. and M. Zaitsev - creative development of methods for LB Fesyukovoyi;

- Development of communicative technology T. Pirozhenko more.

Generally recognized innovation in the field of communication development of children is a method A. Bogush and NV Gavrish. This technique is incorporated and takes into account all the new approaches and technologies offered on "Teacher market".

According to the observations problematic area in the process of social orientation of preschoolers for some time is to familiarize children with fiction: reading and storytelling works, transfer, recitation, creative storytelling, working with children's illustration and more. Out of the practice of literary studies with all of these types of work have become haphazard natures. Someone does not consider the work of an important work of art, one cannot find her rightful place among the other species [3, p. 3-4 ].

It is important to realize that the formation of social orientation and including art- speech activity with children is a component of many types of educational work: cognitive development, literacy, artistic and aesthetic development, patriotic education, becoming a leading business and more. Everyone is familiar nyzochka activities of depiction: a picture to see who the artist - read the good work - see

who around - painted beautiful landscapes - rhyme learned about spring - a decent tale of the first spring flowers.

Innovation is the use of symbolic models based on literature and folklore to play the main storyline of the composition (by L. Wenger) in communication and graphic work.

Different types of theatrical contribute to the development of personal activity, ability to form flexible, mobile, divergent images, set feedback within aesthetic experience, and creatively synthesize their experiences of perceived information. All this is part of the competence of the child [4, p. 76].

Leading means pedagogical work should be dialogue with the adult child as a form of activity - work.

Another problem area is the organic combination of communicative and supports her child and cognitive development in various activities - that is, the use of an integrated approach.

Thinking, speech, communication and work in child preschooler closely related. The child learns the surrounding reality through the senses - touching, feeling the taste, smell, see and hear what is around her. On the basis of the perceived (feel seen, heard) it has formed an idea and composed a definite judgment. Just like the reality on the child's thinking affects language. Diverse sensual touch experience combined with the word baby and, later, the word is a symbol object attributes, actions, concepts [5, p. 87].

Activity preschoolers should be encouraged. One way to stimulate children's activity is the use of interactive learning. Its essence lies in a constant direct or indirect promotion of children's active cooperation (with adults, peers) on the activity and speech level.

Important emotional mood of cognitive and communicative activities. Adults can support mood of interest, showing that it combines with the child: lack of a clear sample solution, focus on the search for possible solutions, concern about the situation, confidence in the success of the search.

Innovative teaching technologies are specific and quite complex, requiring special knowledge, skills and abilities. The technique of forming social orientation "Fairy Maze Game".

Methods "Fairy Maze Game" (Methods of forming social orientation in terms of rural PEI) - a system of gradual inclusion of educational games copyright to the child's activity with the gradual complication of educational material. Games that develop memory, imagination, perception, logical and creative thinking, language. With these games is made intellectual and creative development of children, psychological, special training for school. This technology - the use of games in the copyright system of permanent and progressive complications ("spiral"). Enabling games defined age characteristics of the child.

Game plus tale. The first principle methods of forming social orientation "Fairy Maze Game" is learning game preschool children. The idea of children in the game is not new. The new thing here is that almost the entire process of teaching a child under school age actually built into the game. Methods of forming social orientation "Fairy Maze Game" - a game form the interaction of adults and children through the implementation of a specific scene (games and stories).

In this educational task included in the content.

Educational games make learning interesting occupation for the baby, remove the problem of motivation plan, and give rise to an interest in the acquired knowledge, abilities and skills. The use of educational games in the pedagogical process enables you to redesign educational activity: switch from usual activities with children in cognitive play, self-organized or older. Stained friendly emotional communication with adults in the game, perform the tasks fun, bright, colorful decoration game guides make the child happy in preschools. For more games provide motivation and methodological tale. Their story weaves seamlessly system issues, problems, exercises. Very convenient - you read a story; the child listens to her and in the course of the story answers questions, performs tasks.

"Fabulous Maze Game" - is a method of forming the social orientation of children (author's tales, a large number of meaningful games that focused on

various aspects of child development - mathematics, engineering, preparation for reading, shared games for children and adults), and it is a feature .

Intelligence. The second principle method of forming social orientation "Fairy Maze Game" is to build such a child play, which resulted in developing mental processes, attention, memory, imagination, thinking and language. Continuous and progressive complication Games allows you to maintain the child's activity in the area of optimal complexity. Intensive development contributes to the productive activities that create a "zone of proximal development". In each game child acquire some "objective" results.

It is no accident much emphasis on the development of intelligence of preschool children. Typically, develop verbal intelligence that is "acquired". Mom reading a baby book, considering it encyclopedias, drives it into a museum. As a result, the child knows a lot, a lot of what I heard. But in this ointment is spoon dirt. There is no guarantee that these children will continue to do well. They may be poorly developed nonverbal intelligence that is "innate".

Psychologists say that promote innate intelligence is difficult. Games primarily focused on their development, and the provision of a method of forming a social orientation "Fairy Maze Game" is the development of non-verbal intelligence in children.

Creativity. Another principle method of forming social orientation "Fairy Maze Game" is an early creative development of preschool children. The game creates the conditions for the exercise of creativity, encourages the development of creative abilities of the child. Adults can only use this natural need for gradual involvement of children in complex and creative forms of gaming activity.

Methods of implementation method of forming social orientation "Fairy Maze Game". Features of the method of forming social orientation such that we should work to rebuild the institutions to break the familiar structure and build a new one. Methods organically woven into the familiar rhythm of life and the educational objectives of the program being implemented. The only difficulty faced by teacher

- a stereotype of their own behavior. The game does not involve an adult in a relationship - the dominance of the adult child of a child, it dictates partnerships.

The aim of the method of forming social focus is: - the development of a child's educational interests wants and needs to know the new - the development of observation, research finding surrounding activities;

- The development of imagination, creative thinking (see ordinary object from a different angle) - Balanced and harmonious development of children - the formation of basic concepts (math, about the world, language skills);

- To promote the socialization of children in rural settings.

Game material focuses on three areas of work with children:

1 - stage - selection of games, according to the interests, abilities of children.

2 - stage - selection of appropriate tasks.

3 - phase - the gradual use of all the games that are supplied.

Referrals method of forming social orientation (task):

1. Familiarize children with shapes, colors fix.

2. Learn to form geometric shapes on Heokonti, two-color square.

3. Learning to navigate the plane. The concept: in the middle, between, above, right, left corner, right left, bottom corner.

4. Develop imagination, memory while teaching subjects (house, table, candy, airplane, boat).

In the method of forming social focus includes the following sections: "Educational Game", "Game teaching tools", "Teaching tips for teachers and parents of preschoolers 'and applications ' distribution program content in games", "Sample synopses activities with children. "Work by the method of forming social focus on children "Fairy Maze Game" can start from any age preschool children. Methods "Fairy Maze Game" is a feature-rich and diverse, ohvachuye a broad age range, helps children and adults to realize the creative potential and contribute to the development of intellectual abilities.

In the first stage via surveys Preschoolers are introduced to color, shape, learn some ideas. In the second step - using the image concept memorize the characters.

The next stage - familiarity with the laws, principles of interaction (increase, addition, transformation), plan their actions. Permanent complications of games provide support children's activities in the area of optimal complexity. Thus, the realization of the principle of potential development. All games combined into sets on the principle of gradual and permanent complications. Thus, the proposed combination is a gaming system and provides for intensive development of the child's attention, memory, imagination, language, logical and creative thinking. Integrative performed mathematical training preschoolers, familiarize them with the outside world, developing language skills and graphic skills. The methodology includes games that can help you prepare your child to take up this important process as learning. The application of the proposed system games in the educational activity not only helps equip children with the knowledge, skills, skills, but above all, promotes personal development child preschooler.

The use of gaming technology in the educational process, when all the training work is based on gaming activities preschoolers, creating conditions for the developing creative attitude of teachers towards their work, removes psychological stereotypes.

Innovative teaching methods of forming social orientation in modern preschools certify a new stage of cooperation and the development of scientific, educational and pedagogical work and the process of applying the results. The complexity, diversity of educational activities is a factor that leaves room for a lot of educational technologies, dynamic production is constantly increasing. A wide spectrum Multivariate teaching methods necessitate classification. The most advanced among many believed the classification under which educational technology sale by various systemic and instrumentally important features. According combined teaching methods were singled out:

1. In terms of application - general teaching (relating to general principles of educational processes) - subject (designed to improve the teaching of certain subjects ) - local and modular ( include partial change of educational phenomena).

2. According to a leading factor in mental development: - nutrients (leading role of biological factors), - sotsiogeny (dominated by social factors) - psychogenic (leading role of psychological factors).

3. For the philosophical basis: - materialistic and idealistic;

- Dialectical and metaphysical - science and religion - humanistic and inhumane - anthropomorphic (Greek arthropods - man and Sophia - wisdom) and theosophic (based on the doctrine of universal absolute, the divine essence of all things) - free education and enforcement, etc.

4. According to the scientific concept of assimilation of experience: - associative reflex (based on the theory of the formation of concepts) - behaviors - rystski (born behaviors (u) rism, from behavior (u) r - behavior) ( the basis is the theory of learning ) - Training ( based on the theory of ability);

- Suggestive (based on a suggestion ) - NLP (neuro-linguistic programming based on ) - heshtalttehnolohiyi (German: Gestalt - a holistic form, image, structure and technology) and others. (based on psychotherapeutic effects).

5. For the relationship to the child: - authoritarian (based on a clear over-regulation) - dydaktotsentrystski (centered on learning);

- Student-oriented (humane and personal technology cooperation, technology free education).

6. By focusing on personality structure: - information (creation of knowledge, skills) - Operating (forming methods of mental activities) - the emotional and artistic and emotional and moral (the formation of the field of aesthetic and moral relations) - self Technology (samoupravlyayuchyh formation mechanisms personality) - heuristic (the development of creative abilities) - applied (effectively forming practical sphere) technology.

7. By type of organization and management of cognitive activity:

- Structural and logical learning technology (incremental formulation of instructional objectives, selecting their solutions, diagnosis and evaluation of the results) - Integration Technology (didactic systems that provide integration riznopredmetnyh knowledge and skills of various activities at the level of

integrated courses , training topics, educational issues and other forms of training)  
- gaming technology (uniforms interaction between teacher and children, which promotes skills to solve a task based on competent choice of alternatives through the implementation of the scene). In education using theater, business, role-playing, computer games, simulation exercises, game design, etc.; - Computer technology (implemented in teaching computer-based training systems based on the interaction of "Teacher - Computer - pupil" through information, training, developmental, regulatory and other programs) - interactive technology (related to the creation of communication environment, expanding space cooperation on subject- level "student - teacher", "teacher - author" "ratio - by" et al.) - training technologies (system testing activities on certain algorithms ' educational activities and ways to solve common tasks in the learning process - tests, psychological trainings intellectual development, solution management problems) [6 ].

**Conclusions.** Thus, the use of innovative teaching methods of forming social orientation in modern pre-school education is an effective means of improving educational and methodical work, allowing you to make the process of teaching children and adults more interesting and effective.

### References

1. Basic program of a child under school age "I am in the world." - K., 2009. - 125 p.
2. The basic component of preschool education in Ukraine // Board. closed. - 1999. - №1. - 143 p.
3. Bogush A. Methods of art and language activities of children in pre-school / A. Bogush, N. Gavrish, T. Cat. - K., 2006. - 327 p.
4. Bogush A. Preschool linguodidactics: Theory and methods of teaching children their native language: Tutorial / Ed. A. Bogush. - K., 2007. - 265 p.
5. Beh I. Parenting Personality / I. Beh. - K., 2008. - 848 p.
6. Innovative technology education of preschool children: Teach method. guidance / Ed. O. Draft. - Poltava, 2006. - 112 p.

## **APPROACHES TO FORMING LINGUA INFORMATIONAL COMPETENCE OF FUTURE INTERPRETERS**

**Monashnenko A., postgraduate student**

*The article describes the concept of linguistic and information competence for future translators and defined linguistic and information competency as key competencies for future translators. The term "competence" is a complex capacitive sense, as covering different sides of personality. The linguistic competence refers to the development of students' ability to assimilate, activate and systematize linguistic units: the vocabulary of the language, phonetic principles, rules of grammar, gaining knowledge about the expression of cultural values in the native language and the foreign language. Information competence covers the knowledge of regional geographic features of foreign speakers, their traditions, etiquette, habits, behavior and the ability to use in the translation process.*

*They had selected and examined competence and student-activity approaches. The essence of the competence approach is a set of general principles defining the goals of education, selection of educational content of the educational process and assessment of educational outcomes. They had characterized student-activity approach as the basis for the interaction of teachers and students in learning.*

**Keywords:** *linguistic and information competence, competence approach, student-activity approach, interpreter.*

**Formulation of the problem in the general form.** The reform process taking place in our country affected all levels of the education system, including higher education. Today, a university graduate, in addition to deep knowledge,

should be able to freely think and act creatively, independently and unconventional. In modern society the educational system must focus on student-centered training of personnel policy areas which are intellectual and moral development of the individual from its attraction to self-employment in various fields.

**The analysis of last publications.** Analysis of the research of scholars such as V. Kogan, V. Laptev, O. Lebedev, A. Pinsky, I. Frumin, A. Khutorskoi, J. Bibik, I. Zyazyun, I. Ermakov, L. Kondrashov, A. Ovcharuk A. Pometun, I. Rodyhina, A. Savchenko shows that competence approach in higher education is a response to the challenge of time, its problem, which is becoming creative and highly professional translation industry. Scientists say that the achievement of this goal may be due to changes in the content of higher education under the new approach - the competence.

Fundamentals of a person-activity approach investigated L. Vygotskii, A. Leontyev, S. Rubinstein, B. Ananyev. In the national pedagogy and psychology major contribution to the study of person-activity approach have made A. Leontiev and S. Rubinstein.

**The main material.** The term “competence” has a difficult receptive meaning as covering different sides of personality. Linguistic competence in methods of teaching foreign languages is meant development of the student’s ability to absorb, activate and organize linguistic units: the vocabulary of the language, phonetic principles, rules of grammar, gaining knowledge about the expression of cultural values in the native language and the language that is being studied. Linguistic competence is the ability to operate the acquired knowledge (lexical, grammatical, phonetic), which enable the proper construction of expressions in translation.

Informational competence covers the knowledge and regional geographic features of native speakers, their traditions, etiquette, habits, behavior and the ability to use in the translation process. Informational competence is the ability to manage the acquired knowledge not only about the culture, traditions and customs

of the native people, but also the culture of foreign people for the purpose of reasonable interpretation.

Thus, linguistic and information competence is an important component of translator training. The elements of linguistic and information competence of the future interpreters include: the availability of the installation for the implementation of future translators abilities, willingness to cooperate, linguistic culture, focus on recognizing positive qualities, significance of the other; understand and take account of their behavior in the emotional state of another, the ability to organize a positive feedback with someone, the presence of communication skills: greet, interact, ask questions, respond actively listen, evaluate, request support and so on, self-esteem, knowledge of their own strengths, the ability to use them in their activities, the ability to control their emotional states, language culture, which includes the possession of the statutory language that excludes lexical, stylistic, orthoepic and other violations.

According to teachers, it is mastering competencies may enable students to gain skills and establish itself as a specialist in a particular area. Today, despite some differences in approaches, U.S. experts identify three main components of competency education: a formation of knowledge, skills and personal values [6, p.16]. Thus, under the competence of human pedagogues understand specifically structured (organized) sets of knowledge, skills and attitudes that they acquire during training. They allow a person to determine that identify and resolve, regardless of the context (the situation) problems specific to certain areas [2, c.17].

In order to improve the learning of future interpreters, there are different approaches: competency, synergistic, integrative and modular, student-active, systematic and structural, and others. Pointing to the specific professional activity of future interpreters for the effective implementation of a system that requires the use of linguistic and informational knowledge and the appropriate skills and knowledge that characterize features of the translation process, the ability to intercultural dialogue, we focused on the following approaches: competency and personal and activity approaches.

To consider the competency approach, we determine what is meant by "approach" at all. In the literature, the notion of approach is used as a set of ideas, principles, methods, underlying problem solving. We believe that the approach is a way of solving the problem, which reveals the basic idea, socio-economic, philosophical, psychological and pedagogical assumptions, the main objectives, principles, stages and mechanisms of achieving the goals.

D.A. Ivanov said that the competence approach - an attempt to harmonize the regular school and labor market needs, an approach that focused on the result of the formation, with as a result not seen the amount assimilated information and a person's ability to act in different situations [3, p. 65].

Competence approach, according to O. Lebedev, is a set of common principles defining the goals of education, selection of educational content of the educational process and assessment of educational outcomes. These principles include the following provisions:

- basis of education is to develop students' ability to solve problems in various fields and activities on the basis of social experience, part of which is the students and their experiences;
- the content of education is didactically adapted social experience addressing cognitive, ideological, moral, political and other issues;
- the content of the educational process is to create the conditions for the formation of the student experience of independent solution cognitive, communicative, organizational, ethical and other issues of educational content;
- assessment of educational outcomes based on analysis of the levels of education achieved by students at a particular stage of training [5, p. 5-6].

Competence approach is regarded as one of the foundations of modern education renewal, as it allows bridging the gap between cognitive, activity and personal level of future expert [1, p. 32].

According to the above listed, we believe that competence approach plays an important role in the formation of linguistic and informational competence of future interpreters.

Student-activity approach was first viewed in the writings of B. Anan'ev, L. Vygotskii, S. Rubinstein, where the individual is seen as an activity that formed itself in the activities and communicating with others, determines nature of the activity and communication [4].

Student-activity approach is considered the unity of personal and activity components.

Student-activity approach in its personal component implies that the learning center is a person, who is studying, its motives, objectives, i.e. the student as a subject of study. The interests of the student, his level of knowledge and skills, the teacher determines the learning objective of class creates, directs and corrects the entire educational process for the development of the individual student. Accordingly, the purpose of each class in the implementation of student-active approach is emerging from the position of each subject of study and the entire group as a whole.

Activity-component of person-activity approach assumes that teachers and students are the subjects of learning activities. This means that each of them operates and develops by itself. According to this approach activity is an active purposeful activity of human interaction with the environment. In order to carry out purposeful activity, it is necessary to know what form it will lead to meeting existing needs. Any activity is subject. For example, the subject of teachers with qualifications translator is the transfer to students a social experience, knowledge and skills, organization skills of students mastering translation and interpreters, and the subject of the student - the assimilation of this experience and knowledge, abilities and skills. It is in the activity there is a need to find its certainty. Thus motives formed such as incentive component needs, showing its how to pleasure a subject. Due to the purpose of the man takes the opportunity to take proactive steps to respond to their needs [7].

Therefore, in our opinion, the use of person-activity approach is most appropriate when forming linguistic and informational competency for future translators.

**Conclusions.** Thus, the use of translation in teaching a wide range of modern methods and teaching materials based on person-activity-and- competence approach stimulates cognitive activity of students, creating a positive motivation and thus contributes not only professional, but also the general cultural competence of professionals, which in ultimately, allows you to set curriculum goals and improve foreign language education in high school.

**Perspectives for further research** are more detailed definition of ways and means to implement the competence and person-activity approaches in the training of future translators.

### **Literature**

1. Verbitskii A. Competence Theory Approach and learning context: materials of fourth meeting of the methodology. The seminar Nov. 16. 2004 / A. Verbitskii. - Moscow: Yssledovatelskii center of training of qualities of specialists, 2004. - 84 p.
2. Hushlievska I. The concept of competence in domestic and foreign education. - Path of Education, 2004. - № 3. - p. 22-24.
3. Ivanov D., Mitrofanov K., Sokolov A. Competence Approach to Education. Problems, concepts, tools. Training and methodical textbook. - Moscow: APKyPRO, 2003. - 101 p.
4. Zymniaia I. Pedagogical Psychology: Textbook for Universities / I. Zymniaia. 3rd ed., reviewed. - M: MPSY, Voronezh: MODEK, 2010. - 448 p.
5. Lebedev O. Competence Approach in Education / School technology. - 2004. - № 5. - p. 3-12.
6. Key Competencies: A Developing Concept in General Compulsory Education. – EURYDICE: The Information Network on Education in Europe, 2002. – 224 p.
7. Alice Bailey Education in the New Age. Lucis Publishing Companies. - New York & London, 1987. - p. 75-77.

# TEACHING TO ANNOTATE THE FOREIGN SOURCES IN THE FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS IN NON-LINGUISTIC HIGHER EDUCATIONAL ESTABLISHMENTS

S.M. Musiichuk, candidate of pedagogical sciences

## **Abstract**

*The article deals with the methodological potential of teaching annotating the sources in foreign languages not only for the formation of the linguistic competence of students, but also for the formation of professional competence, that contribute the development of intelligence and cognitive style of students of non-linguistic high schools. The author analyzes some concepts such as "professional competence", "annotation", "abstract", "inference", "co-reference". The author considers such mechanisms as inference, co-reference and conceptualization of professional knowledge. The author considers the annotation as the best means of learning and conceptualization of semantic information professional texts.*

*The first concept to consider is «professional competence» a part of the conceptual system of the person. This system includes a combination of knowledge, skills and habits formed in the process of learning a particular discipline and necessary for professional work in the target language. The second is «annotating», a transfer of the basic ideas of the original source in the form of a coherent written or oral text, based on the allocation of the macrostructure of the primary text. The third is «annotation». It is a result of the annotating. The fourth is «inference». It is a conclusion formed in the process of communication as an interpretation of the messages and may be based on information known due to the context of the situation, due to the previous speech context or life experience in communication and sociocultural knowledge. The fifth is «co-reference» which defines such a characteristic of the scientific text as his cognition and intelligence.*

*The mechanisms of inference, co-reference and conceptualization of professional knowledge are described in the article. It was found that annotating is*

*an optimal way for learning and conceptualizing the semantic information of specialized texts.*

**Keywords:** *Annotation, professional competence, inference, co-reference, conceptualization.*

**General formulation.** Formation of professional competence is an important aspect in the training of specialists in any branch of human activity, therefore all subjects, as well as profiling and not profiling taught in schools, should be aimed at developing great professional competence. Objectives of training qualified specialists with high culture of thinking and the ability to be fully aware of new scientific and technical information, largely related to the problem of learning to read and write in a foreign language. Here is the interest of modern methodology of teaching foreign languages in the activity of the students, aimed at mastering new knowledge and skills, attraction them to planning their learning activities, mastering effective teaching strategies and ultimately formation of their own cognitive style.

The necessity to teach annotating is defined under the Program of a foreign language for professional communication for levels B1 and B2 (independent user), SAC Program for Ukrainian postgraduate students. Recommendations of the Council of Europe also envisage graduates of B2 level, in which the necessary skills to form specific information and ideas and opinions from highly specialized sources within a sphere.

Program of a foreign language for professional purposes requires graduates of and non-linguistic higher educational institutions the ability to read the original literature on the profession in order to obtain new information needed to perform professional tasks and take professional decision and also write professional texts and documents in a foreign language on issues for the different branches [6, p. 3].

**Analysis of recent researches and publications.** The problem of annotating in the teaching methodology of foreign languages was studied by a number of scientists who identified the general field of teaching of annotation (A. A. Veyzi (1985), N. D. Zorin (1973), O. I. Tsybin (2000), B. A. Cheremisov

(1970), A. L. Brown (1983), J. Edge (2006), R. Glaser, (1990, 2000), E. Kissner (2006), T. Newfields (2006) and others) examined the relationship of annotation with abstract (V. I. Ahamdzhanova (1984), D. I. Blyumenau (1982), V. P. Leonov (1986) and others) and structure of annotation, its quantitative and qualitative characteristics (A. A. Veyzi (1985), V. B. Grigorov (1991), G. I. Slavina (1991)), the effectiveness of annotating as method of teaching to read and write in a foreign language at linguistic (Veyzi A. A. (1995)) and non-linguistic universities (V. Y. Ahamdzhanova (1984), O. A. Bartashova (2003), S. Y. Vereshchagina (2006), D. D. Voronina (1990), N. K. Harbovskyy (1985), N. V. Ilyicheva (2002), L. K. Kondratyukova (2001), T. S. Kuprykova (2003), L. E. Moskaletz (1998), L. S. Pychkova (1999), G. I. Slavina (1991), N. A. Frolova (2006), A. Johns, D. Paz. (1997), M. H. Markel (1984), E. Werlich, (1988) and others), annotation role in improving the quality of educational achievements of the future specialist in non-linguistic higher school (E. V. Semenova (2007)), the possibility of algorithmic process of performing annotation (V. P. Leonov (1987), T. P. Karpylovych (2005), K. V. Perevozchikova (1989), G. V. Sorokovyh (1993) and others).

These authors and their followers developed the methodology of working mainly with external structures of the text (paragraphs, groups of paragraphs, utterance-length unity), algorithm for setting the logical structure of the text, representing of lexical map of the text and omission a semantic information from reading, the formation of the implicit meaning of the text, the definition of task, theme, idea, clarifying logical relationship between parts of the text.

Such researchers as A. N. Baranov, V. Z. Demyankov, S. A. Jabotinska, A. A. Zalewska, T. P. Karpylovych, O. S. Kubryakova, A. A. Leontiev, L. N. Murzyn, P. B. Parshin, Z. D. Popova, O. O. Selivanova, L. A. Sylkovych, A. S. Stern, J. W. Alba, J. R. Andersen, P. L. Carrell, R. L. Solso and others founded that these mental structures constitute the conceptual space of the text, its thematic content, schematic form and play a major role in the real process of

generating and understanding of the text. Here is a conclusion that the need to rethink the process of annotation from the standpoint of cognitive science.

Thus, the relevance of the chosen topic was stipulated by the importance of mastering skills and abilities by the students of non-linguistic university without strategy, which would give them the annotation to orient professionally in texts in a foreign language, with no actual training strategy that would give them an objective basis for writing annotations for professionally-oriented texts, no division of the main types of annotations for their practical application, underdevelopment of complex of exercises that forms the skills and abilities to annotate on the one hand and new approaches on the other hand.

**The purpose** is revealing a deeper training capacity to annotate not only for the formation of the linguistic competence of students of non-linguistic universities, but also for the formation of professional competence by promoting the development of intelligence and cognitive style of its own students.

**The main focus of the research.** This analysis shows that the work with external agencies is not conducive to the formation of students' understanding of the flexible strategies of specific texts and does not give them the approaches to find basic information in the text.

Annotation is a flexible strategy that helps professionals to join the new sources of information, to develop and deepen skills and abilities to understand professionally-oriented texts and summary in the written or oral form. So, annotation is transfer of basic ideas presented in coherent written or oral form with a macrostructure of original text. The result of annotating is an abstract, which is one of the main types of secondary texts that reflects the adapted material of source material in a concise form.

Professional competence - is part of a concept of identity that includes a combination of *knowledge, skills, abilities*, which are formed in the process of learning a particular discipline and are necessary for professional work in a language that is learning. Annotating develops the ability to get basic information from the source, to separate the main information from a minor and is directly

related to the central issue of many sciences, namely comprehension. Comprehension is a cognitive operation of forming the concept of text (of maximum compressed scientific knowledge), taking into account author's and textual strategies, reproduction general meaning of the text.

A. A. Leontiev represents the process of understanding the text as a process of transformation of the text content in any other form to secure it. This can be a process of translation or paraphrase or semantic compression process, which results in forming a small-sized text, which represents the main content of the initial content - paper, annotation, summary a set of keywords. [3, p. 141-142]. Researches of A. S. Balakhonov [1], L. Murzyna, A. Stern [5] and others have shown that the role of semantic compression of text in the forming of semantic information is extremely high. It is the most complete representation of the text integrity. However, under compression one understands not mechanically text reduction that is not just a quantitative change. It is a process by which all secondary (by-lines, additional information) is removed and only the main content is transferred. The established fact is the fact that in the process of subjective transformation the information in verbal form thickens, then it is recoded for personal meaning and in such a shape enters the Thesaurus recipients' storage [1, p. 68], there one can observe the process of conceptualization of knowledge. This in turn leads to an increase the level of education and vocational training of students for better absorption of courses in non-linguistic university as the ability to compress the text content, as L. K. Mazunova notes, is a powerful tool for the intellectual development of students by providing visual and abstract conceptualization of knowledge, this one of the basic objectives of both forms of verbal communication (oral and written), in any language [4, p. 11]. The content of the scientific text is just verbalized knowledge. In the analysis of scientific texts and the generation of secondary text should be compared to the old with the new knowledge. All texts are based on prior knowledge, but at the same time they are updated to a new, individual knowledge of the researcher, which should be understood in the light of modern scientific development. In this aspect the text

refers to the concept co-reference, that is a combination of old and new knowledge. Co-reference concept defines such characteristics of scientific texts as cognition and intelligence. Scientific text is considered as producing of knowledge, creation of new meanings that requires intellectual tension. No reference to the text or discourse is impossible without recourse to processes interference, i.e. conclusion which is formed by participants of communication in the process of interpreting the received messages and can be done on the basis of information available from the context of the situation from a previous speech context, from already accumulated over a lifetime experience with and sociocultural knowledge. O. S. Kubryakova believes that any form of language and the text in the first place, indicates not only that it is actually present, but also emphasizes the subject to semantic removal by interfering type. Text exists as an excitation source in our minds of numerous associations and associations of many cognitive structures (from simple frames to a much more complex mental spaces), shows just what can be derived from it. Therefore, it is an example of such a complex linguistic form, a semiotic entity that inspires the reader to the creative process of understanding, perception, interpretation, cognitive activity that deals with the comprehension of the human experience, reflected in the descriptions of the world to create a new the steps to acquire knowledge of the world [2, p. 201]. Until the widespread and most reliable way of mastering information of scientific texts, according to A. S. Balakhonov, one includes a written record of it. Writing is not only a universal means of production and the materialization of new knowledge, but also the most reliable means of storage in terms of extra-somatic information, along with genetic (~ 10<sup>10</sup> bits), the information in the nervous system and in the human brain (~ 10<sup>13</sup> bits) [7, p. 260].

Use writing just as technical skills ("universal fixer") does not provide for its development as an independent, self-sufficient kind of speech activity. So one can disagree L. K. Mazunova that the status of writing in foreign language as an aid learning of foreign language is not consistent with its objective significance and role in human ontogenesis. Processes of writing texts are directly related to the

omission, systematization, reduction (conceptualization) and unrolling (generation) of textual information in the individual creativity. Exclusion the writing from the process of education is equivalent to suspension of ontogeny, the individual processes of intellectual formation, inhibition of morphological maturation of body intelligence (brain) with all the consequences [4, p. 3]. Therefore, teaching to annotate leads to the development of intelligent and cognitive abilities of students and willingness to educate themselves in the field of foreign language. As can be seen from the above, teaching to write secondary texts performs by using speech acts associated not only with reproduction, but also with reconstruction and the transformation of a given text. All of these actions are designed to compress the contents of the original text, to preserve the sense of identity created by the secondary text by the initial one, author's level, promotes better assimilation, appropriation and content conceptualization of professional texts and, consequently, the formation of subject competence of students to develop their intellectual and personal formation of cognitive style of future specialists.

**Conclusions and prospects for further research.** Thus, the annotation process is a necessary component of teaching foreign language in non-linguistic universities as it promotes to form reading skills of reader to master professionally oriented texts and writing, lexical and grammatical skills and abilities of drafting coherent oral/written text that displays the content of the material, acts effectively as a control in terms of skills and abilities of mature reading and writing, is an effective means of assimilation, appropriation and conceptualization of semantic information of professionally oriented texts and the formation of subject competence of students and promotes the formation of their own intelligence and cognitive style. One believes the prospect for further research is to consider the types of annotation and their linguistic features.

### **References**

1. Balahonov A. S. Methodology of Teaching Foreign Information Reading in non- Language High School (II-III stages, English): Author's abstract, Candidate

of Pedagogical Sciences: special. 13.00.02 "Theory, Training and Education (Foreign Languages)." - Perm, 1990. - 24 p.

2. Kubryakova E. S. On Text and Criteria for its Definition // Text. Structure and semantics. V. 1. - Moscow, 2001. – 72-81 p.

3. Leontiev A. A. Fundamentals of Psycholinguistics: Textbook for students in the special. "Psychology"; [3rd ed.] - M.: Smysl, St. Petersburg: Lan, 2003. – 285 p.

4. Mazunova L. K. Systems of Mastering Foreign Writing Culture in Language High School: Author's abstract, PhD of Pedagogical Sciences: special. 13.00.02 "Theory, Training and Education (Foreign Languages)." - Moscow, 2005. – 52 p.

5. Murzin L. N., Stern A. S. Text and its Perception / L. Murzin, A. Stern / - Sverdlovsk: Ural University Press, 1991. – 171 p.

6. Khomenko L. O., Musiichuk S. M. Programm of Foreign Language for Professional Communication / Khomenko L. O., Musiichuk S. M. - K., 2009. - 119 p.

7. Ebeling V. Physics of Evolutionary Processes [Synergistic approach]. - Moscow: URSS, 2001. - 326 p.

## **ORIENTATION OF UNIVERSITY LECTURER INDIVIDUAL IN THE CONTEXT OF EDUCATION HUMANIZATION**

Myshak H.A., a postgraduate student of the Pedagogy Department of National University of Life and Environmental Sciences of Ukraine (Kyiv)

*The article deals with the problem of educational activities of university lecturer in the terms of humanization of higher education. Humanistic orientation of university lecturer individual and the set of skills necessary for him to implement humanistic oriented activities in training have been defined. The attempt of analysis of the reasons impeding the realization of pedagogically appropriate humanistic principles in the correct selection of content, technologies, forms and methods of training has been made. Attention is focused on the possibility of using the experience of evaluation of university lecturer activities at USA universities, which can be valuable source of ideas for the formation of high school teacher individual, able to carry out training students on humanistic principles.*

**Key words:** *Humanization of education, humanistic orientation of university lecturer individual, formation of humanistic values, humanistic oriented activities in training, professional knowledge, professional skills.*

**Problem statement.** A characteristic feature of modern educational programs is their focus on humanizing training, which aims to double process: general professional development and professional self individual personality traits. It involves a conscious desire for a new quality of training.

Speaking of humanization of education, teachers focus primarily on creating conditions for the development of the individual student and forget about the other an equal partner in the educational process - the teacher and his development as a professional and individual.

At the same time, humanization, according to Zyazyun I.A., "cannot be reduced to any particular technology or practice - a holistic orientation, based on alteration of personal attitudes of the teacher" [3, p.9-11].

We believe that the impact process of humanization of education in higher education is predetermined by the peculiarities of educational activities of the teacher, which by its nature is human character.

**Analysis of recent research and publications.** The relevance of teacher training, able to perform training of future specialists on humanistic principles, numerous publications evidence in recent years. Aspects of teacher identity formation, technological improvements issue of training in higher agricultural education in research highlights. Aspects of teacher identity formation, technological improvements issue of training in higher agricultural education in research highlights. I. Blozvy, I.Butsyka, D. Helyarovskoyi, O. Demin, V.Ilyina, N. Zhuravs'ka, T. Ishchenko, O. Kolosok, P. Luzan, V.Manka, A. Sushchenko. The development of the teacher as a person and a professional has become the subject of research: E.Zeyera, K.Levitana, I.Lushnikova, A.Markovoyi, L.Mytinoyi, V.Slastyenina.

In the works of leading national scholars and teachers the problem of educational component of the teacher and its humanistic orientation teachers is emphasized and it is needed to solve.

**The purpose of the article** - to justify the structure of orientation of high school teacher in the context of humanizing education.

**The main material of research.** We believe that the effectiveness of the humanization of higher education is determined by the formation of the teacher as a person. We join the opinion of A. Sushchenko about the need for special attention to the individual teacher to facilitate the process of self-realization of their humanist potential in educational activities, objectification humanistic reserves as elements of the motivational sphere and personality structure [7, p.38].

Current requirements for the individual teacher lies in the fact that "pedagogical workers should be a person of high moral character, who has the appropriate teacher education, proper training, carries out educational activities, ensures the effectiveness and quality of their work, physical and mental state of health of I which allows you to perform professional duties in institutions "[1,p. 412]. The basic component of model exactly the teacher is, in our opinion, the focus of his personality, which manifests itself in persistent dominance of certain human motives - a constant focus her thoughts, interests, whole activity.

Humanistic orientation - the focus on the other person's personality, strengthening word and work of the highest spiritual values and moral standards of behavior and relationships. It is an expression of the ideology of professional teacher, his attitude towards the value of educational reality, its purpose, content, tools, subjects, emphasize Zyazyun I., L. Kramuschenko, I. Kryvonos [5, p. 30-31].

We believe that the humanistic orientation of the individual teacher means ratio to student as the highest value, the recognition of its right to freedom and happiness, free development and expression of their abilities.

According to the theoretical study, we have identified a set of competencies necessary for teachers to implement humanistic-oriented activities in training. Was based on a set of properties are defined by Kudusovoyu A.S.

Professional knowledge: methodological - include meaningful concept of humanism, humanity, liberalization of education, socio-humanitarian and training, the main areas of humanistic orientation, and general principles of psychological and educational events; theory - definition of humanistic orientation of social and humanitarian disciplines and special cycles; student-oriented didactics, processes of humanization and humanization in vocational education, aims and objectives of humanistic education, principles, forms and methods of humanistic learning, methodical - especially social and humanitarian and training in the agricultural universities, forms and methods of training students in the context of humanistic

orientation training specialist, technology - the means and methods of humanizing education.

Professional skills : gnostic - the ability to create a psychological climate of trust, forms of communication in the learning process based on individual personality traits, the ability to correctly formulate and justify defending an opinion; avoid authoritarianism and arrogance; information - the desire and ability to adapt educational information under the individual needs and capabilities of students to be oriented to their interests and needs, organizational - the ability to organize educational and outside the room work with each student to activate his abilities; communication - the ability to inspire confidence, create a situation of success, compassion and community in solving the tasks, take into account the individual characteristics, as well as likes and dislikes to work with students in small groups, the ability to be empathy; technology - the ability to attract students to the solution of tasks in class, using the principles of humanism, emotional and positive atmosphere in the learning process; applications - the ability to consider and control the expression of their individual characteristics in a situation of interaction [4, p. 60].

The role of teachers in shaping the humanistic values of the individual student is found not only in the proper selection of content, technology, forms and methods, but in a systematic purposeful work on the other, the development and improvement of the moral qualities of individual.

Today approach the learning process in higher education as it was before, not rational. Unconditional power of authoritarian pedagogy too shares the teacher and the student. It darkens the equality of two sides (teacher - student), oppression, does not allow young people to fully express themselves. It should prefer democratic pedagogy, collaboration that aims to equal relations between students and teachers, destroys the barrier between those who teach and those who teach. This pedagogy of mutual trust and respect, collaboration and creativity.

Unfortunately, at the present stage of compliance teachers pedagogically appropriate humanistic principles in the proper selection of content, technology, forms and methods are hardly realized.

The majority of teachers are inclined to use traditional forms of education, guided by different reasons.

We believe that one of the dominant causes of temperance active and purposeful participation of teachers in the task of forming a humanistic orientation of future professional - is a problem of evaluating educational activities of university teachers in Ukraine. After reviewing the designated work experience at the National University of Life and Environmental Sciences of Ukraine, we have concluded that among the range of possible sources of teacher evaluation Agrarian University is only one - self-esteem. Consider this aspect in detail.

Rating of modern teacher of higher agricultural education institutions is determined by the results of its academic, educational, scientific, educational activities and introduction of scientific achievements into production. The teacher, with detailed methodology for evaluating its educational, scientific and methodological achievements of the year determines own ranking. The results of his academic work significantly affects the number of training hours completed, and in evaluating the results of the methodological work is dominated by the number of published guidelines and their volume (in printed pages), scientific achievements are mostly determined by the number of reports on scientific and methodological conferences, articles, books. In summarizing the results of educational work takes into account the number of conducted educational activities - conversations with students, tours, concerts, contests and more.

Thus, a ranked assessment of teacher educational activities of the agricultural university emphasis on quantitative indicators of operation, and quality indicators of educational activities remain unaddressed. This is the skill of the teacher lecture, his ability to implement modern teaching technology, teaching

equipment, the weight of scientific achievements (developed scientific technologies, methods, systems, and not the number of printed scientific articles) and others. [2, p.57].

In view of this, we believe, to solve this problem appropriate to draw on the experience in higher education in the United States dominated the approaches by which the quality of teachers is crucial criterion for the evaluation of its activities. Evaluation is based on a comprehensive study of the teacher, which is the source of its evaluation [6, p.114]: systematic formal ranking of the students, an informal ranking of the students, the management, ranking among colleagues, faculty evaluation committee, the content summaries of the course is taught, teachers participated in the workshop, the remaining students' knowledge and the results of examinations; popular elective courses (number of students attending them) self-esteem (final report teacher) opinion of graduate students.

It should be noted that the evaluation of educational activities of teachers is diverse universities in the U.S., it has involved colleagues, administration, students and the public. It should be indicated that the dominant parameters in evaluating teaching skills of teachers and students have thought the results of his research work. In particular, after mastering the course, students are to evaluate its importance, usefulness, consistency of content and more. In addition, respondents evaluate a pedagogical tool of instructor, personal qualities; attitudes toward students identify the strengths and weaknesses of its characteristics. It should be emphasized that the results of the evaluation of teachers by students are available to the public. In order to avoid mistakes in the correctness of their choice, students are introduced to the content and sequence of the course and results of teacher questioning its predecessors (preferably a course is taught by several teachers). In turn, for teachers useful is the information on the ratio of students to the course and to teacher. We believe that the enlightened experience of evaluating teaching activities of teachers universities in the U.S. can be a valuable source of ideas for

the formation of individual high school teacher, will be capable of teaching students to humanistic principles.

An important reason for ceasing the process of formation of a humanistic orientation of future experts we believe is one-sided understanding of the educational activities of the university faculty. Unlike academics pedagogical who have a professional degree in teaching, enriched with personal experience of teaching in schools and educational research experience in graduate teaching universities, university lecturers many different profile (technical, economic, medical, agricultural, etc.) don't have professional psychological and pedagogical training, and are experts in various subject fields of the non-educational activities.

The specificity higher agricultural education is that university professors are mostly with professional agricultural education, treating all educational activities as the production sector. The organization of the educational process in connection with this understanding of educational activities there are some difficulties. Axiological potential of disciplines are not being implemented in practice of the general cultural education and training of social science. Most teachers see its main task of mastering providing of engineering specialties required knowledge and skills, and the formation of humanistic values considered the prerogative of the family, the church, NGOs and relevant officials in the university (academic groups curators, associate dean for education work , student Government, etc.).

**Conclusions.** The study suggests that in the context of humanization strategy of teacher education is now a fundamentally different sense - a new type of multi-faceted personality in all its fullness intellectual, cultural, psychological and social development that meets modern requirements. The special significance is the problem of the individual high school teacher, will be capable of training students in the context of humanizing education. Unfortunately, proper work has not been in education has a clear focus and consistency or even absent. The traditional system of education that is persistent and conservatism, is not conducive

to the formation of individual high school teacher, will be capable of training future specialists on humanistic principles.

Taking into account analyzed the causes of temperance active and purposeful participation of teachers in addressing contemporary challenges of education, it can be concluded that an important condition for the humanization of education is formation of individual high school teacher, will be capable of training future specialists on humanistic principles - the condition is carried out difficult.

**Prospects for further research.** Priority areas for further development of the described problem is to study the forms and methods of the teacher and his development as a professional and the individual in the context of humanization of education, finding ways to optimize the process whose purpose - to overcome the constant gap that exists between the scientific and theoretical knowledge and experience of teachers teaching activities create the conditions for interaction of pedagogy and practice, and perhaps most importantly - the teachers initiate the internal mechanisms of the personality and professional development.

#### Literature

1. Волкова Н.П. Педагогіка: Посібник для студентів вищих навчальних закладів / Н.П. Волкова. – К.: Видавничий центр «Академія», 2002. – 576 с.

2. Вощевська О. В. Професійна підготовка інженерів-аграрників в системі вищої освіти США : дис. канд. пед. наук: 13.00.04/ Вощевська Ольга Володимирівна. – Тернопіль, 2008. – 125 с.

3. Зязюн І. А. Сучасна освіта в контексті гуманістичної філософії / І. А. Зязюн // Діалог культур : Україна у новому контексті : філософія освіти. – Львів : Світ, 1999. – С. 5-12.

4. Нерух Н. В. Формування кадрового потенціалу : дослідження професійно важливих знань, умінь, навичок / Н. В. Нерух // Матеріали IV

Міжнар. наук.-практ. конф. «Динаміка наукових досліджень – 2005». – Дніпропетровськ : Наука і освіта, 2005. – С. 60-62.

5. Педагогічна майстерність: Підручник / [І.А. Зязюн, Л.В. Крамущенко, І.Ф. Кривонос та ін.] ; за ред. І.А. Зязюна. – [2-ге вид., допов. і переробл.]. – К.: Вища шк., 2004. – 422 с.

6. Різниченко С.Т. До проблеми атестації науково-педагогічних кадрів в США // Теоретичні питання освіти та виховання. – 2000. – №9. – С.112-116.

7. Сущенко А. В. Теоретико-методичні основи гуманізації педагогічної діяльності вчителя в основній школі : автореф. дис. на здобуття наук. ступеня д-ра. пед. наук : 13.00.04 «Теорія і методика професійної освіти» / А. В. Сущенко. – Харків, 2004. – 44 с.

**O. S.Tymoschuk (Ukraine, Rivne)**

**Rivne States University for Humanities**

**METHODOLOGICAL APPROACH TO THE OPTIMIZATION OF  
PRACTICAL LESSONS IN LABOUR PROTECTION FOR TRAINING OF  
PROSPECTIVE TEACHERS OF TECHNOLOGIES**

**Summary:** The article highlights the current state of teachers of technologies training in the field of labour protection. The methods of situational and problem-based teaching, the possibilities of their using in labour protection practical classes are described. It is demonstrated that the organization of labour protection practical training of prospective teachers of technologies with described above methods enables the optimization of the process.

**Key words:** methods of teaching, labour protection, training of teachers of technologies, problem teaching, situational teaching.

**Introduction.** The overall level of health and working capacity of the child population is directly dependent on a comprehensive capacity development of country in general. In addition, the current period is characterized by rapid development and introduction of new informational, communicative and technological means of production to meet the needs of innovative global development strategy. It should be noted that in such circumstances human life conditions change rapidly, and this in turn requires a reassessment of views on maintaining the health and working capacity of the younger generation. The technological preparation of students, the purpose of which is the younger generation competitive existence competencies formation in the modern highly developed, technological, informational environment is appropriate in such circumstances. The role of the teacher of technologies, formerly teacher of labour training undergone significant reevaluation. This is due to the social order, the requirements of which is the formation of a new modern generation of society. Under these conditions, labour training does not provide the necessary training of student youth for life in the modern world. It should be noted that the elaboration

of safe conditions for the educational process does not cover the full activity of the technologies teacher in direction of labour protection. The modern teacher should ensure development of students' skills of safe using of technological equipment, awareness of the value of their own lives and working capacity. This problem situation requires appropriate professional and pedagogical training of prospective teachers of technologies. Studying of labour protection allows ensuring the formation of competencies of health and working capacity preservation of students, that is why this area of training of prospective technologies teachers should be paid much attention.

**Analysis of recent researches.** Training of prospective technologies teachers (labour training) appeared to the subject of researches of V. Andriyashyn, P. Atutov, J. Batyshev, A. Vyhrusch, O. Hedvilo, V. Hetga, R. Gurevych, V. Gusev, P. Dmytrenko, N. Kardash, O. Kobernyk, V. Kuzmenko, V. Kurok, V. Madzihon, L. Orshansky, V. Polyakov, G. Razumna, V. Sydorenko, M. Skatkin, V. Steshenko, G. Tereshchuk, V. Tytarenko, O. Torubara, D. Thorzhevsky, V. Harlamenko. A large number of scientific and educational researches were given to the improvement of general technical, graphical, design, technology teacher training, the formation of a technical mindset, work culture, skills of using of information and communication technologies, implementation of career guidance, but the issue of the prospective technology teacher activity in labour protection field wasn't studied properly. There is no clear methodological approach of teachers training in this area.

The main **aim** of our research is to determine the teaching methods which are necessary to improve organization of labour protection practical lessons in training of prospective teachers of technologies.

**The main material of research.** At the present stage of modern society development the world scientific community searches pedagogical innovation priorities in education and upbringing of the younger generation. The transformation of the nature and content of work poses serious challenges before society which are associated with the withdrawal of the public education system to

the level of developed leader - countries, reform its conceptual, structural and organizational principles. Development of educational establishments of innovative type, which must meet the requirements of today, causing the search for new organizational forms of education and training, updating content of educative process. The need to increase the level of higher education requires the development of new strategies and techniques.

Search for new methodical approaches in subjects teaching is one of the priorities of modern scientific elite activity. The noted earlier opinion that the activities of teachers of labour protection technologies are essential - requires optimizing the process through the introduction of innovative teaching approaches. Particularly large attention is paid to the training of prospective professionals practical preparation, as its purpose is to ensure the formation of appropriate professional skills.

Labour protection technologies teacher training, as mentioned earlier, is carried out in the study of health and safety (HSE). This branch is treated as a system of legal, social, economic, organizational, technical, sanitary and health care measures and means to preserve life, health and working capacity rights in the process of work. [1, p.4]. The aim of this subject is to develop competencies, to create safe and friendly working environment, and if it considers the technologies teacher it deals with own work and activities of students.

The current state of labour protection studying by prospective experts in technological education is characterized by not matching the content of the training requirements with their future job duties and the using of outdated imperfect methods. As we know the traditional system of educational process in higher education is of lecture-practical type. The peculiarity of this system is to obtain a theoretical lecture material and detail its absorption in the practical activity. Workshop is a form of organization which includes analysis, expansion, deepening and consolidation, application and control of the assimilation of information which was received while training (in lectures and during independent work) under the supervision of university lecturers [2]. In most cases, the current conditions of the

practical work are reduced to deeper reproduction of theoretical material. Taking into account importance of teachers of labour protection technology activity, workshops in this subject can not be based on retransmission approach. Reckless studying of theoretical material and losing connection with the requirements of the professional duties of teachers of technologies is not permitted. We believe that it would be best to conduct classes on labour protection, using teaching methods that would allow reproducing the conditions of future vocational and educational activities of the teacher as accurate as possible.

These methods include situational and problem teaching which feature is the increased activation of teaching and learning activities, and the assimilation of knowledge.

A case control study in modern terms is an effective tool for improving the quality of training of all sectors of the economy. For the first time this technology has been used at Harvard Business School (School of Business Administration, Harvard University, Boston, USA). The popularity of it in the CIS countries was only in early 1970's. This technology can be used independently and as part of traditional teaching methods or business games and training [3].

Designing tools of situational learning methods for the organization of practical work on labour protection, we should consider the following pedagogical decisions. Performance of professional duties of prospective labour protection teachers of technology is accompanied by a large number of regulatory support, tools, manufacturing equipment. Thus occurrence of accidents is possible requiring precise algorithm of teacher actions in such situations. Practical classes that allow teachers to consider the particular action in case of accidents are hold in the form of seminars, which are based on learning to investigate the accident which occurred to the employee. It should be noted that the holding of classes in this form is not valid, because reasons and issues of teacher actions in accidents, giving first aid, prevention of such incidents are not demonstrated. Under such circumstances method of situational learning – “incident” is reasonable.

The essence of this method is to search for information to make a decision by the student and teaching him/her the necessary information, its collecting and systematic analysis. Positive aspects of using this method of study conclude that instead of a detailed description of the situation conditions, students receive only a summary of the incident. The theoretical material in lectures or during independent work is being absorbed in active form. That is, if the simulated incident - an accident that occurred with an apprentice students contains brief facts that describe the conditions of the event. The theoretical material in lectures or during independent work is absorbed in active form. That is, if the simulated incident is an accident that occurred with pupil, students have a number of facts that describe the conditions of the event. In addition, it is obligatory to use the job description, standards, legislation which regulates the activities of employees of educational institutions. Model of the incident is being prepared in advance, and then is given to the students in some part, which is the basis of the production situation. After that, students begin to analyze the incident: establishing the causes of the accident, identification of documents which regulates the legal side of this event, reasoning optimal methods of providing assistance to victims, identify the organizational and technical measures to prevent further accidents. It is advisable to carry out such practical training in small groups of 3-5 people. This is because of using method of the incident with the whole group will cause a superficial analysis of situations and making decisions based on incomplete information, as well as all full employment of the academic group members under these conditions is not possible. The organization of practical work in small groups will ensure their implementation in terms of involving all subjects of the educational process, competition, and this, in turn, will increase the level of learning and formation of labour protection competencies. For improving the efficiency of the method of the incident it should be modified by method "Role-playing", which allows you to use the most credible management or psychological-production situation. The feature of this method is the staging duties of technology teacher in the sphere of labour protection. It is

advisable that each group gives an objective assessment of activities and decisions of another group.

We consider it is appropriate that a more profound evaluation of existing teacher's labour protection competencies technologies could be implemented by asking questions which are not true in advance. This type of "provocative approach" in training ensures a high level of awareness of educational material and forms a clear idea of their professional and educational activities.

It also must be noted that the method of the incident should be used in situations of critical nature, but such problems of labour protection as microclimate, sanitation and hygiene facilities, the study of the structure and principles of the use of fire-fighting are not of acutely problematic nature, so we consider it is appropriate to use case-study method in the organization of practical training. One of the first researchers C. Hariad believes that the problem of implementing the method of case-study in the practice of higher education nowadays is quite relevant, because of two trends:

- the first follows from the general thrust of education, its orientation is not as much to obtain specific knowledge as to the formation of professional competence and skills of mental activity, personality development skills, with particular emphasis on the ability to learn, change of paradigm thinking, the ability to process huge amounts of information;
- the second follows from development of quality requirements for professional who, in addition to satisfying the requirements of the first trend, should also have the ability of optimal behavior in different situations, to differ by systematic and efficient actions in a crisis situation [4, p.93].

Application of case-study methods in the teaching of labour protection to prospective technologies teachers:

- improve cognitive interest in the subjects which are taught;
- improve understanding of own labour protection activities;
- promotes creative, innovative, research, communication and creative skills in making important decisions [5, p.94].

For example, when studying for providing microclimate parameters in training and production facilities prospective teachers are allowed to analyze the order of the event entirely. An important feature in this situation is that information on this issue isn't complete. The presence of methods of dispute, debate, argumentation in the structure of case-study method trains participants, teaches them to respect the norms and rules of communication. Teachers should be quite emotional throughout the learning process, to allow and prevent conflicts, create atmosphere of cooperation and competition at the same time, observe the individual rights of the student. The overall structure of problem construction and case-study method using has the following algorithm:

- Formulation of the problem and plan of studying of material of the case;  
Phased task to perform;
- Discussion issues;
- Requirements for presentation of the results of the case performance;
- Description of the situation;
- References;

When designing such an algorithm for the practical sessions on labour protection case method formulation of the problem is reduced to the industrial nature (this the technology teacher could potentially meet in the workplace), reporting peculiarities of practical laboratory analysis presentation and a detailed description of the situation by teacher. In addition, taking into account the specifics of labour protection, it is necessary to provide students with relevant legal documentation, the content of which clearly corresponds to the content of practical classes.

In general, such methods which are mentioned above as "incident", "role playing simulation", "case studies" are problematic in their structure. Most domestic scholars believe that the methods of situational and problem-based teaching are the same, in turn, British, American and most of the European scientific and pedagogical schools consider these methods similar in nature. We

believe that in the organization of practical training on labour protection in the preparation of prospective teachers of technology these methods must be synthesized necessarily and appropriately, namely problem-focused professionally oriented tasks based on production environments must be used.

Modeling problems that recreates the production situation of the professional activity of future technology teacher gives students an approximate understanding of the production difficulties and possible solutions. This form of modification of the above described methods can use this approach at any stage of training. We believe that the methodological approaches of optimization of practical training on labour protection in the preparation of prospective technologies specialists have the following structure (Figure 1.).

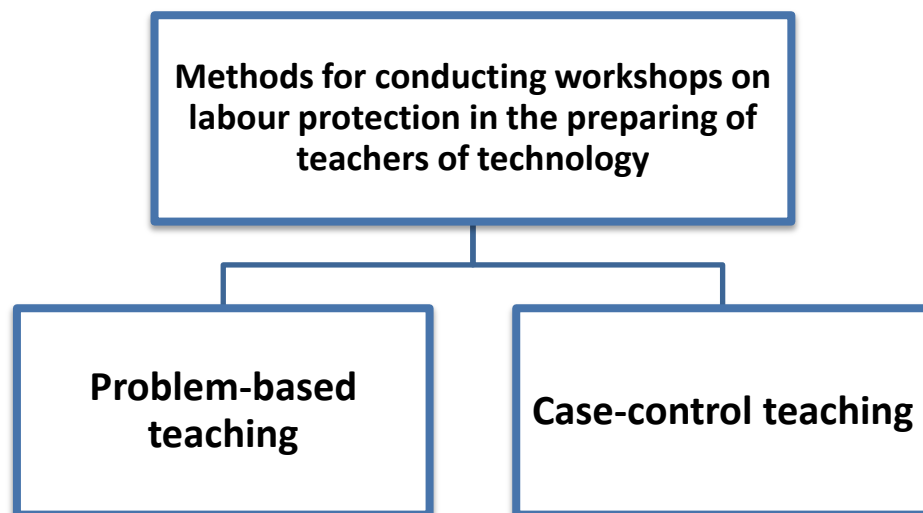


Figure 1. Methods for conducting workshops on labour protection

The result of synthesis of above described methods of situational and problem-based teaching are teaching and production situations. The specificity of this method is to reproduce accurately the conditions and the specific work of the teacher as well as the creation of the problem situation of industrial nature and finding ways to solve it.

**Summary.** The choice of these methods is not unreasonable they are aimed at providing high quality of both practical and theoretical training of prospective teachers. Problem-search, situational principles of organization of practical training

on labour protection can provide high-quality comprehensive training of each component of the professional activity of technology teacher which are based on real, as accurate as possible conditions of his/her future work.

### **Literature**

1. Бедрій Я.І. Охорона праці: навчальний посібник/ Я.І. Бедрій, С.І. Дембіцький, В.С. Джигирей та ін. – Львів: ТОВ «Е.К.К.О», 1997.
2. Сластенин В. А. Педагогика: [учеб. пособие для студ. высш. пед. учеб. заведений / В. А. Сластенин, И. Ф. Исаев, Е. Н. Шиянов; под ред. В. А. Сластенина. – М. : Академия, 2002. – 576 с.
3. Инновационные педагогические технологии : Активное обучение : учеб. пособие для студ. высш. учеб. заведений/ А.П.Панфилова. — М. : Издательский центр «Академия», 2009. – 192 с.
4. Hariad C.F. What is case? //Journal of College Science Teaching. – 1997. – 27 (2), С. 92-94.
5. Bsddle, B & Anderson D. (1986). Theory, methods, knowledge, and research on teaching. In M. Wittrock, Handbook of research on teaching. New York: Macmillan. – 547 p.

## **DEVELOPMENT INTRINSIC MOTIVATION OF TEACHERS: THEORETICAL ANALYSIS OF PROBLEM**

*Omelchenko Ludmyla, associate professor of dept. of social work and  
psychology*

*The article discusses the concept of "external" and "internal motivation" activities, the main phenomena intrinsic motivation of teachers in professional activities. By analyzing the theoretical and methodological principles of procedural concepts defined individual motivation factors that contribute to the development of motivational sphere workers educational environment. The indicators (signs) of subjective motivation of teachers are reasoned.*

### **Motivation, intrinsic motivation, intrinsic motivation phenomena**

Formulation of the problem in general. Operation of schools is determined by social needs, otherwise defeats the purpose of their existence. The contents of this public demand are clear: creative, highly intellectual, moral, socially responsible, tolerant person. It is declared in the National Strategy for the Development of Education in Ukraine for 2012-2021.

Thus the essence of the educational process in secondary schools should be seen not at an angle of knowledge, and from the standpoint of the philosophy of "humanism". In this regard, the need for teachers capable of change and enrich the content and form of their activities using critical and creative development and application of science. Its innovative activity is a required component of personal pedagogical system. This involves the revaluation of teacher professional work, going beyond the traditional performing activities and replacement of problem-search.

However, experience proves a significant portion of teachers acting stereotypically, as previously belonged to the teacher narrower task, and their orientation was determined by specific professionalism. As a significant number of teachers characterized by antiinnovative barriers (I. Beh) inability to realize humanistic approach their relation to systemic changes in teaching activities characterized as not meaningful. This is due to low motivation and educational

activities. Thus the problem of internal motivation of educational activities is important.

**Purpose of the paper:** make a theoretical analysis of intrinsic motivation personality factors to justify its development.

**Analyze of recent research and publications.** The formation of the individual teacher motivation in science is not new. The theoretical justification problem building motivation for teaching activities were carried out in the works of local and foreign scientists, building motivation educational activities, development of pedagogical skills, teaching art (I. Zyazyun, V. Molyako) motivation of professional and pedagogical orientation (S. Zanyuk, S. Maksymenko, N. Nychkalo), psychological factors affecting the development of professional career education employees (S. Maksymenko, L. Karamushka, T. Rabbit), the theoretical foundations of the problem of motivation of the individual (Lewin, Maslow, D. McClelland, D. Atkinson, H. Hekhausen), the development of internal motivation, personality (R. Rajan, R. de Charms, M. Chikzentmihali, V. Klimchuk). A wide range of research forming the motivational sphere of the individual, including the system of education management proves deeper methodological basis of the problem as specified theoretical principles and concepts.

**The main material.** The complexity of the problem of motivation causes multiplicity understanding of its essence. S. Zanyuk defines motivation as a set of push factors that determine the activity of the individual; it is all the motives, needs, incentives, situational factors that motivate human behavior [2, 7]. B. Vilyunas treats motivation as a set of psychological structures and processes that motivate and direct behavior to vital conditions and subjects determine bias, selectivity and final determination of mental reflection and regulated his activity [1, 12]. A. Maklakov interpreting these concepts and stresses the fact that in modern psychological science, the term "motivation" is used in two senses: as such, indicating the system factors that determine behavior (such as needs, motives, goals, intentions, aspirations, etc.) and as a characterization process that

encourages and supports activities at some level [2, 153]. In psychology management motivation is regarded as one of the key functions of management activities (L. Orban–Lembryk, L. Karamushka).

Thus, we can state that a single view of the definition of "motivation" does not exist. But already cursory analysis makes it possible to identify a common trait – "source" of the individual's activity.

For coverage of the study believe it is necessary to consider the historical aspect of the problem. According to L. Orban-Lembryk for management practices are the most important needs theory, two-factor, behavior psychology and cognitive theories of motivation [5, 345].

**Theory needs.** Theory needs K. Goldstein. According to scientists, the body has a constant mean stress condition and seeks to return to it in case of rejection as a result of external stimuli or internal factors. Therefore it is necessary to speak not of "discharge" stress process needs, and its alignment.

*The theory of optimal activation* (E. Duffy, D. Hebb). The body seeks to maintain an optimal level of activation, which allows him to operate most effectively. Individual's behavior more effectively than a closer level of activation to some optimum (it should be neither too low nor too high) [2, 39].

*The Lewin theory.* The psychologist felt motivated various parts of "living space" in which the individual needs or quasi-need- intention. Objects of environment become motivational force and lose it when the need or quasi-need satisfied. The following theory developed another American researcher D. Murray – along with organic (primary) needs it has identified secondary (psychogenic), which is the result of training and education – the need to succeed, affiliation, aggression, independence and opposition, respect and protection, dominance and to draw attention to avoid failures, help and understanding, knowledge and explanation [5, 345]. Further development of this theory gained in the writings of Maslow. Main position – socially conditioned human needs. Thus, there is a hierarchy of different needs from lower to higher. Maslow believed that the needs can be divided into five types: physiological, security needs and confidence in the

future, social, esteem needs, the need for self-actualization [4]. He stressed the need for each new becomes possible only at meeting the needs of lower order. The need for self-actualization is presented as actual pathogen action and behavior only provided meet the needs of those that preceded it.

**Two-factor theory of motivation** (F. Herzberg). Its basis is the position that there are two factors of motivation: hygiene (general policy organization, inspection and supervision, salary, interpersonal relations, working conditions); motivators (the ability to succeed on the job, promotion and recognition as human beings, the meaning of work responsibility for assignments). Dissatisfaction, explain the unfair treatment guidance, and fun – as psychological growth and self-actualization.

**Behavior psychology theory.** The founder of behaviorism Watson distinguished two forms of human behavior – external and internal, that are interconnected stimulus and the response to this stimulus. The famous formula of "stimulus – response", according to behaviorists, explains all forms and acts of human behavior in the environment. Stimulus as an external stimulus activates the internal energy of the body and is thus appropriate his response to this stimulus.

**Cognitive theory.** Call to action may result in a person not only by emotions, but also influenced by knowledge, in particular their consistency or inconsistency. One of the first drew attention to this factor and investigated its L. Festynher. The main tenet of his theory of cognitive dissonance is the claim that the system of human knowledge about the world and about themselves committed to reconciliation. In the event of discrepancies or imbalances, the individual seeks to remove or reduce it, and this desire itself can become a strong motive for his behavior. Along with attempts to reduce dissonance already existing entity actively avoid situations that can give rise to it. To reduce dissonance in one of three ways: 1. Change one element of knowledge so that it does not contradict the other. 2. Add new items to the controversial structure of knowledge, making it less controversial and more consistent. 3. Reduce relevance to human knowledge, which is not consistent [5, 478-490].

**The theory of expectations** V. Vroom is based on the assumption that the motivation of workers achieved reward. Thus the power of the desire for an award depends on three situational factors: the link between labor costs and the results achieved, i.e. the expectation that labor costs will give the desired results (C - D), if there is no communication, motivation weakens; reality of an award, that expectation that the results will be rewarded (R - B), the lack of such a relationship weakens motivation, reward value: through its own system of values –specific rewards may not be for human values, that motivation depends on the expectations of the value of remuneration (B - C). Value of these three factors and their impact on motivation in general expectations theory interpreted as follows: if expectations are high, the force impulse increases.

Summarizing the analysis of concepts can conclude that activity is always caused by a particular motive. Motifs – a relatively stable expression of personality. However, the motivation – is not only a set of motives. According to S. Zanyuka, current motivation form is also situational factors.

The structure of motivation distinguish effective and procedural components [2, 8]. The meaning of human activity is a result of, but not limited to. After the activity itself also makes sense: the subject of the process itself encourages activity rather than its result.

It is on the basis of these components distinguish types of motivation: external and internal (H. Harlow). External motivation – determination of behavior and physiological needs stimulation environment. Internal (procedural motivation) – conditionality behavior factors unrelated to exposure to environmental and physiological needs [2, 97]. Internal motivated behavior is performed for itself (the actual process and the content of it is interesting). While external motive is updated when the activity is the main cause of getting what is outside it (money, fame, power, etc.). Litigious motivated forms of activity give the impression of lack of purpose, focus on the process rather than the outcome of the activity (egg, aesthetic experience) Typically, each activity is always prompted complex combination of internal and external reasons [2, 100]. D. Berlayn, describing procedural

motivation emphasizes that all stimuli that cause the activation of the above motivations have the following properties: novelty and change, surprise, complexity, uncertainty. Complexity, deviation from the expected flow stimulation also has procedural determinants of motivation. This sudden change in a certain state of the object, causing strong activation. All unusual, non-standard (within reason) stimulates the search activity and evokes positive emotions. Process motivation occurs when a discrepancy, discrepancies between the information flow and internal standards or expectations are high. Process motivation in this concept means that people will gladly immersed in the activity. M. Chyksentmyhali suggested that procedural motivation factor is a certain emotional state – the joy of the activity. He asked the players, surgeons, scientists describe their professional and performed on leisure activities and assesses what a joyous feeling that they are going through with this. Identified in the description of the central concept he identifies as "flow". "Flow" is a case of dedication, a sense of joyful activity, when an individual "is dissolved in the subject activity" when attention is fully focused on the lesson that makes forget their own "I". This is a unique state of joy, inspiration and admiration. This feeling brings together the activities of the game, because it is most clearly represented in the game capture the joy of action.

In the analysis of the experience of "flow" problem arises value features of the subject and task complexity. If capabilities far exceed the complexity of the problem, there is boredom, otherwise – anxiety. If the complexity of the problem exceeds the capacity of the subject only to a large extent, that there are conditions for the experience of "flow".

Exploring the people, who take out the fun of the process learning, working, studying their experiences and feelings in the process procedurally motivated activities. Chyksentmyhali has identified the following indicators (signs) of the subjective state procedural motivation in the work ("feeling the flow"): feeling full (mental physical) diving in activities, full attention, thoughts, and feelings on the matter, the feeling of being clearly know how to act at one time or another work, a clear understanding of its objectives, the lack of excitement, anxiety, due to

possible errors and failure, loss of customary sense of a clear understanding of himself and his surroundings, as if dissolving into the business. R. de Charms treats procedural motivation through a sense of a man of its performance, feeling the source of changes in the surrounding reality, desire to cause their actions (and not under other incentive). To characterize procedural motivation E. Deshi used two types of experiences: the sense of its capabilities, self-assertion. The more pronounced are these two experiences, the higher the level of judicial motivation. Activities in this case turns out to be more motivated internally, the more it is associated with a test of their capabilities and do not require any reinforcements.

**Conclusion.** Thus, the experience of the subject's own autonomy and personal causation, feeling the source of changes in the world around him is an important indicator of intrinsic motivation. Another factor – the sense of personal competence, their own capabilities – is also an important motivation (factor) any activity characterizes intrinsic motivation.

**Furthering directions of our research is** to study methods of internal motivation of teachers of schools.

### Literature

1. Вилюнас В. К. Психологические механизмы мотивации человека: монография / В. К. Вилюнас. – М.: Изд-во МГУ, 1990. – 288 с.
2. Занюк С.С. Психологія мотивації: Навчальний посібник / С.С. Занюк. – К.: Либідь, 2002. – 304 с.
3. Климчук В.О. Феномени розвитку внутрішньої мотивації / В.О. Климчук// Соціальна психологія. – 2008. – №6 (32). – С. 70 – 77.
4. Маслоу А. Мотивация и личность / А. Маслоу. – СПб.: Питер, 2008. – 352 с. (Серия «Мастера психологии»).
5. Орбан-Лембрик Л. Е. Психологія управління : навч. посіб. / Л. Е. Орбан- Лембрик. – 2-ге вид., доповн. – К.: Академвидав, 2010. – 544 с.

*The article deals with the concept of "external" and "internal motivation" activity, the basic phenomena of intrinsic motivation of teachers in the profession.*

*By the analysis of the theoretical and methodological foundations of the concepts of procedural motivation determined personality factors in the development of the motivational sphere of workers of the educational environment. Settle indicators (signs) of the subjective state of procedural motivation of the teacher.*

***Motivation, internal motivation, phenomena of internal motivation***

***Omelchenko L. Development internal motivation of pedagogues: theoretical analysis***

# **PROFESSIONAL TRAINING OF CUSTOMS AND FOREIGN ECONOMIC ACTIVITY EXPERTS IN THE CONTEXT OF GLOBALIZATION AND STANDARDIZATION**

**Pavlenko O.O., Prof. Dr.Sc.**

**Pugach V.B.**

**Timchenko-Mikhaylidi N.S., Ph.D**

*The article deals with current issues of customs officers and private sector foreign economic activity specialists professional training in the context of globalization and standardization. The authors define the role of customs services that - in the 21st century - face challenges caused by globalization initiatives to facilitate trade and security. The focus is on the need and appropriateness of the development and implementation of international professional customs standards as a unified tool for institutional development of customs services in the era of globalization. The authors proved the EU Customs Blueprints as a basis for the standards of training customs officers' development and described the objectives and nature of the World Customs Organization Professional Standards, which define goals and strategic objectives of customs officers training. Educational strategies and recommendations on the structure of training and curriculum elaboration are presented.*

*Keywords: customs officer, private sector, foreign economic activity specialists, professional training, World Customs Organization, Professional Standards, implementation, capacity building.*

**Formulation of problem.** The role of customs in the 21st century, which faces challenges posed by globalization, an initiative to facilitate trade and security, requires renovation of professional approach to the management and operation of customs administrations around the world to a new partnership "customs - the private sector (i.e. business)". World Customs Organization is an

intergovernmental organization with competence in the field of customs, which brings together 177 member countries, among its primary objectives in the strategy document “WCO STRATEGY 2020” announces workers’ training for customs administrations and businesses, working in field of foreign relations ([www.wcoomd.org](http://www.wcoomd.org)).

Therefore, the importance of the subject of our article on professional training in the field of customs in the context of globalization and standardization due to the need for trained human resources by adapting the national level proposed by international organizations (e.g. World Customs Organization (hereinafter - WCO), United Nations Economic Commission) and other institutions of innovative tools and best practices. The purpose of the article is to analyze the training of customs officers in the context of globalization and standardization and develop recommendations for further improvement and unification.

**Analysis of recent publications.** Various aspects of continuous professional education in the field of customs examine scientists from different countries (A. Belyaeva, A. Beckman, I. Vasiliev, D. Viddousan, L. Debok, S. Dzhennard, A.Kon'kova, V. Lyednov, L. Lozbenko, M. Makhmutova, Alexander Melnikov , H.Mintzberg, Y. Jansson, A. Kanheldiyev, A. Krupchenko, A. Pavlenko, A.Pankratov, I. Pogiba, A. Poro, etc.). In many studies [1, 2, 3, 4, 5, 6, 7] emphasizes that the modern custom manager expected increased understanding of political, economic and trading environment, which now operates Customs, the ability to apply progressive management and technological tools. This is compounded by the data analysis of the diagnostic mission of the World Customs Organization (hereinafter - WMO), conducted a program of WMO Columbus ([www.wcoomd.org](http://www.wcoomd.org)).

**The main material of research.** At the time requirements of international organizations, including the conditions and requirements of globalization it were developed efficient techniques and tools of professional training of specialists in the field of customs and the private sector - economic agents - who work with customs authorities. Among the innovative tools, first of all it should be noted the

following: WCO e-learning program CLIKC ([www.wcoomd.org](http://www.wcoomd.org)) as the most pressing contemporary education tool in global world; methodological tools of WCO «The WCO Capacity Building Development Compendium» [8]; educational and methodological tools of the UN Economic Commission of Europe of the World Trade Facilitation «Trade Facilitation Implementation Guide» (<http://www.unece.org>), guidance to simplify global trade «Trade Facilitation Implementation Guide», developed by the World Trade Organization ([http://www.wto.org/english/tratop\\_e/tradfa\\_e/tradfa\\_e.htm](http://www.wto.org/english/tratop_e/tradfa_e/tradfa_e.htm)); training manuals EU Mission EUBAM, namely: "Effective Management Tools" and guide for facilitators [9, 10]. However, theoretical analysis and practical application of these tools in training employees Ukrainian customs administrations have not been done sufficiently yet.

Our analysis confirmed that some customs administrations and institutions recognize that there is a special set of knowledge, skills and behaviors that are necessary to perform the unique role of customs in the government, making the settlement of international trade to meet national goals that can be achieved only through a more professional approach to management development and career development of personnel customs authorities. In response, educational institutions in different countries, customs officials, who prepare and conduct training, need to develop special curricula, but until recently, there was no coordination or standardization in these individual attempts.

In 2005, the WCO has begun organizing many individual interests and developments in this area, to create a set of common, internationally recognized standards of professional development of customs managers. The initial presentation was made with the support of the International Network of Customs Universities (INCU) ([www.incu.org](http://www.incu.org)) in 2006, by starting of program WCO PICARD (Partnership in Customs Research and Development/Partnership in Customs Academic Research and Development) and were further developed in the second conference PICARD, held on 27-28 March 2007.

In parallel, in the framework of the program PICARD, academic institutions not only rebuilt the International Network of Customs Universities, but also a rich source of information in the field of customs, which became an international customs Journal World Customs Journal ([www.wcoomd.org/en/media/newsroom/2008/april/world-customs-journal.aspx](http://www.wcoomd.org/en/media/newsroom/2008/april/world-customs-journal.aspx); [www.worldcustomsjournal.org](http://www.worldcustomsjournal.org)).

Working with INCU, WCO finalized professional standards for strategic and operational management of customs and continued work on the development of uniform international standards for inspectors of customs institutions and instruments of implementation of standards [5]. Now academic institutions can implement standards (agreed to international organizations) in their curricula, while meeting the national accreditation criteria. It should be noted that a number of academic institutions in the world have initiated and worked out pilot programs based on these standards.

In addition, when standards were established and started its application, WCO has launched the implementation of a new tool - custom certification of educational institutions based on which qualifying institutions and institutions for releasing recognition WCO will be entitled to the implementation of the curriculum standards of the WCO.

So it has to be noted that the development of professional standards was carried out for three main purposes:

- 1) to develop standards that can be implemented in a professional profiles for recruitment of Customs;
- 2) develop standards, which can be measured on-site training;
- 3) develop standards, given that you can develop educational standards for training of customs officers.

Thus, the Standard contained in WCO publication "Professional Standards" [5] can be used and shall be used by the academic world to develop the national curriculum, providing professional qualifications to customs workers and other professionals of the private sector, working in the field of foreign economic

activity, bachelors and masters in various fields (law, economic, scientific, technical, etc.).

It has to be noted, that the global Customs community and the private sector, which cooperates with the customs, namely in the context of globalization recognize the importance of unification and standardization as requirements of performance standards (procedures and processes) (that are professional standards) and of educational standards. Therefore, the main purpose of accreditation of educational institutions that train specialists for customs agencies and the private sector, is working with Customs; it is considered the unification of requirements to perform production tasks and the training of specialists (WCO PICARD Certification). This, in turn, serves as a requirement for compliance with WMO curriculum Standards. That refers to the fact that schools are required to present the relationship between professional standards and WMO program of the institution, as well as the connection between the WMO requirements for knowledge and objects of the institution, describe their philosophy and show a practical action plan for transferring the received knowledge and skills in the conventional work environment.

**Findings from research.** The analysis allows concluding that proof of the urgent need in the era of globalization, different customs administrations around the world, as well as various economic agents to understand each other in order to facilitate global trade is spreading the idea of standardization and unification of training, as evidenced by the following:

1) the coincidence in time of increased attention from various international institutions and professional as professional standards and tools for their implementation;

2) increase the cooperation between international organizations and professional associations with educational institutions on the development of competency standards for professionals;

3) sufficiently serious resemblance content reference and teaching tool to simplify global trade that have been developed by various international organizations;

4) intensification of international organizations at the national level (with national experts, facilitators etc.) for development and testing mechanisms and instruments for standards implementing;

5) focusing on trainers-facilitators' training (initiating and supporting the work of international copyright collectives to develop standardized teaching tools for trainers-facilitators);

6) attention to the multi-language direction of global unified teaching tools.

Analysis of the work of the pilot WCO schools ([www.wcoomd.org](http://www.wcoomd.org)) for the implementation of professional WCO standards, reviews of professional associations, known as corporations such as “Global Alliance for Trade Efficiency”/GATE) supports the conclusion that in the context of globalization and standardization of instruments of international organizations, especially for global education (e-learning), are the most effective means of training and professional development in the field of customs and foreign trade activities.

**Prospects for further research.** We consider convenient to further theoretical development and practical implementation of standardized professional and educational standards for inspectors of the customs authorities (lowest level) and specialists in international trade.

## **References**

1. Pavlenko, O. Mechanisms and tools for institutional development of customs administrations / O. Pavlenko // Scientific-methodical seminar «Implementation of international standards through the use of WCO e-learning platform», Academy of Customs Service of Ukraine. - Dnepropetrovsk, 2012.

2. Pavlenko, O. Forming communicative competency of Customs officers in the system of lifelong professional education. Doctoral thesis. 13.00.04. – Dnepropetrovsk. – 2010.

3. Pashko, P., Garmash E. and others. Recommendations of the State Customs Service of Ukraine about variable parts of the educational and professional master programs for Customs / P. Pashko, E. Garmash and others // Academy of Customs Service of Ukraine. - Dnepropetrovsk, 2010

4. Buyonge, C. East and Southern Africa benefits from new MBA with Customs specialization. // WCO News. — October 2011. — No. 66. — p. 38-39.

5. PICARD. Professional Standards. – World Customs Organization, Brussels. – 2008. - 46 p.

6. Poro, A. European Customs training community benefits from new knowledge sharing tool. // WCO News. — February 2011. — №64. — p. 32-33.

7. Widdowson, D. Raising the academic standing of the Customs profession.//WCO News. — February 2011.— №64. — p. 29-30.

8. The WCO Capacity Building Development Compendium / A Columbus programme phase 2. Implementation tool. – World Customs Organization. – 2009. – 188 p.

9. Effective management tools. // Instructor's Manual for Training courses / edited by V. Zalozha, V. Litovchenko. - K.: VAITE 2012. - 196 p.

10. Teaching manual for facilitating coaches training of the «Effective management tools» course / under ed. V. Zalozha. - Odessa, 2013. - 126.

Полозенко О. В., кандидат педагогічних наук, доцент кафедри соціальної роботи та психології, Національний університет біоресурсів і природокористування України  
Polozenko O. V., the candidate of pedagogical science, the associate professor of National university of life and environmental sciences of Ukraine

## **ОСОБЛИВОСТІ САМОРЕГУЛЯЦІЇ СТУДЕНТІВ АГРАРНИХ ВНЗ FEATURES OF SELF-REGULATION OF STUDENTS AGRARIAN HIGHER EDUCATIONAL ESTABLISHMENT**

*У статті представлено результати емпіричного дослідження особливостей саморегуляції студентів аграрних ВНЗ. Виявлено рівні сформованості функціональних ланок саморегуляції студентів. Було встановлено, що особливої уваги і компенсації потребують функціонально слабкі ланки саморегуляції такі, як моделювання, програмування, самостійність. Визначено профілі розвиненості регуляторних процесів студентів та слабкі ланки в них, виявлено домінуючі рівні загальної саморегуляції за кожним профілем, представлено якісну характеристику одержаних даних, окреслено компенсаторні можливості за профілями розвиненості регуляторних процесів.*

Ключові слова: саморегуляція, програмування, планування, моделювання, гнучкість, самостійність, оцінка результатів.

**Statement of the problem in general.** The problem of self-regulation of the behaviour is now one of the most actual as the character of the behaviour of a person is closely connected with the peculiarities of self-regulation. According to O. Asmolov, the psychology of self-regulation reflects the problem of personality which alters in the changeable world [1, p. 282]. The success of both educative and professional activity is mainly determined by the level of awareness of self-regulation, i.e. by such skills which will help a person organize a process of

activity fulfillment and its management. The self-regulation system itself fulfills the regulatory function as to the actions of a person, his/her psychological processes, states, which are included into the process of activity fulfillment. As V. Morosanova states the success of certain kind of activity mastering depends on the ability of the subject to form the style of self-regulation which will be characterized by high development of integral system of self-regulation and close interconnection of regulatory processes, which carry it out. With the availability of distinctive individual specifics in the profile of self-regulation and its non-coincidence with the regulatory specifics of activity, its successfulness will mainly depend on the desire and possibility of the subject to form such style of self-regulation in which insufficient development of certain regulatory processes will be overcome [2].

Modern conditions of self-regulation are based on the imagination about a person as a subject of activity, where the notion “subject” is considered as accentuated active, changing-creative beginning, which is realized by the person in the activity. In the category “subject” such important for self-regulation qualities as independence, internal determination, regulation of the activity are singled out. Self-regulation of a personality is determined by the following factors: environment, cultural-historical peculiarities of the society, national, religious, professional belonging, etc. That is why the problem of self-regulation of personality is integrated with the problem of psychological readiness of the subject to the activity, i.e. his capability to analyze and evaluate of the available conditions to determine the most probable ways of acting, to foresee the motivating, willing, and intellectual efforts. Thus, the research of self-regulation of students of agricultural higher institutions in the context of their psychological readiness to professional activity seems us timely nowadays.

The analysis of the latest research and publications shows that considerable contribution to the development of the problem of self-regulation was made by the representatives of the age and pedagogical psychology. Depending on the purposes of the scientists the attention is concentrated on such kinds of self-regulation as:

style (E. Konoz, V. Morosanova, R. Sagiev), will (V. Ivannikov, V. Kalin, V. Kotrylo, V. Selivanov), emotional (I. Brynza, Ya. Reikovskiy, O. Sannikova, O. Chebykin, O. Chernikova), moral (M. Boryshevskiy, B. Bratus, T. Kyrychenko, P. Yakobson), motivation (O. Ksenofontova, V. Stepansky, A. Faizullaev), personal (K. Abulkhanova-Slavskaya, L. Obran-Lembrik, I. Chesnokova), intellectual (V. Molyako, O. Tyhomyrov), valuable-sense self-regulation (L. Dolynska, I. Kon, V. Semenov, V. Yadov).

Scientific research of regulatory sphere of the personality is considered: through wishes, motives, strives, needs, inducements, i.e. through those factors which are considered to be the reasons of activity (D. Uznadze, L. Bozhovych, S. Rubinshtein, L. Antsiferova, B. Ananiev, O. Leontiev, P. Symonov and others); through realized independent choice of purposes, motives, personal actions without external compulsion (L. Vygotsky, V. Frankl, A. Bandura, R. Mey, E. Fromm, A. Maslow, K. Rogers, V. Vilyunas, O. Konopkin and others); from the position of its managing, executive, controlling function as to fulfillment of arbitrary activity (S. Rubinshtein, O. Konopkin, V. Morosanova, V. Selivanov); from the position of free self-control as aware self-subjunctive influence on free activity, which contains self-determination, self-control, self-mobilization, self-stimulation (G. Nikiforov, E. Il'in, V. Ivannikov, V. Selivanov).

**The purpose of the article** is to determine the levels of formation of functional links of self-regulation in the students of agricultural higher institution, to determine weak links in profiles of development of regulatory processes, to line out their compensatory opportunities.

**The presentation of the main material.** In accordance with the set purpose for determination of the levels of formation of functional links of self-regulation and determination of the profiles of development of regulatory processes of the students the methodology of V. Morosanova "The Style of Self-Regulation of the Behavior – 98" was used (SSB-98). The questionnaire of SSB-98 works as a single scale of "The General Level of Self-Regulation" and is comprised of 46 affirmations which are included to the composition of six scales which are

distinguished in accordance with the main regulatory processes and regulatory-personal characteristics:

- planning of activity purposes, which characterizes individual peculiarities of setting purposes from the point of view of awareness and autonomy of the activity purposes setting process, their effect, feasibility, durability, detailing;
- modeling of significant conditions – it reflects development of ideas about the system of external and internal significant conditions for achieving of the goals, the degree of their awareness, detailing and adequacy;
- programming of the actions – it consists of awareness of construction by subject of the ways and consequence of personal actions for achieving of the set goals;
- the assessment and correction of the results is adequacy, autonomy of assessment by the person of himself/herself and the results of his/her activity and behaviour, durability of subjective criteria of assessment of success of goal achieving results;
- flexibility reflects the level of formation of regulatory flexibility, i.e. the ability to reorganize, to correct the system of self-regulation with the change of external and internal conditions;
- independence characterizes development of regulatory autonomy.

At the research took part 95 students of agricultural faculty of Vinnitsa National Agricultural University aged 17-19, 45 of which are girls, 50 – boys. The results of the research are presented in Table 1.

Table 1.

Scale	Low level, %	Middle level, %	High level, %
Planning	9,4	48	42,6
Modeling	21,4	50,6	28
Programming	14,7	69,3	16
Assessment and correction of the results	9,4	70,6	20
Flexibility	10,7	52	37,3
Independence	25,3	38,7	36

The General Level of Self-Regulation	10,6	62,7	26,7
--------------------------------------	------	------	------

During the research we obtained the data which allow us to state that the scales with low indicators which are weak links of self-regulation of students need a special attention and compensation. They are modeling, programming, independence, which will be displayed in: inadequate assessment of significant internal conditions and external circumstances, which are incarnated in fantasizing, which can be accompanied by sudden changes in attitude to the development of the situation and consequences of personal actions; difficulties as to determination of the goal and programme of the actions, which are adequate to this situation; absence of skills and desires of a person to think about the consequence of personal actions and preference to impulsive actions; inadequacy of the obtained results to the purposes of the activity; ignoring of the necessity of changes in the programme of actions; dependency on the thoughts and assessments of the surrounding, non-critical attitude to the advice of others, non-independent elaboration of plans and programmes of actions, occurring of regulatory errors at the absence of assistance from outside.

As a result of the conducted research the typical profiles of regulatory processes development of the students were determined. Let's consider them more closely. Typical profile # 1 is characterized by high level of development of processes of planning of purposes and programming of the actions in comparison with modeling of the conditions of achievement of purposes and assessment of results. Profile # 1 was found in 9,7% of students, where general level of self-regulation corresponds to average. This profile is accentuated and most frequently can be met in people with highly expressed personal anxiety, with the tendency to the accentuating of the character of adynamic or emotional-agitation type. While communicating it is difficult for such people to control personal emotions, they are easily upset if something goes wrong and not as it was foreseen. They react sharply to the demands of those surrounding them, they are dependant on external

conditions, and they expect others to participate in their fate. The instability of moods can lead to impulsive behaviour. There is developed planning of personal life perspective, however there can be observed difficulties with determining of main goals. At creating of life plans they orient at others.

The students who took part in the research displayed average level of general self-regulation with this profile. For them characteristic is striving to planning, to selection of ways and sequence of actions. However, as a result of weak development of modeling a great importance is devoted to details and trifles, which is why they lose the most important. They are inclined to be fixed on personal mistakes. High sensibility to personal failures, excessive self-criticism, and instability of self-control are characteristic for them. The internal conditions of accomplishing of the activity such as the way one feels, personal opportunities, the degree of readiness are often assessed inadequately. This can be displayed in uncertainty in own forces and abilities, they are inclined to make the situation either more complicated or more simplified than in reality. A frequent change of moods is observed. Such people think about their future, easily set goals, though they may not reach them as they avoid obstacles, difficulties, they lack persistency and patience. They are distinguished by dependency on external and internal conditions and lack of confidence. At making a decision support and advice of others are important for them. While choosing the personal line of behaviour they do not tend to display initiative. They control themselves badly in hard life conditions. They experience difficulties with adaptation to new people and situations which can be an obstacle to self-realization. They have anxious attitude to the future. The goals they set are sooner dreams. They are more based on feelings and emotions. Their actions are influenced by assessing judgements of other people. Thus, students with the typical profile #1 allow compensating the lack of development of modeling and assessment of results by the development of processes of planning and programming. The underdevelopment of modeling also can be compensated on the cost of higher general level of self-regulation. With this

purpose it is important to recommend the students to keep a diary as to planning of their affairs, current affairs, independent control and evaluation of the results.

Typical Profile # 2 is characterized by high level of development of processes of modeling and assessment of results and low formation of planning and programming. From the point of view of self-regulation this type is considered to be productive, however it can be either accentuated or harmonious at general increase of the level of self-regulation. Profile # 2 was found in 9,7% of students, the general level of self-regulation mainly corresponds to average. For the students with this profile low awareness and stability of goals of the activity, uncertainty as to the plans are characteristic which lead to the difficulties with self-organization are characteristic. The preference is given to surface and non-structured forms of goals setting. The development of modeling is displayed in operative assessment of essential conditions of activity fulfillment which allows taking actions corresponding to the situation. Such students are able to build relations with those surrounding them. In communication they are characterized by natural behaviour, sensitivity, compliance, readiness to cooperation, patience. They are distinguished by steadiness and caution. The plans for the future are not concretized hereby general purposes such as work, family, and friends are dominated, however the ways of their achieving are not concretized. For the representatives of Typical Profile # 2 flexible behaviour is characteristic, for example at switching from one task to the other they display good adaptation, and weak emotional reaction to failures. At unfavorable conditions they can display lack of resistance, unjustified haste at making decisions. Thus, the development of modeling allows compensating the lack of development of programming, and the planning is the weakest link of self-regulation in the students with typical profile #2. The lack of development of planning and programming can be compensated at the expense of increasing of general level of self-regulation.

Typical Profile # 3 is characterized by high level of development of the processes of modeling and programming and a low level of development of planning and assessment of the results. This type can be both accentuated and

harmonious at increasing of general level of self-regulation. Profile # 3 was found in 1,4% of the students, the general level of self-regulation corresponds to average. The development of modeling allows quick including into the situation, evaluation of requirements which appear and determining the steps to be taken. Such students notice difficulties timely and try to cope with them, they evaluate the situation realistically and they try to manage it. Their behaviour is directed to searching of external support. They solve life problems at the time when they arise. They tend to change the way of life and mode of occupation sharply. The life strategy is characterized by uncertainty of goals and has a contradictory nature. As a result of this they are fond of different, sometimes contrary, ideas. They do not take responsibility for personal choice and taken decisions. At communication they are oriented to social approval. Thus, for the students with typical profile #3 the development of modeling allows compensating the lack of development of planning, the lack of development of which can be balanced at the expense of increase of general level of self-regulation.

Typical Profile #4 is characterized by high level of development of the processes of modeling, programming and evaluation of the results and low level of development of planning. Profile #4 was found in 15,3% of students, general level of self-regulation mostly corresponds to average and high. The representatives of the latter group do not consider as necessary to plan their activity beforehand. They are distinguished by being aware of their purposes however we observe fragmentarity and instability of plans. At this the development of regulatory flexibility allows them to be sensitive to everything new which contributes to good social adaptation. High level of modeling helps evaluate the situation quickly, to determine the goal of the activity, to construct operatively the programme of actions adequate to the situation. The high level of development according to the scale of the assessment of the results helps compare and evaluate of intermediate and final results, to determine correctly the degree of their inconsistency with the purpose of activity, to determine the reasons, to reconstruct rapidly the programme of actions and to introduce corrections. The students with this profile type of self-

regulation realistically evaluate personal opportunities and forecast the results, they foresee well the actions and deeds of other people, and they know how to diversify the obligations in mutual activity. They strive to communication with the people of the same age; however they give preference to personal interests in relationship with other people. Directness, sociability, tendency to superficial communication and optimistic attitude to the future are typical for them. In the prospective they expect success and material prosperity. They put forward big quantity of life goals and think through the ways of their achievement.

The students with typical profile # 4 (average level of self-regulation) do not think much about their future and live for the moment. Life planning is superficial and little realistic. Low organization is characteristic for them. They tend to break agreements and terms of fulfillment of obligations. They cannot organize their time and work, they do not finish the started affair; they often do not keep their promises. Their actions and deeds are determined by the conditions of the situation, which are displayed in insufficient succession and impulsive behaviour. They want changes and resist to monotony, that is why they are capable to introduce something new into activity and they strive to implement it in new ways. They take life easy, they are restless and active. Thus, planning is the weakest link of self-regulation of the students with typical profile # 4. The lack of its development can be compensated in the expense of high level of programming.

Typical profile # 5 is characterized by high level of development of the processes of modeling; development of other components of self-regulation is on the average level. For this profile a high level of independence and flexibility is characteristic. Profile #5 was found in 16,7% of students, the general level of self-regulation mostly corresponds to average and high. The students with this profile of self-regulation are distinguished by accuracy of activity goals setting, thorough planning, determining of concrete terms, their fulfillment and organization. Energy, fast switching from one kind of activity to another are characteristic for them. High level of development of flexibility allows being sensible to everything new, it contributes to a good social adaptation. High level of development of

modeling allows evaluating the situation correctly, choosing the ways of achieving a goal quickly. Such students evaluate personal possibilities adequately. In their communication striving to independence and leadership dominates, at this they are pleasant and trustful. Life perspectives concern all life spheres (personal, professional, material). They display clear awareness of necessity of self-perfection. Thus, for the students with typical profile # 5 modeling allows compensating the lack of development of planning and programming.

Typical profiles of self-regulation #6 and #7 are characterized by a high level of development of actions planning and high level of goals planning (for Profile # 7 – average level) with a relatively low level of modeling of the conditions of achieving purposes and average level of results assessment. High indicators of independence and low of flexibility are characteristic for these typical profiles of self-regulation. Typical profile # 6 displays most vividly specific peculiarities of self-regulation organization of introverts. Profile # 6 was found in 26,4%, # 7 – in 20,8% of students. The general level of self-regulation corresponds to average and high. The students with these typical profiles think thoroughly of personal actions and about their succession. They have a great need in life planning, in clear understanding of goals of activity and plans, their hierarchy; as a rule they don't tend to change their decisions made. The programme of actions is elaborated by them in detail before beginning of work. At realization of personal programmes they display persistence, readiness to durable mobilization of efforts for achieving of the goal, they fulfill their work well. At this as a result of low level of development of modeling, in the programme of actions the important conditions for successful activity are not always correctly displayed. Besides, the representatives of the above profiles are distinguished by low level of development of flexibility. That is why the students need more time to get included into work. The average level of development of assessment of the results contributes to formation of adequate criteria of successfulness, which allows timely and objectively evaluate the non-agreement of intermediate results with the purpose of activity and it allows their correcting. The representatives of typical profiles of

self-regulation #6 and #7 plan thoroughly their actions. They give preference to sticking to rules and order. They know how to control their behaviour and emotions. They keep to friendly and even relations in communication, they appreciate security and protection, and they are well-balanced. Thus, the development of the link of planning allows compensating the lack of development of modeling. For harmonization of general level of self-regulation it is worth developing of the links of planning and programming.

**Conclusion.** As a result of the conducted research it was determined the peculiarities and levels of formation of self-regulation of the students of agricultural higher institutions. It was determined that a special attention and compensation is required by functionally weak links of self-regulation such as modeling, programming, and independence. The profiles of development of regulatory processes of the students and their weak links were determined. It was determined the dominant levels of self-regulation for each profile. The qualitative characteristic of the obtained data was presented. Compensatory possibilities according to the profiles of development of regulatory processes were outlined.

We consider that individual peculiarities of behaviour and activity of the subject are determined by the level of development of self-regulation on formation of which the psychological preparation of the students influences significantly. Thus, self-regulation should be regarded in the context of actualization of self-consciousness of a personality, his/her motivation-values, cognitive and affective spheres.

### **Literature**

1. Асмолов А. Г. Психология личности: Учебник / А. Г. Асмолов. – М.: Изд-во МГУ, 1990. – 367 с.
2. Моросанова В. И. Стилевые особенности саморегуляции личности / В. И. Моросанова // Вопросы психологии. –1991. – № 1. – С. 121-127.

*Ponomarenko O.G. Senior Lecturer,  
Department of English for technical and agrobiological specialties  
National University of Life and Environmental Sciences of Ukraine*

## **CAREER GUIDANCE INNOVATIVE APPROACHES CONDUCTD BY SPECIALISTS IN SECONDARY SCHOOLS OF UKRAINE**

Key words: vocational guidance, occupation, educational conditions, structure, secondary schools, pupil, person.

The questions of career guidance necessity in secondary education and training of future specialists are highlights in this article. The system of training of qualified professionals is the main task of practical vocational education.

The purpose of article is to review achievements in the process of training the qualified specialists in the educational system of vocational guidance in Ukraine.

Well-planned and well-organized career guidance services are increasingly important to improve career guidance for young people. The process of training the qualified specialists is one of the main problems of the professional-practical education. Therefore, the above-mentioned problem in the article is considered the major among the problems, which the secondary school meets.

**Formulation of the problem.** Vocational guidance with youth is a priority work of the modern school. The correct choice of profession – an important step in everyone's life. At this stage, it is a specific role for the teacher. On how he would be able, to orient students in the wide world of professions depends their future professional definition. To show all the sides of a profession, its demand on the labor market, to help the child to know himself and his opportunities are the basic tasks of the teaching staff. Finished school pupil should be clearly aware that he can, that capable, and knows where to go to learn.

If we observe the following principles as: regularity and continuity, as it should not be restricted to work only with high school students and begins much

earlier, from the kindergarten; differentiated and individual approach to students based on their age, progress level, interests, values, life plans, the optimal combination of mass, group and individual forms of career guidance to students and their parents, the relationship of the school, family, vocational schools, career guidance centers for youth, employment services, community of youth organizations, connection of career guidance with life-society's need in certain specialties, the Career Guidance will be efficient at school [1].

**Analysis of recent research and publications.** An analysis of recent research and publications devoted to the study of problems of vocational guidance with young people, allows to assert that it is being studied by experts of various disciplines and in its various aspects is revealed through professional values (I.N.Vasylyev, N.V.Heyzhan, M.I.Ivanyuk) motifs ( T.M.Scheglova, A.P.Seyteshe ) professional interest ( S.P.Kryahzhde, V.V.Rimkyavichenye, P.A.Shavir) procedural side of professional orientation (N.Y. Tkachev), the attractiveness of the profession (A.A.Rean, M.H.Tytma), professional plans (Y.O.Klymov, F.Z.Kabirov, A.V.Suharyev). Relative to vocational guidance studied issues: vocational guidance of pupils (O.Ye.Holomshtok, Ye.O.Klymov, M.K.Kotylenkov, S.S.Martynova, S.V.Osadchyy, Ye.M.Pavlyutenkov, D.O.Thorzhevskyy, V.K. Sydorenko, B.O.Fedoryshyn, S.M.Chystyakova), the formation of vocational school students focus on trades (N.F.Heyzhan, M.I.Ivanyuk, NHNychkalo, V.V.Rimkyavichenye, T.V. Skrypchenko), vocational teacher ( M.V.Viktorova, N.V.Volodina, O.R.Hanopolskyy, N.Yu.Zubanova, N.V.Kuzmina, H.V.Makovets, L.O.Myhaylova, E.M.Nikiryeyev, I.H.Stotyka, O.P.Tomaschuk, Yu.D.Sheluhin, T.M.Scheglova) and vocational psychological (S.V.Yaremchuk) guidance of students in higher education institutions and young professionals (O.H.Moroz, A.P.Seyteshev) agricultural occupations ( M.I.Bardizh, H.H.Bas, H.P.Manheyeva, N.Yu.Matyash, M.P.Minkurova, V.S. Saliyenko). Pedagogical aspects of vocational guidance considered by several authors in connection with the investigation of issues of polytechnic education, employment training and

guidance on the basis of agricultural production (P.R.Atutov, V.M.Madzigon, P.M.Oliynik, D. Smets) [8].

**Problem.** The purpose of the article is to disclose the main components and implementation of career guidance at schools.

**The main material.** Ideally, the education system in Ukraine should include a system of vocational guidance, which should be comprehensive and multi-stage, accompany a person during the professional development and training. Therefore, it is important to carry out career guidance in training the youth at school, implementing a focused support, and logically complete career guidance assistance at the end of training in the process of employment or further study at university.

This system includes: the organization of assistance in selection the profile of training, future profession, providing teaching materials, the Commission of career guidance, assistance in choosing a specialization within their school, work career centers, employment services for vocational guidance of pupils, students and graduates, employment assistance, choosing the direction of knowledge, options for further study at college, university, work with companies, employers and universities.

Due to the integrity of the system should to carry the vocational monitored and conduct a person career support from the moment of choice of profession and finish at the employment stage. At the initial stage in the implementation of such system, it is important to conduct a series of informational and promotional activities to increase interest in it among pupils and students, reduces fear and uncertainty increases the credibility of this service. At the same time, there may be different approaches to career counseling itself, which in combination give the maximum effect:

For example, the purpose of activating approach is – to form human installation of vocational self-induce an active search, choice and self-solving existing problems. Tests, games, discussions and other methods will be effective in this approach.

The diagnostic-consultative approach includes conducting psychological testing and consultation their results. It can be carried out both individually and in groups. The aim is to identify the vocational guidance of man based on objective test data, and in the process of consultation to solve the fundamental human vocational guidance request using the obtained information. In this approach, you can diagnose the severity of certain competencies professionally important in getting profession.

The developmental approach includes trainings solving various career guidance issues, and develop skills and personality traits that can be useful in their future professional life. It is important to realize and secure the results, as well as to develop the necessary competencies in the learning process.

The aim of informational approach is to highlight the general trends in the labor market, and the situation of students choosing professions - where and by whom they can work on the modern labor market, and conduct lectures on career planning, company presentations, information on trends in the labor market, job fairs, etc. [7].

Holding of a thematic unit depends mainly on the particular circumstances and needs of the institution. For example, work with students may not begin with testing but from information lectures to generate interest and understanding of career guidance necessity and career counseling.

The choice of method for career guidance depends on the expert level of his or her qualifications and experience. It is very important to rely on indicators such as reliability, validity, reliability and the ability to solve the task - accordance to today and people needs.

The main task of vocational guidance at schools is to define the professional orientation of the student.

Procedures of career guidance should comprehensively diagnose interests, abilities and personal qualities of the person, correlating them with the choice of profession and education profile. The result of a certain methods discussion with

a psychologist allows the client of career guidance counseling to pay attention for the most important internal factors of occupational choice.

The correspondence between the person psychological characteristics and the relevant characteristics of the profession is very important choosing a profession. The technique allows combining the analysis of the interests, abilities and personal qualities of students within their professional intentions diagnosis.

Doing the complex of testing and discussing its results with psychologists of career guidance, pupil can better understand the nature of the self and determine which occupations and professions he can choose according to his interests, supported by relevant personal qualities and the development of appropriate skills. Therefore, the test material is focused on the interests and abilities that are important for education in the relevant professional field [5].

Testing complex includes various types of tasks: it is the solution of problems, and selection of the most attractive alternatives, evaluation of objects for the given parameters, stimulation of behavior in certain situation. According to the results of the test, receive a list of professions that best meet their individual characteristics.

Therefore, in order to choose a profession, students need to not only understand the world of existing jobs, but also have to recognize themselves, their individual mental properties.

An effective vocational guidance of young people is one of the most important public issues. Career guidance not only acquaint graduate of educational institution with the world of professions that he selects and his professional way, socialization of labor, but also affects the formation of the country's workforce, employment system and ultimately on the socio-economic development of society. That is why guidance career with young people given special attention in developed countries [4].

Vocational guidance includes scientific and practical components, has systemic base and constantly performed, reflecting the changing needs of the economy and society in the professional staff.

Socio-economic changes in the world and the modernization of the labor market, lead to the rapid aging of occupations while the steady growth of the qualification requirements for the employee. The main task of vocational guidance at schools is not only to create conditions and to assist in the conscious choice of profession, but also in teaching students the ability to evaluate themselves adequately to labor market demands and build their professional trajectory, understanding the need for continuing education that accompanies professional qualification growth and successful adaptation at work [3].

Active methods of vocational guidance are developed in pedagogy gradually last time. The main difference between these methods from traditional is in follow: the pupil of a secondary school from the object is gradually turning into a subject of their professional identity. Speaking about the main characteristics of the active methods in vocational guidance, we can distinguish the following: active methods in vocational guidance suggest shift of focus from guidance information and diagnostic on analysis and solution of problems of vocational guidance, as setting problems before teenager can stimulate of his own activity to solve it; activation of self-determination provides inclusion of value semantic component in vocational guidance.

With help of the active methods we can develop new and previously formed existing pupil personal qualities; active methods include activating diagnosis, which not only obtain information about the teenager but consider the possibilities to stimulate his thinking about the prospects for personal and professional self-determination; active techniques include the use of online forms work, such as training, discussion, role and business play. As you know, these forms of work are the most effective, especially at school age. In the school environment we can successful use such forms of career guidance: questioning, testing, including computer diagnostics aptitudes and interests of

future students; activate career questionnaires, consultations for students and their parents; vocational games, including customized and specialized "quests", consultation meetings of teachers and students with pupils, parents and teachers, individual support students [5].

Activities focused on vocational guidance: subject Olympiads, themed festivals, intellectual games, gaming advice; games consultation methods and vocational questionnaires, counselling for students and their parents, days and weeks of open house tours in educational institutions, businesses, thematic competitions (such as "Best in Profession") at the level of school, college and at the district level, organization of specialized groups and clubs, creativity laboratories, pre-professional training classes – specialized classes with the assistance of teachers of vocational colleges, additional training programs; courses at the college, "Labor samples" (practical activities in the profession), promoting temporary employment during vacation time, projects of social partnership of professional educational institutions with businesses, educational institutions, presentations at schools, specialized exhibitions, fairs, vocational workshops on professionals, workshops, seminars and other forms of practical training, skills of students with an invitation to students of secondary schools, participation in the celebration of Ukrainian professional holidays, themed online contests and quizzes, organization of professional competition "Best Occupation", "open lessons", speaking on class hours and parents' meetings at schools, meetings of professions experts with students, specialized exhibitions and fairs professions (with the Employment Centres) action campaign to recruit training at vocational training institutions, the work of the "mobile teams" in remote and sparsely populated areas to give a hand [2].

Information support of career guidance, through the media; distance vocational assistance, distribution of information on the demand in the area of specialty; distribution of collections of articles on the profession; thematic interview with professionals of schools; publishing materials about education establishments, including current events; publication of results of market

research according to the situation in the region, industry; organization of counseling centers for pupils and students at exhibitions and fairs educational services; lectures, conferences and round tables; store the information on schools sites, including career guidance materials; information support of collaborative projects between schools, businesses, organizations; vocational diagnosis, career guidance, vocational agitation and others are very important nowadays [2].

**Conclusions and recommendations for further research.** in our opinion The above forms and methods of teaching activities within vocational guidance, are effective primarily because they help youth to become the examined person of their professional identity. This means that in this case they may be internal readiness to undertake independent and informed choice, both in the professional field as well as in all other important areas of their life.

In modern terms the social order in vocational services emerged in our society because of the emergence of such phenomena as unemployment, which recently acquired a mass character. The solution of this problem defined assumptions of definite training. Its goal is to create an enabling environment to ensure sufficient level of general and specific training, which will enable the younger generation to compete in the labor market.

### References

1. I. Beh Vocational guidance of the content of the labor training activities of pupils / Beh I.D, Tymenko M.P // Scientific Proceedings of Ternopil State Pedagogical University. Series: Pedagogy. Number 5. – 1999. – P. 15 – 21.
2. Ye. Volodyna New Approaches to conduct vocational guidance / Volodyna Ye. // Electronic Resources – Mode of access:  
[http://yppk.ru/index.php?option=com\\_content&view=article&id=156:2013-03-27-05-44-33&catid=1:articles&Itemid=5](http://yppk.ru/index.php?option=com_content&view=article&id=156:2013-03-27-05-44-33&catid=1:articles&Itemid=5)
3. R. Gurova Today's youth: social values and moral orientation / Gurova RG // Pedagogy. – 2000. – № 10. – Pp. 32 – 38.4.

4. V. Zinchenko Theory and practice of development of vocational guidance in the present conditions // Update the content and methods of psychology, education and career guidance / VP Zinchenko, Yantsur MS // – №46 1998. – P.4 –15.
5. O. Melnyk, V. Romanchuk Fundamentals of occupational choice: The pilot and a collection of practical problems. / O. Melnyk – Kyiv: Institute of Education Sciences of Ukraine, 2001. – 98 p.
6. O. Melnyk The content forms and methods of vocational guidance with high school students during the learning profile. / O. Melnyk – K., 2008. – 54 p.
7. A. Serebryakov, Psychodiagnostic innovative technology as a system element of the organization of vocational guidance. /A. Serebryakov, V. Altukhov O. Ivanova, Ye. Orlova – Test Center Technology and Development Humanities, 2008 – E-resource - Mode of access: <http://teletesting.ru/modules/articles/index.php?op = viewarticle & artid = 88>.
8. L. Spodin On the issue of vocational guidance and identity problems of formation// Pedagogy and Psychology: 3b. Research papers / Spodin LA – Kharkov: HDPU. – 2000, – №10. – P. 110-115.

**O. P. Pylypenko**

National University of Life and Environmental Sciences of Ukraine

**"KLINICAL ROTATON YEAR" AS A FACTOR OF IMPROVING  
CLINICAL TRAINING IN VETERINARY GERMAN UNIVERSITIES**

***Abstract.** This paper considers aspects of the introduction of "Clinical Rotation Year" in Veterinary German Universities. In April 2005, a clinical rotation was introduced in the Faculty of Veterinary Medicine at Ludwig Maximilians University of Munich to improve quality of clinical education. The eighth and ninth semesters were merged into one semester, and the prescribed semester breaks were abandoned. The clinical year was divided into 14 rotations of 3,5 weeks each 1 Ludwig-Maximilians and included a 3-week break over Christmas and New Year's. Each Universität München, Medizinische Kleintierklinik, München, Deutschland clinic offers a range of different rotations among which students have to choose six. Because of the general nature of Germany's veterinary license, which includes all species and clinical disciplines, students are required to follow certain guidelines while selecting their preferred rotations. For each student, a mandatory 7-week rotation is required in which pathology, food hygiene, and animal welfare is taught. Due to various constraints, the numbers of students admitted to different rotations varies, and therefore not all requests for rotations can be fulfilled. To this end, students are not only asked to indicate their favourite six rotations but also to rank these in order of preference during registration. If demand turns out to exceed the rotations offered, then an alternative rotation is assigned to a student depending on ranked preferences. In an attempt to control quality of new curriculum, student performance is evaluated after each block in nearly all of their rotations. In addition, students are invited to evaluate teachers as well as facilities.*

**Keywords:** *veterinary education, curriculum, clinical rotation*

## **Introduction and general definition of problem.**

The current stage of development of higher veterinary education as a whole and the entire higher education in Ukraine is characterized by educational innovations aimed at preserving the achievements of the past and to modernize the education system as required according to the latest achievements of science, culture and social practices. Nowadays characteristic features of higher veterinary education is search for new content, forms, methods and means of teaching and management, study best practices of European countries, the deployment of a broad experimental work aimed at implementing educational innovations. Modern Ukrainian veterinary universities study the experience of European universities and practice implementing the principles of construction of high-tech flexible education systems through the application of modern information and communication technologies, do not aimed at simultaneous implementation of all the principles of the Bologna process but better to use the experience of foreign colleagues to adopt the best to help increase the effectiveness of teaching and thus the competitiveness of its graduates. Training programs for professional veterinary medicine in Germany are characterized by the following features: they are clearly professionally-oriented, graduates make career in the narrow field of professional, technology education at German universities are focused on the practical application of the gained knowledge. Taking into account an innovative educational experience of European countries, such as Germany, where the system of higher education is characterized by harmonious combination of old university traditions and innovative management education, fundamental theoretical education and scientific-research activity, accessibility and high quality of education one can conclude that it is one of the ways to solve educational problems of higher veterinary education in Ukraine.

**The purpose of the article** is to consider aspects of the introduction of "Clinical Rotation Year" as a factor of increasing the clinical training of specialists in veterinary medicine in Veterinary German Universities.

## **Analysis of recent research and publications on the topic**

The issue of education in Germany has been the subject of research of many Ukrainian and foreign researchers. The dual system of vocational training have researched such scholars such as N. Abashkina, I. Akimov, S. Romanov, D. Toropov, G. Fedotova, K. Hyufner etc. Comparative analysis of higher veterinary education in Germany and other countries is presented in the papers of German scientists-comparativistics, namely: a comparative analysis of higher veterinary education in Spain and Germany – Zina Francis Marion Fris; comparative analysis of higher veterinary education of the European Union (Czech Republic, Hungary, the Netherlands, Austria, Switzerland) and the United States– Barbara Susanna Strobel ; comparative analysis of higher veterinary education of France and Germany of Petra Andrea Buck; comparative analysis of higher veterinary education Austria and Germany – Murauer Karin, comparative analysis of higher veterinary education of England and Germany – Paul Oliver. The historical development of veterinary education is presented by example of history of the Institute of Food Hygiene Faculty of Veterinary Medicine University of Leipzig by scientist Cindy Krueger, the role of women in the establishment of veterinary education in the period (1950–1952) and the (1958–1989) was studied by Bettina Adela Maurer. In keeping with this theme the work of Eyfler Bettina should be also mentioned. She considered female medical assistant role of veterinary medicine in the history of veterinary medicine in Germany for the period 1951–2006 years.

### **Basic material of the research**

Nowadays specialists of Veterinary Medicine in Germany are training at four faculties: Berlin, Munich, in Giessen, in Leipzig and the University of Veterinary Medicine Hannover.

Faculty of Veterinary Medicine of University of Munich Ludwig-Maximilians currently consists of 15 institutes and clinics, research management in the municipality Obershlyayshaym (Bavaria). Faculty has 14 full-time professors, 14 visiting professors, one honorary professor, 18 associate professors and 24 assistants. Currently 1864 students are studying at the Faculty, 1/7 first-year

students are among them. Period of study at the veterinary faculty of Munich LMU is 5,5 years (11 semesters), which is divided into preclinical and clinical specialists training of veterinary affairs. Students at 4,5 years of study at the Faculty of Veterinary Medicine 3850 learning hours of normative and selective disciplines of the scientific-theoretical, professional and practical training of veterinarians. Study of practical and clinical training (practice) has 1170 hours: 70 hours in agriculture, livestock and cattle, 150 hours for medical practice of veterinarian, 75 hours in institutions of hygienic control and inspection of food, 100 hours at school of veterinary-sanitary examination of meat, 75 hours in institutions of the State Veterinary Service, 700 hours of veterinary practice optional [4].

In April 2002 the Faculty of Veterinary Medicine of the University of Munich Ludwig-Maximilians was inspected by Commission of the European Association Establishments for Veterinary Education (EAEVE)[3]. Clinical training of students, vets has experienced considerable criticism at that time. It was concluded that no imitation of operations in the audience cannot give students the ability to think clinically, examine the patient, establish a diagnosis, conduct of operations and others. In order to obtain by veterinarian students on the basis of previously acquired knowledge of clinical experience in the practice, deepening professional knowledge, enhance skills and abilities of veterinarian. During the summer term 2005 at the Veterinary Faculty of the University of Munich Ludwig-Maximilian was introduced so-called "Clinical Rotation Year". During this year the student is in those conditions in which he will work after graduation. Thus, the total theoretical training veterinarians of the past 3,5 years (7 semesters), providing lectures and seminars, independent literature work, participation in conferences, consultations, seminars, forums finds its practical expression in the effective students work in different schools of veterinary industry. If during the first seven semesters clinical practice was held in spare time lectures, during the "Clinical Rotation Year" when students do not attend lectures, they are able constantly to have in clinical training skills at the workplace. "Clinical Rotation Year" brings the 8th and 9th semesters, in the time dimension it is divided into 14 blocks, length of

each account including Christmas and New Year holidays is 3,5 weeks. Each clinic at the university offers six courses, in addition to these units is introduced 7 weeks of paraclinical unit (Veterinary Pathological Physiology, fundamentals of prevention and treatment of animals in collective and own farms, veterinary and sanitary inspection of food of animal origin) [1].

Justus Liebig University Giessen has also joined to innovative learning processes in the German veterinary universities. It was founded in 1607 by landgrave Ludwig V as well as Gissen Academy. The University is located in a small town in the center of Giessen in Germany (federal state of Gissen). Gissen is known primarily as a university city that lives under the motto "Wissen schafft die Stadt" ("Science creates the city"). By 1945 the University was named after Louis University (Ludwigsuniversität). Part of the University, which remained intact until the end of World War II, was transformed into the Institute of Agriculture and Veterinary Medicine named after Justus von Liebig (Justus-Liebig-Hochschule für Bodenkultur und Veterinärmedizin), who in 1957 (350 years after establishment) received university status again [1].

Justus Liebig University Giessen in the 9th and 10th semesters "cyclic year" ("Rotationsjahr") has 25 student groups of veterinarians, each of which has about 8 students, have practice in the following order: at a veterinary facility for horses (4 weeks), at a veterinary clinic for small animals (8 weeks), at the veterinary facility for ruminants (2 weeks), at the veterinary facility for obstetrics (4 weeks), at the veterinary facility for birds (1 week), at the veterinary facility for pigs (1 week), at the veterinary department of parasitology, pathology, virology and bacteriology (1 week each). This distribution of practices on species of animals does not exist in Ukraine, although this type of practice has significant advantages, as well as each representative of the animal world has a special structure of the body and many species of animals are sick only by characteristic diseases [1].

Name of Block	Name of Institution	Duration of the practice (weeks)
Block 1	Clinic for Horses (Surgery)	2
Block 2	Clinic for Horses (internal diseases)	2
Block 3	Clinic for Small Animals (Surgery)	2

Block 4	Clinic for Small Animals (Surgery)	2
Block 5	Clinic for Small Animals (internal diseases)	2
Block 6	Clinic for Small Animals (internal diseases)	2
Block 7	Department of Obstetrics, Gynecology and Reproductive Sciences	2
Block 8	Department of Obstetrics, Gynecology and Reproductive Sciences	2
Block 9	Clinic for Birds, Reptiles, Amphibians and Fish	2
Block 10	Clinic for Ruminants	2
Block 11	Clinic for Pigs	2
Block 12	Bacteriology/Virology and Pathology per week	2
Slaughterhouse	Slaughterhouse	3
The establishment institution of the State Veterinary Service	The establishment institution of the State Veterinary Service	2
The Hygienic Control Institution and Food Inspection	The Hygienic Control Institution and Food Inspection	2
Practice	700 hours = 4 months	16
Holidays	Christmas	5

## Conclusions

Perfect clinical training will allow graduates of German university start to work immediately without hesitation and a long period of adaptation. Practical training of veterinary doctors in Germany is achieved by systematic and active participation in their diagnostic and therapeutic work, clinical analysis and other types of practice. Clinics at German universities ensure qualitative multifaceted veterinary practice, help to establish contacts with professional environment, gain an experience of professional work. Clinical Year is the highest form of vets training. Taking into account positive experience of implementing "Clinical Rotation Year" in Veterinary Universities of Germany one offers to develop a program of application such an innovation in the learning process of the Veterinary Higher Establishments of Ukraine.

## References

1. Fischer M. Studie über die Ausbildung von Tierärzten in den Lebensmittelfächern–ein europäischer Vergleich: Inaugural-Dissertation zur Erlangung des Grades eines Doctor medicinae veterinariae (Dr.med.vet.) Durch die Veterinärmedizinische Fakultät der Universität Leipzig – [electronic resource] – Access mode: <http://www.qucosa.de/fileadmin/data/qucosa/documents/3607/druckexemplar.pdf>
2. The University of Giessen – [electronic resource] – Access mode: <http://www.uni-giessen.de/cms/fbz/fb10>
3. Verordnung zur Approbation von Tierärztinnen und Tierärzten (TAppV) [electronic resource] – Access mode: <http://www.gesetze-im-internet.de/tappv/BJNR182700006.html>
4. University of Munich Ludwig-Maximilians – [electronic resource] – Access mode: <http://www.vetmed.uni-muenchen.de/index.html>

# COMPETENCE-BASED APPROACH TO THE FORMATION OF INFORMATION COMPETENCY OF FUTURE TRANSLATORS IN THE PROCESS OF TRAINING

**R. TARASENKO**, PhD in technical sciences

*The article deals with the questions of competence-based approach in training future translators. The regulatory requirements for the competency of translators for their professional activities are summarized. The key competencies of translators are analyzed, which are the basis of the European Master's Program in Translation. The place of information competency in the structure of professional competence of translators is defined. It is noted that the competence-based approach in training future translators provides focus of content and outcomes of the educational process on the formation of their key competencies that allow performing professional activities in accordance with the standardized and non-standard tasks to be competitive in the international job market. Formation of information competency of a future translator as one of the key will allow a systematic approach to dealing with foreign-language information, as the main object of translation.*

**Key words:** *competence-based approach, standard, information competency, translator.*

**Statement of the problem.** The experience of educational systems in many countries shows that one of the ways to update the education content and education technologies, aligning them with modern needs of integration into the world educational space is the orientation of modern vocational education on the competence-based approach and creation of effective mechanisms for its implementation.

**Aim of the article** is to consider the formation of information competency of translators in the context of competence-based approach application.

**Analysis of research and publications.** The issue of competence-based approach implementation in education was studied by both domestic and foreign scientists such as N. Bibik, N. Brukhanova, L. Vashchenko, S. Denchenko, L. Zelenska, E. Zeyer, I. Zyazyun, W. Krayevskiy, O. Lokshyna, A. Markova, A. Maslow, N. Nychkalo, O. Ovcharuk, A. Petrov, O. Pometun, L. Parashchenko, A. Savchenko, L. Tarhan, S. Trubacheva, C. Handler, A. Hutorskoy, L. Shevchuk.

The concept of information competency on theoretical and methodological levels was studied by many researchers. In particular, local researchers dealt with the issue are O. Anishchenko, S. Balakirova, N. Balovsyak, V. Bykov, P. Bespalov, N. Hendina, D. Grytskov, R. Hurevych, A. Zavyalov, M. Zahornyy, O. Zaytseva,

V. Kotenko, Y. Mashbyts, N. Morse, A. Semyonov, O. Spirin, O. Padalka, L. Pyeycheva, S. Trishyna.

However, the question of the formation of translator's information competency, particularly for the agricultural sector in the context of the competence-based approach application has not been the subject of a separate study.

**General material of the research.** Competence-based approach refers to focusing of educational process on formation and development of core (basic, key) competencies and subject identity competencies. The result of this process is the formation of the general competence-based of a person; it is a set of key competencies and integrated characteristics of personality [1, p.64]. The transition to the competence-based approach means reorientation from educational process on result of education in terms of activities, displacement of emphasis from accumulation of regulatory defined knowledge and skills on forming and developing the ability to work virtually. That means that the main purpose of specialist training in today's society is not the traditional understanding of obtaining clearly defined qualification but the acquisition and development of certain competences that should provide it with the opportunity to adapt to dynamic development of the modern world [2].

In order to clarify the nature of key concepts we present some definitions of the term "competency", which are the basis of the competence-based approach.

The term "competency" is ambiguous interpretation and substantive content in researches of both foreign and domestic scientists. In order to summarize different views on the concept, team of experts from different fields within the Federal Department of Statistics in Switzerland and the U.S. and Canada National Center for Education Statistics started the program "Definition and Selection of Competencies: Theoretical and Conceptual foundations" (abbreviated "DeSeCo" (Definition and Selection of Competencies)). By the result of the program, the participants define the notion of competency as the ability to meet successfully the individual and social needs, to act and perform assigned tasks.

Each competency is based on the combination of interconnected cognitive attitudes and practical skills, values, emotions, behavioral components, knowledge and skills, all that can be mobilized for active action [7].

According to experts of European Council the competencies include: the ability of individuals to perceive and respond to individual and social needs, the complex of attitudes, values, knowledge and skills.

According to the definition of the International Board of Standards for Training, Performance and Instruction (IBSTPI), the notion of competency is defined as the ability to efficiently act, to perform a task or a job. This notion of competency contains a set of knowledge, skills and attitudes that enable the individual to act effectively or to perform certain functions, to achieve certain standards in professional sector or specific activity [10].

Under the competency of a person most pedagogues understand specially structured (organized) sets of knowledge, skills and attitudes that can be acquired during training. They allow person to determine that means to identify and to solve problems specific to certain areas, regardless of the context (situation) [1, p.17]. Researchers believe that the acquisition of essential competencies can give people the opportunity to navigate in today's society, information space, fast-paced development of labor market, further education [1, p. 6].

The implementation of competence-based approach is impossible without identifying a list of key competencies the achievement of which studying and training should be oriented to. By definition, of many international experts, the concept of key relates to the field of generalized concepts that contains a set of different components – knowledge, skills, relationships, values and other factors that make the personal and social aspects of life and human activity, and which depend on the personal and social progress.

Key competencies of an individual as a whole and specialists in various fields are the subject of continuous scientific debates, because it depends on the priorities of society, educational aims, which are different in different countries. Globalization processes taking place in all the spheres of human activities,

integration of educational systems, and combination of labor market with unified requirements to specialists contribute to finding common approaches to address these issues.

Classification of key competencies is considered in detail in OECD countries (Organization for Economic Cooperation and Development). Many countries have adopted the classification proposed by them as a strategic condition for the implementation of lifelong learning. The defined list of key competencies entered the recommendations of international community (Action Plan of the European Union and the Council of Europe, 2002; Action Plan for skills and mobility of the European Commission, 2002).

It is important to note that one of the main incentives for the development of competence-based approach in education is the requirements of business and entrepreneurship. Modern employers in most countries usually do not have complaints about the level of technical knowledge of the university graduates, but they are often describe graduates self-doubt and lack of experience in the integration and application of knowledge in decision-making as a defect of modern education [1, p. 17].

An important step that ensures the convergence of education and fields of professional activities of graduates was the approval of the National Qualifications Framework, which defines a systematic description of qualification levels structured by the competencies. Equally important value of the National Qualifications Framework is the assistance to introduction of European standards and principles of quality assurance to meet the requirements of the labor market for the expert competency [3].

The relevance of these aspects of the competence-based approach implementation in education led to consideration of the issues within our research to identify key competencies for future translators, including work-related information, in order to obtain knowledge and skills in the process of formation of information competency.

Taking into account the ultimate goal of the educational process for training future translator, which provides the ability to perform professional activities, we analyzed regulation requirements that determine translation activities. In particular, according to the European standard BS EN 15038:2006, which regulates the conditions for implementation and translation quality assurance, translators must possess professional competency, that means they must have such competencies formed [5]:

- *Translation competency* - the ability to translate text on a professional level. Translation competency includes the ability to assess the difficulty in understanding the text and its writing, and the ability to transmit the text on target language according to the agreement between a customer and a provider of translation services and to justify the reasons for the chosen solutions;
- *Linguistic and textual competency in source language and target language* - the ability to understand source language and to be perfect in target language. Text competency requires knowledge of great texts variety, both standard language texts and specialized texts, and includes the ability to apply this knowledge in its writing;
- *Research competency, collecting and processing information* - the ability to efficiently acquire the additional linguistic and specialized knowledge that are necessary for understanding source text and translating text. Research competency also requires the experience in use of research tools and ability to develop the necessary strategies for effective use of available sources of information;
- *Cultural competency* - the ability to use information about local conditions (i.e., the culture medium), standards of action and value system that characterize target and source languages;
- *Technical competency* – the abilities and skills necessary for training and translation. Technical competency includes the ability to use modern information technologies and sets of terminology.

The requirements for the competency of a translator, declared in the standard STTU APU 001-2000 Translators Association Ukraine should be noted. [4] In particular, the translator must have knowledge in: the language used for translation, translation techniques, the current system of translation coordination, specialization of the institution (organization), for which the translation is made, terminology in the field of translation; be able to work with dictionaries, terminology standards, books, reference books; know the basics of scientific and literary editing, language grammar and stylistics.

The differences in the requirements for determining the list and content of translator competencies, which give the opportunity to consider the ability to provide professional translation services, now outline the important educational task for their unification, which obviously involves the application of competence-based approach.

In order to standardize the requirements for training future translators, determining a single list of their competencies, the Commission created the European Master program in Translation (EMT), which is developed on the initiative of the General Directorate of European Commission for Translation, and has close cooperation with recognized academic experts in the field of translation. In the process of creating the program over a hundred of universities and other stakeholders, involved in training translators, at international conference in Brussels agreed on the criteria to be met by the curricula to get a seal of quality of the European Master program in Translation. The relevant key competencies can be entered by any university which provides training translators and willing to accede to the network of the European Master's Program in Translation. This network is designed to facilitate the exchange of best practice between participating universities and, as a result, higher standards of teaching and future translator professionalism and creating a true European market of qualified translators.

The proposed program includes six core competencies:

- Competency in providing translation services;

- Linguistic competency;
- Intercultural competency;
- Information competency;
- Thematic competency;
- Technological competency [6, p. 4-7].

In turn, these competencies are detailed by the range of competences. They are interdependent and contribute to training specialists in multilingual and multimedia communication. Together they constitute the minimum requirements, to which other specific competences can be added.

In our view, the translator competencies contained in the European Master program in Translation constitute in its totality a translator professional competency.

Competency in providing translation services is fleshed out by two aspects: interpersonal and productive. Interpersonal aspect involves understanding the social role of the translator, knowledge of market requirements, including demand trends, knowledge of approaches to clients (marketing), the ability to negotiate with clients (definitions of terms and rates, working conditions, access to information, contracts, rights, obligations, translation specification); planning and time managing; respect for professional ethics; the ability to collaborate with other professionals and project manager, to work in a team. The productive aspect involves translation, according to the customer orders, the purpose and situation of translation; the ability to identify strategies of document translation; the ability to identify translation problems and find the appropriate solution; possession of strategies and techniques for correction and verification of translation; quality standards adherence.

*Language competency of a translator is the knowledge and the ability to use grammatical, lexical and idiomatic patterns, graphical and typographical symbols in working languages.*

*Intercultural competency involves two aspects - sociolinguistic and text. Sociolinguistic aspect means knowledge in functions and values of language*

options (social, geographical, historical, stylistic); knowledge in rules of interaction in a particular community, including non-verbal elements. Text aspect involves knowledge in understanding and analysis of the document macrostructure and its overall coherence; knowledge and understanding of hidden meaning, allusions, stereotypes and intertextual nature of the document, the ability to summarize relevant information in a document (the ability to generalize); knowledge in elements, values and models for presenting cultures; ability to design, paraphrase, restructure, downsize and post-edit fast and efficiently.

*Information competency* includes the ability to: identify needs for information and documentation; develop strategies for documentary and terminological research (including involvement of experts); select and process information relevant to a particular task (documentary, terminological, phraseological information); develop criteria for evaluating documents available in the Internet or in other media, that means the ability to assess the authenticity of documentary sources; use effectively the tools and search engines (e.g. terminological software, electronic corpora, electronic dictionaries); archive the documents.

*Thematic competency* involves the ability to find relevant information for better understanding thematic aspects of the document; expanding their knowledge in specific area (possession of the system of concepts, methods of argumentation, presentation techniques, language control, terminology, etc.)

*Technological competency* includes knowledge in effective and rapid use and integration of a set of software products for correcting the text, for translation, to use terminology, to format working results, documentary research (e.g. processing the text, checking grammar and spelling, the Internet, preserving translations in memory, terminological database, software for voice recognition); the ability to create and manage the database and files; the ability to translate the source material presented in various formats and in different technical media.

Taking into account the information above, we suppose that in information society one of the competencies that largely determine the level of professional

skills of any specialist, including a translator, is information competency. This point of view one can find in American and European standards of information competency [8, 9, 11], which define it as a set of skills, attitudes and knowledge to determine necessary information to solve the problem or to make a decision; formulation of information needs; providing effective search in order to obtain, interpret, understand, organize information; to evaluate its credibility and authenticity; to analyze its relevance, to transmit it to other people and to use it to achieve the goal [9].

**Conclusion.** The implementation of the competence-based approach in training future translators provides the guidance of content and outcomes of educational process in formation of their key competencies that allows to perform professional activities in accordance with standardized and non-standardized production tasks, to be competitive in international job market. The formation of information competency of a future translator as one of the main competencies allows applying a systematic approach to dealing with foreign-language information, as the main object of translation activities.

### References

1. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи / за заг. ред. О. В. Овчарук. – К.: «К.І.С.», 2004. – 112 с.
2. Компетентнісний підхід у навчанні школярів: суть, перспективи, проблеми. [Електронний ресурс] . – Режим доступу: <http://www.metodist-r.ucoz.ru/metod/komp1.1.doc>
3. Постанова Кабінету міністрів України № 1341 від 23 листопада 2011 р. [Електронний ресурс] . – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/1341-2011-%D0%BF>
4. Стандарт асоціації перекладачів України. Кваліфікація та сертифікація перекладачів. Загальні вимоги. [Електронний ресурс] . – Режим доступу: <http://www.uta.org.ua/15>
5. BS EN 15038:2006 Translation services – Service Requirements, June 2006.

6. Competences for professional translators, experts in multilingual and multimedia communication. Brussels, January 2009. – 7 p.
7. Definition and Selection of Competencies. Theoretical and Conceptual Foundations (DESECO). Strategy Paper on Key Competencies. An Overarching Frame of Reference for an Assessment and Research Program – OECD (Draft). – 279 p.
8. Information Literacy Competency Standards for Higher Education [Электронный ресурс]. – Режим доступа: <http://www.ala.org/acrl/standards/informationliteracycompetency>.
9. Horton F.W. UNESCO Information for All Programme «Understanding Information Literacy: A Primer». Edited by the Information Society Division, Communication and Information, Sector Paris: UNESCO, 2008. – 94 p.
10. Spector, J. Michael-de la Teja, Ileana. ERIC Clearinghouse on Information and Technology Syracuse NY. Competencies for Online Teaching. ERIC Digest. Competence, Competencies and Certification. – p.1-3.
11. Towards Information Literacy Indicators. Conceptual framework paper prepared by Ralph Catts and Jesus Lau. UNESCO: Paris, 2008. – 46 p.

**FORMATION OF THE STUDY SKILLS EDUCATE OURSELVES  
APPLIED MATHEMATICS FUTURE SPECIALISTS IN FARM  
MANAGEMENT**

Ruzhylo M.J., Senior Lecturer, Department of Mathematics name

M. Kravchuk NULES of Ukraine

*Emphasized the importance of self-education students in the study of the subject "Applied Mathematics in management." Attention is focused on specific types of independent work. Specified highlights and ways of self. The method of checking the knowledge and skills acquired in the process of self-education. It is indicated the importance of monitoring and evaluating the quality of independent work.*

*Keywords: mathematics, student, self-education, homework, test, evaluation, independent work.*

**Topicality.** The main goal of High School is a quality competitive training specialist. Since mathematics belongs to the fundamental disciplines and provides a foundation of theoretical knowledge required to understand general and special subjects, the higher education today is impossible without improving mathematical education of future graduates, including future farm managers. At the request today an important part of modern professional work manager is skilful use of the apparatus of mathematical modelling, quantitative research methods, advanced computational tools, and more. That's why mastering the basic mathematical methods, including methods of applied mathematics, will allow future specialist correctly recognize and use common patterns, which are subject to massive random events in the planning and organization of production, processing results for industrial research or statistical analysis.

Go to module-rating system of training predicts integration of different types and forms of education. In particular, according to the "Regulations on the organization of the educational process in higher education" (Order of Ministry of

Education of Ukraine 02.06.93 № 161 registered with the Ministry of Justice of Ukraine 23.11.93 № 173) educational process in higher educational institutions of Ukraine can be done in the following forms: lectures, practical, seminar or laboratory classes, private lessons, independent work, and so on. And that self is the primary means of student mastery of training material at a time that is free from mandatory training sessions [8].

**Statement of the problem.** In the process of gaining knowledge, professional skills, particularly in mastering mathematical apparatus, as already noted, a significant role of self-study students.

Let's consider the role of students as an example of self-discipline "Applied Mathematics in management", which is taught at the Faculty of Agricultural Management NULES of Ukraine.

Teaching time allotted for independent work of students clearly regulated work curriculum and must be at least a third and less than two third of the total amount of discipline, such as hourly distribution of teaching "Applied Mathematics in management" for students of agricultural Management NULES of Ukraine looks: 36 hours – lectures; 36 hours – practical training; 36 hours – independent work of students.

Therefore, we see that the third time really dedicated to teaching this subject is recommended for self-education – that is, independent work. Therefore, this method of teaching should be given due attention, both as students and among teachers responsible for teaching.

As the term "self-study" should put a broad meaning – this independent study theory, and self-proving theorems or formulas, and solving problems independently or abstracting scientific literature.

**The main material.** The main purpose of independent work – is more knowledge, test the acquired knowledge into practice. Working independently, students tend to think about the deeper meaning of elaborated material. Better to concentrate on the material than is usually the case in explaining teacher. Therefore, knowledge and skills acquired by students as a result of a well-

organized self-study, there are stronger and more thoroughly. In addition, the process of self-education of the students brought perseverance, focus, exposure, and other useful qualities of character [1].

Content independent work of students for a particular subject is determined by the working curriculum of courses, teaching materials through this discipline, as well as the objectives and guidelines of the teacher responsible for teaching the discipline. Independent study students should be provided with training and teaching tools that are provided to study a particular subject - namely, textbooks, teaching aids, electronic versions of lectures teacher, guidance for independent work of students and others. It is wise to guidelines for student self-contained questions for self-assessment and self-knowledge. Also for independent work can offer students additional scientific literature, professional literature monographic or periodical [2].

An equally important factor is frequency independent work. Chart students' independent work in this discipline as well as the content is determined by the working curriculum of the discipline and the teacher in charge of discipline. It is important that the distribution of self-study was uniform throughout the study period, and no less important that the schedule has been brought to the attention of students in the first days of training. These two factors – the content and schedule individual work, a timely review of them can be the first key to a successful self-learning students [8].

One kind of independent work is independent study of theoretical material on a given topic. The main purpose of these tasks – to teach students to read mathematical text (in this case with the elements of the economy), in other words, teach them how to learn.

But mathematical text is different. It is characterized by different, for example, from literary texts, or research. In - First, it contains a lot of mathematical concepts, terms, formulas, symbols. In - Second, its accompanying schematic drawings are different, closely related to the text. By - Third, the text contains many mathematical font: italic, bold, bold, underline, which emit definitions,

theorems, rules, notes, etc.. In - the fourth, it stands style of presentation, clarity, brevity. That's why reading mathematical books requires maximum attention and at least a basic knowledge of previous material. In mathematical texts, usually a large number of references given earlier definitions, theorems, examples or problems. Mathematical text should read with a pencil in hand, and the ability to read mathematical text is made gradually [1].

Equally important type of self-study is self-solving examples and problems - it can be performance problems on a new theme - the so-called homework, or perform tasks for the passed subjects - the so-called individual tasks. In any case, these tasks helps to perpetuate and deepen your knowledge and helps develop skills of self-education, and teaches discipline to work systematically and independently [3].

Offering students a problem for self-study, preferably at least briefly explain how to solve them, or offer a solution short circuit if these problems are not dealt with in the classroom lessons with a teacher. Individual students can be given individual homework assignments, including stronger advisable to offer some complex tasks, and stronger rather simple exercise to yet they were able to meet them on their own [5].

Another type of self-education students are abstracting scientific literature. The point of this work is that the teacher encourages students to self-study certain subjects, or some scientific work, and students in the study of this material is in the form of abstract report, which briefly highlight the main points elaborated material [7].

Since the self-study is part of the module-rating system study, test it, and especially, the evaluation is also an important factor in the process of discipline. That is why the independent work of students must be checked [6].

In the case of self-study of theoretical material quality assimilation theory is best to check the oral survey. For example, the teacher formulated short questions and answer them provides students with a place, a teacher causes students to the board to answer questions that require additional records or figures on the board.

It is important that this survey involved all students group or as the largest number of students.

It is also possible to carry out the transfer of all readings focusing on the definition, basic rules, theorems, and so on. To check the number of subjects studied frontal advisable to carry out the survey - Colloquium - oral questioning of students on several topics of that section, which includes questions on any given topic [9].

Properly organized survey of students reinforces learned material. In addition, it promotes the development of student thinking, identifies weaknesses in their knowledge, to teach them clearly and to formulate their thoughts.

Any unauthorized solving problems the teacher can check performance, bypassing students and reviewing notebooks opened before them, or suggest one of the students read the answers to the problems, while others compare their works read from, or invite students to inspect each other's work. But the best in quality, checking written work is to test the students' summaries teacher [4].

It is equally important for students self-check is its evaluation.

**Conclusions.** Assessment of knowledge, skills of students in the study of the discipline is an important part of the learning process. Especially in the context of the module-rating training system used in NULES of Ukraine, evaluations or scores for students is an important stimulus for learning, which requires them to systematic work, striving to best execution of tasks in order to get the highest score. Therefore, the evaluation done by the student independent work required to be included in the module-rating system of education. Assessment of student learning is also important for the teacher because it gives the opportunity to better carry out an individual approach to students in the study of specific topics and timely appropriate measures to improve student achievement.

Assessment of student learning should be systematic, and objective individual. But we must not forget that the most important in the teacher - it does not control the knowledge and the learning process of students - preparing future professionals.

Literature

1. Бевз Г.П. Методика викладання математики: Навч. Посібник. – К. : Вища школа., 1989. – 367 с.
2. Брадiс В.М. Методика викладання математики: - К. : Вища школа., 1954. – 288 с.
3. Власенко О.І. Методика викладання математики: - К. : Вища школа., 1974. – 398 с.
4. Груденов Я.И. Психолого-дидактические основы методики обучения математики: – М. : Педагогика, 1987. – 212 с.
5. Груденов Я.И. Совершенствование методики работы учителя математики: – М. : Просвещение, 1990. – 222 с.
6. Касьяненко М.Д. Підвищення ефективності навчання математики: - К. : Вища школа., 1980. – 356 с.
7. Кузьмінський А.І. Педагогіка вищої школи: Навч. посібник. – К. : Знання, 2005. – 367 с.
8. Методичні рекомендації щодо організації самостійної роботи студентів філософського факультету. Львів – 2010. Уклали: доц. Грабовська С.Л., доц. Гупаловська В.А.
9. Постников А.Г. Культура занятий математикой: – М. : Просвещение, 1975. – 322 с.

## **AXIOLOGICAL POTENTIAL OF THE SUBJECT "FOREIGN LANGUAGE" FOR STUDENTS OF AGRICULTURAL UNIVERSITY**

Rytikova L.L., senior lecturer of English Language Department for technical and agrobiological specialties of National University of Life and Environmental Sciences of Ukraine (Kyiv)

*The article is devoted to analysis of the axiological potential of subject content "Foreign Language" which is given a significant role in forming value orientations of students in the course of training to a foreign language at agricultural university. The author describes the components of foreign language education with axiological point of view, examines the practical feasibility of the value potential of discipline "Foreign Language" specific to the agricultural university. Attention is focused on the fact that the important condition for the formation of human values of students in learning foreign language is the selection and use of value-oriented didactic materials. The author describes experiential learning program based on the following didactic principles: problematic contents of the course the object of learning activities, professional - playing interaction of students, dialogic student communication; partnership of students and lecturers.*

**Key words: Axiological potential of discipline "Foreign Language", formation of human values, the contents of education, value orientations of students.**

**Stating the problem.** In recent years, one of the priority areas of education and the guiding principle of new education policy has become the appeal to the value paradigm in training future specialists.

We can not realize educational influence in the learning process of students, effectively form a system of value orientations without valuable content of the curriculum (as a whole and within individual subjects ) [3].

Contents of the course of studies have to promote awareness and acceptance of students universal human values, mastering human culture, formation of humanistic concepts, recognition of life values and adherence of prudent and humanity in relations to nature.

**Analysis of recent research and publications.** Native and foreign pedagogues: J.K. Babanskii, L.I. Bozshovich, S.Y. Ganelin, N.M. Dobrynin, I. J. Zorina, V. A. Karakovskiy, A.N. Leontiev, I.Y. Lerner, H.M. Lyimets , R.M. Rogov, M.N. Skatkyn, V.A. Sukhomlinskyi, H.I. Shchukin and others have indicated the educational potential of educational content repeatedly.

Educational literature analysis allows to state that issues essence concepts of "value" and "value orientation", their place in the structure of personality formation mechanisms in learning have been developed theoretically and made clear. The problems of axiological education of students have been investigated.

Point out that the word "axiological" comes from the term axiology (from the Greek – Value) – the science of values, doctrine about nature of spiritual, moral, aesthetic and other values, their relationship with each other, with social, cultural factors and individual rights .

However, there are not enough studies that reveal psychological - pedagogical conditions of value orientations by means of educational content within a specific discipline. Obviously, the problem of values and values as targets of the educational process is not sufficiently studied, as well as issues specific substantive and methodological support of the process of formation of value orientations of students of agricultural universities teaching foreign languages.

In this connection, the aim of our study is to study the potential of axiological content of the subject «Foreign Language ", which should facilitate the formation of students value orientations at agricultural universities.

**The main material of research.** According to P.F. Kapterev each subject should be studied so as to promote the spiritual and oral development of students as the totality of scientific knowledge inherent moral upbringing and educational force that shapes spirituality [2 ].

Foreign language is no exception. Even Pythagoras advised people to study language first of all for knowledge of people morality. Modern linguistics is actively working on the direction in which language is seen as a cultural code of the nation, not just a tool of communication. Fundamentals of this approach were

laid in the works of Von Humboldt, A.A. Potebnia, E.M. Vereshchagin, V.G. Kostomarov and other scientists. Von Humboldt showed that the best expression of the spirituality of the people was his speech. His work has found grounding the idea that the people's language is closely related with people's lives with dominant classes and inclinations of the people, reflecting specificity his thinking. It is the result of popular creation. Mastering the gift of speech, the study of grammar as the logic of the people, learning language is a spiritual initiation to certain cultural values [1].

Pedagogical research scientists have shown that foreign language teaching is effective means of forming the student personality: foreign language affects directly the mental development, considerably broadens the mind, improves the general cultural level. Thus, axiological potential of the subject can be shown in educating and developing opportunities. Each of these components equal foreign language education is very relevant in axiological perspective. Let us examine them in detail.

1. The educational aspect involves the mastery of knowledge and skills in all forms of communication and language features to the mastery of foreign language culture was means of interpersonal communication and means of vocational and other information. In this case the value of foreign language lies in its practical significance for humans.

2. Cognitive aspect is that learning a foreign language communication is used as a means of enriching the spiritual world of the personality. Studying the cultural and historical traditions of native speakers, students enhance your general broadminded outlook greatly, which contributes to a fully developed personality of future specialist. L.V. Scherba wrote about enormous importance of foreign language: "Those who has not studied a foreign language can not be a broadminded person, so as he cannot get out of the limited number of concepts, ideas, tastes» [4].

3. Educational aspect is that learning foreign language is used as a communication tool of moral education. This aspect plays a special role in the

axiological sense. It aims to determine the direction of existence beyond the linguistic identity. Awareness and appropriation of common to mankind, national, professional and other valuables should occur while working on educational material.

4. Developing aspect includes the following components:

- 1) development of linguistic abilities ( phonemic hearing, sense of language, the ability to guess , to discern , to simulate , to a logical presentation , etc.);
- 2) development of mental functions related to language profession ( linguistic thinking , memory, attention, imagination, perception , etc.) ;
- 3) development the ability to communicate on a professional and life conditions level;
- 4) development of such traits as assiduity, purpose, purposefulness, activity and so on. Since the purpose of foreign language teaching nowadays is not just the formation of linguistic knowledge, skills, and basic is development of intercultural communication ability, the ability to achieve an adequate understanding in the professional field. It requires certain qualities of future professional: the ability to adapt to new situations, high level of creative thinking and creative activity;
- 5 ) developing of the ability to learn, experience of self-education;
- 6) development of motivating further mastery of foreign language professional competence (forming valuable attitude to learning foreign language, understanding the importance of foreign language with a view to its practical use in the profession).

Academic, developmental and educational aspects of the subject "Foreign Language" can not be considered in isolation from each other, they interact in their axiological impact on the formation of students of values.

The analysis of modern curriculums designed for foreign language teaching in agricultural universities showed that they contain a large number of educational and developmental exercises, which have educational direction. However, they suggest mastering the basics of communicative competence, linguistic knowledge, abilities and skills. Focused strategy of educational influence directs at

understanding value orientations in the practice of foreign language teaching is practically absent. Specificity of classes in foreign language is such that these classes have more opportunities for the realization of developing personality potential. Axiological possibility of discipline "Foreign Language" manifest primarily in the content of teaching materials. The value content with teaching materials (text, visual, etc.), containing regional geographic information (history, traditions, customs and lifestyle of the people), the aesthetic nature of the information and situation exercises, conversational topics somehow or other reveal the issues of ethics, morality and humanity. Besides that, training occurs in constantly comparison, dialogue of cultures as a result of which there must be as understanding the values of their country and of human values.

However, the study of the literature on this subject shows that axiological foreign language capabilities are not used sufficiently. Purely mechanical techniques (imitation, learning by heart), transferable text and simulation technology education were the foundation of teaching.

Their educational, developmental and educational opportunities were limited because the translation and imitation are insufficient means of activation of linguistic and mental and emotional activity of students.

Therefore, an important condition for the formation of human values of students in learning foreign language is the selection and use of value- oriented teaching materials.

Lack of foreign language textbooks for high schools relevant texts aimed at building human values of future specialists, led us to the creation of curriculum and selection of appropriate materials.

The curriculum of foreign language for students of Agrobiological Faculty at Agricultural Universities includes lexical topics :

a) professional nature ("Problems and tasks of agriculture", "Earth as a basis for agricultural production", "Status and prospects of development of agrarian science", "My future profession", "Professional and personal characteristics of the agrarian sector workers," etc.) that actualize professional values;

b) general character ( "Teaching at the University", "Environment", "National values, traditions and realities", etc.) what develop human values.

The curriculum of formation students' value orientations in the educational process in its essence is an attempt to create a synthesized course that combines several aspects: vocational, domestic, personal, regional geography. Planning the program of formation value orientations of students developing, training and education goals were determined and the relevant tasks were set out.

Experiential learning program based on the following didactic principles: problematic contents of the object of learning activities, professional-gaming interaction of students, dialogic communication of students; partnership of students and teachers.

Program goal: Forming value orientations of students.

Program objectives :

- to give a minimum of theoretical knowledge on the study ;
- promote awakening students' emotional value attitude to the subject under discussion ;
- develop an interest in students to communication problems, enhance their communicative competence;
- encourage the establishment of value orientation using an adequate selection of content and use in the classroom active learning .

The program involves the use of experiential learning games teaching methods, training, collective training in microgroups, debates, conversations at "round table", problem situations and other methods and forms of learning, allowing the participants to acquire the skills of cooperation, to develop their individuality.

In the proposed program the emphasis has made on practical training students. The main task of forming students' value orientations were decided in learning foreign language.

The basis of the lessons is simulation model of a real learning situation, based on a model of social roles and social interaction. In our case, it is practice

session, simulating one type or fragments of the educational process in which students learn the correct language samples for each particular situation of communication. This class promotes the operation of theoretical knowledge, develop skills of practical use in foreign language communication.

**Conclusions.** According to the research, we found that the content of the course "Foreign Language" has great axiological potential. Learning foreign language plays an important role in the education of future specialists, positive effect on the development of the individual student, who grew up in a different national culture, developing intelligence and spiritual space expands personality. The process of learning foreign language promotes students values, important for his professional development.

**Prospects for further research.** Actual directions for further development of the described problems is the study of the forms and methods of forming the program of value orientations of students using axiological component content of foreign language.

### **Literature**

1. Гумбольдт В. Язык и философия культуры [Электронный ресурс] / В. Гумбольдт. — Режим доступа : <http://genhis.philol.msu.ru/article/125.shtml>.
2. Каптерев П.Ф. История русской педагогики [Текст] / П.Ф. Каптерев. — СПб. : Алетейя, 2004. — 560 с.
3. Тхаркахова А. Ш. Формирование ценностных ориентаций у школьников в процессе обучения иностранному языку / А. Ш. Тхаркахова // Вестник Адыгейского государственного университета, Сер.: Педагогика и психология. — 2010. — Вып. 2. — С.3-4.
4. Щерба Л.В. Преподавание языков в школе. Общие вопросы методики [Текст] / Л.В. Щерба. — М. : Академия, 2003. — 148 с.

# **PROFESSIONAL COMMUNICATION FORMATION OF FUTURE VETERINARIANS**

**Стукало О.А., старший викладач**

**Стукало Е.А., старший преподаватель**

**Stukalo O.A., senior teacher**

*В статті розглядаються методи і завдання, які сприяють формуванню професійного мовлення студентів. Наводяться приклади різноманітних вправ, які впливають на збагачення професійної лексики майбутнього ветеринара. З'ясовано, що ефективність засвоєння норм професійного мовлення залежить не тільки від суті усвідомлених студентами понять, термінів і правил, а й від вдалого добору матеріалу, який сприяв би запам'ятовуванню фахової української лексики, вільному продукуванню висловлювань на професійну тематику.*

**Ключові слова:** професійне спілкування, майбутній ветеринар, вищий аграрний навчальний заклад, професійна термінологія, викладач.

**Формирование профессионального общения будущих ветеринаров.** *В статье рассматриваются методы и задания, способствующие формированию профессиональной речи студентов. Приводятся примеры различных упражнений, которые влияют на обогащение профессиональной лексики будущего ветеринара. Выяснено, что эффективность усвоения норм профессиональной речи зависит не только от сути осознанных студентами понятий, терминов и правил, но и от удачного подбора материала, который способствовал бы запоминанию профессиональной украинской лексики, свободному продуцированию высказываний на профессиональную тематику.*

**Ключевые слова:** профессиональное общение, будущий ветеринар, высшее аграрное учебное заведение, профессиональная терминология, преподаватель.

**Professional communication formation of future veterinarians.** *This article discusses the methods and tasks that contribute to the formation of the students' professional speech. The examples of various exercises that affect the*

*professional vocabulary enrichment of future veterinarian are provided. It is found out that the efficiency of absorption of the standards of professional speech depends not only on the fact of concepts, terms and regulations realized by students, but also on the successful selection of the material. This knowledge will help students to memorize professional Ukrainian vocabulary. Students must learn information about the lexical, morphological and syntactical rules of modern Ukrainian literary language, terms and professionalism of their future profession. They should master the skills of professional communication, to be able to use the professional Ukrainian terminology, adjust texts according to the norms of the literary language, use dictionaries and reference books, which will help to improve language culture of the future specialist.*

**Key words:** *professional communication, future veterinarian, higher agricultural education institution, professional terminology, teacher.*

**General issue definition.** In terms of modernization of education based on the Bologna Process the problem of professional training is particularly important. The increased interest of researchers and practitioners to professional training is due to a change of educational paradigm – a shift from mass-productive forms and methods of teaching to individual and creative methods when a specialist with established need for professional self-education is preparing, and he is capable of self-development and self-fulfilling in his chosen profession [3] .

In order to implement the measures the State National Program "Education" (Ukraine XXI century), and according to the law of Ukraine "About Higher Education" National Doctrine of Education Development in the XXI century and in accordance with program regulations of Bologna declaration there is a need to upgrade vocational and pedagogical education and in the system of training workers for agriculture to meet the needs of society for qualified professionals with high-quality vocational and pedagogical training.

In today's educational system humanistic orientation is a privileged that exalts a separate personality to the level of the highest social value and directs the educational process to create optimal organizational and pedagogical conditions for

developing future professional as a high spiritual values bearer, opening his creativity and fulfillment in his future career. Humanistic educational trends cover the training of future professionals in the field of agriculture. However, practice shows that in higher education agricultural profile the attention was focused mainly on general and professional component that led to degeneration of the humanistic tradition.

**Analysis of recent research and publications.** The problem of formation of professional communication among students of non-philological specialties was studied by L. Baranovskaya, L. Golovataya, N. Kostrytsya, L. Luchkina, L. Palamar, T. Rukas, N. Totskaya. The formation of speech culture was studied by N. Babych, A. Koval, L. Matsko, M. Pentylyuk and others. However, a special study of the problem of professional communication formation of future veterinarians were not the subject of study from the standpoint of innovation processes that have taken place in the system of higher education in Ukraine .

**The aim of the research** – to justify the appropriateness of teaching "Ukrainian language for professional purposes" for students of agricultural specialties and identify the main areas of professional communication formation of future veterinarians.

**Main body of the research.** To train qualified specialists who speak the state language in oral and written forms is the task of higher school. The course of Ukrainian language for professional purposes in universities organically continues the formation of national linguistic identity, extends language competence of future specialist in the professional field .

Students must learn not only information about the lexical, morphological and syntactical rules of modern Ukrainian literary language, terms and professionalism of future profession, but also master the skills of professional communication, to be able to use the professional Ukrainian terminology adjust texts according to the norms of the literary language, develop a culture of speech, read with dictionaries, reference books, which will help to improve language culture of the future specialist.

In this regard, teaching the course "Ukrainian language for professional purposes" as a discipline in the humanities in agrarian university is appropriate . The course "Ukrainian language for professional purposes" should eliminate, on the one hand, gaps in learning the Ukrainian language in schools and on the other hand, to promote specialists with appropriate vocational training and intellectual level in the higher school. Preparing professionals, we should take into account the fact that the ability to communicate is an integral part of their future performance, image and, ultimately, success. Communication is one of the essential elements of the joint activities of people in all areas, which is the interaction of at least two individuals in order to share information of mutual influence .

Shaping a professional speech teachers have to take care that the students in higher agricultural education institutions thought that language in the study of professional literature without resorting to translation. Their minds should be occupied mainly with content, because language design is necessary and sufficient set of tools that is done spontaneously. The students of higher agricultural education institutions can form and express ideology, attitude toward objects and phenomena of the environment with the help of Ukrainian words. Future specialists fix in memory the results of knowledge of reality and thus objectifying their minds because it is a common effect of work and communication convergence with the help of professional speech.

During the use of the exercises we should be guided by what role each of them performs in perception and reproduction of ready material. Depending on this, it is advisable to use various training exercises: analytical (qualificational, that contribute to understanding some of the text, sample), analytical and verbal (related to analysis, abstraction, generalization of texts) and analytical and synthetic (that transform and extend the necessary elements of scientific texts or professional statements).

Organizing scientific and methodological work of students in higher agrarian education institutions, it's important to care about improving their critical skills that form the basis of future professional competence of speech, such as:

- carry on a dialogue, following the requirements of speech etiquette in different situations (meetings, business meetings, etc.);
- create oral monological speech (speech with presentation, expressing the attitude to the subject matter, the ability to provide some clarification on the specialty);
- to perceive dialogue and monologue by the ear, that includes a focus on understanding the expression (topics, facts);
- use various fixation methods of heard material (write keywords) based on communicative tasks (participation in discussions);
- render written texts of different styles of speech;
- be able to use different kinds of reading in Ukrainian.

The success of professional linguistic communication depends on the speaker as a person with individual qualities, his knowledge of modern literary Ukrainian language as the basis for professional communication and the ability to use this knowledge and translate the information into text according to purpose, situation, etc.

Activity in the professional field, undoubtedly related to the work on documentation. Therefore it is necessary to consider the basic requirements for the design of business documents (statements, autobiographies, testimonials, certificates, assignments, and explanatory notes, business letters, reports, contracts, orders, etc.) as the main form of formal and business style writing .

We cannot worry about the handful of hours in the curriculum, dedicated to the study of the Ukrainian language for professional purposes to students of veterinary medicine. The total amount is 108 hours, of which 40 hours are given to the practical lessons. Due to the shortage of hours it is necessary to intensify the learning process. Learning in the context of training, as a condition of cognitive activity of students, is shown:

- in the form of business games, where linguistic situation in various fields are modeled – from professional communication to the consumer communication;
- in the creation of problem situations;

– in the communicative orientation of language lessons that provides students communication with each other to solve life's problems, and the use of linguistic units in speech .

One of these forms of the didactic game. This type of work stimulates students' creativity, there is a need to find new information, the ability to make conclusions and generalizations is forming, specific solutions for solving certain issues are offering.

To keep students active, it is necessary to create the conditions for the emergence of problem situations in the process of play. Mental activity of students activates with the help of cognitive tasks and questions. It is advisable to apply the method of analogies. In practical work training exercises and creative tasks are widely used – representation (oral, written) of strain scientific text, scientific editing, scientific translation, the work with professional documentation.

In order theoretical knowledge gained from the courses acquire practical value, continuous training in the application of knowledge in the practical language activities is required. The attitude of students of higher agrarian education institutions to the state language indicates the cultural level. Language embodies the spiritual treasures of the nation that is why its knowledge indicates students indifference to the past, present and future of the Ukrainian people. Future professionals need language not as a set of rules, but as a picture of worldview, means of cultural coexistence in society, self-forming and self-expression of each individual .

Furthermore, it should be noted that the conversion on the Ukrainian language learning in higher agrarian institutions of Ukraine has created some difficulties for students, especially when mastering texts on agricultural topics. These difficulties are amplified with lack of terminological vocabulary and phrases with a degree and a critical shortage of educational, scientific and technical literature in Ukrainian.

To realize the formation of students professional speech such tasks should be offered:

- give an interpretation (oral) of professional terms in Ukrainian;
- translate (in written form) scientific text in the sphere of specialization from Russian into Ukrainian;
- retell the content of previous lecture, focusing on Ukrainian pronunciation of professional vocabulary.

Development of students professional speech of higher agrarian educational institutions in the classroom with special courses for teachers should be carried out according to profession: the terminology system of the modern Ukrainian language by grinding culture of verbal communication by creative interests and needs, through education of good linguistic taste.

For fluency in oral and written forms of professional communication students-veterinarians must have considerable active vocabulary of professional terminology, because the specificity of the scientific style of speech is determined primarily by a large number of terms that are actively serving the field of vocational and industrial activity.

Efficient formation of students professional speech of higher agrarian educational institutions largely depends on the teacher individuality. He should provide a high scientific and methodical level of teaching the course, to establish the learning process so that future veterinarians not only mastered program material, but also understood the beauty of native words.

**Conclusion.** Thus, the proposed system of methods and objectives will strengthen the students professional speech on grammatical, lexical, stylistic levels; the consolidation of acquired knowledge, development of critical skills that form the basis of future professional competence of speech. The degree of activity in the production and public life of the country depends on how graduates can use their vocational skills. And only when the Ukrainian language in higher agrarian educational institutions of the country will not only academic subject, but also the language of teaching and learning of all subjects, means of communication – the official language will be students professional skills – future professionals of agricultural sector of the economy.

## Literature

1. Барановська Л.В. Навчання студентів професійного спілкування // Барановська Л.В. – Монографія. – Біла Церква, 2002. – 256с.
2. Педагогічна майстерність: Підручник / І. А. Зязюн, Л. В. Крамущенко, та ін.; За ред. І. А. Зязюна. — К.: Вища школа, 1997. — 349 с.
3. Стрельніков В.Ю. Підготовка викладачів до проектування дидактичних систем // Педагогіка і психологія професійної освіти: Науково-методичний журнал. – 2006. – № 2. – 214 С. – С. 9 – 23.
4. Фоменко Н.А. Педагогіка вищої школи. Навчальний посібник для студентів вищих навчальних закладів / Н.А. Фоменко. – К.: Видавничий дім «Слово», 2005 – 216 с.

*Tarasyuk Vasily Andreyevich - graduate student of the National University of Life and Environmental Sciences of Ukraine*

USE CAD systems in teaching ELECTRICAL discipline.

Today, information technology has become an integral part of the modern world, they largely determine the future economic and social development of mankind. These conditions require revolutionary changes and training system . Hence we can say that the urgency of the issue takes place in a modern educational environment , because today quality teaching subjects can not be implemented without the use of tools and features that provide computer technology and the Internet. They allow the teacher to better apply the material to make it more interesting , quickly check students' knowledge and increase their interest in learning. Teachers can receive the latest information and actively communicate with colleagues, students and parents. This increases the authority of the teacher, it can really be a carrier of culture , knowledge, all progressive.

Since the old techniques and training methods do not meet the current requirements of today's lesson and are not subject to the trend of rapid development of science and technology , it encourages teachers to implement innovative teaching methods and the use and adaptation of these technologies in the learning process. This problem is particularly acute in the formation of professional skills and abilities as effectively for their learning, the learning process requires a large amount of visual materials and interactive tools, which in turn positively contribute to improving the educational attainment of the goal.

Current production is characterized by a sharp complication of products, causing a significant increase in the design and development work. In modern enterprises aerospace , electronics, biotechnology and other high-tech construction department states account for a significant share of total state workers. In addition, the design work involved in special institutions : design institutes, design bureaus and so special.

The purpose of the article - describe the main software used in teaching electrical engineering courses .

Technological progress and competition are forcing to reduce development time of new products. The winner of this fight the one who first begins to produce a new product or a new model : a computer , airplane, car, etc. .

Application of computer and information technologies in design and construction makes it possible to significantly increase the productivity of the designer, to significantly reduce development time .

In some areas , such as in the electronics industry during the development of integrated circuits a high degree of integration can not be performed at all design and design development without the use of computers.

To automate the design work in different areas of production developed and successfully used computer-aided design (CAD) (English abbreviation CAD - Computer Aided Design).

The architecture for the design of various structures for industrial and civil use , a system ArchiCAD.

In engineering and instrumentation for the design of various machines , devices, and manufacturing drawings and other technical documentation used computer-aided design AutoCAD.

The most common computer-aided design found in the electronics industry for the design of digital, analog and digital-to- analog electronic devices.

The rapid development of electronics, including computer hardware, a steady increase in performance microprocessors due largely widely used computer and information technology to automate the design.

To automate the design of electronic devices developed and successfully used a variety of CAD systems of different levels : MicroCAP, Electronic Workbench, OrCAD, MicroSIM, P-CAD.

Computer-aided design of electronic devices P-CAD is one of the most advanced , widely used in manufacturing, has all the necessary tools for computer-aided design , as further examined this system .

Modern electronic devices are manufactured mainly in the form of multi-layer printed circuit board on which electronic components are mounted . Apply the following electronic components:

- circuits of varying degrees of integration;
- semiconductors (bipolar and field tranzystors , diodes , thyristors );
- discrete electrical components : resistors , capacitors , inductive components (transformers, inductors, solenoids , etc.).

Design and manufacture of multilayer printed circuit boards is a significant fraction of the total work and is difficult and time-consuming process , so automation design is very important.

System CAD P-CAD is designed for the design of multilayer printed circuit boards of electronic devices in the environment of Windows. It consists of the following modules:

- Library Manager P-CAD Library Manager;
- graphics editor with electronic circuit diagrams ↪ tunings P-CAD Schematic;
- graphics editor multilayer PCB P -CAD PCB ;
- program trace printed conductors Quick Route, Shape-Based Router, SPECCTRA;
- program simulation of analog and analog-to- digital electronic devices Protel Advanted Sim;
- EMC analysis program P-CAD Signal Integrity;
- support programs : program automates creation of graphics and text documents P-CAD Document Toolbox, program completion reticles CAMtastic.

Design of electronic devices using P-CAD system begins with creating schematic diagrams using a graphical editor for the P-CAD Schematic. Create schematic diagrams is to transfer conventional graphics electronic components from the library on a worksheet and connection terminals components electrical conductors.

Conventional images (Symbol) electronic components are stored in the database of P-CAD. In the database is stored as an image buildings ( structures)

electronic component (Pattern) and their parameters. Databases in P-CAD libraries named (Library). To use user libraries designed a special program P-CAD Library Manager.

Established schematic diagram of an electronic device is transferred to the environment editor PCB P-CAD PCB . After transferring scheme implemented placing towers component on the PCB , editing scheme validation compounds.

The next important step in designing a trace conductors, ie accommodation on board electrical conductors connecting pins component. Trace conductors is performed using special software Quick Route, Shape-Based Router, SPECCTRA.

Of electrical devices can be simulated at the design stage using Protel. With this program you can calculate the mode DC transients , to spectral analysis to analyze signals with variation of one or two parameters , investigate the effect of temperature and noise on the characteristics of the electronic device .

To analyze the signaling conductors PCB mutual laying and other parasitic effects of signal transmission lines , electromagnetic compatibility check electronic components PCB appointed a program P-CAD Signal Integrity.

Technology for manufacturing multilayer printed wiring boards provides photomask fabrication drawings printed wiring. Masks are made in photoplotters high accuracy. To control the executive bodies photoplotter need to build management software. Such programs can be created on the basis of the developed PCB using the application CAMtastic.

At the present stage of information society becoming increasingly common in various areas of life become computer technology, they act as one of the tools of knowledge. So one of the tasks of modern education is to prepare teachers who freely oriented in the global information space, which has the knowledge and skills for searching , processing and storage of information using modern computer technology. This area is considered to be promising , because the whole education system is characterized as a large , high-quality operation of which is impossible without the use of modern means of telecommunication and computer storage , processing , transmission, presentation of information .

Intensification of study , characterized by an increase in the amount of educational material and decreasing time mastering requires finding effective teaching methods, controls learning, which greatly improved the quality of education would be.

The increase in computer technology and further expands the possibilities for improvement of teachers to use computer technology not only in the study of science, but a combination of teaching other subjects , using computer technology. Recent developments in information technology are changing the way their application in the study of various disciplines of learning. The Concept of Informatization of secondary schools, vocational schools computerization noted that computerization of the educational process involves , first of all , the widespread use in the study of relevant disciplines of computer - oriented learning tools based on modern computer and telecommunication networks.

Today there is an active implementation of ICT in the educational process , including multimedia and interactive technologies. The use of ICT in the learning process allows for the idea of individualization and differentiation , which are the main tasks of the modern education system in Ukraine.

During the research it has been proved and tested in practice that ICT is an effective means of forming training and skills. The results showed that the use of ICT not only has a positive impact on the process of learning , but also promotes the interest and commitment of the students to the subject and learning in general. Didactic properties of ICT suggest their effective educational tool and a tool to create professional skills.

#### REFERENCES

1. Гуржій А.М., Поворознюк Н.І., Самсонов В.В. / Інформатика та інформаційні технології: Підручника для учнів професійно-технічних навчальних закладів. – Харків: ООО «Компанія СМІТ», 2003. – 352 с.
2. Концепція впровадження Медіа-освіти в Україні. Постанова Президії Національної академії педагогічних наук України 20 травня 2010 року, протокол № 1-7/6-150

3. Коломієць А., Коломієць Д. Міжпредметні та надпредметні проекти як спосіб розвитку інформаційної культури студента // Педагогіка і психологія професійної освіти. – 2006. – №2. – С. 24–31.
4. Кремень В. Інформаційно-комунікаційні технології в освіті і формування інформаційного суспільства// Інформатика та інформаційні технології в навчальних закладах. – 2006. – №6.
5. Міжнародний альянс з інформаційної грамотності – [www.infolit.org/activities.html](http://www.infolit.org/activities.html).

## FEATURES OF INTRACTABLE CHILDREN IN GENERAL EDUCATIONAL INSTITUTIONS

**Tatsenko A.**, undergraduate NUBiP Ukraine;

**Kubitskiy S.**, candidate of pedagogical sciences, associate professor

*Children are not born intractable. Behavioral problems should be taken as a result of the impact on society, social institutions and education for the children not favorable external factors. The reasons for this negative impact may be a variety of social, historical, political and economic causes such as civil (and not only) wars, the economic decline of the state, the loss of cultural norms, values and ideals, negative influence of the media etc.*

*Today, the problem of behavior problems, educational neglect of children is not solved. Practice shows that among pupils of secondary schools is becoming increasingly intractable. The problem of "difficult" classes becomes particularly painful not only for the city but for many rural schools. To overcome this situation is needed well-coordinated and systematic work of school personnel, social workers, psychologists about: learning interests, abilities, aptitudes of difficult students and their involvement in work groups, sports clubs both in school and in-school institutions working with parent committees class families intractable pupils disadvantaged families (weapons of pedagogical knowledge, provide specific individual methodological assistance); pay attention to overcoming and preventing the failure of students, to work on the gaps of the students, develop their thinking, attention, memory, to form in slow learners skills of rational organization of academic work, apply an individual approach to pupils losing in the educational work.*

**Keywords:** *behavioral problems, students, deviant behavior, bias, prevention, education, educationally neglected children, pedagogical impact.*

**Statement of the problem.** Children are not born intractable. Vazhkovyhovuvanism should be taken as a result of the impact on society, social institutions and education for the children not favorable external factors. The reasons for this negative impact may be a variety of social, historical, political and economic reasons, such as: civil (and not only) the war, the economic decline of the state, the loss of cultural norms, values and ideals, the negative influence of the media and others.

Today, the problem of vazhkovyhovuvanism, educational neglect of children is not solved. Practice shows that among secondary schools is becoming increasingly intractable. The problem of "difficult" classes becomes particularly painful not only for the city but for many rural schools. To overcome this situation, it is really hard, well-coordinated and systematic work of school personnel, social workers, psychologists about: learning interests, abilities, aptitudes of difficult students and their involvement in work groups, sports clubs both in school and in-school institutions work of parent committees class families intractable pupils disadvantaged families (weapons of pedagogical knowledge, provide specific individual methodological assistance) to pay attention to overcoming and preventing the failure of students to work on gaps pupils to develop their thinking, attention, memory, form of slow learners skills of rational organization of academic work, apply an individual approach to underachieving in the educational work.

**Analysis of recent research and publications.** Problems of vazhkovyhovuvanism in his writings are considered domestic and foreign scholars as V. Sukhomlinsky, V. Orzhehovska, A. Pylypenko, S. Kirilenko, B. Kobzar, E. Litvinov, Y. Yakubova, N. Lavrynenko, M. Moskovka, M. Ivolgin, I. Demyenteva, G. Minkovskyy, V. Voitko, J. Herbeyev, M. Sturova. Psychology of difficult children studied: M. Alyemaskin, M. Boryshevskyy, L. Vygotsky, P. Blonsky, A. Cracow, D. Leontiev, N. Maksimova, I. Nyevsckyy, V. Orzhehovska, L. Slavina, V. Tatenko, V. Chudnovsky. The study of children with disabilities engaged in conduct O. Belicheva, P. Belsky, V. Bekhterev, M. Gernet,

J. Hilinskyy, M. Kabanova, D. Kanter, S. Cohen, J. Kohn, A. Lichko, N. Maximova, R. Merton, I. Nevsky, I. Sikorsky, N. Smelser, N. Jurkiewicz et al. At the mo - stage of Private Education questions deviations in Ukraine exploring G. Karelova, R. Okhrimchuk. A. Shvets et al.

The aim of the paper is to highlight the factors that contribute to the emergence of difficult children, how to work with children in secondary schools.

**The main material of research.** In the conventional sense to intractable relate syatsya physically healthy children in behavior are observed inorganic zovanist, indiscipline, and bullying, delinquency, educational impact resistance.

Teaching vocabulary interprets "vazhkovyhovuvunist" as "conscious or unconscious resistance Child purposeful pedagogical impact caused by a wide variety of causes, including educational failures of educators, parents, mental defects and social development, identity, other personal characteristics of students, trainees, complicating social adaptation, assimilation academic subjects and social roles" [1, c. 27].

For intractable children characterized by the following behaviors:

a) improperly formatted needs - physical needs take precedence over moral, most material needs is immoral: to meet them tovuyut use tools that do not meet the standards of morality (smoking, alcohol, drugs, theft), which leads to the degradation of the individual;

b) some of these children have not developed the social and political needs;

c) heavy children eager to communicate with like myself, are out of touch with regular student group;

d) not developed a need for knowledge of the world, poor learning methods do not possess the cognitive activity;

e) distorted aesthetic needs;

g) is not developed, clogged vulgarism, slang vocabulary speech;

g) there is inconsistency, contradictions lyrical of views and beliefs;

i) no clear idea of the standards of conduct, limited sense of responsibility for their actions;

c) extremely limited intellectual interests, preference utilitarian interests over spiritual deprives these students pen prospects of development of the intellectual and moral improvement tion;

i) conceal their activities from their parents, teachers and classmates [2, c. 33].

School work with "difficult" students is systemic. Activities of social and psychological services are an integral part of the educational process in the institution. It promotes legal philosophy students, which includes a system of theoretical views on the rules and standards of behavior in society, skills lawful and responsible behavior of students, education intransigence to the illegal behavior of their peers, social activism students.

Social and psychological services in the schools with vulnerable pupils into account student-oriented principles:

- Unconditional acceptance of the child;
- Understanding of adolescent psychological development and his health;
- The vision of the real possibilities of each student, rather than inflated claims against him;
- Display of flexibility in educational tactics that should be subject to individual needs of the child, not personal views, habits and attitudes;
- Respect for the individual child;
- Commitment to "dialogue of equals" [3, c. 56].

Work with vulnerable and pedagogically neglected children and their rehabilitation should be done in three steps:

The first stage - Diagnostic ( study and analyze the positive and negative qualities of education, conditions that contributed to the emergence and formation of negative qualities, identify ways and means to neutralize the negative effects and maintain positive signs. Mentor is a detailed description of educationally neglected pet);

The second phase - planning and identification of areas of work. Class teacher along with all the teachers that communicate with a "difficult" student, developing a detailed plan for re- defines the place and role of each caregiver;

The third stage - a deliberate pedagogical activity (con snyuyetsya implementation of the mentioned specific plans rations of personality involving anyone who may have a positive impact on the child (parents, relatives, classmates, teachers, caregivers, and others). Coordinates the foremost leadership class nick. The analyses of social and psychological changes in the behavior of the pupil are determined promising new line) [4, c. 87].

Working with vulnerable children in secondary schools should be comprehensive and sets out a number of tasks executing it:

1. Management studies school pupils contingent features, causes vazhkovyhovuvanosti, advanced experience with these students, identifies ways of improving work with them and their families.

2. The deputy director of educational work plans educational work with vulnerable, disadvantaged families, coordinate and harmonize the plan with the plans of school work class teachers.

3. Class teachers identify and study interests, abilities, inclinations of difficult students, involve them in extra-curricular, extra-curricular activities.

4. Psychologists and social pedagogues carry psychological prevention and correction of deviations in the behavior of minors.

5. Teachers, educators GPA provide individual assistance in the activities of gaps in knowledge.

6. Teacher and organizer involve working in groups, clubs, societies interest in school, after-school institutions in the community.

7. Student government bodies involved in the different types of public benefit activities, execution of orders, providing them with corporate assistance.

8. Parents' Committee is working with teaching staff and teachers in the social organization of teaching general education parents hear their meetings intractable and their parents.

9. The librarian plans to develop readers' interests intractable.

10. Medical staff gives teachers information about health, warns of neuropsychiatric abnormalities in juveniles.

In the education of the younger generation should occupy an important place preventive (prophylactic) measures that would have prevented sovery emergence of difficult children. It should focus on the social background warning of «difficult» children who are global. These include: the op tons of a healthy society socially and mentally, providing adequate psychological and educational culture parents. These foundations are laid back in school age you will walking with social objective that every young person should be primarily responsible parent, then fa hvtsem particular industry. Creating a social and educational environment for the realization and enjoyment of each person their intent tests and needs to overcome in society recurrence of violence, cruelty, limiting the spread of mass culture and low quality to ensure a high social status of teachers in society [5, c. 113].

Preventive work with vulnerable children social and psychological services school takes place at two levels:

Primary - at this level are covered children who have little emotional, behavioral and learning disorders (control visit by students of classes, complying with the rules, involving different kinds of social activities, interviews on legal topics).

Secondary - aims to work with vulnerable students. Secondary prevention involves early detection of children with difficulties in learning and behavior. The main objective of this level - to overcome these difficulties before the children becomes socially or emotionally unmanageable. Secondary prevention involves work not only with children but also with teaching staff, parents; teach adults strategies to overcome various difficulties in communicating with children and their education [6, c. 67].

The educational activities of the class teacher in this direction can be made according to the following tentative program.

- Study of the level of the class group.

- The study of the relationship between the students themselves, with teachers and parents.

- Public opinion, sentiment and tradition class team.

- Study of the degree of impact on student opinion leaders and micro groups.

- Study of the degree of influence on student's formal asset class.

- The study of individual psychological characteristics of "difficult" students.

- Questioning students on the theme "Your class", "You and your teachers," "You and your parents".

- Questioning of students with disabilities in their behavior on "Heavy teenager".

- Class Meeting on "moral and psychological climate in the team and how his recovery" (based on questionnaires).

- Meetings with parents of students, teachers on the theme "Our relationships and their impact on the performance and behavior of students" (based on questionnaires).

- Meeting of the asset class on "The role of the asset class in the prevention of deviations in the behavior of students".

- Implementation of reactive work (debates, quizzes, literary and thematic evenings, discussions, etc.). Aimed at developing pupils' rice morality.

- Conducting individual preventive work with students who have abnormalities in behavior, with informal leaders and member's micro groups.

Teacher correction can be applied to both individual student and the group, the entire team class.

The information gained about the class teacher leading the interests and inclinations of their pets, allow it to organize their educationally active (training, work, sports, art, fine) in those species where the results will be the highest. It is necessary to observe any progress pupils announcing them in class collective.

To succeed in correcting some negative effects, defects in the behavior of students should establish control over the conduct of their free time over the course

of the assimilation of the norms and rules of conduct and compliance with them at school and at home.

Educator's important to know every student belonging to certain groups outside the school, as necessary to correct promptly such as to inculcate in students the skills of friendly communication arm of the techniques of self-control, self-education.

The scientists stress the need for early diagnosis features of the child to develop preventive (prophylactic) correction methods prevent variations in its behavior. The basis for prevention of pathological forms of deviant behavior in children is a timely psychotherapy family conflict, promoting a healthy lifestyle in the home, adequate formation of parents to children, timely psycho- pedagogical diagnosis of the behavior of children, building their psychological portrait and others. The main measures of prevention and correction of deviations in the behavior of juvenile scholars include: psychological, educational, medical, social, combined [7, c. 56].

The school has to take care of the continuous development of pedagogical knowledge of parents resorting to various forms and methods of work, the most common of which are: pedagogical lectures, educational consultation, extracurricular teaching universal education, the final annual scientific conference day open door, classroom parent meetings, visiting parents' home, correspondence, advice to parents, parent invitation to school themed evenings of questions and answers, introduction of parental psychological and educational literature, university pedagogical knowledge, the structure of which may consist of two parts: lectures and case studies with adolescent parents and adolescents.

**Conclusions.** School as one of the most important in the lives of children social institutions play an important role in educating the next generation. The teaching staff of secondary schools in close cooperation and consultation with parents, in a complex and purposeful work needs to work on the problem of difficult children, and they have every chance of success. Parents should be aware of and interested in their children's lives, to give them more attention. To avoid

misunderstandings and correctly implement the pedagogical impact. Social educator and psychologist as part of social and psychological life of the school is the link between educational institutions and parents, advisers and assistant's parents and children.

The appearance of difficult and pedagogically neglected children should prevent timely preventive work or social class teacher of children at risk and their parents.

### **Literatura**

1. Bondarchuk O. Psychology of deviant behavior / O. Bondarchuk. - K.: AIDP, 2006. - C. 33-62.
2. Goncharenko S. Ukrainian Pedagogical Dictionary / S. Goncharenko. – Kyiv.: Lybed, 1997. - S. 27.
3. Zaychenko M. Tools of social pedagogy / M. Zaychenko. – Kyiv.: HQ. World, 2011. - P. 114-116.
4. Cape A. Socio-pedagogical work with families: User / A. Cape. - Ternopil: Aston, 2010. - P. 56-72.
5. Kolesina T. Early prevention of deviations in the behavior of pupils / T. Kolesina // Problems of joint work of the Youth Office of Education and Ukraine: Coll. scientific- method. century. - K.: Akadempres, 1994. - P. 81-85.
6. Polyakova O. Vazhkovyhovuvunist: the nature, causes, rehabilitation / O. Polyakova // - Sumy: Sum. DPU them. AS Makarenko, 2007. - C. 45-86.
7. Kharchenko S. Social work educator with children of deviant behavior / S. Kharchenko // - H.: Type. group "Base", 2012

**РОЛЬ ПРОФЕСІЙНОЇ ТВОРЧОСТІ В СИСТЕМІ ПІДГОТОВКИ  
МАЙБУТНІХ ФАХІВЦІВ**

**РОЛЬ ПРОФЕССИОНАЛЬНОГО ТВОРЧЕСТВА В СИСТЕМЕ  
ПОДГОТОВКИ БУДУЩИХ СПЕЦИАЛИСТОВ  
ROLE OF PROFESSIONAL WORKS IN THE FUTURE TRAINING  
SPECIALISTS**

**Ткач М.М. аспірантка кафедри методики навчання та управління  
навчальними закладами**

**Пригодій М.А. доктор педагогічних наук**

**Ткач М.М. аспирантка кафедры методики обучения и управления  
учебными заведениями**

**Пригодий Н.А. доктор педагогических наук**

**Tkach M.M. postgraduate student of the department of teaching  
methods and management of educational institutions**

**Prygodii M.A. professor of the chair of teaching methods and school  
management**

*Анотація. Визначена суть професійної творчості, як складової підготовки майбутніх фахівців. Обґрунтовані умови формування професійної творчості. Встановлена відповідність суб'єктивних властивостей, схильностей, здібностей людини характеру професійної діяльності. Розкрити взаємозв'язок ефективності професійної підготовки та застосування творчого підходу.*

*Ключові слова: професійна творчість, професійна діяльність, фахівець, підготовка, вищий навчальний заклад.*

*Аннотация. Определена суть профессионального творчества, как составляющей подготовки будущих специалистов. Обоснованы условия формирования профессионального творчества. Установлено соответствие субъективных свойств, склонностей, способностей человека характеру профессиональной деятельности. Раскрыты взаимосвязь эффективности*

*профессиональной подготовки и применения творческого подхода.*

**Ключевые слова:** *профессиональное творчество, профессиональная деятельность, творческий потенциал, специалист, подготовка, высшее учебное заведение.*

**Abstract.** *Professional creativity is an intellectual, emotional and volitional and practical process of labor activities, which is characterized by orientation, organization, the ability to find new, unconventional, original, rational, optimal special tasks and practice their potential in a problematic situation at work.*

*Special importance is given to future professional orientation. That becomes the determining factor that defines the activities of professional orientation. The focus should be understood as a set of stable life goals and motives of the person which are based on its needs and outlook, which appear in the activity. In the context of training of future professionals professional orientation is an important, showing in relation to the profession. First of all, professional orientation and professional environment in accordance with its social and historical factors in the development of society, especially the professional activities of its hierarchy in the general range of professions. Formation of professional orientation forms the main content of self-identity in social and industrial relations.*

*Thus, a necessary condition for the formation of professional work is a combination of subjective properties, aptitudes, natural abilities for the profession. The presence of such dispositions ensures the success and creative problem-solving of professional tasks.*

*It should be emphasized that the basis of creativity is the individual characteristics of the expert as a result of the main regulators and professional works of modern person.*

**Key words:** *professional work, professional creativity, expert training, higher education establishment.*

**Background.** The problem of training of future professionals is urgent and requires searching of different ways to deal with it as a result of the searched of extensively and developing the content, forms and methods of their training. One

aspect of training that is of primary importance is the development of creative specialist. It should be noted that professional activity is impossible without solving creative problems without understanding and awareness of the need to attract individual creativity. The modern person must quickly adapt to the new conditions that are not possible without the creative component of training. Nowadays, the use of creativity to the performance of professional duties is also the condition and the rate of renewal of labor intensive specialist. The problem of the creative potential of human resources of the country is urgent and requires constant attention from the state. As a result, the problem is reflected in a number of regulations. Specifically, State National Program "Education" observes that due attention should be paid to the development of creative thinking and intellectual capacity of future generations [1]. The "Concept of lifelong education system," emphasizes the role of creativity in the formation of personality and its development objectives. The role of creativity in the system of training shows the Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine for the period till 2021". The efforts of education authorities, scientific and methodological support services for the entire society and the state should focus on implementing the strategic directions of education overcome these problems, the performance of future challenges , including notes and also to create a framework for professional development and work [6].

**An analysis of previous studies.** Training of specialists takes place in educational establishments is therefore appropriate to consider professional work in the context of educational work of higher education. The problem of the creative activity of students was seen in studies of various researchers.

For example, V.S Bezrukov, M.N. Berulava, A.S. Elkin, J.S. Tyunnykova studied the condition to enhance the cognitive, research and creative activity of students to substantiate the need for the integration of general, general engineering and special disciplines. Features of special subjects in terms of creative work by students in the work of A.I. Vlaznyeva, M.G. Harunova, A.G. Golovenko, N.Y. Ermylovoyi, M.M. Zinovkina. Methodological principles and technology to

develop professionally oriented tasks and their use to enhance the educational and creative activity of students are considered by Z.M. Bolshakov, G.D. Bukharov, P.I. Pidkasystyi, L.M. Troitskyi, N.E. Erhanova. In studies of S.A. Baryhina, V.P. Grishina, B.P. Gruzdeva, A.P. Samonova, A.A. Chernyshev features of training of future professionals for professional work in unusual and extreme situations are given. Development of professional creative professionals in a variety of training areas and specialties has always attracted much attention in the writings of scholars, including J.K. Babanskii, G.O. Balla, I.A. Zyazyuna, I.I. Kobylyatskoho, M.M. Potashnikov, I.P. Rachenko, S.A. Sysoev, R.O. Skulskoho. It was revealed that the problem of professional creative future professionals, preparing them to creatively and professionally competent decision unusual production problems has not been developed. Thus, contradiction between the need to train future professionals for the professional creativity and a lack of clear understanding of professional creativity.

**The purpose of the article** – to determine the nature of professional work, as part of training of future specialists.

**Presentation.** Shaping the future of professional creative professional is seen as an objective of the creative process based on the following pattern: conditionality needs of socio-economic and cultural development of society, the priorities of reforming of vocational education in Ukraine; organic entry into the system of training of future specialists, line maintenance, forms and methods of training of the future specialists for professional creativity current level of psychopedagogy and practice; specificity and interdependence of the creative process patterns and peculiarities of the individual creative professional future [8]. Analysis of psychological and educational research of K.O. Abulkhanova-Slavskay, A.M. Aleksyuk, B.G. Ananov, M.O. Berdyaev, L.S. Vygotsky, G. Wallace, P.Y. Galperin, V.I. Hinetsynskyy, V.P. Davydov, P. Enhelmayyer, J. Efel, A.P. Ermolaeva, V.I. Zahvyazynskyy, I.A. Zyazyun, N.V. Kuzmin, L.M. Mitin, V.O. Molyako, O.H. Frost, V.M. Novikov, A.M. Piechota, J.O. Ponomarev, V.A. Romenets, V.V. Fishing, V.A. Semychenko, S.O. Sysoiev,

S.D. Smirnov, N.F. Talyzina, V.O. Tatenko revealed the basic features of professional work:

- objective causality of creative process;
- unity of motivational, emotional and volitional, intellectual, physical, bio-energy and practical components in a creative professional activity;
- conditioning of the problem situation of professional work;
- use of traditional, original, best, rational methods, tools and combinations thereof;
- focus on the subject of professional work to find a new way, receiving address emerging creative special tasks and their implementation in professional activities.

Thus, professional creativity is intellectual, emotional and volitional and practical process of labor activities, which is characterized by orientation, the ability to find new, unconventional, original, rational, optimal special tasks and the practical realization of its potential in a problematic situation at work. On the structure of the work in accordance with the professional of the future direction of special importance or specific activities. That becomes the determining factor that defines the professional orientation activities. The focus should be understood as a set of stable life goals and motives of the person are based on its needs and outlook, which appear in the activity. In the context of training of future professionals is important in professional orientation, showing in relation to the profession. First of all, professional orientation and professional environment depends upon social and historical factors in the development of society, especially the professional activities of its hierarchy in the general range of professions. Formation of professional orientation forms the main content of self-identity in social and industrial relations.

Thus, a necessary condition for the formation of professional work complies with subjective properties, aptitudes, abilities nature of the profession. The presence of such dispositions ensures success and creative problem-solving of professional tasks.

Based on the analysis of research of V.I. Zahvyazynskyi [2], we conclude that the system of professional training of specialists is oriented towards the development of professional work, if:

- implemented an emphasis on providing basic theoretical training, which results in the formation of a scientific world view and learn the fundamentals of science;

- the guidelines are aimed at enhancing the creative potential of students;

- activates the creative thinking of students;

- provided a positive attitude to the profession;

- conditions for professional learning.

In terms of functioning of creatively oriented training system of the future is the development of professional abilities that are important for the creative professional activity. In particular, the following capabilities are: defining alternative course of events, to compare different options in terms of positivity result, autonomy in decision-making, reflexivity.

Professional creativity as an important part of training of future professionals must be clearly delineated in theoretical and methodological research. The result of such research should be a generalization of the concept of professional creative future professionals.

It should be emphasized that the basis of creativity is the individual characteristics of the expert as a result of the main regulators and professional work of modern person.

The research indicates that the individualization of training is essential for the development of creative personality, and the formation of readiness for self-improvement and development of personal qualities is the general direction of the reform of teacher education [3].

Psychological determinants of creative professional activities typically include a good memory, the ability to focus clearly and logically express their thoughts, objectives, conclusions, assumptions, just thinking about difficult things to think about them in terms of familiar companion, a high intensity to generate

ideas, careful of filtering, the ability to synthesize data for overall picture, artistic temperament, ability to think easily without stereotypes, the ability to evaluate research results critically, especially their own, broad scientific outlook, familiarity with scientific and practical achievements in related fields; mindedness, high culture [5].

**Conclusion.** Training for professional creativity of future professionals is a requirement today. Because modern production requires such frames that are capable of generating new ideas, the formation of new values as the material and spiritual world as development and ways of production (production). Professional creation involves obtaining a unique result in the professional interests of the person. Result of creativity cannot derive directly based on the circumstances; a mandatory component is the presence of creatively active person. Thus, the creation of new values in the system of production can be achieved only if specially trained professionals, and this in higher educational establishments should be a factor that aims at the development of professional creative future professionals. Prospect for future research is to determine the pedagogical conditions of professional creativity of future professionals in higher educational establishments.

### **Список літератури**

1. Державна національна програма "Освіта" (Україна ХХІ ст.). – К., 1994. – 61 с.
2. Загвязинский В.И. Педагогическое творчество учителя / В.И. Загвязинский. – М.: Педагогика, 1987. – 160 с.
3. Инновационные образовательные программы по психологии / под ред. Ю.П. Зинченко, И.А. Володарской. – М.: Изд-во МГУ, 2007. – 180 с.
4. Кан-Калик В.А. Педагогическое творчество / В.А. Кан-Калик, А.С. Никандров. – М.: Педагогика, 1993. – 286 с.
5. Лукьянов А.С. Самореализация творческого потенциала человека и инновации: методологические проблемы исследования / А.С. Лукьянов //

Ярославский педагогический вестник. – 2011. – № 1. – Том II (Психолого-педагогические науки). – С. 218–221.

6. Про Національну стратегію розвитку освіти в Україні на період до 2021 року Президент України; Указ, Стратегія від 25.06.2013 № 344/2013.

7. Поташник М.М. Педагогическое творчество: проблемы развития и опыт: [пособие для учителя] / М.М. Поташник. – К.: Рад. шк., 1988. – 187 с.

Афанасьева Е. Профессиональное творчество [Электронный ресурс] / Е. Афанасьева. – Режим доступа: <http://www.brainity.ru/society/trends/15991/>

**PEDAGOGICAL MODELLING OF TRAINING OF FUTURE  
BACHELORS OF LAW FOR CREATIVE ACTIVITY IN THE PROSESS  
OF STUDYING OF VOCATIONAL COURSES**

V. Perminova, postgraduate of  
vocational education and safety  
of life department of Chernihiv  
National Pedagogical University (Chernihiv)

*Abstract. The article analyzes the scientific publications dealing with the problems of training lawyers in Ukraine. Analysis of the theory and practice of training of future bachelors allowed to determine contradictions in vocational training of bachelors of law. The study of the concepts of " model ", " modeling ", " teacher modeling ", " instructional design ", " pedagogical design " is given. The article includes the development of a pedagogical model of bachelors of law and their readiness to the creative activity in the study of professionally-oriented disciplines. Pedagogical conditions of training of future LL.B. to creative activities in the study of professionally-oriented courses include the following pedagogical conditions : providing motivation to create conditions that promote awareness of future professionals in law and the importance of future results , therefore, the study of professionally-oriented disciplines aims to direct students not to possess certain knowledge, skills, modes of action, but to create their own creative product , based on the obtained knowledge Based on student-activity approach we come to conclusion that the readiness of future LLB is caused by internal and external factors of the individual characteristics of the future specialists in attracting them to the various types of creative teaching and professional activities aimed at creating an independent creative products The structural components of a professional model of LLB we refer target component, ie training LL.B. for creative activity during the study of vocational subjects.*

*Keywords. Modeling, teacher modeling, pedagogical design, teacher, design, LL.B., creative activity.*

Statement of the problem. Formation of the rule of law, improving the legislation require significant reform of the training of qualified legal personnel, aimed at the development of an independent legal thinking, professional legal justice, statement of basic principles and values associated with moral foundations, humanistic role of law in society. Today we need a generation of lawyers willing to work in the new dynamic social, economic and political realities.

Modern legal education, law science and practice of constitutional, administrative, civil, and criminal justice have set a range of issues and problems on the training of qualified prospective LLB capable for creative activity by society and the state [5].

It is extremely important, complex and urgent at the same time problem, which is conceptualized by society as a whole, and its solution is one of the pressing problems today, because it has to lead to the formation of a new concept of scientific support of social order in the country: in public institutions, legislative, executive and judicial authorities and others.

In Pedagogics of higher education dominates the trend whereby the complexity of the goals and objectives of training lawyers raises the necessitates in fundamental changes in teaching students to bring all of its components to the new conditions of professional activity.

Universities and other institutions work at a new model of the formation of modern highly skilled, highly educated professionals in the field of justice, law and order.

Conditions of the current state of our country require that the learning process in higher education institutions train LL.B. was built on the basis of specialization that primarily would explore the potential of each and provide a high level of training. Thus, the theoretical and methodological basis of a new model of training of legal personnel in Ukraine today has the character primarily of pedagogical problem that should be studied by both the teacher and future specialist to ensure its high professional level .

Vocational training of the future lawyers in terms of a higher educational establishment is defined as a set of professional, social and moral development of students-future lawyers in favorable conditions, technological and scientific methods of vocational training in the educational environment of higher educational establishments. The primary task of vocational training of future lawyers are: training of specialists of judicial branch to use knowledge, skills who would creatively and responsible ensure implementation of task of education of legal culture, consciousness and responsibility of citizens in compliance with norms of judicial deontology in the interests of the state, individual citizen; mastering professional culture and professionally important qualities for a lawyer, striving for perfection in his professional activity [ 6].

Analysis of recent research. Teaching and methodological principles of vocational training of future lawyers in higher educational establishments are discussed in the works of such scholars as V. Androsiuk, A. Bandurko, V. Barco , F. Dumko, V. Komarov, A. Lihotskyi, V. Synova, S. Slyvka, V. Tatsyi, M. Sherman profesiiŭnyh, G. Jaworska.

Research problems of formation and development of vocational training of future lawyers are based on the concepts and conclusions of modern philosophy of education developed by V. Andruschenko, I. Zyazyun, V. Kurko. The theory of professional development in conditions of continual professional education is explored in the works of S. Honcharenko, A. Lihotskyi, S. Sysoiev , I. Fedotenko. The research work of recent years in which the specific features vocational training of future lawyers in the following aspects attracts the attention: the problem of psychological support of activities of students – lawyers is reflected in studies of V. Barco, T. Bychkova.

Formation of professional and significant qualities of lawyers are reflected in the works of A. Konup , I. Marchuk , V. Monastyrsky, M. Sherman. The issue of vocational training, professional competence and skills are studied by T. Trehubenko, S. Uskova.

Theoretical and methodological basis of judicial pedagogics are presented in the research of scientists such as V. Kikot, K. Levitan, O. Stolyarenko.

The issue of modeling of learning activities in higher educational establishments appealed by A. Borisov, L. Karasev, O. Tkachev. Aspects of educational component in modeling of professional activities are covered in research of M. Evtukh, A. Serduk, O. Ponomarev, S. Zavyetnyy. Problems of modeling method are investigated by such scholars as V. Afanasyev, V. Sofronova, B. Hlinski, Y. Plotynskyy.

However, despite the large number of scientific papers on various aspects of vocational training of future LL.B. on developing and implementing the training models of lawyers are underdeveloped and require direct and scientific attention.

Theoretical analysis of training and practice future LL.B. in higher educational establishments shows that there are contradictions between:

- the need of the state and society of creative, skilled professionals capable for independent creative activity;
- the need of society in professional capable to find and implement optimal ways, terms and means of legal assistance;
- the system of vocational training of specialists of legal branch directed mainly on the formation of specialized knowledge and the mastery of relevant technologies to them and the need to develop new innovative approaches that provide personal development of future lawyer and his ability for self-development;
- favorable conditions for independent, creative professional activity of future lawyers, which is formed in the period of modernization of higher educational establishments, and lack of willingness of teachers to academics use of it.

Eliminating of these contradictions requires a system of implementation of model of vocational training of future LL.B. to creative activity, creating favorable pedagogical conditions for their professional becoming and development, formation of significant professional skills necessary for the successful solution of the tasks of the future legal practice.

The aim of the research is to explore the construction of a professional model of L.L.B. and their readiness to the creative work in the study of professionally-oriented courses in combination of the right conditions, means, methods, training techniques.

Presentation. One method that is widely used in teaching science , is a method of modeling. This method allows you to explore integrative educational facilities in relation to planning and logical designing, reflecting the phenomenon of teacher development.

Modelling is a reproduction of characteristics of one object on another , due to the previously defined purpose and practice-oriented results. It takes into account the nature of the phenomenon which is modeled, its objective , which determines the means and impact on the outcome [2 ].

It is known that the term "model" is widely used in various fields, derived from the Latin modulus - a measure, sample.

Model is an analogue ( scheme, structure, sign system ) of a fragment of the natural or social reality, a product of human culture, conceptual and theoretical education - the original model. It is designed to preserve and expand the knowledge (information) about the original planning of its conversion and control [7 ].

Model is imaginary or materially implemented system that reflects or reproduces the object of study, able to replace it so that her study provides new information about the object [8 ].

The model of teaching science is understood as overall picture of the phenomenon based on some system of beliefs and ideas, which helps to understand and describe what we are studying through creative intuition and hard work.

Model is a system of objects or characters that reproduces some essential properties of the system, the original, it is a generalized reflection of an object , the result of an abstract experience , rather than a direct result of the experiment.

Algorithm of modeling can be reduced relatively to five stages , namely:  
- clarifying the task or tasks assigned by person herself or others ;

- generate models;
- display of different variants of model as abstracted objects, mathematical or graphical models;
- re-analysis and research of the adopted pedagogical model variability, its detection on the basis of previously unforeseen properties and qualities ;
- amending the model or rejection of it and start working on a new model.

It is obvious that interaction of theoretical ideas and experimental facts that confirm or reject these ideas are essential to subject matter. The essential attributes of the model are the visibility, abstraction, element research and creative imagination , the use of analogies as logical method of construction , it means that model is a kind of hypothesis that is expressed in visual form .

Models represent the structure of the pedagogical process that is evolved in the national teaching science: targeted, informative, organizational and activity based, analytical and efficient components. The composition of the model depends on the purpose of the study makes it possible to trace the characteristics of the object of study [3 ].

Model provides the organization of training, interdisciplinary interaction and gives opportunities for self-development and self-realization of future LLB, and additional organizational and pedagogical conditions.

Modelling as a universal form of knowledge is used in the study and transformation of phenomena in any field of activity is the most common method for studying objects of different nature, including objects with complex social system.

Teacher modeling in the broadest sense can be defined as a form of professional activity of a teacher (or set of activities) aimed at overcoming the conflicts in the relationship between pedagogy and practice, which include processes such as diagnosis, prognosis, goal-setting, monitoring, modeling, design, programming and others. The correlation between theoretical and practical in designing determines its position between science and practice, and the essence is primarily in the practice -oriented aspects of carrying out a practical plan of using

scientific knowledge or practical experience for generalization to promote the science [ 4].

Teacher modeling ( model creation ) is a development of objectives ( general idea), the creation of educational systems, processes or situations and the main ways of achieving them. Any educational activity begins with a purpose. The goal raises questions about where and when students will be able to use their skills, in what circumstances and how it will implemented. The goal contributes to the ideas with which it can be affected. This allows to predict the pedagogical process.

Teacher modeling has a "term partner ", which often accompanies it in scientific texts - designing. In some publications, these terms are used as comparable and substitute each other, that is, where permissible, are used synonymous.

Pedagogical modelling ( project creation ) is considered as further development of a created model and bring it to the level of practical use. At this stage the work is created with the model, it is necessary to use for the transformation of educational activities. If pedagogical model is made mainly mentally, serving as installation, the project becomes a mechanism of transformation of the educational process and environment [ 9].

Pedagogical designing (creation of the designer ) - a further specification created by the project which must be used in specific contexts by participants in real educational relations. Designing of teaching and educational activities is a methodical task.

Skills related to modeling and design, are interconnected in a certain interdependence: each successive skill includes the previous one, as one of the components.

Based on student-activity approach we come to conclusion that the readiness of future LLB is caused by internal and external factors of the individual characteristics of the future specialist in attracting him to the various types of creative teaching and professional activities aimed at creating an independent creative products [1].

By the pedagogical conditions of readiness of LLB for creative work in the process of studying of professionally - oriented courses include the following pedagogical conditions : providing of motivation to create conditions that promote awareness of future professionals, the importance of its future result , therefore, the study of professionally - oriented courses the objective of cognitive effort is directed not to possess certain knowledge, skills , modes of action, but to create their own creative product, based on the obtained knowledge .

The structural components of a professional model of LLB we refer target component, ie training LL.B. for creative activity during the study of vocational subjects. Aiming the formation of learning motivation, creativity and scientific practice and preparedness for lifelong learning, improving the level of professionalism, the structure of education while studying professionally oriented disciplines. The above mentioned courses are a part of semantic component. Organizational and activity component will include: planning, organizing (selection of forms, methods and means of education), providing subjective approach to student learning, taking into account the pedagogical conditions that ensure the effectiveness of LL.Bs readiness to creative activity.

As a complex of pedagogical conditions we select the provision of positive reinforcement training, extensive introduction of elements of contextual learning, engaging students in professional self . Analytical and effective component will seek educational and professional success of future LLB who own the content of training, those who have achieved personal and professional self education, raising the level of personal and professional self-determination, gaining the motivation, displaying the readiness to continue education.

Development and implementation of teaching models for LL.B is the prospect of our future research.

## Bibliography

1. Bondarevskaya E Meanings and strategies of student-oriented education // Pedagogica. - 2001. - № 1. - p. 17-24.

2. Borisova O. Simulation in professional work of university lecturer [E resource] / O. Borisova, L. Karasova. - Mode of access: <http://www.eprints.tversu.ru/891>.
3. Vartofsky M. Models. Representation and scientific understanding: transl. from English. / gen. ed I. Novick and V. Sadowski. - Moscow: Progress Publishers, 1988. - 507.
4. Dakhin A. Pedagogical modeling as a means of modernization of education in an open information society A. Dakhin. - <http://www.iuro.websib.ru/dak.htm>. - 18 p.
5. Quality assurance of higher education: the European experience and realities of Ukrainian classical university: teach. guidances. / compiler Petrishin R., Uschenko O., Ivanchuk M. – Chernivtsi, Chernivtsi national university, 2013
6. Ryzhykov V. Theoretical and methodological bases of the future building a professional scheme of lawyer / V. Ryzhykov // Innovative technologies of social and humanities in education materials Internat. scientific-practical. conf. - K.: NFPU, 2009. - P. 25 - 41.
7. Philosophical Encyclopedic Dictionary / Ch. eds. L. Ilychev, P. Fedoseev, S. Kovalev, V. Panov. - Moscow: Sov. ents, 1983. - 840 p.
8. Shtoff V. Modeling and Philosophy / V. Shtoff. - M. : Nauka, 1966. - 301 p.
9. Jasvin V. Educational Environment: from modelling to design. - M.: Meaning, 2001. - 365.
9. Yasvyn V. Obrazovatel'naya Wednesday: from c modeling design. - Moscow: Smysl, 2001. - 365 p.

**V.M. Teslyuk**, candidate of psychological sciences, associate professor  
National University of Life and Environmental Sciences of Ukraine (Kyiv)

**M.M. Koval**, Student of Pedagogical Faculty specialty «Higher School of  
Pedagogy» National University of Life and Environmental Sciences of Ukraine  
(Kyiv)

## **PROBLEM LECTURE AS THE MOST OPTIMAL FORM OF EDUCATION IN HIGH SCHOOL**

*The article investigates the advantages and disadvantages of the lecture as a form of learning in higher education. It is established that problem lecture is the most effective form for student`s theoretical training. We have traced the problems, conditions and occurrence of problem situations.*

**Keywords:** *learning form, problem lecture, problem situation, the problem method of teaching.*

**The relevance of the study.** As is well known theoretical training of students in higher educational establishment occurs in lectures, seminars, during independent work etc. Thus, the basic form of the theoretical training is academic lecture, which is defined as a logical, systematic, limited in time an oral presentation of the theoretical material that regard to a particular field of science. Analysis of domestic and foreign scientific literature confirms that problem lecture is the most effective form for student`s theoretical training.

Many scientists dedicated their works to various aspects of problem-based learning: H.Bohomazova, M. Harunova, V. Zahvyazynskoho, T.Kudryavtseva, P.Luzana, V.Manko, M.Mahmutova etc.

**The purpose of the article** – to investigate the special aspects of problem lecture in higher education.

There were some contradictions regarding the usefulness of lectures in the preparation of highly qualified specialists among the teachers at all stages of the national higher education. In particular, in the late 19th century, there were

following disadvantages of this organizational form: not develop cognitive abilities of student`s thinking, teaches passive, uncritical acceptance of information, makes it impossible to think and absorb the flow of information, acquiring of knowledge happens through reproductive method that is impractical, etc. [2, p. 106 - 111].

Prominent Ukrainian teacher G.Vashchenko also called lecture as passive method, as it: does not develop independent critical thought, the word in different stages of personality development is not always a primary means of learning, verbal phrases are perceived by different people in different ways, promote to the development of "harmful type of verbal thinking" - a man thinks memorized words and thinking becomes incomprehensible nature [1, s.192-193 ]. On the other hand, G.Vashchenko affirmed, if the lector besides knowledge has a good word, he is interesting for students and it makes them to work.

Today, there is also no single scientists vision concerning usefulness of lectures in the educational process of higher education. Yes, D.Chernilevsky said that lecture does not allow students to take into account individual differences in perception of educational information, there is no feedback, dominates verbal form of knowledge transfer. However, defines it as the most effective form of learning among other forms of student learning in higher education [6, p.140].

T. Nelha and O.Bulvinska emphasize that none of the modern organizational learning forms can not replace an academic lecture and count it positive aspects:

- for one lesson a student can get a large portion of information in other circumstances he must spend one month independent scientific work to get he same information;

- the most difficult concepts from the field of science, each student can understand with the help of lectures while when he works independently it is more difficult and not all students are able to do this;

- teacher`s word unites students in academic work, they can received knowledge in a certain emotional excitement, what makes them work is not only more organized, but also productive;

- collaborate work create a common field of tension that enhances teaching and learning activity for each student and gives lecturers an intellectual rise, inspiring him to improvise - namely there is a mutual emotional stimulation of students and lecturers;

- lecture causes profound educational impact on students as a matter of educational media, and through the personal qualities of the teacher, above all, his scholarly erudition and educational skills [5, s.187].

Lecture - an active, creative organizational form in which participate teachers and students. Conducting lectures, like any creative process involves creating an appropriate environment as preparation by the teacher and by the students. V.Manko emphasizes that untrained students may not be interested even in lecture content, provided that it is well thought-out and high scientific and methodological level of emotive read. As far as content is built correctly and methodically lecture depends on the pedagogical skills of teachers. The teacher should consider the logic and consistency of presentation, carefully select the system theoretical evidence expressive and compressed voice their opinions [4, s.310].

Analysis of domestic and foreign scientific literature confirms that problem lecture is the most effective form for student`s theoretical training.

Problem lecture acknowledged by scientists as a means of ensuring a high intellectual development, encourages students` thinking, develop cognitive and professional interests and needs. They promote the development of deep learning and intrinsic motivation mastering their chosen profession, which manifests itself in a positive attitude towards the learning process, search activity and create interest in their future profession. In pedagogical and methodological literature the essence of problem lectures is interpreted differently.

Some authors believe that all the lectures are problem, as each of them consider a specific scientific problem. Other consider problem lectures are those in which exist an outstanding scientific problems, put forward various hypotheses, are possible solutions. Subsequent researchers affirm that the problem lecture is a lecture that during presentation of learning material involves the creation of

problem situations, which are based on a contradiction between existing knowledge and the knowledge they need. Such situations cause a feeling of intimacy answers to this question and wish to find it, get the necessary not yet available, skills, abilities required for this information.

The research of V.Manko identifies the following key features of problem lecture:

1. Having problem situations. Disclosure of conflicting tendencies.
2. Asking an audience problematic questions.
3. Participation of students in problem solving during the lecture (apparently active audience empathy, participation in answers to questions, discussion items).
4. Making final conclusions based on evidence-based analysis of different perspectives in solving considered problems [4, s.312].

Scientist proposes to analyze the features of problem lecture in terms of the inclusion various teaching methods and identifies different levels of problem lectures :

1. Lecture with individual elements of productive methods.
2. Problem lecture.
3. Lecture of problem assimilation.
4. Lecture with problematic approach.

The peculiarity of lectures with individual elements of productive teaching methods is that the key here is illustrative and explanatory reproductive methods of training. At certain stages teacher organizes students work on individual problems. In this case, decreases monotonically lectures, through the formulation of questions, including existing and problematic question. Explanatory, illustrative method of learning provided through the word, the printed text, visual and technical training, practical ways of showing others. Implementation of the reproductive method of teaching is achieved through setting specific objectives that guide students to reproduce material and repeat options.

Problem lecture aimed at the method of problem-based learning. The material which should be given to students, lecturer formulate as problems and solve it

himself during the lesson. They can view and compare different scientists' positions regarding one problem. In addition to presenting certain established scientific propositions, the teacher shows promising avenues to solve the problem.

The dominant teaching methods in problem lectures are partial search and investigative. Students solve problems posed by their teacher or those that arise in the course of their solution and are formulated by the students themselves. A high search activity of students is typical for such lectures. The task of a teacher is to create a problematic situation, correctly indicate the problem that needs to be solved, to ensure the conditions of self-production the problems by the students. These lectures are implement in the case when the given topic is partly familiar for students.

During the problem lecture are implemented such methods: problem, partial search and research. In these lectures problems are solved by teacher or student independently or together. It depends on the purpose, training content, complexity issues, training audience [4, p.313-318].

When it comes to high school, the concept of problem situation specified as educational, industrial and professional research tasks which cause students difficulties that require a clear understanding of specific issues, challenges set by itself, solve them by searching or self-led teachers, insufficient detection range of knowledge and ways of life, as well as various independent use of experience.

T. Kudryavtsev describes the conditions of creation and occurrence of problem situations:

- a mismatch between the existing system of knowledge in students and new requirements arising in the course of solving new educational problems. Contradictions may occur: between already learned by students knowledge and new facts that are revealed in the course of solving certain problems; between identical nature of knowledge, but different in terms of complexity, between scientific and of practical knowledge;

- students are encouraged diversity systems (types of situations of practical, industrial character), and you must choose one correct;

- when students are faced with new practical conditions of application of existing knowledge when there is a search for ways to use the knowledge in practice and their application altered in comparison with training conditions;

- if there is a contradiction between the theoretically possible solutions to problems and practical inexpediency selection method and between virtually with the result of the task and the lack of a theoretical study [3].

**Conclusions.** Thus, problem lecture is the most effective form for students' theoretical training. This lecture contains dialogical interaction with the audience and promotes an active learning of study material by students.

**Priority areas for further development** of the described problems development methods of problem lectures for future professionals of specific area.

### **Literature**

1. Vashchenko G. General methods of teaching. Handbook for teachers . First edition / G. Vashchenko. – Kyiv : Ukrainian Publishing Association , 1997. - 441p.

2. Zynovev SI Учебный процесс советской High society in school / S.I.Zynovev. – Moscow : Higher School, 1975. - 316 p.

3. Kudpyavtsev T.V. Psychology technical thinking. Process and Methods solutions technical problems / T.V. Kudpyavtsev. – Moscow : pedagogy , 1975. - 303 p.

4. Manko V. Theoretical and methodological foundations degreeal of training for mechanical engineers in agricultural production : dis. ... doc. ped. Science / Manko Vladimir Nikolaevich; Ternopol. nat. ped. univ them. Volodymyr Hnatiuk. - K., 2005. - 528 p.

5. Nelha T.O. Higher School of Ukraine : the value of the operation, problems and prospects / T.O.Nelha, A.I. Bulvinska // modernization of higher education : social value and price for Ukraine : monograph / Series "The modernization of higher education : ideological and pedagogical problems." - K. : Pedagogical Thought, 2007. - P.170-190.

6. Chernilevsky D.V. Pedagogy and Psychology higher education : teach. guidances. for students. Universities / D.V. Chernilevsky, M.L. Tomchuk. - Kiev : the winery. soc.-Economical. Inst Un

Voloshyna G.G., senior lecturer of English Language Department for the students of technical and agro biological specialties of National University of Life and Environmental Sciences of Ukraine  
National University of Life and Environmental Sciences of Ukraine

WAYS TO IMPROVE MOTIVATION IN TEACHING FOREIGN  
LANGUAGES STUDENTS OF TECHNICAL HIGHER EDUCATION  
INSTITUTIONS

*Problems of the importance of foreign language to prepare modern highly qualified specialists are considered in the article. The reasons of insufficient level of foreign language proficiency in students of higher technical educational establishments are analyzed. Possible ways to improve interest and motivation when studying foreign language are given.*

***Foreign language, professional activity, external and internal motivation, cognitive process, interest.***

Expansion of international relations of Ukraine in various fields of economy, science, education and culture has led to a significant increase in need for the use of foreign languages in our country. Ukraine's accession to the Bologna Process and the European Higher Education Area, established in 2010, puts the problem of learning a foreign language at a much higher level.

One of the necessary conditions for the formation of highly skilled professionals is conscious and profound language learning. In modern conditions in almost all fields of activity demands for foreign language knowledge in graduates of higher education institutions are increased [1, p.59]. That is why the problem of language training improvement in future specialists is very actual.

The current stage of development of Ukraine, the main feature of which is the participation of Ukrainian specialists in international projects, conferences, workshops and meetings to share experiences require specialist practical knowledge of a foreign language to communicate with foreign colleagues in their

professional activities. Low level of knowledge in specialists of various fields becomes an obstacle in solving common problems.

It impels a society to order trained, qualified professionals who have had practical foreign language skills for professional communication in a foreign language and have the ability to be engaged in communication and collaboration with their partners and counterparts abroad. But, in practice, the level of professional foreign language of most graduates of technical higher educational institutions remains unsatisfactory. In our opinion, there are several reasons. One of them is a lack of motivation to master not only the professional foreign language, but learning a foreign language at all. Most students do not even realize the importance of foreign language for their professional activities.

Deficiency of humanitarian culture is particularly acute in technical and agricultural higher educational institutions. Unfortunately today the opinion can be heard (especially from rural youth, first year students), that a graduate of such an institution will mainly perform production tasks, and therefore the humanities, including foreign language, are considered secondary or even unnecessary.

Lack of motivation for learning a foreign language, lack of understanding of its importance in modern life complicates teaching foreign language in technical higher educational institutions. Therefore, they can not always ensure proficiency at a level that would allow its use in professional activities.

Many experienced foreign language teachers rightly point out that it is impossible to teach the language of a man who has no motivation. Only interested people, who have set themselves a goal, study a foreign language much easier, faster, and with great pleasure. That motivation is a guarantee of the entire process of learning.

There are internal and external motivations. The formation of external motivation can influence teachers, friends, the necessity to make a test or exam. The emergence of internal motivation is a long and difficult process, when the person understands the need to study a foreign language himself in order to achieve the goal.

Unfortunately external motivation does not last long when the source of influence is not permanent and convincing. Internal motivation also needs external support. That is why we should start the process of formation of both external and internal motivation to learn a foreign language as early as possible, making maximum effort. Parents and school teachers should lay the foundation for future motivational process.

The subject of our research conducted with students of three different departments was to determine the level of awareness of the importance of foreign language for successful professional work after graduation from the university. Analysis of the questionnaire showed that the majority of first-year students to the question "Do you need knowledge of foreign language for your future professional activities?" gave the following answers: "I don't know", "I am not sure", "I have not thought about it yet"

According to the survey of "Master" degree students the level of motivation for learning a professionally oriented foreign language was much higher. Writing the thesis for a "Bachelor" degree many students used foreign language sources. When writing a research paper for the "Master" degree much more foreign-language sources will be used. In addition, senior students participate in a variety of specialized international conferences, where they listen to the reports in a foreign language, communicate with experts from different countries, realizing that without communication skills in a foreign language such cooperation would be impossible.

Some ways to enhance students' motivation to study foreign languages are given below.

It is very difficult for the teachers of higher educational institution to convince student of the importance of learning a foreign language if he absolutely has no interest in it. As a foreign language must not be just one of general subjects but become a component of professional training, teachers of special subjects should unite their efforts with teachers of foreign languages and encourage the growth of positive motivation to learn a language.

To do this, they can offer the students find some information first in print in a foreign language and subsequently in the Internet.

New information technologies become the main means of access to different sources of information and formation of motivation to self-searching, processing, acceptance and use of this information, which is one of the most important aspects of modern educational process of higher education institutions [3, p.7].

In order to increase students' cognitive interest and motivation to study a foreign language teachers should explain that learning a foreign language is a part of a comprehensive process that can expand the outlook of the student, giving a key to more information ensures the formation of a harmonious multi educated individual, promotes thinking and the ability to search for information in foreign-language literature of the specialty independently. Development of skills to process such information contributes to students' abilities to work with scientific literature. It becomes a prerequisite for understanding of the importance of foreign languages in the world today, further improvement of linguistic and professional knowledge and skills. Subsequently, the external motivation will strengthen internal motivation that will enable students to acquire knowledge actively.

In recent years the attention of many researchers in the field of innovative methods and technologies in teaching foreign languages is drawn to the use of resources of worldwide information network [5, P.225]. Observations and surveys of students show that the use of Internet resources enhances motivation greatly, positively affects an interest in learning a foreign language [8, p.27].

The use of new information technologies in teaching foreign languages helps to intensify the educational process, increase the effectiveness of general studying, interest students, positively intensifies student's training activities opens opportunities for individual learning, allows to control the results of different kinds of tasks, creates conditions for the practical application of knowledge and skills, increases motivation to learn the language. In addition, it provides effective visibility of the learning process [6, p.40].

Teachers use multimedia learning tools to create presentations of lesson fragments. It will promote the learning process intensification, students' interest; form their understanding of the stages of work with grammatical and lexical material, texts, better understanding and mastering the material of practical classes [7, p.41].

Not the last factor in increasing motivation for learning a foreign language is the possibility to continue studies at one of the European universities.

The perspective of employment abroad or at one of the joint ventures in our country will also help students' interest. Significant place in increasing motivation for learning a foreign language takes the opportunity of communication between people of all ages in the Internet. This improves the communication skills, makes it possible to know young people of different nations life and interests.

### **Conclusions**

1. The results of foreign language teaching are much better in the presence in students cognitive interest and motivation, based on an understanding of the importance of foreign languages in modern life and the possibilities of its use in professional activities.

2. Foreign language should be an important part of the professional training of students of technical higher education institutions.

3. Interdisciplinary association of foreign language and professional disciplines enhances the effectiveness of training, develops interest, stimulates thinking and makes knowledge conscious and strong [9, p.29].

4. The use of new information technologies in teaching foreign languages helps to intensify the learning process, increase motivation and learning efficiency at all, interest students, intensify student's training activities.

### **REFERENCES**

1. Klepikova T. Professionally oriented foreign language teaching at the final stage in the non-linguistic higher educational establishment// Bulletin KNLU.

Series "Pedagogy and Psychology". / T. Klepikova – K. : Publishing Center KNLU , 2001. - No. 4 - p. 59 - 63.

2. Gordienko M.G. Foreign language as a means of improving competitiveness and mobility of modern specialist // Linguistic-methodical concepts of teaching foreign languages in non-linguistic higher educational institutions of Ukraine. / M.G. Gordienko – K.: European University Publishing, 2003. - P. 49 - 55.

3. Skaliy L.I. The use of information technologies. / L.I. Skaliy // Foreign Languages. - 2003. - № 4.-p.7.

4. Tokmenko O.O. Languages in professional education: the key concepts. / O.O. Tokmenko // Foreign languages in educational establishments. K.: Pedagogical Press, 2011. Number 1 - p. 108-111;

5. Yarova O.V. Multimedia means of teaching foreign languages. / O.V. Yarova // International Forum Language Education: the path to European integration. K.: Lenvit, 2005. - P. 224-225.

6. Davydenko Y.E. Use of information and communication technologies for language education. / Y.E. Davydenko // Foreign Languages. - 2005. - № 3 - P. 40-41.

7. Nesterenko O.A. The Internet in teaching reading in Spanish as a second language. / O.A. Nesterenko // Foreign Language. - 2006. - № 3 - P. 39-43.

8. Ogurtsova O.L. Teaching Business English using Internet resources. / O.L. Ogurtsova // Foreign Languages. - 2006. - № 4 - P. 26-29.

9. Ivantsyuk T.I. Use of interdisciplinary problem-cognitive tasks at English lessons. / T.I. Ivantsyuk // Foreign Languages. - 2003. - № 3 - P. 26-29.

## **Peculiarities of teachers' pedagogical activity in higher educational system of the USA**

**Voshchevska O.V.** candidate of pedagogical sciences, associate-professor, department of English for technical and agrobiological specialities, National University of Life and Environmental Sciences of Ukraine

### **Problem of the article**

The modern process of Ukraine's economy reformation, joining it to the civilized educational partnership is accompanied by the dynamic changes of its production relations, culture, education. The USA is the country with the developed economy, educational system. In this article we'll try to highlight the peculiarities of the American teachers' pedagogical activity who play a vital role in students' individual formation, their ideological and professional qualities.

**Analysis of recent research and publications.** Many scientists studied the peculiarities of the USA higher educational system formation, among them are: Georgieva T., Glotova G., Kalashnikov V., Parail V., Romanovsky A. and others.

Among american scientists involved in improvement of pedagogical activity of the USA teachers were: Christensen R., Cooper J., Felder R., Hodleski E. and others.

**The objectives formation.** The objectives of this work is a detailed study of the characteristics of teachers' educational activity in higher agricultural institutions of the USA with the aim of studying and adapting positive ideas in the educational system of Ukraine.

**The main material of the research.** It should be noted that higher education teacher plays a very important role in formation of professional and ideological peculiarities of a future specialist. Investigations prove, that creative approach to academic discipline, teacher's active lifestyle, broad outlook and interests, well-developed pedagogical skills stimulate positive students' attitude to the future profession, increase mental activity in educational process [1, 2, 4] .

Let's examine the peculiarities of teacher's pedagogical activity in higher educational establishments of the USA.

First, it should be mentioned, that the system of teachers' positions at each higher educational institution of the USA is established independently, but often it has the following positions: 1) assistant, 2) lecturer, 3) instructor, 4) assistant-professor, 5) associate-professor, 6) full-professor. We'll describe briefly the functions of these positions [3, c. 68].

Instructor, mainly, manages the laboratory practice, conducts classes. Positions of assistants are often occupied by post-graduate-students. Positions of lecturers as a rule occupy freelance teachers working part-time. Appointment to junior posts is done by the president of the University with recommendation of the Head of Department and Dean of the Faculty. In order to do this it is necessary to sign a short-term contract approximately for a year, that can be prolonged 5-6 times. It is done to prevent teachers from getting used to their stable working place. Teachers should understand that it is necessary to be competitive, to realize that their working places can be easily occupied by more talented workers, better scientists, teachers with better practical skills.

Only professor can work at the university continuously. Instructors and assistant professors have the right to work not more than 8-9 years. In future it is necessary to improve pedagogical skills or change another working place [3, c. 69].

It should be mentioned that the american educational system has the position, which does not have analogues in Ukraine. This is the position of academic supervisor, who helps students to make an individual curriculum for each week and term. Academic advisors help students to select their speciality, to manage time productively, to choose subjects and their order. [6, p. 104].

There is even a special academic supervisor's rating scale, which students have to fulfill (it is done in spring, and at the end of the term supervisors can receive results).

**Academic supervisor's rating scale  
(College of Engineering, Iowa University)**

State	Questions	Rating scale
Knowledge	My academic supervisor is well informed about the rules, procedures and courses choice. If I need to learn some information, he (she) can direct me to the necessary service.	5.Fully agree 4.Agree 3.Difficult to answer 2.Do not agree 1.Fully disagree
Contact	My advisor is always at his (her) working place, he (she) can be easily found either by phone or email.	
Reliability	Supervisor always comes to meetings, tries to find answers to questions that I need.	
Availability	Supervisor encourages me to apply to him (her). Advisor is interested in my training progress, actively participates in problems solving.	
Advice	Gives me information about university changes. Helps to organize different meetings.	
Respect	Respects me, discusses strategies on problems solving.	
Students' achievement control	Controls fulfillment of my duties on educational tasks.	
General characteristics	How would you evaluate your supervisor's work?	5. Excellent 4.Good 3.Satisfactory 2.Unsatisfactory 1.Very bad
Supervisor's help	Most of all my advisor helped me in...	Give extended answer
Supervisor's strong points	One of the positive personal characteristics of my supervisor is	
Some pieces of advice to my supervisor	The advice that I would give to my supervisor is	
Other comments	Additional comments on your advisor's service or faculty consulting services in the whole.	

Advisors on their meetings discuss questions on changes in the curriculum, courses content, conduct special training for freshmen. Students should meet their supervisors to discuss academic achievements, academic plans at least once a month, otherwise they will not be able to sign for the next term courses. Very often after the first year of studying students change their advisor and choose that one (professor, associate-professor, assistant) who is specialized in their major [9].

While applying for the job at the university, teachers have to meet different demands, but the most important are: working experience, scientific publications, recommendations from other universities and institutions. Interesting, that general age for the professor of the USA – 50-53 years; associate-professor – 41-42; assistant-professor – 34-35; instructor- 33 years [3 , c. 70].

Today, scientific degree is a crucial factor that teachers should have if they want to work at higher educational establishments of the USA. For example, it is possible to work at the position of assistant-professor, if you have PhD degree, and at the position of instructor – when you are working at the PhD theses [7, p. 69].

Training and pedagogical activity of teachers are evaluated by special committees of departments. Those teachers who make great contributions to science, who use their research results at lectures are much appreciated. There is even a phrase which is popular among university teachers of the USA “publish or perish”. It should be noted that in american universities teachers with professional rank can have a creative paid holiday (6-12 months) [3, p. 72].

In higher education of the USA the quality of teachers’ practical skills is the principal criterion in evaluation of their training and educational activity. According to S. Riznychenko [5, p. 114], should be evaluated "... the most important academic functions ... that include training, research, participation in social activities." Control is based on complex studying of teachers’ activity, where the sources of evaluation are [5] :

- Systematic formal ranking by students;
- Informal ranking by students;
- Evaluation by the chief;

- Ranking among colleagues;
- Evaluation committee of teachers;
- Content of courses that are taught;
- Participation in workshops;
- Students' knowledge;
- Examination results;
- Popularity of elective courses (number of students enrolled in them);
- Self-assessment (final teacher's report);
- Evaluation by graduate students.

Evaluation of teachers' activity is variable. It includes the opinion of colleagues, university administration, students, graduates. The most important criterion in this evaluation are students' opinions and results of their studying. For example, completing the course students evaluate its importance, usefulness, logical order etc. Besides, students evaluate teachers' pedagogical skills, personal characteristics, attitude to students, define their strong and weak points.

It should be emphasized that the results of teachers' evaluation are available to others. In order to make a correct decision while selecting a course, students get acquainted with the content of the course, with the results of teachers' rating by predecessors. This information of students' attitude to teachers and their courses is also useful for development of teachers' competitiveness.

The problem of teacher's personality formation is very popular nowadays. Very useful are interviews of American students about the characteristics which a modern teacher should have. The answers were:

- The teacher should reasonably manage time during classes;
- To use humor and spontaneity in the classroom;
- To be careful with race questions;
- Be attentive to students, be ready to consult in extracurricular time;
- On exam to give only those questions that were discussed in class [10 , p. 42].

American students want their teachers to know not only subjects they teach, but also have deep knowledge in other fields, to use masterful interdisciplinary communications. Energetic, unpredictable teachers deserve more attention and respect. The language in which a course is taught should be vivid and available to listeners. It is advisable for a teacher to learn the names of students as quickly as possible [10, c. 125].

It is recommended to a teacher to get acquainted the students on the first class with organizational points: number of the classroom, time of the class, sources to the course, peculiarities of work during the class, peculiarities of taking a credit or exam [8].

So, approach on orientation of pedagogical activity quality is in the basis of employment policy of american universities. During research were highlighted the leading organizational and pedagogical peculiarities which define high level of agrarian teachers' pedagogical activity in the USA.

- Strict concretization of tasks for a definite working period of a teacher;
- Strict university administration control of implementation of duties by teachers;
- "Struggle" for students at teaching the course by several teachers (during each class teachers have to prove that they have high level of pedagogical skills);
- Direct influence of pedagogical activity assessment results on changing position of a teacher to a higher ranking, increase of payment, long-term agreement with the university etc.

**Conclusions.** We believe that highlighted material on experience of pedagogical activity of american university teachers can be a valuable source of ideas during improvement of future-agrarian teachers' training in Ukraine.

## Literature

1. Kovalenko E. Didactic basis of professional-methodical training of special subjects teachers: doctor of pedagogical sciences these: 13.00.04 / Elena Kovalenko . - K. , 1999. - 381 p.
2. Manko V. Gradual training of engineers in agricultural production / V. Manko, V. Ishchenko - K.: Scientific and Methodological Center of Agricultural Education, 2005. - 506 p.
3. Parail V. Professor and pedagogical staff in higher educational system of the USA / V Parail // USA. Economy. Politics .Ideology . - 1991 .- № 1. , P.52 - 64.
4. Polozenko O. Organizational and pedagogical peculiarities of teacher's pedagogical activity in higher agricultural education establishments: candidate of pedagogical sciences theses: 13.00.04 / Oksana Polozenko. - Ternopil, 2003. - 283 p.
5. Riznychenko S. Peculiarities of the US teaching staff attestation / S. Riznychenko // Theoretical problems of training and education. - 2000. - № 9. - P. 112-116.
6. Romanovsky A. Theory and practice of international experience of ukrainian business education: a monograph. / Romanovsky A. - Kyiv Demiur, 2002. - 400 p.
7. Tartarashvily T. Attestation of Universities : Principles and Methods ( Experience of High school of the USA) / T. Tartarashvily , V. Hronyn // Vesti vischey shkoly . - 1987.- № 9. - P. 81-8 .
8. Agriculture Teachers Directory. – Iowa. : Doane Agricultural Service, 1977. – 204p.
9. A self-study report [electronic resource] : IowaStateUniversity. – Way of access: URL: <http://www.abe.iastate.edu/fileadmin/www.abe.iastate.edu/academics/AE%20Self-study%20Report.pdf>. – Title from the screen.

10. Light, Richard J. Making the most of the college. Students speak their minds / Light, R. J. – Cambr., Mass.; Lnd.: Harvard University press, 2001. – 242 p.

### **Annotation**

The author of this article describes the peculiarities of teachers' pedagogical activity at higher agricultural education establishment of the USA. Special attention is paid to teachers' pedagogical skills, their active life position. The author gives detailed duties characteristics of assistants, lecturers, instructors, associate – professors, professors. It was mentioned here, that teachers' work is evaluated by students, colleagues, by teachers' participation in seminars, by students' knowledge, tests results, university authorities, by people who were taught by those teachers before. It is very important for the university lecturers to use the research results in the content of their lectures. It should be noted that the american education system has the position, which has no analogues in Ukraine - a position of an academic advisor. The author describes peculiarities and duties of academic advisors, gives an example of fact-finding questionnaire on the work of american university advisor. In this paper you are able to see students' opinion about ideal university lecturers. The ideas highlighted in this paper are useful and can be applied to the educational system of Ukraine.

**Key words:** lecturer of higher educational establishment, pedagogical activity, american system of higher education, academic advisor, methods and forms of evaluation, pedagogical skills, knowledge control.

## **PRACTICAL PROFESSIONAL TRAINING OF FUTURE FORESTRY SPECIALISTS**

*Vygovsjka S., candidate of pedagogical sciences, associate professor of pedagogy  
Vygovsjky A., candidate of engineering sciences, associate professor of  
technology forestry, National University of Life and Environmental Sciences of  
Ukraine (Kyiv)*

*The paper analyzes the practical training of future specialists of forestry, including the peculiarities of academic and industrial practices and principles of the organization and conduct.*

*Practical training, the principles of practical training, forestry.*

**The issue of the research.** Professional training of forestry specialists in Ukraine is an issue of urgent importance for today. This is due to the need for personnel who could solve the current problems of professional forestry industry, including: creating an enabling environment for investment in the forestry sector and forestry; joint activities to develop, manufacture and supply of equipment, process lines and equipment, coordination and joint research and providing scientific and technical support collaborations; make recommendations for improvement and harmonization of the legal framework in the forestry industry; promote sustainable use of forest resources based on industrial and technological relations established between enterprises and organizations; formation of information systems in the forest sector; formulation of coordinated approaches to solving the problems of environmental protection and so on.

**Analysis of recent research and publications** proves that the fundamental research on the formation of the content of professional education have been already carried out. (S. Batyshev, B. Hershunskyy, S. Goncharenko, I. Zyazyun, V. Lednev, M. Makhmutova, N. Nychkalo, V. Shapkin etc..) psychological bases of activity (B. Ananev, I. Kaplunovych, T. Kudryavtsev, B. Lomov, I. Pavlov, A. Petrovsky, R. Ponomariov, I. Yakymanska etc.). Managing teaching and learning activities of the individual (Mr. Halperin , V. Kazakov, N. Talyzina et al.).

Content and methods of preparation of future skilled workers are researched by I. Vdovenko, ways to prepare highly qualified specialists developed forestry O.

Yakymenko, question formation managerial competence masters of forestry are explained by Makodzey L. et al.

But the analysis of scientific and educational publications shows that the problem of an integrated approach to training future specialists of forestry, including its practical component is insufficiently studied.

**The purpose of the article** - to analyze the practical part of training future specialists of forestry at the National University of Life and Environmental Sciences of Ukraine, to define the principles and features of its organization and implementation.

**The main material of research.** Practice - the process of mastering different types of professional work, which deliberately creates the conditions for self-knowledge and self-determination of students by various professional roles and form need for self-completion. During practice students transfer learned knowledge and skills in a professional reality and manifested professional orientation of students, their professionally important qualities. Methodological basis for designing practical training of future specialists of forestry as a system object should be student-activity approach to the process of professional identity formation. [2] According to the personal approach that is thoroughly covered in the works of Ivan Zyazyuna, W. Kremen, S. Sysoev et al. Leading role in mastering the subjects learning the knowledge, skills, shaping their beliefs, professional orientation, intellectual cultivation belongs students . Activity approach involves communication of educational content and teaching students with their future activities (Vygotsky, L., P. Halperin, Leontiev, AN Talyzina et al.). It included students in different activities with clearly defined objectives, its active position contribute to the success of future specialists. [4]

National University of Life and Environmental Sciences of Ukraine has considerable experience in training specialists of forestry. One of the leading components of professional training is the introduction of these specialists in the educational process of gradual practical training of students with a consistent build-up of professional knowledge and practical skills. This training is carried out

in accordance with Art. 43 Law of Ukraine "On Higher Education" and "Regulations on the practice of students in higher educational institutions of Ukraine."

Each stage of practical training has clearly defined goals and solves specific tasks. There are theoretical and practical training. Specific practices reinforce the knowledge that a student receives during the studying theoretical courses. Depending on the perspective of theoretical courses, training time students at the university, specific basic institutions and organizations including the level of students in the "production" process is differentiated curriculum and has its own specific form and content.

The purpose of practical training in forestry NULES Ukraine is to enhance students' knowledge in theoretical biology and forest ecology, topography and other areas of forestry, mastering practical skills to work in the timber selection, silviculture, forest inventory, forest exploitation and afforestation; formation in students' professional skills of optimal managerial decisions based on the conditions of Forestry; internal training needs constant updating of professional knowledge and creative applications in practice.

The task of continuous practical training in forestry throughout the whole period of study at the university is to develop the professional skills of students on the basis of the theoretical knowledge according to the main objectives of the forester - a specialist in "Forest and Landscape Architecture" provided educational qualification characteristics. Therefore, the practice means accomplishment by student determine program, scope of practical work, allowing you optimally combine theoretical learning with receiving practical skills during the training period. For this purpose, curriculum specialists specialty 6.090103 "Forestry and Horticulture" provides continuous practical training for students, covering various aspects of practice forester considering sectoral orientation of the work in forestry [3].

Special feature of the program of technological practice is that it should coincide with the receipt of the necessary experimental and production data that can be used when writing term papers (projects) and graduate diploma (projects).

The curriculum provides the following types of practical training of future specialists of Forestry: For "Bachelor" - teaching practice (756 hrs.) Study and technological (industrial) Practice (108 hrs.) for OCD "Master" - training in manufacturing (216 hrs.), pre-diploma practice (324 hrs.).

Practical training is designed to consolidate the theoretical knowledge acquired during lectures and practical exercises, to form the primary skills and professional skills training courses cycles of natural science and vocational and practical training to familiarize with the features of the future profession, to prepare practical training [1].

In the first year it conducts educational practice "Fundamentals of vocational training" (1 week), "Botany" (1 week), "Computer Science" (1 week), "Geodesy" (2 weeks). They are introductory and fundamental character and are the basis for the study of career-oriented disciplines. The second course is recommended to start with a trial and technological practices (production work) (1 week), the object of which is the educational and research nurseries, botanical gardens, dendrologic parks, forest research stations and leading companies within the industry. The aim of the training practices "Mechanization of forest work" (2 weeks), "Dendrology" (1 week), "Forest breeding" (0.5 weeks), "Forest Soil" (1 week), "Biology of forest animals" (0.5 week) is the consolidation of knowledge and skills from the basic sciences. Educational practices of the third and fourth courses "forest nurseries" (1 week), "Forestry" (2 weeks), "Forest inventory" (3 weeks), "Forest Phytopathology" (0.5 weeks), "Forest Entomology" (0, 5 weeks), "Forest Culture" (1 week), "Forest melioration" (1 week), "Principles of forest exploitation" (1 week) continues to contribute to the consolidation of the practical skills of students. It is conducted in teaching, research and forestry universities. During the passage of a trial and technological (industrial) practices (3 weeks) at the end of the third year students should acquire skills management and technology of major

forestry operations; familiar with the established procedures for obtaining appropriate documents to complete the work, monthly reporting of Forestry; collect the necessary data and field data for writing the thesis. The practice consists of two parts: the first - the introduction of forestry enterprises on the basis of educational and research facilities of the university; second - review of forestry and industrial forestry activities in the company chosen by the student.

Production practice for students OCD "Master" was carried out for 10 weeks in two phases. The first phase (4 weeks) - "Training in Manufacture" - provides students directly involved in the technological process of production performing specific duties of forest workers. The main objective of the practice is students' skills and management of forest production and gain experience working in a team of employees. Pre-diploma practice of students Master (6 weeks) is the final component of practical industrial training. Its mission is to enhance and consolidate the theoretical knowledge of the technical disciplines of the curriculum; renovation and expansion of the original material to perform the actual work of the master; completion of the master's work.

We can identify the following stages in the above described types of practices: 1) instructing students on health, safety, and fire safety, personal and industrial hygiene of sanitation; 2) to familiarize students with the challenges of practice; 3) the collection, calculation and analysis of the material according to the objectives; 4) preparation and defense reports according to the practice results.

Practical training of future forestry specialists provides to deepen and consolidate students' knowledge and skills formation of the complex, according to the requirements of higher education, which, in turn, are the components of such production functions:

- Accomplishment works on an inventory of the forest and of objects Landscape Architecture;
- with the creation of highly productive and biologically sustainable forest species, and decorative Landscaping - gardening facilities;

- organizing and conducting cutting main use and logging is linked to forest management;
- ensuring of Health and forest protection;
- ensuring of agroforestry station activities;
- organization of forestry and hunting economy;
- organizational use of another forest materials and not wood products;
- realization the actual management of industrial and governmental activities of shop, master`s bay, forest nurseries, other business units.

In addition, the content and objectives of practical training involves mastering the ability to solve problems and tasks of social work: to conduct organizational and educational work among the staff team, promote growth and training to increase the production potential of the group, to manage the social development of the staff.

The analysis of the practical training of future professionals in the forestry of NULES of Ukraine allows to determine the principles of organizing and conducting practices: 1) *feedback of theoretical instruction and practice* - on the one hand, the understanding and application knowledge of the students on practice acquired in the study subjects awareness of their importance for the success of professional work, and the other - strengthening the study of theoretical subjects and the teaching and research work of empirical knowledge acquired into practice. Special attention in terms of the implementation of this principle should be given to design practice results - the report should be no formal, and scientific and creative, in that same time and training should be built, comprehend from different points of view, from the point of different disciplines; 2) *consistency* - the gradual mastery of the whole range of professional features and skills; 3) *continuity* - semantic interconnection of all practices when mastering new is based on experience gained by students in previous phases of practical training; 4) *polyfunctionality* - simultaneous execution during practice various professional functions and mastery in different types of practice different professional roles; 5) *The permanent inclusion of students in various activities* - the gradual

complication of problems of various practices, extending the range of professional roles and activities in which the student is included, the increase in complexity and content of activities; 6) *Partnership* - creating in the practice of the conditions under which the relationship between student and supervisor practices are built on the primacy of trust and cooperation, and the student appears not as a passive object of study, and immediately realizes itself independent legal profession; 7) *flexibility* - taking into account the interests and needs of both students and practice managers in choosing a place to practice, the maintenance tasks within the overall objectives of a particular type of practice, and practical topics of research.

Adherence in organization and conduction practice these principles contributes to the manifestation of mutual responsibility for its results and not dependent students from their leaders, taking into account the interests and needs of all participants in the practice, including student administration of the institution, which is the practice of the university, in which it qualifies.

**Research results.** Consequently, the practical training is a core component of integrating and becoming a professional specialist, a bridge between the theoretical training of future forestry specialists and their independent work in institutions in this field. We believe that only if taken into account when organizing and carrying out the specific practices of direct training and compliance system approach and principles set out practical training, we can provide the necessary level of training future forestry specialists.

The study does not claim to comprehensive coverage of the problem. **A further research prospect is** the study of the competency approach to training future forestry specialists.

## REFERENCES

1. Vdovenko I.S. The content and method of preparation of future skilled workers forestry: Author. di ... candidate. ped. sciences: 13.00.04 / I.S. Vdovenko; Inst-Professor of Engineering. Education Pedagogical Sciences of Ukraine. – K., 2007. – 20 p.

2. Makodzey L.I. Model of formation of managerial competence of Master of Forestry / L. Makodzey // Theory and practice of social systems. – 2011. – № 2. – P. 38-47.

3. Through the program practices and guidelines for their organization and conduct for training direction 6.090103 "Forestry and Horticulture" (specialty "Forest") / compilers A.P Bala, B.E Yakubenko, I.N Kovalchuk et al. – K.: "KOMPRYNT", 2012. – 69 p.

4. Yakymenko O.H. Ways to prepare highly qualified forestry specialist / O. Yakymenko // Scientific notes NSU named after Mykola Gogol. Psychological and pedagogical science. – 2012. – № 3. – P. 140-143.

## **Pedagogical conditions of the organizational culture in the school of art and aesthetic profile**

**Setting and Background.** The development of the organizational culture of the school of art and aesthetic profile depends on adequate conditions for its implementation, which ensure the effectiveness of the process. Implementation of these objectives depends primarily on the functioning of the educational environment and therefore pedagogical conditions that will ensure the development of an organizational culture of the school of art and aesthetic profile.

**Analysis of recent research.** On the modern stage of education development teaching conditions have been the subject of research by many scientists. This is supported by researches of Yu. Babanskiy, O. Brazhnych, D. Kodzhaspirova, L. Lysenko, D. Miheladze, P. Pidlasiy, M. Fitsula. In the context of our study there are noteworthy works of modern national and foreign researchers, namely L. Asadchyh, E. Kysla, G. Matveeva, V. Mozgoviy, Y. Ovseyenko, V. Radkevich.

**The aim of the article.** To formulate pedagogical conditions of the organizational culture in the school of art and aesthetic profile.

**The main material.** Concerning the definition of the essence "pedagogical conditions," we note the position of M. Fitsula who considers pedagogical terms, as "a set of objective features and circumstances of the pedagogical process, created deliberately, implemented in the educational environment by promoting more specific pedagogical task". [5, p.100].

The opinion of L. Asadcha is important for our study who justified pedagogical conditions of innovative organizational culture in a comprehensive school and set out groups of them: motivational value, subjective and personal, content-technological, organizational and procedural conditions [1, p.138].

Analyzing the development of organizational culture of teaching staff in professional lyceum, E. Kysla suggests that the formation of the organizational culture of the teaching staff of a comprehensive school will be effective and aimed at self-development if: designing of scientific and methodological activities are carried out in accordance with the functions of organizational culture and a sequence of stages of the organizational culture from cognitive to adaptive, systematic tracking of forming an organizational culture based on criteria and indicators, serving as a "feedback" [2, p.52].

Valuable is scientific position of Y. Ovseyenko who proposes to define the terms of pedagogical training of future specialists in the production of artistic ceramics in secondary schools of art and aesthetic profile as "the complex of the factors that ensure the effectiveness of current educational process, facilitate purposeful students' artistic and aesthetic development, form aesthetic and developmental environment in which emerging willingness of future skilled workers to implement the abovementioned activities" [4, p.51].

Hence, we consider that it is necessary to analyze in more detail the pedagogical conditions of the organizational culture of the school of art and aesthetic profile as a set of external and internal requirements for the development of the phenomenon.

As to **the first condition**, we have identified the development of an effective model of organizational culture in the school of artistic and aesthetic development. Pedagogical conditions are the core that provides a guarantee of the validity of the model and solving problems related to the formation, development and improvement of the organizational culture in the school of art and aesthetic profile.

To trace the development of organizational culture is possible by building a hierarchy of problems in the functioning of the model.

Primarily we should identify the problem for value-motivational component and its influence on the development of elements of the organizational culture in the school. We can make assumptions about the priority of building an updated organizational values. Each of the participants in the educational process interfering with

the system already has the personal values paradigm. Thus, the specified element promotes alignment of personal values of school heads, teachers, students and their parents with the values that determine school, vocational and educational values and values of the organizational culture, which help to prevent the occurrence of conflicts, understanding the value of the activities of an educational institution and decision its values. These values can include the value of an open subject-subject interaction, humanistic attitude toward personality of students, professional and life experience, self-improvement, student-centered focus of the educational process, continuous improvement of the quality of educational activities, and readiness for innovation of all members of the educational process.

The effectiveness of the organizational culture model coordinates and harmonizes the internal and external reasons for the professional and educational activities, forms teachers' positive attitude towards the development of organizational culture developed through a system of incentives and results recognition.

It should be noted that the formation of motivational values drives to match formal and informal norms and rules that exist in the school. They also help to recognize participants their educational process and promote coherence in the educational institution as a whole.

The leading model is the possibility of opening a mission and philosophy of an educational institution through the implementation of common ideas and business goals based on the actual needs of the participants in the educational process.

Activities of the aforementioned elements of organizational culture shapes respectful attitude to the educational institution, its history, traditions, rituals, symbols, acting by means of transfer of organizational, human, professional and educational values.

Organizational culture is the phenomenon where the capacity for reflection is formed for all members of the educational process. At the same time, the capacity for reflection is an indication of the organizational culture in the school.

Perfect remarkable effectiveness of the model is possible in the presence of artistic and pedagogical factors in organizational culture, creating artistic and aesthetic environment of an educational institution of artistic and aesthetic profile. Thus, we associate **the second**

**pedagogical conditions** with the presence of artistic and pedagogical factors in the organizational culture of the school.

The basis for the consideration of artistic and pedagogical factors in the organizational culture of schools have diagnostic results which found that a high level of performance of the investigated phenomenon is characterized by a new type of school and the school of artistic and aesthetic profile in particular.

As the first factor we determined the specificity of educational process. High level of organizational culture in schools of art and aesthetic profile is achieved through specific design of the educational process, namely the inclusion core subjects of artistic and aesthetic orientation in the curriculum, the teaching staff presence of master artists, actors, directors, permanent inclusion of all participants in training and educational process in creative activities.

Such a system of educational process is confirmed in modern teaching practice. First of all it concerns the authors' experimental schools of art and aesthetic profile, successfully operating on the territory of national education. Among the most significant it is able to identify such institutions as: G. Matveeva's school "Academy of Children's Creativity " Malobilozerska Y. Ovseyenko's aesthetic gymnasium "Wonderworld", State Specialized art boarding school "College of Art in Opishne".

The leading goal of the operation of Mykolayiv specialized school I-III of Applied Arts and Crafts which is an experimental national school "Academy of Children's Creativity" is determined "to create a set of conditions that will ensure the acquisition of school-age children to complete secondary and profile artistic and aesthetic education in accordance with state and industry standards, to implement targeted pre-professional training in the arts, to develop natural abilities and talents of students, to make a socially competent, spiritually advanced, creative and competitive personality" [3, c.64].

The educational process forms the human quality and provides those physical, moral and intellectual resources that a person realizes in his/her life. The effectiveness of this process depends on the work of all structural units of the school.

The content of artistic and aesthetic education and specificity of the educational process are specified by the structure of the school, which consists of comprehensive

(providing education at the state standard) arts and crafts and scenic section; creative center, social and psychological services.

Thus, the system of artistic and aesthetic education involves activation of teachers' creativity not only of artistic and aesthetic profile, but also teachers of secondary subjects. Interference of teachers' ideologies of different areas is one of the artistic and pedagogical factors that create a unique atmosphere of cooperation, trust and spirituality.

As a second factor we consider the *general didactic issue of creative personality development*.

Analysis of the curricula of these institutions makes it possible to state the existence of significant component disciplines of artistic and aesthetic profile. For example, in curriculum of an experimental educational institution "Academy of Children's Creativity" correlation is 80,5% × 19,5% (the first grade), 77% × 23% (the second grade), 83% × 17% (the third grade) [3 , c.268-274].

Based on opinion as to the overall spirit and creativity of the individual that develops through creative activities can be successfully transformed into any kind of human activity, the variable part of the "Academy of Children's Creativity" curriculum included items "Developing Creative Thinking" (grades 1-4) and "Developing creative personality" (5-11 grades). In the context of the study of the organizational culture development in schools these courses are very important. Our position we associate with the fact that these items make the process of inclusion of students in the development of the organizational culture in schools democratic, excluding the possibility of imposition of children unwanted knowledge.

The main tasks of these courses are to encourage creativity through the development of creative thinking, imagination, forming the ability to generate new ideas and to put forward to prove the hypothesis, the ability to find unconventional ways of problem solution of problems mastering the skills of introspection and self-understanding, understanding feelings and motives of others, forming the ability to flexibly adapt to the changing conditions of modernity and promotion to the search for self-realization.

So, spiritually and creatively developed children are different in depths of feelings, emotions and wealth of powerful creativity because creativity can not be taught, but can form such competencies, skills and knowledge that will help your child in creative thinking and spiritual potential.

It should also be noted that "Academy of Children's Creativity" holds a permanent exhibition of students' works in all fields of arts and crafts department that not only shapes the students artistic and aesthetic perception, but also fosters respect for each other on the basis of experience gained creation works of art.

Hence, we emphasize that the general didactic problem of creative person development decides to equally as a learning process, and so the process of behavioural education.

Mykolaev specialized school "Academy of Children's Creativity" holds the anual International Children Festival "Golden Stork" for 16 years. The leading idea of the festival is the revival of national culture through children's art.

This form is a logical extension of the educational process, a source of enrichment and saturation of the organizational culture in secondary schools of artistic and aesthetic profile.

All the above forms and methods of work is the basis for the creation of artistic and aesthetic environment for the development of the organizational culture in the school. Factor of permanent inclusion in the creative activities of all participants in the educational process promotes motivational value component forming part of cultural and professional effectiveness and communicative reflexive part of the organizational culture in the school of art and aesthetic profile.

Taking into account previous study, we predict that the development of the organizational culture in the school of art and aesthetic profile will be effective providing urgency of the problem of the organizational culture in the school of art and aesthetic profile in the context of the educational process.

Based on the idea of organizational culture as a relatively new phenomenon in the general functioning of the institution, there is a need for awareness of, above all, pedagogical staff role of organizational culture in the functioning of the

institution as a whole and the need for its development in particular. The development we associate with phenomena such as change: improving or maintaining the existing level of organizational culture.

Prospects for the implementation of **the third pedagogical condition** we associate with a complex of theoretical and methodological, organizational and pedagogical activities.

Foremost, it is necessary to present all the entities of managing the actual results of the study of the organizational culture in the institution and their comparative analysis of the results of different types of schools.

Study of the development of an organizational culture in the school is quite a complicated problem, which involves the solution of methodological issues this phenomenon, sources of its development, its value in the process of local and global, objective and subjective, individual and social. During the selection of methodologies aimed to study the level of the organizational culture in the school, the attention should be given to tests and questionnaires that enable more quickly and as accurately as possible (also in terms of group work) to determine the necessary criteria and parameters.

### **Conclusion.**

Thus, we can state that the functionality of the pedagogical conditions necessitates their implementation in the educational process in secondary schools of artistic and aesthetic profile, ensuring a high level of organizational culture of these schools.

### **References**

1. Асадчих Л. Е. Педагогические условия формирования инновационной организационной культуры общеобразовательного учреждения: дис. канд. пед. наук. : 13.00.01 / Асадчих Лидия Евгеньевна; Курский государственный университет. –Курск, 2010. – 214 с. – С. 138.
2. Кислая Е. З. Формирование организационной культуры педагогического коллектива профессионального лица: дис. канд. пед. наук. :

13.00.08 / Кислая Елена Зиновьевна; Челябинский государственный агроинженерный университет. – Челябинск, 2006. – 160 с. – С. 52.

3. Матвеева Г. Д. Організаційно-педагогічні засади діяльності спеціалізованої школи художньо-естетичного профілю [Рукопис]: дис. канд. пед. наук. : 13.00.06 / Матвеева Ганна Дмитрівна; ДВНЗ „Університет менеджменту освіти“ НАПН України. – К.: 2011. – 170 с.

4. Овсієнко Я. М. Професійна підготовка майбутніх фахівців з виготовлення художніх керамічних виробів у спеціалізованих загальноосвітніх навчальних закладах художньо-естетичного профілю [Рукопис]: дис. . канд. пед. наук : 13.00.04 / Овсієнко Яніна Миколаївна; Ін-т пед. освіти і освіти дорослих НАПН України. - Київ, 2013. – 253 с. – С. 51.

5. Фіцула М. М. Педагогіка: Навчальний посібник для студентів вищих педагогічних закладів освіти. – К.: Видавничий центр “Академія”, 2002. – 528с. – С. 100.

**Анотація.** У статті сформульовано педагогічні умови, які забезпечать процес розвитку організаційної культури школи художньо-естетичного профілю.

**Аннотация.** В статье сформулированы педагогические условия, которые обеспечат процесс развития организационной культуры школы художественно-эстетического профиля.

**Annotation.** The article defines the pedagogical conditions that will ensure the development of the organizational culture of the school of art and aesthetic profile.

**ORGANIZING THE EDUCATIONAL PROCESS OF THE SPECIAL COURSE “THE CULTUROLOGICAL TRAINING OF THE FUTURE SPECIALISTS OF THE MINISTRY OF INTERNAL AFFAIRS OF UKRAINE” DURING TRAINING THE CADETS OF THE HIGHER EDUCATIONAL ESTABLISHMENTS OF THE MINISTRY OF INTERNAL AFFAIRS OF UKRAINE**

Zelenska O.P., Doctor of Pedagogy

*The topicality of the culturological training of the future specialists of the Ministry of Internal Affairs of Ukraine is conditioned by the processes of modernization, humanization and humanitarization of education. There appeared certain conditions under which a person for the first time realizes oneself to be the part of the world culture, where on the basis of the dialogue of cultures he or she gets to know oneself in their own culture, thus increasing the culture creating experience of the mankind. The usage of the method of the dialogue of cultures contributes to human mutual understanding that always leads to coordination, cooperation and common activity. The polycultural competence develops in the cadets, and it helps them to orient themselves in various intercultural situations. The process of the culturological training of the future specialists of the Ministry of Internal Affairs of Ukraine discloses as a general characteristic of different types of activity before the cadets, providing the display of the natural development of the necessities, interests, valuables orientations, a person's abilities that concern the professional activity.*

*Key words: culturological training, education, humanization, humanitarization, special course, cadet, dialogue of cultures.*

Nowadays the culturological training, culturological education are an integral part of training a modern specialist at a higher educational establishment, because they contribute to overcoming the socio-economic and spiritual crises, to

providing the high quality of the people's life, to affirming the country's status in the world in the sphere of education, culture, science, high technologies and economy, to creating the basis for the successful socio-economic and spiritual development of Ukraine.

Such scientists as V. Antofiychuk, V. Bagatsky, V. Bibler, V. Vytkaiov, O. Grab, O. Voznyuk, V. Zalesky, L. Zelisko, T. Zyuzina, M. Karanda, N. Kolesnikova, L. Maslak, V. Maslov, S. Chabanenko and others deal with the problems of improving the culturological training of the future specialists.

But the problem of the culturological training of the specialists of the system of the Ministry of Internal Affairs of Ukraine, particularly its methodical aspects is not investigated to the end and needs its further analysis and solution.

The aim of the special course "The Culturological Training of the Future Specialist of the Ministry of Internal Affairs of Ukraine" as one of the disciplines of the academic curriculum is training a specialist of the Ministry of Internal Affairs of Ukraine who has harmoniously developed social, spiritual, intellectual qualities and profound professional education, who has high practical skills of organizing the professional activity at the agencies of the Ministry of Internal Affairs of Ukraine in accordance with the occupation duties. It can be achieved not only with the help of affirming the new paradigm of higher education, introducing the person oriented technologies of education, individualizing the academic process, but also with the help of forming a person who has high morals through the system of the culturological knowledge and skills of using the culturological valuables in the professional activity.

One of the tasks of the developed and approbated special course is determining the general tendencies and conditions that contribute to developing the culturological training under the conditions of the humanization and humanitarization of education. The problem of the humanization of education is the direct result of the socio-economic development of the society, when the problem of the social consent inevitably appears, which is based on the moral and humanistic values [6, p. 3]. The humanization of education as a system of

interorganized valuables foresees creating certain conditions, directed at revealing and developing a person's abilities, his/her self-realization, providing through the knowledge his/her professional and moral development, at forming the socially significant orientations and aims, bringing him/her to the system of different social relations, in which he/she acquires and creates the cultural conditions of his/her existence, i.e. determines the aim, content, organization and means of his/her vital activity and also the character of interrelation with other people and social environment. Thus, a person is of supreme concern of the system of education, and the aim of education is the development and formation of the person, his/her creative potential and self-realization, his/her realizing the personal dignity, freedom and liability for the results of his/her activity. In accordance with the cultural and historical concept of Vygotsky L. the person is a participant of the historical and evolutionary process, he/she performs certain social roles and has the possibility to choose the life during which he/she changes the nature, society and oneself [2, p. 258].

All the key questions are settled by the Bright Versatile Person in the 21<sup>st</sup> century, the person who is broad-minded, encyclopedically educated and creative, and has rich imagination and obligatory a humanitarian vein [3, c. 163]. The humanitarian paradigm of education that is formed on the basis of the native and foreign experience of the development of science, culture, education, up-bringing and knowledge, which is proved by the theory and tested in practice, must correspond to the needs of the person, society and state [7, c. 268]. The humanization of education means renewing the content of the educational programs to enforce the humanitarian and biological knowledge; forming education as the main civilization mechanism [11]. It is necessary to consider the modern humanization possibilities of education taking into account that the spiritual, humanitarian, and human are the essential basis in the history of the mankind's evolution, and the reflection of these valuables in the system of the natural, scientific, physical, mathematical and socio-humanitarian knowledge is the basis of the educational and pedagogical influence on the person's formation [5, c.

46]. Among the means of the humanization of education is the humanitarization of education, the object of the influence of which is consciousness, the person's world outlook, and the result is the enrichment of the person's knowledge by humanitarian knowledge. The humanitarization of education is very important and necessary; it is defined by the aims of higher education, social needs for the professional and personal qualities of the graduates and by the significance of humanitarian knowledge in the life and activity of the person. The humanitarization of education can and must become the means of overcoming the gap between natural-scientific, technical and humanitarian knowledge, i.e. the mechanism and means of the transition from the technocratic model of education to education that is "culturally loaded" and culturally determined. The humanitarization of education is a process of broadening the possibilities for the many-folded development of the personality of the future specialist, his/her self-consciousness and self-realization, forming his humanitarian approach to the life self-realization and designing the forms of the social relations. It is the way to the humanization of the whole system of the social relations, to the improvement of the cultural and spiritual content of the person; it is up-bringing the youth in the spirit of the higher ideals and valuables, giving them the possibility of the independent achievement of success in the new realities [8, c. 40, 41].

It is necessary to consider the general characteristic of the principles of choosing the content and structuralization of the educational material of the special course.

Choosing the content and form of acquiring the content of the special course by the cadets depends in many ways on the personal orientations of a teacher and his/her possibilities: the specificity, his/her education, urgent for him/her literature, and professional experience. This choice must also be determined by the peculiarities of the cadets' perception of the material, their aims, readiness and ability to work in different educational regimes, the availability or absence of the positive experience, individual possibilities of mastering the special course.

The special course “The Culturological Training of the Future Specialist of the Ministry of Internal Affairs of Ukraine” serves the aims of forming the preconditions for the maximum effective personal advancement of every cadet in his/her individual cultural development, general educational and professional levels and acquiring fundamental knowledge.

It is necessary to note that other factors that reflect the specificity of the definite stage of the higher education system development will influence broadening and extending its thematic units.

The criteria of the results of mastering the course may be as follows:

1. Understanding by the cadets the difference between everyday, scientific and culturally important social knowledge, forming the orientation towards the socio-cultural development that manifests in reading and perception of the special professional, psychological, philosophical and other kinds of literature, in the interest in the analysis of different facts and phenomena of reality from the professional point of view, and active participating in the professional activity.

2. Drawing cadets in the process of self-consciousness with the aim of their cultural, educational and professional improvement.

The content of every topic (for example, “Culturology as a science”, “National-ethnic peculiarity of cultures”, “Culture, art and morality in the context of the moral and esthetic education of the future specialists of the Ministry of Internal Affairs of Ukraine”, “Culture of the personality of the future specialists of the Ministry of Internal Affairs of Ukraine and the ways of forming the spiritual qualities of a police officer”, etc.) includes not only the theoretical aspects of the problem being discussed, but also the practical means and methods that contribute to the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

Mastering the first topics, for example, particularly pursues theoretical aim and fills the content with the cognitive function of the culturological training. The cadets work on the conceptual apparatus of the problem and give the definitions of such notions as the “culturological training of the cadets at the higher educational

establishments of the Ministry of Internal Affairs of Ukraine”, “professional culture of a person”, “professional culture studies”, and “socio-cultural development”. During working on these notions the cadets get the answers to such questions:

1. The historical preconditions of the appearance of the culturological approach to the professional training of the future specialist of the Ministry of Internal Affairs of Ukraine.

2. The essence and structure of the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

3. The modern state of the problem of the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

4. The semantics of the notions that define the structure of the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

In the process of studying the special course the cadets used the method of the dialogue of cultures. A dialogue is one of the forms of communication, looking for the objective truth in the process of enlivening the exchange of views between the interlocutors (persons, groups of people, etc.) [10, c. 30]. It is the general basis of the human mutual understanding that always brings to the coordination, cooperation, and common activity; it is also the basis of all the speech genres. The dialogue is the very real existence of culture, its essence, the means of realizing its functions, it is the communication with culture, realization and reflection of its achievements; it is revealing and understanding the valuables of other cultures, the means of appropriating them, the possibility of declining the political tension between the states and ethnical groups. The dialogue is a necessary condition of the scientific search for the truth and the process of creativity in art. The dialogue is the understanding of one’s “I” and communicating with others. It is universal and its universality is generally acknowledged [9, c. 9]. Let’s define some advantages of the method of the dialogue of cultures. The dialogue is always

development; it foresees the active interaction of the equal subjects – the cadet, the teacher, and those subjects of culture whom they communicate with. It can decline the tension; create the situation of trust and mutual respect. It reveals the aspiration of the subjects for understanding the interrelation of different views, ideas, phenomena and social forces. Forming the common human valuables happens in the process of the difficult many-folded dialogue [4, c. 141]. The dialogue of cultures is the need for the interaction, mutual assistance and mutual enrichment. The dialogue of cultures is the objective necessity, condition and means of developing culture. The exchange of the spiritual valuables and acquaintance with the achievements of the culture of other people enrich the person. The problems of understanding, accustoming to the world of other culture appear in the process of the dialogue. Such a dialogue cannot be without the certain images of native and foreign culture. A person communicates not only with the other person, but with oneself as well as with “another” person. The dialogue of cultures realizes mental process in the individual; the cadet begins to think independently. To think means to speak with oneself, it means to hear oneself (through the reproductive imagination) [1, c. 20]. The humanitarian thinking in some way equals to the dialogical thinking. The dialogue of cultures results in deepening the cultural self-development, in the mutual enrichment on account of the other cultural experience and in the frames of certain culture and on the scale of world culture. The cadets develop the polycultural communicative competence that helps them to orient in different intercultural situations.

The cadet has the possibility to define his/her place, role and importance in the dialogue of cultures, realize the fact of existing many equal cultures, and reveal their similarity and difference. The dialogue is a means of existing and self-developing the cadets in the cultural and educational space.

The presentation of the material by a teacher begins with the statement of a problem. The problematic character of knowledge is very important, because it foresees that the teacher not only tells the cadets about the conclusions of the science, but directs them on the way of discoveries and makes them the

participators of the scientific search. Using the method of the dialogue of cultures, which must be a part of the professional culture of a specialist, the cadet carries on a dialogue with the group. The dialogue makes it possible to define the very essence and sense of the notions that are learnt and creatively formed. In our opinion it is positive that in the process of learning not only the theoretical concepts of the dialogue of cultures of M. Bakhtin – V. Bibler are introduced, but on the basis of the principals of this theory-method particular professional topics are, for example, studied during the classes. For example, the cadets memorized the discussion “on equal grounds” between the representatives of the different epochs, cultures and views designed by them. The parts of all the great thinkers were played by the cadets. The tedious preparatory work of the cadets pertaining to learning the peculiarities of the historical epochs, reference-points, valuables positions of the thinkers gave its positive results during the classes.

The cadets on the basis of the actualized knowledge in the history came to the conclusion that the problem of forming and developing the culturological approach to the person has been investigated since the times of Socrates and Plato. The thesis, that Plato as well as his teacher Socrates approached the investigation of the relations between people not only on the part of logic, but also on the part of culturology and ethics, was present during all the classes. In the process of mastering the topics of the special course the cadets used to review different historical approaches to the formation of the person which makes it possible to consider the problem of the culturological approach to the development of the person from Socrates to our times. The cadets from the point of view of these approaches used to discuss the problems using the ideas that they had learned. Thus a saturated and effective educational process took place, in which the voices of different cultures that really created the culturological theories of the person’s development cross, and they are discussed and analyzed in all the aspects.

Then the cadets learned the essence and structure of the culturological training of the future specialist of the Ministry of Internal Affairs of Ukraine.

The conducted analysis of the philosophical, historical, psychological and pedagogical literature made it possible for them to come to the conclusion that the culturological training as a measure and means of the creative self-realization of the personality of the specialist in different types of the professional activity, and communication, directed at mastering, transmitting and creating the professional valuables.

Their understanding the essence of the culturological training made it possible for them to enter this notion to the category row: culture of the professional activity, culture of the professional communication, culture of the personality of the specialist of the Ministry of Internal Affairs of Ukraine.

The process of the culturological training of the specialist of the Ministry of Internal Affairs of Ukraine reveals before the cadets as a general characteristic of different types of activity providing the manifestation of the natural development of needs, interests, valuables orientations, a person's abilities as to the professional activity. The cadets came to the conclusion that the culturological training is the notion of the higher level of abstraction which is concretized in the notion of "culture of the person", "culture of the professional activity", "culture of the professional communication".

The practical work and the discussions helped to develop the axiology component. During the classes the cadets could not only express their views freely, but through communication they could develop the moral, ethical, sensual and emotional spheres of their personalities.

Proposing the cadets the tasks to be discussed we proceeded from the fact that they knew I. Kant's statement about the primacy of morality over knowledge and politics and that they needed only to transform that knowledge into a new situation. Besides, knowing the virtue of Kant's ethics it is possible to find the right way of the solution constructing its "steps". As a result nearly 75% of the cadets used this way – from the virtue of moral ethics to the assertion of the primacy of morality over "education" and "socio-political" conjuncture.

Thus, we believe that such tasks make the cadets look for the constructive solution forming one's own spiritual and moral culture, ethics and humaneness. As a result of the disputes the cadets not only demonstrated their ability to communicate freely, use the methods of changing one's mind, produce arguments and evidence, but also revealed their moral and ethical views, the culture of the world perception, erudition and mental outlook.

So, the culturological training helps to understand the process of the development of culture in the context of the world civilization, culture as a form of the reality, to form the world outlook and behavioural priorities. Providing the culturological component in the general professional training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine the special course "The Culturological Training of the Future Specialist of the Ministry of Internal Affairs of Ukraine" contributes to the integration and fundamentalization of professional education. The integration of the course together with its practical direction creates those natural outer conditions in which the cadet transforms from the object of the professional training into the subject of the socio-cultural development. The content of the special course co-ordinates with the contents of the courses "History of Ukraine", "History of Ukrainian Culture", "Theory and History of the State and Law of Ukraine and Foreign Countries", "The Professionally Oriented Ukrainian Language", "The Professionally Oriented Foreign Language" and supplements them; it also co-ordinates with the demands of the practical training of the cadets. The proposed methods and ways of conducting the classes concerning the special course, particularly the method of the dialogue of cultures, contribute to understanding the expedient pedagogical actions.

## **Literature**

1. Bibler V.S. From science studying – to logic of culture: two philosophical introductions into the 21<sup>st</sup> century / V.S. Bibler. – M.: Politizdat, 1990. – 413 p.

2. Vygotsky L.S. The problem of age: Collected works in 6 volumes / L.S. Vygotsky. – M.: Pedagogy, 1984. – Vol. 4. – 432 p.
3. Yelistarov V.I. About the usefulness of “idealism” in education / V.I. Yelistarov // Znamya. – 2006. – No. 12. – P. 159-165.
4. Ivanova S.Yu. About the ethno-cultural interaction // Northern Caucasus in the conditions of globalization. – Rostov-on-the-Don. – 2001. – P. 140-144.
5. Kasyanov D. Philosophical conditions of educational space humanization under the conditions of the nanotechnological development of the society / Dmytro Kasyanov // Vyscha osvita Ukrainy. – 2012. – No. 2. – P. 43-49.
6. Kolyutkin Yu.N. Valuable orientations and cognitive structures in the activity of a teacher / Yu.N. Kolyutkin, V.P. Bezdukhov. – Samara: SamGPU, 2002. – 400 p.
7. Luzik E. Humanitarian education in the process of training specialists at specialized higher educational establishments of Ukraine: problems and perspectives / Elvira Luzik // Filosofiya osvity. – 2006. – No. 2 (4). – P. 266-276.
8. Osipov V.E. Problems of humanitarization of education at a technical higher educational establishment [Electronic resource] / V.E. Osipov, N.Yu. Kutsenko. – Available at: [www.lib.tsu.ru/mminfo/000063105/319/image/319-039.pdf](http://www.lib.tsu.ru/mminfo/000063105/319/image/319-039.pdf)
9. Sayko E.V. About the nature and space of the dialogue “action” / E.V. Sayko // Socio-cultural space of a dialogue. – M. – 1999. – P. 9-32.
10. Dictionary of sociological and political science terms: Reference book / Compilers: V.I. Astakhova, V.I. Danylenko, A.I. Panova et al. – K.: Vyscha shkola, 1993. – 142 p.
11. Subetto A.I. Humanization of Russian society (author’s conception) / A.I. Subetto. – StP-M.: Research centre of the Committee of higher education, 1992. – 152 p.

**ORGANIZING THE EDUCATIONAL PROCESS OF THE SPECIAL COURSE “THE CULTUROLOGICAL TRAINING OF THE FUTURE SPECIALISTS OF THE MINISTRY OF INTERNAL AFFAIRS OF UKRAINE” DURING TRAINING THE CADETS OF THE HIGHER EDUCATIONAL ESTABLISHMENTS OF THE MINISTRY OF INTERNAL AFFAIRS OF UKRAINE**

Zelenska O.P., Doctor of Pedagogy

*The topicality of the culturological training of the future specialists of the Ministry of Internal Affairs of Ukraine is conditioned by the processes of modernization, humanization and humanitarization of education. There appeared certain conditions under which a person for the first time realizes oneself to be the part of the world culture, where on the basis of the dialogue of cultures he or she gets to know oneself in their own culture, thus increasing the culture creating experience of the mankind. The usage of the method of the dialogue of cultures contributes to human mutual understanding that always leads to coordination, cooperation and common activity. The polycultural competence develops in the cadets, and it helps them to orient themselves in various intercultural situations. The process of the culturological training of the future specialists of the Ministry of Internal Affairs of Ukraine discloses as a general characteristic of different types of activity before the cadets, providing the display of the natural development of the necessities, interests, valuables orientations, a person's abilities that concern the professional activity.*

*Key words: culturological training, education, humanization, humanitarization, special course, cadet, dialogue of cultures.*

Nowadays the culturological training, culturological education are an integral part of training a modern specialist at a higher educational establishment, because they contribute to overcoming the socio-economic and spiritual crises, to

providing the high quality of the people's life, to affirming the country's status in the world in the sphere of education, culture, science, high technologies and economy, to creating the basis for the successful socio-economic and spiritual development of Ukraine.

Such scientists as V. Antofiychuk, V. Bagatsky, V. Bibler, V. Vytkaiov, O. Grab, O. Voznyuk, V. Zalesky, L. Zelisko, T. Zyuzina, M. Karanda, N. Kolesnikova, L. Maslak, V. Maslov, S. Chabanenko and others deal with the problems of improving the culturological training of the future specialists.

But the problem of the culturological training of the specialists of the system of the Ministry of Internal Affairs of Ukraine, particularly its methodical aspects is not investigated to the end and needs its further analysis and solution.

The aim of the special course "The Culturological Training of the Future Specialist of the Ministry of Internal Affairs of Ukraine" as one of the disciplines of the academic curriculum is training a specialist of the Ministry of Internal Affairs of Ukraine who has harmoniously developed social, spiritual, intellectual qualities and profound professional education, who has high practical skills of organizing the professional activity at the agencies of the Ministry of Internal Affairs of Ukraine in accordance with the occupation duties. It can be achieved not only with the help of affirming the new paradigm of higher education, introducing the person oriented technologies of education, individualizing the academic process, but also with the help of forming a person who has high morals through the system of the culturological knowledge and skills of using the culturological valuables in the professional activity.

One of the tasks of the developed and approbated special course is determining the general tendencies and conditions that contribute to developing the culturological training under the conditions of the humanization and humanitarization of education. The problem of the humanization of education is the direct result of the socio-economic development of the society, when the problem of the social consent inevitably appears, which is based on the moral and humanistic values [6, p. 3]. The humanization of education as a system of

interorganized valuables foresees creating certain conditions, directed at revealing and developing a person's abilities, his/her self-realization, providing through the knowledge his/her professional and moral development, at forming the socially significant orientations and aims, bringing him/her to the system of different social relations, in which he/she acquires and creates the cultural conditions of his/her existence, i.e. determines the aim, content, organization and means of his/her vital activity and also the character of interrelation with other people and social environment. Thus, a person is of supreme concern of the system of education, and the aim of education is the development and formation of the person, his/her creative potential and self-realization, his/her realizing the personal dignity, freedom and liability for the results of his/her activity. In accordance with the cultural and historical concept of Vygotsky L. the person is a participant of the historical and evolutionary process, he/she performs certain social roles and has the possibility to choose the life during which he/she changes the nature, society and oneself [2, p. 258].

All the key questions are settled by the Bright Versatile Person in the 21<sup>st</sup> century, the person who is broad-minded, encyclopedically educated and creative, and has rich imagination and obligatory a humanitarian vein [3, c. 163]. The humanitarian paradigm of education that is formed on the basis of the native and foreign experience of the development of science, culture, education, up-bringing and knowledge, which is proved by the theory and tested in practice, must correspond to the needs of the person, society and state [7, c. 268]. The humanization of education means renewing the content of the educational programs to enforce the humanitarian and biological knowledge; forming education as the main civilization mechanism [11]. It is necessary to consider the modern humanization possibilities of education taking into account that the spiritual, humanitarian, and human are the essential basis in the history of the mankind's evolution, and the reflection of these valuables in the system of the natural, scientific, physical, mathematical and socio-humanitarian knowledge is the basis of the educational and pedagogical influence on the person's formation [5, c.

46]. Among the means of the humanization of education is the humanitarization of education, the object of the influence of which is consciousness, the person's world outlook, and the result is the enrichment of the person's knowledge by humanitarian knowledge. The humanitarization of education is very important and necessary; it is defined by the aims of higher education, social needs for the professional and personal qualities of the graduates and by the significance of humanitarian knowledge in the life and activity of the person. The humanitarization of education can and must become the means of overcoming the gap between natural-scientific, technical and humanitarian knowledge, i.e. the mechanism and means of the transition from the technocratic model of education to education that is "culturally loaded" and culturally determined. The humanitarization of education is a process of broadening the possibilities for the many-folded development of the personality of the future specialist, his/her self-consciousness and self-realization, forming his humanitarian approach to the life self-realization and designing the forms of the social relations. It is the way to the humanization of the whole system of the social relations, to the improvement of the cultural and spiritual content of the person; it is up-bringing the youth in the spirit of the higher ideals and valuables, giving them the possibility of the independent achievement of success in the new realities [8, c. 40, 41].

It is necessary to consider the general characteristic of the principles of choosing the content and structuralization of the educational material of the special course.

Choosing the content and form of acquiring the content of the special course by the cadets depends in many ways on the personal orientations of a teacher and his/her possibilities: the specificity, his/her education, urgent for him/her literature, and professional experience. This choice must also be determined by the peculiarities of the cadets' perception of the material, their aims, readiness and ability to work in different educational regimes, the availability or absence of the positive experience, individual possibilities of mastering the special course.

The special course “The Culturological Training of the Future Specialist of the Ministry of Internal Affairs of Ukraine” serves the aims of forming the preconditions for the maximum effective personal advancement of every cadet in his/her individual cultural development, general educational and professional levels and acquiring fundamental knowledge.

It is necessary to note that other factors that reflect the specificity of the definite stage of the higher education system development will influence broadening and extending its thematic units.

The criteria of the results of mastering the course may be as follows:

1. Understanding by the cadets the difference between everyday, scientific and culturally important social knowledge, forming the orientation towards the socio-cultural development that manifests in reading and perception of the special professional, psychological, philosophical and other kinds of literature, in the interest in the analysis of different facts and phenomena of reality from the professional point of view, and active participating in the professional activity.

2. Drawing cadets in the process of self-consciousness with the aim of their cultural, educational and professional improvement.

The content of every topic (for example, “Culturology as a science”, “National-ethnic peculiarity of cultures”, “Culture, art and morality in the context of the moral and esthetic education of the future specialists of the Ministry of Internal Affairs of Ukraine”, “Culture of the personality of the future specialists of the Ministry of Internal Affairs of Ukraine and the ways of forming the spiritual qualities of a police officer”, etc.) includes not only the theoretical aspects of the problem being discussed, but also the practical means and methods that contribute to the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

Mastering the first topics, for example, particularly pursues theoretical aim and fills the content with the cognitive function of the culturological training. The cadets work on the conceptual apparatus of the problem and give the definitions of such notions as the “culturological training of the cadets at the higher educational

establishments of the Ministry of Internal Affairs of Ukraine”, “professional culture of a person”, “professional culture studies”, and “socio-cultural development”. During working on these notions the cadets get the answers to such questions:

1. The historical preconditions of the appearance of the culturological approach to the professional training of the future specialist of the Ministry of Internal Affairs of Ukraine.

2. The essence and structure of the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

3. The modern state of the problem of the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

4. The semantics of the notions that define the structure of the culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine.

In the process of studying the special course the cadets used the method of the dialogue of cultures. A dialogue is one of the forms of communication, looking for the objective truth in the process of enlivening the exchange of views between the interlocutors (persons, groups of people, etc.) [10, c. 30]. It is the general basis of the human mutual understanding that always brings to the coordination, cooperation, and common activity; it is also the basis of all the speech genres. The dialogue is the very real existence of culture, its essence, the means of realizing its functions, it is the communication with culture, realization and reflection of its achievements; it is revealing and understanding the valuables of other cultures, the means of appropriating them, the possibility of declining the political tension between the states and ethnical groups. The dialogue is a necessary condition of the scientific search for the truth and the process of creativity in art. The dialogue is the understanding of one’s “I” and communicating with others. It is universal and its universality is generally acknowledged [9, c. 9]. Let’s define some advantages of the method of the dialogue of cultures. The dialogue is always

development; it foresees the active interaction of the equal subjects – the cadet, the teacher, and those subjects of culture whom they communicate with. It can decline the tension; create the situation of trust and mutual respect. It reveals the aspiration of the subjects for understanding the interrelation of different views, ideas, phenomena and social forces. Forming the common human valuables happens in the process of the difficult many-folded dialogue [4, c. 141]. The dialogue of cultures is the need for the interaction, mutual assistance and mutual enrichment. The dialogue of cultures is the objective necessity, condition and means of developing culture. The exchange of the spiritual valuables and acquaintance with the achievements of the culture of other people enrich the person. The problems of understanding, accustoming to the world of other culture appear in the process of the dialogue. Such a dialogue cannot be without the certain images of native and foreign culture. A person communicates not only with the other person, but with oneself as well as with “another” person. The dialogue of cultures realizes mental process in the individual; the cadet begins to think independently. To think means to speak with oneself, it means to hear oneself (through the reproductive imagination) [1, c. 20]. The humanitarian thinking in some way equals to the dialogical thinking. The dialogue of cultures results in deepening the cultural self-development, in the mutual enrichment on account of the other cultural experience and in the frames of certain culture and on the scale of world culture. The cadets develop the polycultural communicative competence that helps them to orient in different intercultural situations.

The cadet has the possibility to define his/her place, role and importance in the dialogue of cultures, realize the fact of existing many equal cultures, and reveal their similarity and difference. The dialogue is a means of existing and self-developing the cadets in the cultural and educational space.

The presentation of the material by a teacher begins with the statement of a problem. The problematic character of knowledge is very important, because it foresees that the teacher not only tells the cadets about the conclusions of the science, but directs them on the way of discoveries and makes them the

participators of the scientific search. Using the method of the dialogue of cultures, which must be a part of the professional culture of a specialist, the cadet carries on a dialogue with the group. The dialogue makes it possible to define the very essence and sense of the notions that are learnt and creatively formed. In our opinion it is positive that in the process of learning not only the theoretical concepts of the dialogue of cultures of M. Bakhtin – V. Bibler are introduced, but on the basis of the principals of this theory-method particular professional topics are, for example, studied during the classes. For example, the cadets memorized the discussion “on equal grounds” between the representatives of the different epochs, cultures and views designed by them. The parts of all the great thinkers were played by the cadets. The tedious preparatory work of the cadets pertaining to learning the peculiarities of the historical epochs, reference-points, valuables positions of the thinkers gave its positive results during the classes.

The cadets on the basis of the actualized knowledge in the history came to the conclusion that the problem of forming and developing the culturological approach to the person has been investigated since the times of Socrates and Plato. The thesis, that Plato as well as his teacher Socrates approached the investigation of the relations between people not only on the part of logic, but also on the part of culturology and ethics, was present during all the classes. In the process of mastering the topics of the special course the cadets used to review different historical approaches to the formation of the person which makes it possible to consider the problem of the culturological approach to the development of the person from Socrates to our times. The cadets from the point of view of these approaches used to discuss the problems using the ideas that they had learned. Thus a saturated and effective educational process took place, in which the voices of different cultures that really created the culturological theories of the person’s development cross, and they are discussed and analyzed in all the aspects.

Then the cadets learned the essence and structure of the culturological training of the future specialist of the Ministry of Internal Affairs of Ukraine.

The conducted analysis of the philosophical, historical, psychological and pedagogical literature made it possible for them to come to the conclusion that the culturological training as a measure and means of the creative self-realization of the personality of the specialist in different types of the professional activity, and communication, directed at mastering, transmitting and creating the professional valuables.

Their understanding the essence of the culturological training made it possible for them to enter this notion to the category row: culture of the professional activity, culture of the professional communication, culture of the personality of the specialist of the Ministry of Internal Affairs of Ukraine.

The process of the culturological training of the specialist of the Ministry of Internal Affairs of Ukraine reveals before the cadets as a general characteristic of different types of activity providing the manifestation of the natural development of needs, interests, valuables orientations, a person's abilities as to the professional activity. The cadets came to the conclusion that the culturological training is the notion of the higher level of abstraction which is concretized in the notion of "culture of the person", "culture of the professional activity", "culture of the professional communication".

The practical work and the discussions helped to develop the axiology component. During the classes the cadets could not only express their views freely, but through communication they could develop the moral, ethical, sensual and emotional spheres of their personalities.

Proposing the cadets the tasks to be discussed we proceeded from the fact that they knew I. Kant's statement about the primacy of morality over knowledge and politics and that they needed only to transform that knowledge into a new situation. Besides, knowing the virtue of Kant's ethics it is possible to find the right way of the solution constructing its "steps". As a result nearly 75% of the cadets used this way – from the virtue of moral ethics to the assertion of the primacy of morality over "education" and "socio-political" conjuncture.

Thus, we believe that such tasks make the cadets look for the constructive solution forming one's own spiritual and moral culture, ethics and humaneness. As a result of the disputes the cadets not only demonstrated their ability to communicate freely, use the methods of changing one's mind, produce arguments and evidence, but also revealed their moral and ethical views, the culture of the world perception, erudition and mental outlook.

So, the culturological training helps to understand the process of the development of culture in the context of the world civilization, culture as a form of the reality, to form the world outlook and behavioural priorities. Providing the culturological component in the general professional training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine the special course "The Culturological Training of the Future Specialist of the Ministry of Internal Affairs of Ukraine" contributes to the integration and fundamentalization of professional education. The integration of the course together with its practical direction creates those natural outer conditions in which the cadet transforms from the object of the professional training into the subject of the socio-cultural development. The content of the special course co-ordinates with the contents of the courses "History of Ukraine", "History of Ukrainian Culture", "Theory and History of the State and Law of Ukraine and Foreign Countries", "The Professionally Oriented Ukrainian Language", "The Professionally Oriented Foreign Language" and supplements them; it also co-ordinates with the demands of the practical training of the cadets. The proposed methods and ways of conducting the classes concerning the special course, particularly the method of the dialogue of cultures, contribute to understanding the expedient pedagogical actions.

## **Literature**

1. Bibler V.S. From science studying – to logic of culture: two philosophical introductions into the 21<sup>st</sup> century / V.S. Bibler. – M.: Politizdat, 1990. – 413 p.

2. Vygotsky L.S. The problem of age: Collected works in 6 volumes / L.S. Vygotsky. – M.: Pedagogy, 1984. – Vol. 4. – 432 p.
3. Yelistarov V.I. About the usefulness of “idealism” in education / V.I. Yelistarov // *Znamya*. – 2006. – No. 12. – P. 159-165.
4. Ivanova S.Yu. About the ethno-cultural interaction // Northern Caucasus in the conditions of globalization. – Rostov-on-the-Don. – 2001. – P. 140-144.
5. Kasyanov D. Philosophical conditions of educational space humanization under the conditions of the nanotechnological development of the society / Dmytro Kasyanov // *Vyshcha osvita Ukrainy*. – 2012. – No. 2. – P. 43-49.
6. Kolyutkin Yu.N. Valuable orientations and cognitive structures in the activity of a teacher / Yu.N. Kolyutkin, V.P. Bezdukhov. – Samara: SamGPU, 2002. – 400 p.
7. Luzik E. Humanitarian education in the process of training specialists at specialized higher educational establishments of Ukraine: problems and perspectives / Elvira Luzik // *Philosophiya osvity*. – 2006. – No. 2 (4). – P. 266-276.
8. Osipov V.E. Problems of humanitarization of education at a technical higher educational establishment [Electronic resource] / V.E. Osipov, N.Yu. Kutsenko. – Available at: [www.lib.tsu.ru/mminfo/000063105/319/image/319-039.pdf](http://www.lib.tsu.ru/mminfo/000063105/319/image/319-039.pdf)
9. Sayko E.V. About the nature and space of the dialogue “action” / E.V. Sayko // *Socio-cultural space of a dialogue*. – M. – 1999. – P. 9-32.
10. Dictionary of sociological and political science terms: Reference book / Compilers: V.I. Astakhova, V.I. Danylenko, A.I. Panova et al. – K.: Vyscha shkola, 1993. – 142 p.
11. Subetto A.I. Humanization of Russian society (author’s conception) / A.I. Subetto. – StP-M.: Research centre of the Committee of higher education, 1992. – 152 p.

# **SOCIAL AND EDUCATIONAL METHOD OF LEGAL EDUCATION IN THE RURAL HIGH SCHOOL STUDENTS A COMPREHENSIVE EDUCATIONAL INSTITUTION**

**Zinchenko L.**, undergraduate NUBiP Ukraine;

**Kubitskiy S.**, candidate of pedagogical sciences, associate professor

*The article deals with methodology of the social pedagogy of legal education of rural youth that promotes preparing them for life, and the acquisition of skills lawful behavior, tackling everyday situations in accordance with the law, education needs correlate their behavior to the requirements of the laws of the Ukrainian state, the formation of students' key social competence.*

*One of the most effective forms of socio-pedagogical influence on high school students is a form of indirect influence, which provides them vzayemovnyy influence and cooperation under certain unifying idea. That is why we have developed the idea of the legal club "We - the citizens of Ukraine!".*

*High efficiency when working with high school students showed a training activity. This work of formation of legal culture encourages high school students preparing for life, their acquisition of skills lawful behavior, search for solutions to everyday situations, according to law, education needs correlate their behavior to the requirements of the laws of the Ukrainian state, development of students' key social competencies.*

**Keywords:** *legal education, methods of legal education of high school students, the legal club, forms the legal work of the club.*

**Statement of the problem.** A specific regulator of civilized relations in society and international communication is legal education in secondary schools and legal culture of each individual as its result. Corporate Culture - part a manifestation of the spiritual and cultural identity - is based on the idea of harmony

and integrity of the modern world, the unity of the natural, social and spiritual human environment, historical and cultural traditions [1].

The transition to a market economy, the further development of entrepreneurship and privatization generates. Unfortunately, such negative phenomena as the loss of moral ideals, ideological limitations, lack of spirituality, which is accompanied by abuse, crime, gross violations, pointed crime situation. It becomes apparent objective need of focus of all social institutions of the state in legal education to create legal awareness of all citizens without exception. This significantly updated psychological and educational research problems of legal education of youth culture, and especially in rural areas.

**Analysis of recent research and publications.** The problems associated with legal education, has long attracted the attention of philosophers, lawyers, teachers and psychologists. It is reflected in the philosophical, cultural and legal aspects in the writings of Aristotle, Plato, Kant, N. Bakhtin, V. Soloviev, P. Florensky, S. Golovatogo, O. Skrypniuk, S. Crimea, L. Shkliar, A. Schweitzer, T. Gulls and others. Psychological reasoning problems highlighted in the work of B. Anan, I. Behan, L. Vygotsky, G. Kostiuk, I. Kona S. Maksymenko, S. Rubinstein, A. Chebykin, T. Florensky et al.

The issue of legal education, legal culture studied and researched V. Dubrovsky, G. David, V. Orzhehovskoyu, M. Podberezskym, N. Tkachev, M. Fitsuloyu et al. Researchers focus on the problems of education justice, humanistic highly moral behavior, preventive education, considered in harmonious unity of law and morality, leads to the conclusion that justice as a spiritual value.

The aim of the paper is to examine the methods of legal education of high school students in the rural environment of an educational institution as a way of developing a legal culture.

**The main material of research.** One of the most effective forms of socio-pedagogical influence on high school students is a form of indirect influence, which provides them vzayemovyhovnyy influence and cooperation under certain

unifying idea. That is why we have developed the idea of the legal club "We - the citizens of Ukraine!".

The Club is a voluntary association of rural school based on the principles of self-government, transparency, equality and rule of law.

The purpose of the club - the implementation of youth policies to the legal education of rural youth.

According to the goals defined by the following objectives:

- Form the legal culture of the individual seniors, based on respect for human rights and freedoms, democracy as the basis of government;

- Teach students to act in different situations according to the rules of law, to analyze legally processes and situations that occur in the community, using the legal knowledge and skills to implement behavior and human;

- To form an active position of the individual, to gain experience of public action, democratic behavior and effective communication of rural youth;

- To develop skills and abilities constructive and critical thinking, communication, initiative, independence, collective action and collective decision-making.

The club is working with community organizations, institutions and agencies of state government and agriculture authorities, enterprises, organizations and institutions of all forms of ownership.

In accordance with the democratic principle of the club, membership in it is happening on a voluntary basis. Members can be individuals aged 14 to 18 years. Each member club shall be entitled to vote in elections supreme governing body of the club - of the club. Social teacher is not the leader of the club, he - and only assistant counselor, who is on a par with all members of the club.

The basic forms and methods of the Club are:

- Disseminate information on its activities;

- Meetings, round tables with representatives of local authorities, political parties and other interested persons to consider;

- Conferences, lectures, competitions, business games with high school students;

- Participation in the implementation of a range of educational, advocacy, information and research activities, and others.

Activities of the Club includes classes in law, the study of democracy, the structure of government, the study of the electoral process, its mechanisms and the history of elections in general, conversations, discussions with representatives of various political parties, business and role-playing games, training sessions, meetings with local authorities, NGOs, etc.

Construct club activities on the following principles:

- Providing legal education and training in early childhood;
- Formation of awareness of the effects of any violations of law;
- The expansion and deepening of legal knowledge, the formation of juvenile convictions in the minds and develop practical skills of their application;
- Using the principles of connection with life, an integrated approach to education, ensuring the unity of mind and behavior, ability to make decisions and act according to the law;
- A combination of respect for the personality of the insistence;
- Support in a positive personality;
- Taking into account age and individual characteristics minors need to change the forms of control during the transition period;
- Skillfully combined with the principles and methods of education - the belief example, habituation, special situations, educating, and if absolutely necessary, enforcement and penalties;
- Tolerance to different ideological and political doctrines, religious beliefs, avoiding extremist attitudes and behavior in the life of the school community.

Sports club should take place throughout the school year, at the end you want to hold contests , competitions on the general legal culture and a narrow legal areas (eg, voting rights).

Issues to be considered at meetings of the club, current as well as during their consideration provides students the most necessary practical knowledge of law and its branches on the constitution and government, the legal procedure of solving life's problems, learn to use the legal knowledge and skills of Conduct for the exercise and protection of their rights, develop basic skills, including critical thinking, reflection, ability to reason, communicate, monitor, resolve the problem.

One of the traditional forms of these clubs are lecture promote legal awareness among school students. These topics should be: "The concept of crime and punishment," "The rights and obligations of a citizen of Ukraine," "Types of criminal responsibility", "How to avoid becoming a victim of crime," "Rules and laws in the lives of your family" "The capacity and ability of the child", lecture for parents "The Return of the Prodigal Son, or why children go out of the house." Useful information from children receiving oral magazine "CRC" [2].

In this paper, the club is also advisable to use these forms of work: seminars : "How citizens can influence the government", "Rural Governance in Ukraine", "Democracy begins with Schools" round tables" gender policy and implementation of women's rights", "The problem of human trafficking in the world today", oral journal: "Education - a right or duty. Avoiding conflict at school", "The threat of terrorism. How to save lives in the modern world? "Project consultation "You about the law and the law on you"; legal ABC: "When comes the criminal liability of minors and which may be the punishment?"; " What rights endowed child in the family"; Enrollment lawyers" on the scales of Themis", a competition of creative works "Causes of crime and ways to anticipation", auction ideas, "I - a law-abiding citizen" debate "Why do people need laws"; legal maze "Do not mistake in choosing the way. "Especially children love to take part in role plays, various workshops: "How to protect your consumer rights," How and when the state governs family relationships?", "How to get a job?", "What to do if you are detained by the police".

Feature of seminars, discussions, workshops on legal issues is the use of interactive working methods: brainstorming, group and individual analysis of legal

issues, small group work, modeling, simulation, etc., which offer practical experience in implementing democratic processes taught freely to express and defend their point of view, to respect other views.

For the purpose of legal education and upbringing, crime prevention and crime at school club members must regularly conduct monthly legal knowledge which occurs during a meeting with employees of Juvenile Services, the criminal police, justice, neurologists. You can organize film screenings on legal and ethical topics, including "Crime and Punishment", "Child in Need - how to help her"? "Among the white day", "Children of the gang". In the school library must act Exhibition of books on legal education "Legal knowledge - schoolchildren, parents." In the study of history may issue the corner "The young lawyers", which are text-books, manuals, methodical literature, collections of laws of Ukraine, legal acts, legal periodicals. During the month of legal knowledge is a contest works, thoughts, drawings, comics, cartoons, graffiti, posters, puzzles, riddles on legal topics, quizzes, brain-rings, legal blitsturniry.

In summing up the month should choose the winning class and the student - the best experts in the law.

Bureau of Sociological Club was founded to develop and produce for the school survey, diagnosis, and opinion polls in order to identify the dominant perspectives on various issues, the study of motivation and the legal culture.

The operation of the press center of the club - media support activities through the creation and distribution of information booklets, club site, pages on social Internet networks.

Of the club system includes the following major components:

1. Development of students' concept of the Constitution of Ukraine, the rights and duties of man and citizen, respect for state symbols of Ukraine.
2. To teach students the basic provisions of the Universal Declaration of Human Rights, the Convention on the Rights of the Child adopted by the General Assembly of the United Nations.

3. Development of students' legal knowledge, knowledge of the constitutional law, labor law, family, criminal and others.

4. Forming a critical view of lawlessness offenses.

5. Fostering a sense of social responsibility for their actions, a sense of tolerance.

6. Preventing bad habits.

The program of work (meaningful leisure activities ) in the club includes three stages:

Preparatory phase - conducting surveys, interviews. Development of socially meaningful tasks and finding problems, according to the main structural components of the legal culture. Detection and goal setting individual and personal and collective development, creating conditions for cooperation, preparation for follow- on program.

The main stage - takes time. At this stage all the tasks are implemented. In order to achieve maximum results, during the time of the main phase, participants living an active life within the institution.

The analytical phase - generalization performance, evaluation of efficiency programs. At this time the study results passage program participants. Lifted up the joint activities, estimated the work as a whole. The main event of the final period is set devoted to the analysis of situations most important to seniors under the "time trial".

Based on these stages, in addition to club meetings with experts from the legal sphere, excursions and other extracurricular activities will implement training and educational function through a program called "Your Rights", which includes the following tentative list of classes, "Citizenship and the Citizen", "How to Use Your Rights?" "Administrative Offences and senior", "juvenile criminal punishment," "Criminal punishment of minors" (plot-role-play), "I and my company", "Life without bad habits", "time trial" and others.

On the whole club is an institution of additional civic education that includes all the necessary conditions for the development of the individual high school

students, the development of its legal culture. For example, following its elements as:

- A sense of democracy and equality of members;
- Stream knowledge necessary for the development of legal culture;
- The opportunity to express themselves in different roles, an opportunity to be elected;
- A form of government;
- The opportunity to apply the acquired knowledge in practice.

**Conclusions.** Thus, we have presented the socio-pedagogical method of legal education of rural high school students in terms of an educational institution that is based on the club, "We - the citizens of Ukraine!". High efficiency when working with high school students showed a training activity. This work of formation of legal culture encourages high school students preparing for life, their acquisition of skills lawful behavior, search for solutions to everyday situations, according to law, education needs correlate their behavior to the requirements of the laws of the Ukrainian state, development of students' key social competencies.

### **References**

1. Aleshchenko V. Legal education in the mechanism of formation of legal consciousness: Teach method. guidance's / V. Aleshchenko. - K.: NAOU, 2008. - 224 p.
2. Bazhenova V. Pravovoe Shkolnikov of education in the process vneklassnoy and vneurochnoy work / V. Bazhenov, A. Nikitin. - M.: Education, 1986. - 143 p.

# CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF TRANSLATORS IN THE PROCESS OF TRAINING

Zuyenko N., Ph.D. in education

*The article describes the essence of the communicative competence of interpreters. They had analyzed the concept of «professional competence», «professional training». They had analyzed types of learning activities: quasiprofessional activity that reproduces the conditions and dynamics of employment and relations of employees; teaching and professional activity, expressed in student research activities (preparation of reports and conference papers), educational and work practice course and diploma projects, where previously acquired knowledge, skills and ownership fixed and applied in practice. The article describes the methods used in the process of professional training - a method of analysis of specific situations or method of cases. The aim of research method is obtain of new knowledge and behavior in relation to the specific situation. The combination of these methods provides creating your own project based on an existing concrete situation.*

**Key words:** *competence, communicative competence, training interpreters, activities, methods.*

**Formulation of the problem in the general form.** Ukraine beginning of the XXI century is at the stage of transformation of social development and radical changes in education related to the integration of Ukraine into the European educational environment. In therefore are particularly important theoretical and methodological, social, psychological, organizational, pedagogical and methodological aspects of the full humanist development of future translators in the direction of formation of professional competence [4, p. 91].

Based on the analysis of recent studies A. Babayan, G. Bezhenar, L. Voloshko, A. Evsukova, L. Karpov, T. Smith, T. Little, J. Melnychuk, I. Poluboyaryny, G. Monastyrnoyi, N. Lalak, K . Osadcha, A. Onats, J. Pinchuk,

V. Polishchuk, L. Romanyshyna, L. Shevchuk, I. Yaroshchuk and guided by domestic and foreign regulations, the empirical results of the search, the professional competence of an interpreter can be defined as a broad, multifaceted, integrated concept which means mastering the profession as an interpreter, is in adequacy solving professional problems.

Professional activities of an interpreter is to provide communication between the parties that, having different linguistic codes, often not even come into direct contact, limiting foreign language texts [10].

**The main material of research.** Features of formation of specific aspects of professional foreign language competency covered in the works of the boat, N. Gez, S. Henchmen, Road W., Pometun A. et al. In assessing the skills of the individual consumer has taken the concept of “professional competence” S. Molchanov treats professional competence as “the range of questions in which the subject has the knowledge, experience, the totality of which reflect the socio-professional status and professional qualifications”, as well as some specific features that provide the ability to implement a particular professional activity [6, p. 12]. The term «professional competence of an interpreter» does not have a uniform and clearly defined definition. A. Grebenshchikova determines the professional competence of an interpreter as part of the personality characteristics of professional translation, consisting not only of linguistic and psychological competence, but also includes the concept of information competence [5, p.33]. This competence allows the interpreter to effectively carry out its translation activity. A competent translator is one that in addition to fluency in original languages and translation, translation can properly take decisions, is aware of its role as a mediator in the process of intercultural communication [5, p. 6].

Thus, future translators must not only possess the skills of translation, but also realize the value of the translation profession, focusing on social, societal and humanistic view of the translation work.

In modern science, along with the definition of «professional competence» is important to the definition of «training», which is associated with professional

training and reflects the mastery of knowledge and skills necessary for independent professional activity:

- The system of vocational training, which aims at accelerating the acquisition of skills necessary to perform certain work, group work [9, p. 223];
- The process of mastering the knowledge and skills that allows you to work in a particular field of activity [8, s.482].

According to A. Verbitsky, interpreter training takes place in the traditional learning. The disadvantage of the traditional teaching is theoretical orientation training of future specialists, the gap between the tasks that it performs in the learning process, and those it faces in their future careers. This problem solves the technology learning context, in which is the union of theoretical and practical training of future translators, in addition, students gain knowledge in the context of future careers. According to many researchers (N. Borisov, A. Verbitsky, V. Golub, T. Gordienko, F. Pelarin, A. Fedorov) contextual learning creates optimal conditions for the acquisition by students of personal meaning in learning. Tech contextual learning, as indicated by A. Verbitsky [1, 2, 3], contains three types of activity: training activities such as academic, **quasiprofessional** activities and educational and professional activities. The most common form of such activity is traditional lectures and seminars, various lectures (problematic lecture, lecture scheduled errors, binary lecture, lecture- press conference), bearing problematic, in which patterns are formed action specialists. In the process of learning activities is the assimilation of subject knowledge, develop communication skills, a product of cognitive motivation, attitude toward their chosen profession. Students gain knowledge about the types of text and translation of the original language, their characteristics, similarities and differences, how to achieve equivalence in translation, translation basics of analysis, the major transformations that allow translation at the professional level, the skills to work with text.

The key activity in workshops **quasiprofessional** is an activity that involves playing in the classroom under the terms of the dynamics and realities. The most striking form **quasiprofessional** activities is simulation, role-playing game. By

means of such games creates an opportunity to «lose situation» of the educational process from different perspectives, which makes it possible to understand the psychology of its members, and in turn acquire specific professional experience.

Quasiprofessional activity reflects the conditions and dynamics of the relations employed people in it. During quasiprofessional business information and knowledge gained during the training activities of the academic type, are reflected in specific situations that simulate future professional activities (simulation of the process of interpretation, translation of the sheet, the implementation of business correspondence, business process modeling negotiation, discussion of hot topics in the form of role-playing and business games).

Educational and professional activity is in the process of research students (preparing reports and conference papers), educational and work practices in the course and diploma projects, which previously acquired knowledge and skills are fixed and applied in practice. Form exhibitors educational process can be collective. In this case, the students develop teamwork skills, establish contact with others, formed the social competence necessary to carry out a successful profession.

Thus, in the process of mastering these types of activities is the formation of professional and ready to work that applies the theoretical and practical knowledge and skills in research, aims to create something new and relevant. Professional training of translators using the technology learning context is made more successful.

One of the acceptable methods used in the context of learning is a method of analysis of specific situations or method of cases. The main feature of the method is to teach students to solve complex problems, analyze information and choose from a variety of alternative solutions to the most optimal, according to specific situations, special attention should be paid to improving students' abilities to listen and understand others, develop interpersonal skills they interaction [4 , p. 382]. Analysis of specific situations plays a positive role in the training of future translators, because:

- knowledge does not rise in finished form, students will independently search for the optimal solution;

- a change in the passive role of the student in the learning process on the active , there is a need to argue and defend their own point of view, interact , engage ;

- in the case study in parallel fixed previously acquired skills written and verbal communication ;

- analysis of specific situations allows students to produce language based on their own opinions and conclusions without reliance on the finished text.

Application of enhanced contextual learning case is the method allows exchanging views on problems and situations and ways to resolve it. Based on the case-method is considered, discussed and solved the problem that is the basis of the particular situation. The research method can be used as part of case study research, the purpose of which is to obtain new knowledge and behavior in relation to the specific situation.

Using the analysis of specific situations together with the case-method allows to generate a high level of professional competence of interpreters by increasing the level of formation of each component:

- Linguistics ( the whole process of working with Casey carried out in a foreign language , therefore , future interpreters gain knowledge of lexical , grammatical and syntax of the study of language used designs and cliché, turns of speech, communication styles and types of text) ;

- Cultural (case studies from real life students are introduced to the study of language from its culture and enrich their background knowledge );

- information technology (search and information processing requires knowledge of lexicographical and electronic resources);

- Translation ( simulations learns to behave in a situation of translation, seek out the most successful language means a limited amount of time);

- compensatory (imitation translation process based on the analysis of specific situations teach future translators to overcome language barriers );

- professional and personal component ( case study provides an independent search for a solution , in-depth analysis of the situation , teamwork).

**Conclusions.** Thus, the combination of these methods involves creating your own project based on an existing concrete situation. Application of the method of analysis and case-method relying on contextual learning technology can improve the level of formation of professional competence of interpreters during training.

**Perspectives for further research** are more detailed examination of the conditions of communicative competence of interpreters and their implementation in professional activities

### Literature

1. Verbitsky A.A. Active Education High society in Schools: contextual approach: method. The manual. - Moscow: Higher School, 1991. - 207 p.
2. Verbitsky A.A. Competence Theory Approach and learning context. – Moscow, 2004. - 84 p.
3. Verbitsky A. The problems of Humanization of education in terms of new educational paradigm. - Moscow: Ritz MHOPU by M.A. Sholokhov, 2006. - P. 17-18.
4. Viktorova L. Formation of vocational competence of specialist of agriculture terminology / L. Viktorova / The development of education in the region's multi-ethnic materials Internat. scientific-practical. conf. (9-11 Apr., 2009, Yalta). - Yalta: RIO KSU, 2009. - P. 90-95.
5. Grebenshchikova A.V. The formation of professional competence of future translators by funds of information and communication technologies Dis. Candidate. ped. sciences: 13.00.08 / Grebenshchikova Alexandra Vyacheslavovna.-Chelyabinsk, 2005. - 179 p.

6. Molchanov S.G. Theoretical and Practical pedagogical attestation of workers of educational institutions. - Chelyabinsk: Publ. Chelyab. state. University Press, 1998. - 255 p.
7. Nosonovych E.V., Mylrud R.P. Options of authentic text. - Moscow: Foreign language in school. - 1999. - № 1. - P. 11-18.
8. Pedagogy: Bolshaya Modern Encyclopedia / comp. E.S. Rapatsevych. - Minsk: Modern Word 2005. - 720 p.
9. Pedagogical Encyclopedic Dictionary / Ch. eds. B.M. Bim-Bad. - Moscow: Bolshaya Rossiyskaya Encyclopedia, 2003. - 528 p.
10. Yanyshyn A.K. Formation of media literacy of future translators in the process of training in university / A.K. Yanyshyn // Scientific notes. Series: Pedagogy. - 2013. - № 3. - P.4

DETERMINATION OF ROLE TRAINING TECHNOLOGIES IN SYSTEM OF  
PREPARATION OF FUTURE SOCIAL TEACHERS

**Opanasenko O., graduate student of department of methodology of  
studies  
but management educational establishments of National Universiti of Life  
and Environmental Scienses of Ukraine**

*Keywords: training, social teacher, principle, studies, forms, group, task, educational-educator process.*

*Annotation. In the article actuality of the use of training is considered during the educational-educator process of future social teachers. Outlined психолого-педагогічний aspect at application of training as forms of the specially organized studies. A concept "training" is reasonable on the basis of working of different sources of reference book and a concept "training" is described from the pedagogical point of view and condition of wide application in the modern departmental teaching at preparation of specialists - future social teachers. Outlined general principles of the socialpedagogical training at an educational-educator process, namely, principle of direct presence; principle of sincerity and openness; principle "I; activity. Advantages of тренінгових forms of studies are reasonable during professional preparation of future social teachers. In the articles outlined basic tasks of teacher are at the use of training in-process with students - future social teachers.*

In terms of humanization and democratization of social life strengthens the role of psychological culture specialist with higher education. This makes the task of forming the students - future teachers of social communication skills, ability to communicate with children and young people on the basis of mutual understanding and mutual respect, willingness to constructively resolve conflicts that arise in social and educational interaction [5].

Given this educational process requires constant changes and innovations that would ensure efficiency sotsializuyuchyh processes and weakening the influence of unfavorable factors of personality in society. To solve this problem by

introducing creative educational process . The validity of this assumption is based on many factors , including experts emphasize the need for the introduction of innovative technologies in social work students. One such technology is an interactive training that is focused on the dynamic changes in the environment and is based on interactive methods [2 ]. The scientists highlighted the important aspects of the use of training in professional activities in the works of Bevz , A. Hlavnyk , A. Sitnikov . In the works Borysyuk S. , L. Peters , M. Whistler , T. Yatsenko, outlined the possibility of using social- pedagogical training.

The aim of the paper is to study the feasibility and prospects of training sessions, the preparation of social workers for their professional activities.

It should be noted that training - a form of specially organized training for self-identity, in which the following tasks:

- Mastery of social and pedagogical knowledge;
- Developing the ability to self-discovery, and others;
- Improving perceptions of their own importance;
- The development of various abilities and skills.

Today there are many the term "training", which allows extended this method to treat and label the term set of different forms, techniques, methods and tools used in the socio-educational and socio-psychological practice.

As sources of reference, the term " training " is interpreted as "a form of interactive learning , which aims to develop competence interpersonal professional behavior in communication " [1 ]. In Encyclopedia of social pedagogy states that the term " training " is often identified with the term " active social learning ", " group of intensive dialogue" and interpreted by scholars in different ways - as "a group of techniques that aim to develop skills for learning and mastering any how complex activity ", " means of influence, which aims to develop the knowledge , attitudes , skills and experience in the field of interpersonal communication, as well as a tool for competence in communication, a means of psychological influence " social- pedagogical training - a form of social and educational activities aimed at acquiring competence through life enriching knowledge as well as of

practical , emotional and personal experience through using interactive learning tools [4 ].

From an educational point of view during training refers to a system of interrelated and interdependent means pedagogical impact on students in order to make them relevant skills to a certain type of activity and behavior in the performance of their duties. In addition, it (the system ) is a practical means (methods) and identify the potential of the individual. Given that the main objective of the training - to teach specific skills, it becomes part of the learning process, professional adaptation. The training enables participants to practically apply this knowledge , turning them into skills. Therefore , training forms of work are increasingly used in modern systems of education in preparing professionals.

In preparation for future social workers to the profession by means of training technologies to consider the general principles of training:

1. The principle of the direct presence - adjusts the participants that the object of their analysis is the processes in the group at the moment, feelings and thoughts that occur during this time. Separately due to situations that may occur in the future.

2. The principle of honesty and openness - provides the narrative and analysis of what is really bothering and interesting personality.

3. The principle of "I" - the focus of participants should focus on the process of self-knowledge, self-examination and reflection. Assessment of any member of the group is only through their own feelings and experiences. All statements must begin with the use of the phrases "I feel ..." " I think ..." " I think ... " and so on .

4. The principle activity - it is necessary to include the entire group to work, which is based on substantial motivation, aims to participate in the teaching and learning activities. This activity is reflected in the fact that students are aware of the learning objectives, plan and organize their activities, they are able to control them are interested in professional knowledge, ask questions and be able to solve them.

Training forms of education have the following advantages: active group,

the combination of information and emotional attitude, enhance motivation, the ability of groups to the collective thinking and decision making, practical test and reinforce your knowledge. [3] S. Makshanov distinguishes the following benefits of training as group work with young people:

1. Group experience to stop the alienation helps solving interpersonal problems.
2. Group reflects the society in miniature, making visible the hidden factors such as pressure partners essentially a group modeled system of relationships and interactions characteristic of real life. It gives children the opportunity to see and analyze patterns of communication and behavior of other teenagers and themselves, are not apparent in everyday situations .
3. The possibility of obtaining feedback from children with similar problems , in real life , not all people have the chance to get a true , bezotsinochnu Feedback that allows us to see ourselves in the eyes of others.
4. In the group of teens can identify with others, "play" the role of another person to better understand it and ourselves and to explore new effective behaviors . Used by someone else , resulting in this emotional connection , empathy , empathy contribute to personal growth and development of self-awareness.
5. Group facilitates the processes of self-disclosure, self-exploration and self-discovery , and these processes can not be complete without the participation of other people opening up to others and opening up to allow yourself to understand yourself and boost self-confidence [6 , p. 45-46 ].

The training shall consist of three interconnected blocks.

The first unit dedicated teacher awareness of some of his personal characteristics and optimizing the relationship to itself, to its personality. Since our training is addressed to future social workers , the first part involves the awareness of the students personal qualities that are needed in their future work inherent in social pedagogy. This block should contain exercises that require students to focus on their personality, their experiences, feelings, behavior and so familiar . It is

necessary to conduct ongoing reflection verbalize their thoughts and experiences.

Second , power is directed to the realization of future social workers themselves in the system of pedagogical communication with colleagues , students, parents and others. This unit is aimed at the future and involves working skills of non-verbal and verbal communication skills to establish working relationships with humane future social workers , and implement student-centered approach to them and so on. It uses a large number of business and role-playing games , which are analyzed and presented a variety of non-standard pedagogical situations that may arise in the future professional activity.

The third unit focuses on the realization of future social workers themselves are already teaching activities and the establishment of their positive attitude towards the system. Like the previous block , it has a clear focus on the future professional activity. In this phase focuses on the development of the creative potential of future social workers . To do this, trainees are assigned the task of creating their own games, situations exercise on the development of teaching skills , and so on . , By staging plays without words , ballet, musicals, operettas on a pre-named subject, presenting some events from the history of pedagogy and more.

The main task of the teacher to work with students - future social workers are:

- Encouraging teens to exercise relationships, attitudes behaviors and emotional responses to their discussion, analysis, and parsing the proposed order;
- The creation of a group of conditions for full disclosure to the students their concerns and emotions in an atmosphere of mutual acceptance, security, support and protection;
- Development and support group specific norms, display flexibility in the choice of legislative or non-legislative techniques influence.

Means of influence used by the teacher can be divided into two types: verbal and nonverbal.

Therefore, we will define training as a system of interrelated and interdependent interactions teachers and students with the goal of self-development

and self-improvement and development and formation of future social workers specific skills. It should be noted that the educational training roll changing distribution stakeholder and subject learning, growing interaction between them , the information serves no purpose , as a means of mastering the activities and operations of the professional activity, the use of technical means and dialogue between teacher and student of . Therefore it is important to note that training reproducing ( simulating ) the professional activities and is part of the learning process, an effective form of professional development and professional growth.

Conclusions. Analysis of different approaches and principles for the organization of training as a means to prepare future social workers gives reason to believe the following : training of its specific characteristics , teaching methods are an effective form of self- learning in higher education, which develops the students - future social workers new ways of thinking , the ability to detect and structure the problem , collect and analyze information, prepare , if necessary, alternative solutions and choose the best option from a number of alternatives in the process of individual work and in collaboration with others; training form work seamlessly combined with modern innovative technology training provides opportunities to acquire new knowledge and establish appropriate competence.

#### REFERENCES

1. Kodzhaspyrova GM, Kodzhaspyrov AY Dictionary on pedagogy / GM Kodzhaspyrova , A. Kodzhaspyrov . - Moscow: IKTs "March" , Rostov n / D: Yzdatelsky center "March", 2005. - 448 p.
2. Manita C. Sotsializuyuchy training potential social and educational technology in their work with pupils in educational / V. mannitol. - Ismail, 2013
3. Psycho- pedagogical problems of rural schools : Collected Works Uman State Pedagogical . univ Univ them. Tychina / [ ed. count . : Pobirchenko NS (Ch. ed. ) and others ]. - Uman : PP Yellow, 2011. - Issue 36. - 301 p.
4. Social pedagogy : small encyclopedia / [ by the Society. eds. prof. ID Zvereva ]. - Kyiv: Centre textbooks , 2008 - 336 p.
5. Office of Teacher Training : psychological and pedagogical aspects - [electronic resource]. - Electronic data . - Mode of access : <http://www.psyh.kiev.ua>.

6. Makshanov SI Psychology Training M., 2002

#### СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

1. Коджаспирова Г.М., Коджаспиров А. Ю. Словарь по педагогике / Г. М. Коджаспирова, А.Ю. Коджаспиров. – Москва: ИКЦ «МарТ»; Ростов н/Д: Издательский центр «МарТ», 2005. – 448 с.
2. Маніта В. Соціалізуючий потенціал тренінгової соціально -педагогічної технології у роботі з учнівською молоддю в закладах освіти / В. Маніта. – Ізмаїл, 2013 р.
3. Психолого-педагогічні проблеми сільської школи : збірник наукових праць Уманського державного пед. унів-ту ім. П. Тичини / [ред. кол. : Побірченко Н.С. (гол. ред.) та інші]. – Умань : ПП Жовтий, 2011. – Випуск 36. – 301 с.
4. Соціальна педагогіка: мала енциклопедія / [за заг. ред. проф. І.Д. Зверєвої]. – К.: Центр учбової літератури, 2008 – 336 с.
5. Управління підготовкою вчителя: психолого-педагогічний аспект - [Електронний ресурс]. – Електронні дані. – Режим доступу : [http : // http://www.psyh.kiev.ua](http://www.psyh.kiev.ua).
6. Макшанов С.І. Психологія тренінгу М., 2002

**ФОРМУВАННЯ КРОС-КУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ  
МАЙБУТНІХ ЕКОНОМІСТІВ-АГРАРІЇВ ШЛЯХОМ  
ПІДВИЩЕННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧА  
ВИЩОГО АГРАРНОГО НАВЧАЛЬНОГО ЗАКЛАДУ**

*Резунова О.С., кандидат педагогічних наук*

*В статті розкривається необхідність забезпечення підготовки викладачів аграрних ВНЗ до формування в студентів крос-культурної компетентності. Описано форми та методи підвищення професійної компетентності викладача вищого аграрного навчального закладу необхідні для формування крос-культурної компетентності майбутніх економістів-аграріїв.*

***Професійна компетентність викладача, крос-культурна компетентність, викладач вищого аграрного навчального закладу.***

**Формирование кросс-культурной компетентности будущих экономистов-аграриев путем повышения профессиональной компетентности преподавателя высшего аграрного учебного заведения.**

*В статье раскрывается необходимость обеспечения подготовки преподавателей аграрных вузов к формированию у студентов кросс-культурной компетентности. Описываются формы и методы повышения профессиональной компетентности преподавателя высшего аграрного учебного заведения, которые необходимы для формирования кросс-культурной компетентности будущих экономистов-аграриев.*

***Профессиональная компетентность преподавателя, кросс-культурная компетентность, преподаватель высшего аграрного учебного заведения.***

## **Formation of future agrarian economists cross-cultural competence by increasing higher agrarian institutions teachers professional competence.**

*The paper proves the need of agrarian teachers training to form students cross-cultural competence. The need has several reasons: first, activation of the educational process in the agricultural universities in order to develop cross-cultural competence requires improvement of teachers pedagogical skills, development of their intercultural communication skills; secondly, as higher school teachers are free to choose education technologies, training forms, methods and means of students learning, they should be given the relevant methodological knowledge for training students with a high level of cross-cultural competence .*

*The article describes the forms and methods of improving the higher agricultural institutions teachers professional competence that are necessary for the formation of future agrarian economists cross-cultural competence. The main means of teachers professional level development are: scientific seminars , English courses (preparation for participation in international projects ), methodological activities in creative teams, trainings, participation in international projects, studying the best educational experience connected with the formation of cross-cultural competence, scientific and methodological activities in collaboration with foreign colleagues (participation in international conferences, " round tables " etc); selfeducation.*

**Teacher professional competence, cross-cultural competency, higher agrarian institution teacher .**

**General issue definition.** A main feature of modern society in the context of globalization is the integration processes, focused on a broad range of cross-cultural human interaction. As a result of different cultures interpenetration mobility of the population is growing, scope of its life and employment are

expanding. So there is a need to establish personal and business contacts with foreign partners, leading to economic, religious, political, educational and others communicative relations.

The personality of the teacher, his or her values, scientific, psychological, pedagogical and methodological levels are the decisive factor in the preparation of highly qualified specialists. Under the new philosophy of education higher school teacher in today's cultural environment is a medium not only professional, but also a cultural experience.

Today there is a need of agrarian teachers training to form students cross-cultural competence. The need has several reasons:

- firstly, activation of the educational process in the agricultural universities in order to develop cross-cultural competence requires improvement of teachers pedagogical skills, development of their intercultural communication skills;
- secondly, as higher school teachers are free to choose education technologies, training forms, methods and means of students learning, they should be given the relevant methodological knowledge for training students with a high level of cross- cultural competence .

**Analysis of recent research and publications.** Analysis of philosophical, psychological and pedagogical literature connected with the professional development of higher school teachers showed that various aspects of the problem are examined: a theory of culture and cultural activities ( O.Arnoldov, V. Davydovich, L. Kogan, E. Margaryan, O.Khanova and others), the nature and characteristics of pedagogical skills (I. Zyazyun , N. Kuzmin , V. Molyako , T. Sushchenko , N. Tarasevych , I. Kharlamov and others), spiritual development of the individual (G. Ball , J. Bech , P. Shcherban, Zh. Yuzvak and others). Besides, researchers in sociology, cultural studies, psychology, linguistics, philosophy and economics have increased interest for cross- cultural aspects of competence, including: difficulties in cross-cultural communication ( J. Berry, R. Breslin, R. Lewis , D. Matsumoto, H. Triandis, E. Hall, G. Hofstede ), the formation of social and cultural competence (S. Alexandrov, L. Borovykov, D. Danilov, A.

Kupavska, S. Ter- Minasova and others), the formation of individual aspects of professional foreign language competence (A. Artemyeva, I. Bakhov, A. Bykonya, R. Gryshkova, S. Nikolaev), study of readiness to professional activities related with intercultural communication (O. Baglai , A. Cooper , P. Sysoev , A. Yudin and others ).

**The aim of the research** is to describe the forms and methods of improving higher agrarian school teachers' professional competence which is necessary for the cross-cultural competence formation of agrarian economists.

**Main body of the research.** Nowadays higher educational institutions require teachers who are capable for self-development, able to make right decisions in different pedagogical situations, open to an equal dialogue with the students and have great wish to the constant acquisition of new knowledge and skills and their creative realization in professional activities.

These aspects of development are determined by scientific methods and organizational support for training teachers of agricultural universities to form future economists' cross-cultural competence. Next means were defined to improve the level of teachers readiness for the formation of students cross-cultural competence:

- scientific and methodological seminars;
- English courses (preparation for participation in international projects);
- methodological activities as part of the creative team;
- training courses;
- participation in international projects;
- study of the best teaching experience connected with the formation of cross- cultural competence;
- the interdisciplinary classes;
- scientific and methodological activities in collaboration with foreign colleagues (participation in international conferences, symposia, " round

tables ");

- self-education.

Active teaching practice gives teachers the opportunity to apply their skills and abilities in the educational process immediately.

One way of teachers training for forming students cross- cultural competency is scientific and methodical seminar " Intercultural Communication". According to results obtained by our survey and testing it was defined the purpose of the seminar – preparing of teachers for intercultural business communication. In this context we developed the teachers' ability to create a classroom atmosphere of trust, understanding, tolerance and empathy. Particular attention was paid to the teachers' ability to support even the smallest achievements of students, recognize students' errors and provide the necessary assistance.

The aim of scientific and methodical seminar " Intercultural communication" was to encourage agrarian teachers to form such students skills of intercultural business communication as:

- behavioral culture ( the ability to behave kindly, tolerant, respect human dignity and behavioral traditions of other cultures people );
- development of communicative culture (the ability to speak logically, accurately according to the traditions of the others cultures partners, ask questions and answers to partners etc.);
- the culture of language use (the ability to use and understand non-verbal means of communication , the correct use of tone, flexibility, rate of speech, expressions of emotion, facial expression of foreign partners).

For the experimental work with the teachers we used the opportunities that have been opened thank to Dnepropetrovsk State Agrarian University participation in the European Commission project TEMPUS (Trans-European Mobility Program for University Studies). The aim of this program is to improve the system of higher education (including agricultural) in partner countries on the basis of balanced cooperation with educational institutions of countries which are members of European Union. The main purpose of the program is the trans-European mobility

in the field of university education. Leadership of the program is provided by Directorate General for Education and Culture (Brussels, Belgium). Technical support of the program is provided by the Department TEMPUS-ERASMUS MUNDUS of European Training Foundation (Turin, Italy).

The TEMPUS program gives grants for educational projects of three types: joint European projects, structural and additional events, individual grant for mobility. Project financing is provided by grants giving for participating universities (consortium members) for 2 or 3 years.

The project, which was attended by teachers involved in the pedagogical experiment included:

- teachers training in the most powerful European universities in order to create new courses;
- buying of computer and office equipment;
- buying of textbooks, subscription of periodicals;
- publication of research, teaching and methodological materials;
- holding of international conferences, seminars, "round tables" with participation of foreign scientists and experts;
- intensive language training of teachers.

The experience gained during the training and studying abroad helped to increase the overall professional level of teachers and future agrarian economists in the field of agricultural production, expand their horizons, improve language skills, improve cross-cultural competence and skills of creativity to solve various problems. In addition, it provided an opportunity to prepare materials for dissertations and masters' theses and defend them in English, the introduction of new ideas during the formation and development of market relations in agriculture of our country.

Teachers retraining became an effective form of professional competence improvement and the formation of teachers cross-cultural competency. Under the project TEMPUS, we created a training program, which main objective is improving language skills and intercultural competence formation.

In order to give teachers the opportunity to participate in the above program, realize their own research projects, gain experience of intercultural communication, improve their own cross-cultural competence they have been offered language courses "English is a language of international communication."

In addition to participation in international projects, fruitful means of teachers training for future economists cross-cultural competence formation were: attending lectures held by foreigners, participation in international conferences, leadership of students foreign training and practice.

**Conclusion.** Awareness by the teaching staff of higher agrarian educational institutions needs of society in training students with a high level of cross-cultural competence is one of the significant reserves to increase the effectiveness of their training. It can be realized only by teachers with high professional and pedagogical level, with the ability to solve educational problems intelligently and responsibly, who can use a wide palette of techniques, methods and means of solving current educational problems, and to achieve the ultimate goal - training of highly skilled, competitive on labor market agrarian specialists, who are able to meet the needs of society and fulfill their potential in the professional activities, particularly in situations related with intercultural interaction.

### **Literature**

1. Бех І.Д. Особистість у просторі духовного розвитку: навч.посіб. / І.Д. Бех. - К. : Академвидав, 2012. – 256 с.
2. Педагогічна майстерність: Підручник / І. А. Зязюн, Л. В. Крамущенко, та ін.; За ред. І. А. Зязюна. — К.: Вища шк., 1997. — 349 с.
3. Садохин А.П. Межкультурная коммуникация / А.П. Садохин. – М. : ИНФРА-М, 2004. – 286 с.
4. Тер-Минасова С.Г. Язык и межкультурная коммуникация : учеб. пособ. / С.Г. Тер-Минасова. – М. : Слово/Slovo, 2000. – 624 с.