Larysa A. Afanasenko, candidate of psychological sciences,
assistant professor of the department of Psychology and Social Work of
National University of Life and Environmental Sciences of Ukraine.
Tel.: 066 781 75 95.
Email: m_lariro@i.ua

Professional identity as a subject of psychological research

Statement of the problem. In the psychological literature, the problem of professional identity is defined as one of the key components of personal development, which is in the organization and integration of man's inner world. The modern trend of psychological thought development associated with the transition from the structural study of personality to the analysis of its functioning as a dynamic system [2; 3; 9]. Strengthening of personal approach in psychology led to the enrichment of the language by concepts that reflect the aspects of personal development areas that had previously not been subjected to psychological analysis.

Analysis of recent researches and publications. The concept of professional identity of individual refers to the problems that are actively studied by philosophers (O.Stoiano) [13], sociologists (T.Fomina) [14], psychologists (V. Zlyvkov, U.Rodyhina, L.Schneider, etc.) [7; 12; 16]. In the context of philosophical teachings this concept is seen as the identification of the individual with a certain type of people from different groups and exclusion, alienation from others, which differ in language, culture, status, interests [13]. The sociological approach of professional identity analysis is understood as a dynamic, multifaceted process of self-detection compliance accordance of the members of professional group, they belonging to those objects which in concrete historical situations are the highest priority for them, while maintaining the perceptions of integrity and uniqueness of the individual "I" [14] . Psychological direction defines this concept

as the need of the individual to express themselves through personalization choosing the conscious professional development vector, which corresponds to its value orientations [15]. However, analysis of the literature shows that the mechanism of professional identity is complex and poorly understood in scientific achievement.

Therefore, **the purpose of the article** is to examine and make theoretical grounding of the concept of professional identity as an activating constant for further self-fulfillment of individual in professional activities.

Statement of the principal material of research. The mechanism of professional identity as a psychological phenomenon has not received a clear definition in the scientific circulation. According to A.Ermolaieva, an internal impulse of a person in professional development is her commitment to integration in the socio-psychological context based on the identification with professionally significant group [6, p. 84]. Professional identity is considered by scientist as the subject of a continued personal and professional development, which appears in the process of professional activities and while acquisition of professional experience. Individual professional development involves the formation of reflective personality capable independently, efficiently and timely inplement professional functions with optimal psychological outgoings [10, p. 101]. Herewith, the professional identity occurs by achieving professionalism and serves as a stable coordination of the main elements of professional process. That the scheme of professional identity is the notion to organize and manage the individual's sense according to professional subjectivity [6]. Another approach to the problem of professional identity is represented in the works of L.Schneider [16]. The author considers that professional identity can not be viewed solely as a phenomenon of professionalism. If defining professionalism as the severity of motivational sphere of human, it must be considered as a part of professional identity, but if interpreted in the context of professional self-determination and personal life prospects, then the notion of "professionalism" and "professional identity" is quite correlate.

The above considerations provide grounds to define the professional identity as a semantic condition for professionalism formation that reflects the level of mastering by human of the psychological structure of professional activity and meets social standards and objective requirements. This concept is considered as an integral characteristic of specialist (individual, individuality, personality and stakeholder), that manifests in social activities and communication. Professionalism of human involves not only the achievement of high production performance, but also features of professional motivation, system of aspirations, values, professional self-determination [1; 4; 5; 12].

Therefore, understanding of the process of professional development of the individual within the structural and dynamic approach encourage to the need to analyze the relationship between the concepts of professional self-determination and professional identity.

Professional self-determination is a dynamic process that involves a conscious act of activating internal potential of the individual in the professional achievements of mankind. Selection of profession that performs a person as the result of analysis of internal resources and by their relationship to the requirements of profession is the basis of its self-affirmation in social and professional life.

The writings of K.Abulkhanova-Slavska stated that the central point of professional self-appreciation is self-determination, that is, own activity of individual as a conscious desire to occupy a certain socio-professional position [1]. The researcher stresses that from the system of relations (to a professional team, to own place in the team and among other members) depends on identity and professional activity of individual.

So the professional identity conditioned by formation of professional orientations of the individual, modeling of his own future in form of professional image standards construction, correlation of obtained information about the future profession with own capabilities as an active search of alternatives for own professional development. Rationality of professional self-determination depends on the formation of future profession image (availability of knowledge about the

features of professional work and its requirements to the specialist's individuality), which correlates with the image of "I" (presence of knowledge about individual psychological characteristics and their own capabilities) [11].

Thus, the process of professional identity of the individual is the transformation mechanism of professional identity. Therefore the development of professional identity in professional preparation is a part of professional self-determination as an active determination of individual position regarding socially produced values.

According to M.Grebeniuk, the formation of professional identity of the individual runs the following stages [5]:

- Preparatory stage - at this stage occurs the professional identity of individual.

- Stage of profession acceptance – a student readiness to perform professional functions.

- Self-improvement – transition to the necessity of self-diagnosis, self-knowledge, professional self-esteemation etc.

- Self-fulfillment – recession from the reproductive performance of professional activities to the socially useful.

The humanistic approach in psychology allows to interpret the concept of self-realization as human desire to identify and develop his own personal capabilities. The demand for self-fulfillment is a source of individual activity that determines the activities in which this need is met. This process involves the formation of psychological characteristics of the individual in terms of introspective mechanism. Thus, the individual puts personal goal, turns it into a vital task, herewith restructing his own inner world.

Genetic-psychological approach enables its founder S.Maksymenko to make clarifications on the issue of self-fulfillment and consider it as a natural quality of the individual [8]. Success of professional activities depends on the activity of the individual as a product of intuitive reproductive experience of the individual and the prevailing sense of responsibility for approving decisions [8].

Thus, self-fulfillment serving as an indicator of the internal maturity of the individual as a manifestation of professional identity, providing a stabilizing functions of socialization and integration of subject-object relations in professional activities.

Thus, professional identity is the basis for further identity of the individual in professional area and determined by a number of factors, which include [4]:

1. Professional orientation is determined by the development of skills in implemention of professional activities, past experience, a system of ideas about the profession.
2. Individual psychological characteristics (traits, temperament, features of nervous system, professional characteristics of specialist model).
3. Professional level of training (ideology, success in vocational training, professional skills).
4. Peculiarities of physical development of the individual.
5. Social factors (place of residence, content and nature of professional activity) etc.

Thus, in contradistinction to the process of identification where a person compares himself with others, in the process of self-identification occurs the correlation of himself with himself. As a result of transmission of the main stages of professional identity is formed the image of himself as self-identical, unique personality in terms of professional fulfillment.

Summaring results of the research made it possible to draw the following **conclusions**.

1. Professional identity assumes fusion of personality with professional activity, when the acquired typical features begin to appear in all other spheres of life and define its ratio to reality. This is the conscious sense of authenticity of themselves and own professional trajectory.

2. Professional identity includes professional image of "I" (perception of himself as a specialist), the image of the profession (perception of the profession, its content, tasks, functions, values) and awareness by individual of the correlation

system of functioning of these concepts as a basis for further fulfillment of individual in a professional activity.

Prospects for further scientific researches are seen in the study of the specifics of planning and construction of the individual's own professional trajectory, criteria and conditions of self-fulfillment depending on educational and professional level of the individual.

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WUS Victor Illarionovych, candidate of psychological sciences., Senior lecturer in social work and psychology of National University of Life and Environmental Sciences of Ukraine

Modern specificity of the psychosocial determinants of migration behavior.

The article is devoted to the study of the psychosocial determinants of migration behavior. We consider the subjective and objective determinants. Analyzed the concept of "migration motivation", "Migration Installation," "migration behavior." Much attention is paid to the migration of scientists.

***Keywords**: migration, migration behavior, migration motivation*

Urgency. One of the manifestations of internationalization and democratization of economic, social and cultural life of humanity, and the effects of acute interethnic conflicts, direct confrontation between peoples and nations, emergencies and disasters is large-scale intra and interstate movement of people and labor in different forms.

This voluntary workers who enjoy the rights and opportunities provided by the global civilization and international labor markets to choose their residence and work, refugees and forced migrants do not leave home on their own will, and under pressure. The magnitude of flows and the dramatic situation of migrants in certain historical periods and years turn into a global problem.

The purpose of the article is to explore the social and psychological determinants of migratory behavior of man in the modern world.

The main material research. In modern scientific literature consider the following types of migrations:

• Internal and external migration,

• existential,

• economic,

• political,

• migration scholars.

Migration also share in the form:

• socially organized (guided migration)

• unorganized,

• compulsory;

for the reasons:

• economic,

• social,

• cultural,

• political,

• military.

According to this differentiation, scientists tend to isolate each type specific determinants. However, perhaps compile a hierarchy of factors.

Thus, the general mechanism for updating values (including values migration) is the projection of these values in pragmatic sphere of the person (getting emotional or sensual material results).

The process of actualization is due to emotional perception, awareness of the importance and tested in their own activities. The value perceived by human right on an emotional level (causes positive emotions in interpersonal interactions), whereas perceived to cognitive (understanding the importance of social transactions), confirmed by personal application (activity-level), and only then absorbed personality, becomes its value orientation (see . Fig. 1).

Fig. 2.1. Scheme personal aksiohenezu (VY Dmitriev).

B. Perevedentsev notes that should be allocated to the following reasons migratory phenomena that would be as general and deep enough, and it is specific to the processes of migration. Such reasons he defines as migration and factors distinguishes them two groups:

• subjective factors - are on the side of man;

• objective - factors that are on the side of "the world" [2].

Subjective factors the author regards as the adaptation of the individual to life, the pursuit of consistency between their own requirements and environmental conditions.

Objective factors of migration scholar defines as regional differences in living conditions important for the person, most of them systematically regulated society. These factors provide a "form" migration process affect the intensity, direction, results relocation and more.

In turn, the subjective factors V. Perevedentsev shared natural and social.

Natural factors migration - a territorial differences in natural conditions and social or social factors determine territorial differences in terms of social life or human groups (societies). Natural factors are divided into:

• orographic,

• hydrological,

• geological,

• climatic,

• phyto and zoogeographical.

These factors affect the migration not only directly but also indirectly, because natural conditions - is the basis of many industries.

Much more complicated is the structure of social factors. Distinguishes broad group of economic, ethnic, social, demographic, social and psychological factors. Each of these groups has a complex structure.

Thus, among the economic factors scientist identifies territorial differences in the structure of the economy, employment opportunities, nominal and real wages, conditions of supply, housing conditions. Ethnic factors associated with the ability to return to their ethnic homeland; social - with improving their social status in the society, opportunities realized in the community and more.

In the context of the theory of factors we can say that drivers of migration activity is economic laws of social production that determine the needs and interests of migrants. However, the important role and effects of social, psychological, ethnic character.

Thus, frequent, causes of internal migration is the search for work, better housing, improve and change the life of others. Partly migration due to causes such as war, political conflicts and natural disasters.

Existential migration. Determinant of this migratory behavior is essentially human desire knowledge of some aspects of life that can not be known otherwise. Determine the number of motives underlying existential migration:

• the desire of the individual to more fully realize their potential;

• the desire for freedom and independence;

• openness to new experience;

• perception of their identity as a stimulus to the expansion of consciousness;

• Only a distinct advantage over foreign and strange familiar and the traditional. [1]

In addition to socio-cultural determinants of migratory behavior, scientists define the causes and even psychological nature.

Yes, allocate migration installation, migration migratory motivation and behavior. Migration is a plant regulator mental behavior, individual susceptibility, which

determines the consistency of actions determined positive or negative attitude to change places and living conditions. Migration setting determines readiness for a certain result migratory behavior.

Migration motivation or migration motives - a mental state of the individual who encourages her to achieve personal goals of economic, social and psychological problems due to the change of residence. Migration motivation arises from the higher needs of the individual. Migration motif has the following features:

• incentive,

• spryamovuvalnu,

• adjusting.

Motivation migratory behavior is the formation of a person inside the driving forces of migration behavior by acting on her needs, interests, desires, aspirations, values and ideals of motives to achieve the expected implementation of migration behavior.

It is not possible to ignore the problem and migratory activity of scientists. Socio-psychological study of migration intentions of Russian scientists (ie reasons under which they would like to go abroad) revealed that insufficient financial reward for scientific work is not, as often believed to be the main reason for the departure of scientists abroad. The system motyvoutvoryuvalnyh factors that cause migration activity of foreign scientists, the first two positions, according to the AG conducted Allakhverdyan, GY Moshkova, AV Yurevich, MG Yaroshevskim [3] psychological research, occupied dissatisfaction working conditions (mainly because of imperfection or lack the necessary scientific equipment) and the understated assessment of the public role of basic science, prestige of the scientist. In third place - the inability to give children a quality education, the fourth - insufficient opportunities to establish contact with foreign colleagues. Welfare same factor occupies only fifth place. From these results it is clear that lower rates of "brain intelligence" can including through measures that have seemingly directly related to this phenomenon: the expansion of scientific ways to contact local scientists with foreign colleagues, change the stereotypical image of the scientist and science in the public consciousness.

According to OG Allakhverdyan, GY Moshkova, AV Yurevich, MG Jaroszewska [3] an important factor constraining "leaked intelligence" or promote the return of scientists who are temporarily working abroad, have relationships potential migrant scientist with the head of the scientific team. It deserves special attention

emotional setting executives associated with the departure of employees. Empirical studies indicate a deterrent effect on "brain intelligence" psychological atmosphere. The long-term collective research program and favorable interpersonal relationships contribute to the scientist Dis installation on departure.

Conclusions.

Motivation migratory behavior is the formation of a person inside the driving forces of migration behavior by acting on its needs, interests, desires, aspirations, values, ideals. Migration setting - regulator mental behavior, personality orientation, which determines the consistency of actions to change the location and living conditions.

The psychological atmosphere in the team, prospect research, relationship potential migrant scientist with the head of the scientific collective attitude to working conditions (including the financial aspect) - factors that cause migration motivation scientist.

Lower rates of "brain intelligence" can and by expanding the ways local scientists scientific contacts with foreign colleagues, change the stereotypical image of science and scientists in the public consciousness, optimization of financial and career support.

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Гуменний Олександр Дмитрович, кандидат педагогічних наук, доцент кафедри соціальної педагогіки та інформаційних технологій в освіті Національного університету біоресурсів і природокористування України.
Контактна інформація: +380963558524, e-mail: gumenniyol@rambler.ru.

Гуменный Александр Дмитриевич, кандидат педагогических наук, доцент кафедры социальной педагогики и информационных технологий в образовании Национального университета биоресурсов и природопользования Украины.
Контактная информация: +380963558524, e-mail: gumenniyol@rambler.ru.

Humennyi Oleksandr D., PhD of Pedagogical Sciences, Associate Professor of Social Pedagogy and Information Technologies on Education of National University of Life and Environmental Sciences of Ukraine.
Contact Information: +380963558524, e-mail: gumenniyol@rambler.ru.

МУЛЬТИМЕДІЙНІ ПРОЕКТИ ЯК ЗАСІБ РОЗВИТКУ ІНФОРМАЦІЙНОЇ КУЛЬТУРИ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

МУЛЬТИМЕДИЙНЫЕ ПРОЕКТЫ КАК СРЕДСТВО РАЗВИТИЯ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ СТУДЕНТОВ ВУЗОВ

MULTIMEDIA PROJECT AS A MEAN HIGH EDUCATION INSTITUTIONS STUDENTS' INFORMATION CULTURE DEVELOPMENT

Анотація. В статті визначено поняття «інформаційна культура студентів вищих навчальних закладів». Виокремлено особливості та переваги мультимедійних технологій розвитку їхньої інформаційної культури. Акцентовано увагу використання у педагогічній роботі телекомунікаційних проектів, у яких поєднується навчально-пізнавальна і пізнавально-ігрова діяльність студентів, які знаходяться за межами ВНЗ і побудована на компютерній телекомунікації дослідження визначеної проблеми.

***Ключові слова**: інформаційна культура, мультимедіа, мультимедійна освіта, мультимедійні проекти, телекомунікаційні мультимедійні проекти.*

Аннотация. В статье определено понятие «информационная культура студентов высших учебных заведений». Выделены особенности и преимущества мультимедийных технологий развития их информационной культуры. Акцентировано внимание использование в педагогической работе телекоммуникационных проектов, в которых сочетается учебно-познавательная и познавательно-игровая деятельность студентов, которые находятся за пределами вуза и построена на компьютерной телекоммуникации исследования определенной проблемы.

Ключевые слова: *информационная культура, мультимедиа, мультимедийное образование, мультимедийные проекты, телекоммуникационные мультимедийные проекты*

Abstract. The concept of "university students' information culture" is represented in the article. The particular features and advantages of multimedia technologies for the students' informational culture development are outlined. The attention is brought to the usage of telecommunication projects for the pedagogical experience and practice. The projects of that type have to combine cognitive learning and cognitive-play-based activities of external and be based on the computer telecommunication study of a certain problem.

Key words: *information culture, media, multimedia education, multimedia projects, telecommunication multimedia projects*

- **Timelines of the article.** In terms of progressive information of the education system the need to develop the informational culture of students in higher education is caused by:
- general techno-academic mismatch between the progress tempo of software and hardware information and communication technologies (ICT) and the rate of necessary digestion in pedagogics and general media culture;
- equal access to information about the means of mass media for university teachers and students of different perception, learning and understanding the cognitive information according to andragogic;

– increasing of information competence through the continuous improvement of information culture while studying in an institution of higher education.

Most VET teachers have been formed under the particular system of thinking with clearly organized information base. The access to that base was through standardized curriculum, recommended textbooks, manuals, books and magazines. Students also get information and educational space where knowledge is transmitted from teacher and/or textbook overlapping mass media information flow. This information has no structural and semantic logical links, is served in mosaic and elective wat, does not fit into the framework of traditional training and is a qualitatively different type with a significant emphasis on the relationship between visual and auditory perception [7].

The purpose of the article: to justify the use of multimedia projects for the development of high institutions students' information culture.

The analysis of recent research. In the researchers' studies the attention is paid to solving the problems teachers' professional competence formation under the conditions of education informatisation [2], the system of teachers' training to use information technologies for the training process [3], didactic basics of future computer science teachers' readiness to use the new information technologies [4], methodical basics of future teachers' training to use computer technologies [5], media-educational technology and competence-oriented approach in education [6].

Multimedia capabilities in the educational process of secondary and higher education have been the subject of research in the following theses: V. Zabolotny (Didactic principles of application multimedia to form methodical competence of future teachers of physics), M. Zachariewicz (Training of future teachers of technology to use multimedia in professional activity), L. Petukhova (Theoretical and methodological bases of formation the information competence for future primary school teachers'), A. Podzyhun (Pedagogical conditions of information technologies application in professional training of future foreign language teachers) and others.

Presentation of the main research material. Multimedia is a new information technology, which requires a set of methods, techniques, production methods, processing, storage and transmission of audiovisual media. And computer-

technological complexes, equipped with software for creating and processing media, can reproduce some multiple types of information in different formats simultaneously, that is important for improvement of the information searching process. In addition, the considerably important is the opportunity to provide feedback to the user.

Important advantages and features of multimedia technologies are the following: the ability to involve almost all the senses; the combination of printed text, graphics, video, graphic picture and audio; improve of access methods to information; work with non-traditional sources of information; individualization of educational process in content, scope and pace of learning; deepen of interdisciplinary contexts; automation of control and correction the educational activity results; improve the objectivity of knowledge assessment; the possibility of combining logical and imaginative ways of information assimilation; providing interactivity in the classroom; extension of autonomy, the transformation of university students into active subjects of pedagogical interaction; providing feedback; maximum adaptation of learning process to their individual characteristics.

One of the founders of British media education Masterman L. [8, p. 18] defines media education as one of a few tools in the arsenal of teachers and students, which makes it possible to overcome the large information gap between those who manipulate the given information with their own interests, and those who perceive it as news or entertainment

Media education provides great opportunities to training institutions teachers to develop the students' information culture. The main factor of the information culture development is the ability to navigate the world of information and ability to make the right decisions on the data of different sources. Here we define the concept of "information culture student" - is one of the components of a student's overall professional and pedagogical culture, i.e. integrative unity of informative world-view, systems of information and informative knowledge, skills, abilities and attitudes professionally important qualities, personal educational experience in the area of information evaluation, use, storage, analysis, processing and transmission through various means, methods and forms of information-analytical activities, providing

information needs of students as social actors of high education institution pedagogical system.

The efficient way of IC development in media education is the realization of multimedia projects.

Multimedia projects - a mean of integrating multimedia technologies and elements of project teaching method in the development of students' information culture in higher education, based on the formation of their media culture and information competence.

As *multimedia project* (design and construction) the practical works on development of multimedia technology in education are meant. They are performed with didactic and resulting regulations and guidelines in the problem. The projects are passed to student by the teachers. Unlike experimental laboratory researches the project works aimed at the development of design methods and information activities [1, p.5].

The efficient and qualitative development of university students' information culture with multimedia is possible:

based on the project-constructive activity on design of own media-texts with educational and research purposes;

using multimedia projects built on the integration of information technology displaying educational material and teaching technologies of students' personal development.

Contributing to the realization of students' multimedia projects, teachers focus their efforts on organic entry draft in the existing forms of educational process without its breaking and reducing the role of a teacher in the development of a student's personality while training:

for students' media-text messages-presentations it is advisable to use the digital sketch with the task of creative research in the Internet with the obligatory analytical assessment of the material assessment to students, presentations developers, students and audiences;

for laboratory-practical classes it is especially important for teachers to design the students' cognitive and perceptual actions in the virtual space, and the process

should be organized in a mode of guided discovery and new emotional experience (for students) of scientific knowledge.

While forming the multimedia project and representing the teaching material teachers program the situation of prompt implementation of the acquired knowledge for solving educational problems, outlined in multimedia imagery and visual form, development of research methodology, the removal of the artificial separation of empirical and theoretical work "protocol" and modeling in a student's mind the value of gained knowledge.

As part of the design the multimedia project is seen as a broad, system-creative principle that unites and harmonizes interaction in teaching scientific methodology rational and logical thinking of the emotional and imaginative and holistic perception and presentation of information that is distinctive for artistic worldview. In practice this means that modular, fractal-hypertext or historical building multimedia project of educational material for specific discipline in information-educational environment of high education institutions should be consistent with the art genres rules, where cinema and television (procedural unity of representation the informational computer screen, TV, video projector, along with the unity of the psychological processes of perception such information) take the first place.

While the development and further implementation of new semantic multimedia projects the term "pedagogical scenario" of specific forms of educational process has the different meaning. Obviously, training videos are created according to the scenario in the unity of scientific content and genre, its emotional and imaginative way. Similarly, digital sketch of multimedia lecture-presentation is based on the educational scenario. Therefore, the principle of multimedia educational process is being implemented in the project based on the unity of science and art in the field of education.

In the process of creating a multimedia project teachers define and implement with students the following stages: topics development; modeling; analysis of the project; adjusting the analysis; protection project.

Noteworthy is the use of telecommunication projects in pedagogical activity combining external students' educational-cognitive and cognitive-play activity and

designed with computer telecommunication research of the defined problem using agreed methods, ways to achieve the result. At the design stage of the project theme, students learn the material of the task thoroughly that is given in the form of "cloud" resource modules. Using modules helps to: proactive learning the material of aggregated block modules; algorithmic learning activities; completion and coordination cycles of activity. While modeling the work on the modules involves performing mini-projects using information technologies: design of joint interactive map of investigation, contributions to Wikipedia; placing on blogs; bulletins and booklets release, using the options of Microsoft Publisher, Prezi etc. At this stage students offer hypotheses to solve the problem module ("brainstorming"), discussions and motivating each hypothesis, placed on an interactive map. At this stage of project development the teacher stimulates the need for analysis and processing of information, forming mini groups and distribution responsibilities on information search. Creating a module, the teacher creates the repertoire of roles for the project. Students determine the sources of information themselves, clarify their features, get the access to necessary resources and get the material into order. Within the telecommunications project they perform both individual and group tasks defined in modules task. The result of the individual project is the booklet created by students in Microsoft Publisher. The completion of modeling is making the brochure (Travel Guide). It must be done with Microsoft Power Point, Microsoft Publisher, Microsoft Front Page or other applications. A great role at this stage is given to a tutor’s support: development step-by-step algorithm of the project, description of each participant for the chosen role, careful design of each mini-group tasks, memos performance for complete model using Microsoft Publisher, Microsoft Power Point , Microsoft Front Page, Hot Potatoes. This allows the teacher not to interfere the group’s work from the “outside”.

At the stage of the analysis, correction and protection of the project there is the presentation of an obtained product and reflection activities. The information research ability, content and material content, design and execution of the project, public speaking skills and work in a group are assessed. Students are encouraged with reflexive tool in the form of questions/ while giving answers students comprehend the

experience gained in their independent work on the project. The project results with its description are posted on the site/page of the subject by a teacher.

Conclusion. In the article grounds the use of multimedia projects for the information culture development of higher education institutions students. The strengthening of their information culture through using telecommunication multimedia projects while project competence setting (means of productive, communicative, interactive, educational and reflective activity). It is emphasized that the development of telecommunication educational website projects, prepared by teachers, tutors, creates a virtual and real learning environment with integrated multimedia technologies. While such activities the teachers improve their own level of information culture, and students, implementing project activities, form and expand a common educational space.

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Denysiuk Liubov PhD, associate professor of Social work and psychology department, National University of Life and Environmental Sciences of Ukraine

THE DEVELOPMENT OF SPIRITUAL VALUES OF STUDENT'S YOUTH IN CRISIS SOCIETY

The article considers the essence and role of spiritual values in the formation and development of modern democratic society. In particular attention is paid to psychosocial factors in the formation and functioning of the spiritual values of students. The education of the younger generation has always been one of the priority tasks of any public education. Values are formed gradually, throughout the process of socialization of the individual.

The basis of the values is formed during the period of primary personality socialization and then becomes relatively stable and changes significantly during the crisis periods of the subject and the social environment. The value orientations are formed under the controversial influence of various factors: education, activities of political organizations, labour collective, mass media, ideals, place of residence, level of political knowledge, professional interest, works of art and literature, the psychological characteristics of the individual, family, television, radio, cinema, the study of social science disciplines, self education. The values system is the regulatory mechanism of social behaviour of the individual. The values define psychological culture of a person.

Current students require special attention of the state and the public, because in a few years they will form the core of the Ukrainian intelligentsia, shaping the future of our country. The system of spiritual and moral education of students should be open. It is closely connected not only with the activity of internal structural divisions of the University and the directions of the educational process in institutions but constantly interacts with the environment.

Keywords: *students, values, spiritual value.*

Modern life in our country is characterized by crises in many areas of society. Major changes require the culture, mentality, life priorities, values. Destructive processes have the greatest influence on young people, which in this difficult time

standing on the threshold of adult life, and which proved to be one of the most socially neglected and vulnerable communities of our state. Artemova T., exploring the spiritual priorities of the Ukrainian youth, notes that modern young people are growing up in conditions of deep crisis of the political, socio-economic, ideological and spiritual foundations of human life. The impact of these processes increases and due to the shortcomings of the whole system of youth education in our state. It becomes obvious that without the revival of old and formation of new ideals of social development with spiritual values, norms, benchmarks it is impossible to raise a decent future generation, and to build and maintain the national statehood and identity. So the process of formation and development of spiritual values of the modern Ukrainian youth is an urgent problem that requires detailed research.

A significant contribution to the study of the axiological perspective has made domestic and foreign scientists. In particular the nature and the origin of values, their classification and systematization investigated V. Andrushchenko, I. Bychko, N. Bondarenko, V. Vasilenko, V. Gnatenko, N. Kagan, P. Kravchenko, V. Tugarinov, V. Shynkaruk, etc. are Important developments of domestic and foreign scholars on the nature of spiritual values, in particular, S. Anisimov, V. Bakirov, N. Serhiy Holovaty, S. Goncharenko, A. Grebnitskogo, A. Zdravomyslova, etc. The problem of systematization of Ukrainian national spiritual values, dedicated to the scientific works of N. Borisenkova, I. Vashchenko, S. Wozniak, A. Vishnevsky, Sytnyk, V. Stepankova, A. Grebnitskogo, A. Zdravomyslova.

According to scientists V. Andrushchenko, N. Borisenkova, A. Bondarenko, V. meadow, M. Levshina and others, on the individual as a bearer of spirituality can be judged by the following criteria of behavior and activity: belief in the Supreme idea, the belief in God the Creator, the need for justice, the ability to sincerely admit their mistakes, strong sense of self-respect and respect for another person, his human dignity, need and ability to listen and hear the other, the willingness to unselfishly help others, the disposition to mercy and charity, respect for social norms, the willingness to exercise gratitude, forgiveness, and repentance [4,5,6].

Another view is held by A. G. Zdravomyslova. He believes that the values can be attributed only to spiritual aspirations, ideals, principles, and moral standards.

"The content values due to the cultural achievements of society. The world of values is primarily the world of culture in the broadest sense, is the sphere of spiritual activity of man, his moral consciousness, his affections – those estimates, which Express the measure of the spiritual wealth of the individual" [9, p. 160]. Spirituality involves going beyond selfish interests, personal use and concentration on the moral culture of mankind. The indicator of personal maturity is the corresponding value hierarchy, leading to spiritual and moral values. They directly determine the main attitude of man to the world, to others, to itself, providing the highest criterion of orientation in the world and supports for personal expression, to determine their own life strategies and in choosing the ways of its implementation. The worth of the individual is conscious and taken by the common man a sense of his life (B. S. Bratus [9].).

Values are a Central regulatory element of life perspective and Express the conscious relation of man to reality. "It's perceived personality her dominant needs that determine the order of choice of those or other spheres of life, areas way of life, they provide the stability of personality in a vague or crisis conditions" [4]. The development of a humane, free and responsible personality is directly related to his system of spiritual values, in opposition to the utilitarian-pragmatic values. T. V. Butkovska represents the value system of the social subject: the constitutively-life (notions of good, evil, happiness, purpose and essence of life); universal: (a) vital (life, health, personal safety, welfare, family, relatives, education, law and order); b) public recognition (industriousness, social status); b) interpersonal recognition (honesty, altruism, kindness); d) democratic (freedom of speech, conscience, national sovereignty); particular (belonging to a hometown, family); transcendental (faith in God, commitment to absolute) [7, p. 29].

I. V. Vashchenko, N. In. Petrusevska defined set of core values that reflect the specifics of value consciousness of people in crisis-a reformed society. Optimal list of values is 14:

1) human life as the highest value, worth;

2) will the modern, liberal sense of this term as "freedom for..." implementation of socially positive needs and abilities of the individual;

3) morality as the quality of human behavior in accordance with universal moral and ethical standards;

4) communication with family, friends and other people, mutual aid;

5) family, personal happiness, procreation;

6) work as an end in itself the meaning of life and as a means of earning;

7) well – being-income, comfort their life and health;

8) initiative – initiative, the ability to show themselves, to be different;

9) the tradition – respect for tradition, to live like everyone else, dependent on surrounding circumstances;

10) independence, the ability to be an individual, to live according to their own criteria;

11) sacrifice – the willingness to help others, even to their detriment;

12) authority – the ability to influence others, to have power over them, to succeed, to win;

13) the rule of law is established by the state order for security of the individual, equality of rights of its relations with others;

14) liberty – archaic "freedom from..." limitations of declarations of intent of the individual, the pursuit of permissiveness [8, p. 30].

Exploring the psychological regularities of education of civic consciousness of the individual, M. Th. Borichevsky built a conceptual model of a Mature personality-citizen, the spiritual sphere which includes the value system, which consists of subsystems: the moral values embodied in many different forms of activity and semiactive man, aiming for approval in interhuman relations humane began: kindness, justice, tolerance, sincerity, integrity, mutual respect, dignity, responsibility, integrity, active opposition and the irreconcilable attitude to hypocrisy, cynicism, hypocrisy, obsequious, laziness and idleness, conscious hard work.

Civic values: patriotism (selfless love for his native land, its people, the state, the experience for the fate of the Motherland, the need to give all their strength, talent to the service of compatriots sense of responsibility for the present and future of the nation. States); interest in the history of his native land, his past; respect for famous people, heroes of the nation; active participation in the preservation and enhancement

of the traditions of the people, its culture, art, science; developed national consciousness; the desire to identify with their ethnic group, nation; national dignity. Legal values: legal education, law-abiding citizen; the possession of legal culture; conscious and responsible attitude to the rights and duties of citizens under state law; legal education; the active opposition of the legal nihilism; protection of the Constitution, state symbols; speech (her public role, to own it, to actively contribute to its protection and functioning in all spheres of public life throughout the state).

Ideological values (transcendental orientation of a person): belief in the Supreme idea; belief in invincibility, immortality of the human soul; good deeds; noble impulses and actions.
Environmental values: environmental education; awareness of the inestimable value of the natural environment in life; respect for nature; developed effective need to protect them from unreasonable and dangerous impacts; aesthetic appreciation of natural phenomena, awareness of their beneficial effects on feelings, perception of the world.

Aesthetic value: the aesthetic education; development of aesthetic tastes; the ability to distinguish the real noble beauty from cheap imitations, vulgarity. Intellectual value: the ability to think critically and self-critically; the ability to cherish their own objective opinions and views on various life phenomena; a person's ability to think logically; the ability to successfully perform complex mental operations.

Valeological values: responsible attitude to their mental and physical health [5, c. 23-25].

Mandatory components of the system of value orientations of students,in our opinion, should be: family values (the need of procreation, family traditions, relationships between family members), economic value (stability, performance), ethical values (understanding, good emotional well-being), social values (humanism, the Humanities, human freedom and comprehensive development and improvement of abilities, fairness, dignity, participation, democracy); religious values (belief in God, charity, tolerance, confessing God's commandments), professional values (the prestige of the profession its attractiveness; goals of the profession as an expression

of its social function, place in society; contents and conditions of professional employment; social position of the profession in relation to other social groups; sample personal representative of the profession; professional ethics and traditions typical of the profession, regulating the professional activities and lifestyle of its representatives).

The structure of values focused on the criterion of their scope, developed in the writings of G. Vashchenko, A. Vishnevsky, V. Yaniv, defines five groups of values: Absolute values of universal significance and unlimited scope. Category: people, truth, goodness, kindness, harmony is the tablet, which relies on the existence of all mankind. Therefore, in absolute ascribe humanistic values, essential content which characterizes the perception of man as the Supreme value and self-worth. Refers to absolute and religious values – Faith, Hope, Love. These categories are interrelated and cannot exist without each other.

National values of the Ukrainian people grow from its traditions and customs are reflected in folk songs, Proverbs, literature, and art. Categories such as national idea, the native language and culture, statehood, create a unique socio-political and spiritual life of the Ukrainian people. Among the generalized national traits of a typical Ukrainian, you can define meekness, sincerity, wit and jocularity, diligence and patience. All this is combined with high emotionality, sensitivity and lyricism that is in esthetism Ukrainian folk life, in a kind mood, concentrated focus on self-discovery through nature and the subtle reflections upon her beauty. These qualities define the "spirit of the nation", or the Ukrainian mentality.

Civic values – based on the equality of all people before the law and are reflected in the communities based on the principles of democracy. It comes inviolable rights and freedoms of man and his obligations to other people and the state, social activity, respect for laws and the like. These values are reflected in the person's realization belonging to the state or social status, readiness to work in good faith for prosperity of the Motherland, to protect her, sacrificing their own lives. Civil integrated these group values as class, caste, professional, corporate, political and the like.

Family values embody the spiritual foundations of existence, kind of like microsorium, the original cell of society. The source of their formation and development is the contradiction between biological instinct of continuation and preservation of a family and the challenges facing the family, society: the education of worthy citizens of his state, to preserve the gene pool of the nation, and the like. Among the core values that are part of this series include the following: family love, harmony, fidelity, care for children and other family members, equality senior and Junior, to preserve the memory of their ancestors.

Values of private life – are important first of all for the person, define her character traits, behavior, style of relating to other people. Their formation and development is influenced by the unity and struggle of two opposite principles in man – biological and social, the conflict between the needs of the individual and the public interest. This group values include: life as a value and the intrinsic value, freedom of choice, individuality, self-awareness, self-esteem, creativity, personal happiness as a manifestation of inner harmony [1,8].

Conclusions. Youth as a subject of historical process plays an important role in the creation of the Ukrainian society. Given that student age is a period of intense identity formation, the development of professional thinking and self-affirmation, extremely important is the issue of inclusion organized and controlled spiritually-moral education in the system of educational work in higher school. Current students require special attention of the state and the public, because in a few years they will form the core of the Ukrainian intelligentsia, shaping the future of our country.

The system of spiritual and moral education of students should be open. It is closely connected not only with the activity of internal structural divisions of the University and the directions of the educational process in institutions but constantly interacts with the environment.

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ESSENCE OF CONCEPT "VALEOLOGICAL VALUE S"

IERESKO O., Researcher of the Pedagogical Department of the National of Life and Environmental Sciences of Ukraine

The article is devoted to a brief overview of coverage in forming in pedagogical literature the term "valeological values" defining the essence of the concept. It is assumed that valeological values are a values to preserve and strengthen health.

Keywords: valeological values, health promotion.

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THE CONCEPT OF ENTREPRENEURIAL COMPETENCE OF FUTURE AGRICULTURAL ECONOMISTS

KALANDYRETS' N., Post-graduate Student of the Department of Social Pedagogics and Information Technologies in Education, National University of Life and Environmental Sciences of Ukraine

This article discusses the basic concepts of competence-based approach, such as expertise and competence; the concept of entrepreneurial competence is defined, the basic directions of economists' training in higher agricultural educational institutions are singled out; and the concept of entrepreneurial competence of future agricultural economist is defined on this basis.

Key words: expertise, competence, entrepreneurship, entrepreneurial competency, higher agricultural educational institution, entrepreneurial competence of future agricultural economist.

Kanibolotska Lyubov Valeryivna, *Post-graduate Student of the Department of Social Pedagogics and Information Technologies in Education, National University of Life and Environmental Sciences of Ukraine*

THE CONTENT AND THE STRUCTURE OF RHETORICAL COMPETENCE OF TEACHERS IN HIGHER EDUCATIONAL INSTITUTION

Summary. The article reveals the essence of the concept of rhetorical competence of the teacher, its transformation in the development process of mankind; the role of communicative skills acquirement in university teaching activity is highlighted. Different approaches to the interpretation of rhetorical competence content are analyzed, the basic components of rhetorical culture are considered, the structure of rhetorical competence of the teacher is presented.

Key words: competence, rhetorical competence, rhetorical culture, communicative competence, components of rhetorical competence.

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Kasatkin Dmytro, PhD, an assistant professor of social pedagogy and information technology in education, National University of Life and Environmental Sciences of Ukraine;

Kasatkina Olga, a senior lecturer in Information Systems, National University of Life and Environmental Sciences of Ukraine

Organization of electronic documents by improving information provision in higher education

The article reviewed examples of university information and communication system for the organization and management of electronic documents in institution. Illustrated with examples the problems that may arise in the process of creating electronic documents. Features of the work of employees who use the system of electronic document and the errors and problems that arise should be to be tracked, analyzed and considered. Described implementation of documents circulation in information and communication systems of the institution.

Keywords: *electronic document management, information and communication systems, document management, informational support*

Talking about the management and development of complex social and economic systems, including higher education institutions based on information technology, it should be noted that when they are used governance and development become dynamic and optimal. In this respect, the main problem of optimal learning management and business activity of the institution in the market environment is a choice of analytical methods and numerical algorithms for finding the most efficient solution, wherefore the widespread use of information and communication technologies promotes.

We should mention that a large number of domestic and foreign research scientists devoted to the problem of governance improvements of the quality of the educational process and efficiency of education management in the current economic conditions. Notable works of famous scientists: A. Alexeev, A. Andreev, Barannik M., V. Bykov, Alexander Verbitsky, M. Volkova, Halahina A., N. Goncharova, A. Dohalina, Dzhuryn A. Zabolotny E. Kirilinskoyi Yu, J. Kuz'minov, Melehyna V., N. Malikov, Maysakova D. Pankruhina A. Pishchulina S., M. Rogov, V. Sidorenko, Tverezovskoyi N. Chentsova A. Shchetinina V. and others.

However, despite the achieved results in the industry, there still remain a number of neglected issues. In particular, the problem of efficient management of spendings to improve the quality of educational process and evaluation of the implementation results and operation of information technology in the management system of the institution. Use of electronic documents in higher education institutions (HEIs) can significantly increase staff productivity, reduces the time it takes to process documents. In most HEIs a workflow system is formed and with growth of the institution it expands, resulting in the need of its analysis. Largely, productivity depends on the particular workflow in HEI, but we can not rule out the human factor. Features of the work of employees who use the system of electronic document and the errors and problems that arise should be to be tracked, analyzed and considered.

It turns out that improving the efficiency of electronic document management systems is impossible without analyzing specific enterprise workflow features and events of the system in use.

So inefficient use of electronic documents hinders the development of enterprises. Because information or document that was not received in time often leads to loss of time, money or new opportunities.

Consequently, the task was to develop software that can detect existing problems and monitor workflow works in electronic document management system.

The software solution of the problem is developed as a supplement to university information and communication system (hereinafter UIKS). University information and communication system (UIKS) [1] - a project developed for 6 years at the Center of New Information Technologies Novosibirsk State University (NSU TSNYT). The system provides automation of internal processes of the institution, and is responsible for handling electronic documents.

At the heart of any system of electronic document flow is a document. But lurking behind every document flow processes and, most importantly, people who carry out these processes. Let us illustrate the example of the problems that may

arise during the workflow. The document usually passes through several people, if the document is funnels responsible person who holds it for unnecessarily long period of time for documents of this type, the system allows to detect this and based on these data take administrative measures. The following possible problems were allocated for the analysis:

- delays in the approval and registration of documents
- errors in the content of the documents leading to their frequent cancellation
- load of the system in the presence of seasonally created documents
- incorrect load distribution on staff

For a visual display of the problems in the records management associated with the human factor, and monitoring work in electronic documents, it was decided to allocate the necessary cuts in their data and develop reporting based presentation. When you add new documents or change order workflow it may require the new reporting data, because the tasks of the exploration and allocation pattern most typical for the reporting processes of document management and creation of universal interface to work with them. This interface must provide equal representation of existing reports and provide easy, quick and convenient way of adding new statistics.

Submission of data sets in a graph provide better understanding of the results of statistical observations, interpret them correctly, greatly facilitate the understanding of statistical material, make it visible and accessible.

Graphic representation, primarily allow to control the reliability of statistical indicators, as presented in the chart, they show more clearly the existing uncertainties associated with the availability or collection and calculation errors, or features of a particular organization. Graphical displays will help to examine patterns of use of electronic documents, figure out existing relationships.

It is therefore necessary to have a graphical and tabular presentation of statistical data and obtain various forms printed on them.

In the system of electronic document management, provided by UIKS for university, are more than 47 types of documents for various purposes, including

official documents data on which is not revealing and can not be used to increase the efficiency of document management. In this regard, there is a task of configuration data collection.

First of all, the idea of reporting on various statistical data management system is necessary for staff that work directly with documents and for the management of the University; in same time the information provided should have a different amount, for example if for the employees it will be sufficient to see reports only those documents which they are working, manager of personnel need to see reports on all documents system. On the other hand it is necessary to restrict access to view reporting information, including the staff involved in the workflow.

Consider the general scheme document flow, shown in Fig. 1.

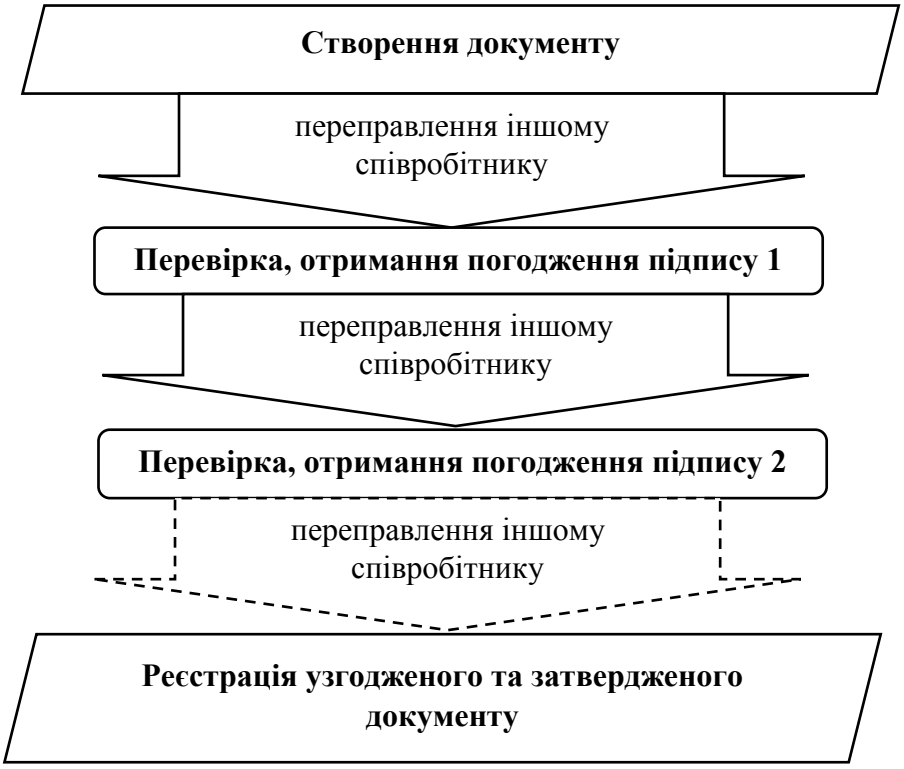

Fig. 1: General scheme documents

The document created by one person, redirected for matching signatures of one or more persons, after which the document is recorded.

Thus, the paper passes through several people, and hold of it by one of these persons drawn to stale of the entire processing of this document or even for the entire system.

Statistics of the documents flow. In UIKS one can establish regulated

document workflow, while the document may be reviewed by few persons. Calculate the average time spent on each site of document way. This information is needed to determine the delay in the document processing. On this basis we can change the way a document, for example, to remove the phase that delays the way, or take administrative measures to the staff. The same report estimates the average time spent on the document, which is useful when employee planning time of the beginning a document review.

Delays in the document flow. The report contains information about employees who caused major delays in the document flow and on what documents. Based on these data load is distributed to a specific person, or to change the way for some documents. The data are used to optimize and minimize processing time for the documents.

Quantitative statistics for the documents in time periods. Information about the number of new registered and canceled documents for a period of time - year, month or semester. Based on the data Seasonal documents are determined and optimally distributed processing of documents by month. Also, based on data from different years, changes in the number of documents processed by the system of electronic document are being observed.

Statistics of time spent on various documents. For the selected person the percentage of time spent on each type of document is calculated. The report based on this data allows to control the business process workflow, making a positive impact on the administrative discipline of the organization. Based on the data load is distributed among employees. The report is aimed at minimizing the time working with documents.

For each slice of data data developed reporting idea, tabular and graphical form, most graphically depicts statistics.

Universal interface of analytics of the workflow.

Set of various sections of the data presented in the form of reports, will help to notice when problems arise in the office and take the necessary measures. For easy analysis of the results of these reports and develop new reports a universal

interface was developed.

In the analysis of selected data requirements for the submission of their interface and functionality were identified common features of reports on documents. Given the selected features, template of idea was developed , which is schematically shown in Fig. 2. The interface breaks the user workspace into two main parts.

Fig. 2: template reporting

Left constantly displays a list of available user statistics. The right part changes according to the selected statistics. Scalability is available for both parts , up to hide the list of reports for easy reporting of results. The idea of using this interface was borrowed from other interfaces UIKS.

The right side, in its turn, is divided into 3 parts.

1. Report options

2. The main space contains two tabs, which display graphical and tabular presentation of the report

3. A panel of available operations on the data.

Such splitting has several advantages.

1. The user always has visiblility of parameters, which carried out the data collection.

2. There are reports, for which there is a graphic representation, and with such a partition there will be no "graph" tab in the report which will maintain uniformity in the mapping.

3. Operations with data are always available.

4. Graph and tabular data spaced so that they do not interfere with each other and watching at the same time between them can quickly change.

Electronic Document Management System in UIKS configured through XML configuration files, this idea was also borrowed for the configuration interface developed.

Reports available in the interface are set as a configuration parameter of the interface.

For each report,its parameterization and calculation are specified same as the method of reporting data. Then, based on the configuration , parameters and results of the report are put in the interface analytics workflow.

To build a graphical display JFreeChart library was used . This library allows to create graphics of any complexity, here are some benefits that contribute to its choice:

- the ability to create various types of charts and graphs, manage slogans, colors and other graphic elements
- receiving graphics in different formats, eg, JPEG or PNG, so, just use the results to display in a browser or to save a file
- Detailed records available
- Library is a free open source product

Using *System permissions* is performed as follows. For each document in its UIKS defined template, the template is defined in configuration, which contains general information about the document, about the role, possessing which users can work with this document, and the way the document.

To provide flexible access rights configuration template flags were added to allow or prohibit data collection on this document for the user that has a certain role.

This access control allows you to:

- for each document separately to allow them to collect certain data reporting
- for each user to define a set of reports available to them to collect documents and accounting data

For users not involved in the management of documents in UIKS created a special right of access, allowing them to view specific system statistics.

Statistical reports. Using developed universal interface for working with reports, reports have been implemented on the dedicated sections for these documents NSU.

Data are collected based on the information about the documents and about committed transactions with them, which is stored and kept in UIKS.

Each report has a graphical and tabular presentation that are displayed in the interface. And a hard copy of tabular data available in a format MS Excel, and schedule increases, opening a separate window and affordable graphics file format JPEG.

Data collection is conducted in the time period selected by the user. Data are collected separately by type of document that was specified by the user to help identify the necessary information at a particular point.

Implemented statistics of the documents flow determines detain stretch of track documents. The report calculated the average time spent on each site of the documents way, for different types of documents. It is used to analyze the configuration document workflow for different document types. Report gives estimate of the the average time spent to conduct a document at each stage of his journey, and of the whole document.

The program allows to graphically display a report representation on data collected for about 4 years on selected types of documents.

In the reports managment there are documents, work on which is active during certain periods of the year, let us call them "seasonal Documents". It is important to define "seasonal documents" and the season in which they occur, as these periods require quick turaround in documents workflow. Control of the

"seasonal documents" will let us to finalize them at the right time, and to distribute the load on the staff during the year.

The report shows the percentage of registered documents to not registered, produces control over documents tht are in the document processing. This information will allow us to monitor the progress of implementation of the document, and to assess the time to the end of what could be useful, for example, for "seasonal documents."

Program allows graphical representation of the results of this report, the data collected for the month of January for the document "Instructions dean in charge."

Quantitative statistics on the documents for the period shows how many and which documents were created, registered and canceled for a certain period of time. The report will analyze the dynamics of the documents based of their shared time with documents by month or quarter. Also, this report defines "Seasonal documents" in the office.

In conclusion we note that we have set out an analysis of the software that can detect problems of documents workflow and managment, related to the quality of duties performance of employees.

While working on the task datasets that allows you to monitor changes in the number of documents to analyze delays on their basis a model business processes for information about the progress of the work on the document were highlighted. Also the characteristics of the data and developed their stereotyped idea of reporting were identified .

Based on this model was created interface in the automated university management system (UIKS), which provides universal graphical representation reporting to identify systemic problems and document workflow.

Currently interface adopted to the industrial operation.

The main directions of further research and development will be focused on the provision of new sections of data to improve performance of electronic documents workflow.

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ОРГАНИЗАЦИЯ ЭЛЕКТРОННОГО ДОКУМЕНТООБОРОТА ПУТЕМ СОВЕРШЕНСТВОВАНИЯ ИНФОРМАЦИОННОГО ОБЕСПЕЧЕНИЯ В ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ.

Касаткин Дмитрий Юрьевич, доцент кафедры социальной педагогики и информационных технологий в образовании, Касаткина Ольга Михайловна, старший преподаватель кафедры информационных систем НУБиП Украины.

В статье рассмотрены примеры использования университетской информационно-коммуникационной системы для организации и управления электронным документооборотом в высшем учебном заведении. Проиллюстрировано на примерах проблемы, которые могут возникнуть в процессе создания электронного документооборота. Описана реализация пути документов в информационно-коммуникационной системе учебного заведения.

***Ключевые слова**: электронный документооборот, информационно-коммуникационные системы, управление документами, информационное обеспечение.*

ОРГАНІЗАЦІЯ ЕЛЕКТРОННОГО ДОКУМЕНТООБІГУ ШЛЯХОМ ВДОСКОНАЛЕННЯ ІНФОРМАЦІЙНОГО ЗАБЕЗПЕЧЕННЯ У ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ.

КАСАТКІН Дмитро Юрійович, доцент кафедри соціальної педагогіки та інформаційних технологій в освіті, КАСАТКІНА Ольга Михайлівна, старший викладач кафедри інформаційних систем НУБіП України

В статті розглянуті приклади використання університетської інформаційно-комунікаційної системи для організації та управління електронним документообігом у навчальному закладі. Проілюстровано на прикладах проблеми, які можуть виникнути в процесі створення електронного документообігу. Описана реалізація шляху документів в інформаційно-комунікаційній системі навчального закладу.

***Ключові слова**: електронний документообіг, інформаційно-комунікаційні системи, управління документами, інформаційне забезпечення*

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КОВАЛЬЧУК Тамара Іванівна, кандидат педагогічних наук, доцент кафедри соціальної педагогіки та інформаційних технологій в освіті Національного університету біоресурсів і природокористування України,

КУЛИК Валерія Володимирівна, магістрант гуманітарно-педагогічного факультету Національного університету біоресурсів і природокористування України

СОЦІАЛЬНО-ПЕДАГОГІЧНА РОБОТА З РОЗВИТКУ МОРАЛЬНИХ ЯКОСТЕЙ СІЛЬСЬКОЇ МОЛОДІ

У статті висвітлено аспекти морального виховання старшокласників засобами книги. Схарактеризовано різновид соціально-педагогічної діяльності – соціально-педагогічну роботу з розвитку моральності, спрямовану на розвиток морально-духовних якостей особистості через застосування спектру засобів виховання. Відображено результати експериментального дослідження з визначення рівня сприйняття та засвоєння учнями тих морально-особистісних характеристик, які несуть в собі художні твори.

Ключові слова: мораль, моральність, моральні цінності, розвиток морально-духовних якостей.

Постановка проблеми у загальному вигляді. Проблеми молоді завжди привертали увагу громадськості, але особливо актуальними вони стали останнім часом. Не секрет, що гуманізація і демократизація сучасної національної школи висуває на перше місце морально-духовне виховання учнів.

Моральна культура сучасної молоді далека від високого рівня. Цинізм, грубощі у спілкуванні з дорослими та ровесниками, жорстокість, нерозуміння високохудожнього мистецтва та навіть небажання його сприймати – усе це, на жаль, притаманне сучасному старшокласнику. Така «культура» не здатна сформувати в молодої людини нічого, крім аморальності та бездуховності. Доводиться навіть констатувати, що в нашому суспільстві панує сьогодні культ насильства й усе це цілеспрямовано «вбивається» у свідомість і підсвідомість, одурманюючи юні душі.

Тому метою сучасної школи стає виявлення умов ефективного формування моральної культури школярів, зокрема, й засобами книги [4]. Адже моральний, інтелектуальний, естетичний розвиток дітей та підлітків безпосередньо пов'язаний з одержанням ними духовної «їжі».

Аналіз останніх досліджень і публікацій. У педагогічній літературі питання морального виховання засобами книги знаходило своє відображення в дослідженнях В. Сухомлинського [7], С. Сіропolко [6], С. Карпенчук, О. Богданової [1], Н. Гавриш [2], в яких висвітлюється сутність основних понять, теоретичних засад, обґрунтовуються шляхи подальшого розвитку принципів, змісту, форм та методів розвитку моральності у загальноосвітніх навчальних закладах засобами книги. Та в цілому проблема залишається далекою від вирішення.

Результати досліджень та їх обговорення. Соціально-педагогічна робота з розвитку моральності – різновид соціально-педагогічної діяльності, який спрямований на розвиток морально-духовних якостей особистості шляхом застосування засобів виховання. Засобами виховання є художня література, фольклор, газети, журнали, радіо, телебачення, кіно, театр, виставки, музеї, ігри, спорт, художня самодіяльність, цікавий співрозмовник, різноманітні предмети культури і природи. Казка, приказка, прислів'я, народні прикмети мають важливе значення у соціально-педагогічній роботі з дошкільниками та молодшими школярами.

Враховуючи вікові особливості дітей, у молодших школярів за допомогою перегляду фільмів-казок і мультиплікаційних фільмів формуються уявлення про «добро» і «зло», відповідне ставлення до них [3, с. 200]. Підлітків захоплюють сильні й горді герої пригодницьких фільмів. Старшокласники з інтересом переглядають фільми детективного жанру. Обговорення їх дає змогу соціальному педагогові акцентувати увагу на різних правопорушеннях і злочинах, на необхідності боротися з ними.

Любов до рідної землі, захист її кордонів, повага до її символів, історії, культури, мистецтва – це найвища мета і найглибший зміст соціально-педагогічної роботи. Вечори, свята, ранки-зустрічі, літературні вікторини, конференції, випуск стінної газети, робота з пресою, радіо- і телебаченням закріплюють, збагачують та поглиблюють знання, формують ціннісні світоглядні орієнтири молоді, розвивають індивідуальні творчі здібності та

нахили, поширюють виховний вплив у різних напрямах виховання. Читацька конференція – важливий засіб пропаганди художнього слова, яке допомагає глибше зрозуміти зміст та поетику твору, прищеплює літературно-естетичні смаки [4].

У своєму трактаті «Наставление нравов» видатний чеський педагог Я. А. Коменський цитував давньоримського філософа Сенеку, який писав: «Навчись спершу добрим правилам моралі, а потім мудрості, бо без перших важко навчитися останнім». Відомий педагог наводить народний вислів: «Хто встигає в науках, але відстає в добрих правилах моралі, той більше відстає, ніж встигає» [цит. за 4].

Вчені по-різному тлумачили сутність моралі як: досвід житейської мудрості, школу виховання людини, навчання її доброчесності, виконання божественних заповітів, що забезпечують безсмертя особистості, вищу насолоду, вдоволеність індивіда своєю поведінкою, найкоротший шлях до щастя, самодостатнє служіння честі, виконання незаперечного обов’язку, інструмент збереження порядку в суспільстві, забезпечення чесності у взаєминах людей, вимогу суспільної користі, викриття банальної, несправедливої дійсності, "суд над життям" і собою, служіння ідеалу, засіб взаєморозуміння і згуртування людей, особливий засіб пізнання, визначення вищого сенсу людського життя тощо [3; 4].

Мораль як одна з форм суспільної та особистісної свідомості є системою поглядів, уявлень, норм й оцінок, що регулюють поведінку людей. Її основу становлять переконання, звичаї, традиції, громадська думка. Вона охоплює всі сфери суспільного буття: ті, що регулюються державою (політика, виробництво, соціальна сфера, сім’я тощо) і ті, які держава чи громадські організації не регулюють (дружба, любов, товаришування, побут). Мораль є свідченням певного рівня розвитку, духовної зрілості людини, характеру її відносин з іншими людьми і світом. Осмислення сутності моралі передбачає з’ясування її основних компонентів та характеру їх взаємозв’язку.

Структурно мораль утворює дві сфери: моральна свідомість і моральна

практика (моральність), кожна з яких має свою будову. Мораль не існує поза свідомістю, адже людські вчинки не отримали б морального виміру, якби людина не була здатною усвідомлювати їх суть, співвідносити їх з власними уявленнями про добро і зло, належне і справедливе із власним сумлінням [цит. за 5].

Завданнями емпіричного дослідження виступали: аналіз рівня знань учнів з основних понять моральних цінностей (за допомогою тесту «Моє розуміння моральних цінностей», опитувальника ДРМЕВО); визначення доцільності застосування книги як засобу розвитку моральних цінностей (анонімне анкетування «Чи любите ви читати?»); аналіз засвоєння учнями моральних цінностей та якостей в результаті читання творів. Експериментальне дослідження проводилось з учнями гуманітарного профілю сільської школи (Гружчанська ЗОШ І–ІІІ ступенів). У ньому брало участь 52 респонденти (25 учнів 10 класу, 27 – 11 класу). Головна мета дослідження – охарактеризувати рівень сприйняття та засвоєння учнями тих морально-особистісних характеристик, які несуть в собі художні твори.

На етапах емпіричного дослідження проводилося анкетування «Моє розуміння моральних цінностей», використовувався опитувальник ДРМЕВО за І. Г. Тимощуком, здійснювалося анонімне опитування «Чи любите ви читати?», аналізувалися уривки з творів.

При проведенні анкетування «Моє розуміння моральних цінностей» виокремлено три групи завдань, що стосуються моральних цінностей:
1) вибір з числа пропонованих варіантів той, що найбільше підходить до даних понять; 2) визначення понять «добра людина», «справедливість», «відповідальність», «працелюбність»; 3) підбір синонімів; 4) підбір антонімів (до кожного з понять).

Опитувальник ДРМЕВО за І. Г. Тимощуком використовувався для діагностики рівня морально-етичної відповідальності особистості. Будь-яка риса морально-етичної сфери особистості проявляється в певних ситуаціях, які вимагають актуалізації та конкретного зовнішнього прояву моральних

якостей в діях і вчинках. Високий рівень сформованості морально-етичної відповідальності пов'язаний із соціальною відповідальністю, високим рівнем саморозуміння, низьким рівнем соціальної бажаності. Проведено анонімне опитування «Чи любите ви читати?». Цікавими були результати: 36 % респондентів люблять читати, 61 % – читають тільки необхідне, 3% – не читають взагалі. Як бачимо, відсоток тих, що люблять читати досить низький. Результати перших трьох етапів нашого дослідження відображено в таблиці 1:

Таблиця 1

Результати експериментального дослідження (1-3 етапи)

Рівні	Назва дослідження		
	Анкета «Моє розуміння моральних цінностей»	Опитування «Чи любите ви читати художню літературу?»	Опитувальник ДРМЕВО
Високий рівень	23 %	36 %	12 %
Середній рівень	68 %	61 %	72 %
Низький рівень	9 %	3 %	16 %

Нами також було розроблено план уроку-бесіди для її проведення у навчальних закладах з учнями 10–11 класів. Дослідження проводилось з учнями гуманітарного профілю сільської школи (Гружчанська ЗОШ І–ІІІ ступенів). В експерименті брало участь 52 респонденти (25 учнів 10 класу, 27 – 11 класу). Головна мета дослідження – охарактеризувати рівень сприйняття та засвоєння учнями тих морально-особистісних характеристик, які несуть в собі художні твори.

На четвертому етапі дослідження зачитувалися уривки з творів, що несуть в собі різну морально-духовну проблематику, які учні вивчали раніше. Зокрема, аналізувалися під таким кутом зору «Кайдашева сім'я» І. Нечуя-Левицького та «Зачарована Десна» О. Довженка. Респондентів опитано про

ставлення до героїв твору; переживання, викликані читанням рядків; проблематику твору, яку виражає уривок; яким чином можна перенести ці проблеми в сьогодення і чи є вони актуальними; що з прочитаного винесено для себе. Проведений аналізу результатів тестування на тему: «Моє розуміння моральних цінностей» свідчить, що високий рівень отримало 23 % (15–16 балів) респондентів; середній рівень – 68 % (9–14 балів); низький рівень – 9 % (8 балів і нижче).

За опитувальником ДРМЕВО отримано наступні результати: високий рівень сформованості морально-етичної відповідальності (МЕВ) мають 12% (5–25) учнів; середній рівень – 72% (5–15); низький рівень – 16% (0–5). Високий рівень сформованості МЕВ мають учні, які знають моральні цінності, правильно розуміють сутність основних моральних цінностей і можуть вдало оперувати моральними поняттями; середній рівень – учні, які інтуїтивно розуміють сутність моральних цінностей, беручи свої уявлення з реального життя; низький рівень – учні навряд чи розуміють, що таке моральні цінності, хоч це ще не свідчить про аморальність.

На основі нашого дослідження з розвитку моральності старшокласників засобами книги розроблено методичні рекомендації для загальноосвітніх закладів з метою підвищення рівня морального розвитку; створено сценарій відповідного позаурочного заходу; вибірково проаналізовано літературу за навчальною програмою 11 класу та надано рекомендації до її використання; деталізовано приклади форм соціально-педагогічної діяльності, які сприятимуть розвитку моральності старшокласників засобами книги; створено банк народних прислів'їв на моральну тематику.

Висновки і перспективи подальших розвідок у даному напрямку. Отже, після проведення експериментального дослідження, враховуючи всі чотири етапи дослідження, можемо зробити висновок, що розвиток морально-духовних якостей старшокласників у Гружчанській ЗОШ І–ІІІ ступенів знаходиться на середньому рівні. Проте педагогічний експеримент

показав, що для розвитку моральності можна успішно використовувати художню літературу. Художнє слово відкриває широкі можливості для залучення учнів до безцінних духовних надбань, скарбів, віками нагромаджуваних талантом і розумом українських та інших народів світу. А це і є одним із найкращих засобів збагачення духовного світу кожної особистості. Художнє слово здатне урізноманітнювати, забезпечувати повнокровне життя. І завдання читача – навчитися якнайповніше сприймати все те, що передає йому письменник художнім словом. У соціально-педагогічній роботі з розвитку моральності найбільш універсальним засобом виховання вважаємо книгу. У перспективі подальшими нашими дослідженнями будуть дослідження самостійного підвищення морально-духовного рівня особистості.

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КОВАЛЬЧУК Тамара Ивановна, кандидат педагогических наук, доцент кафедры социальной педагогики и информационных технологий в образовании Национального университета биоресурсов и природопользования Украины,

КУЛИК Валерия Владимировна, магистр гуманитарно-педагогического факультета Национального университета биоресурсов и природопользования Украины

СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ РАБОТА ИЗ РАЗВИТИЯ МОРАЛЬНЫХ КАЧЕСТВ СЕЛЬСКОЙ МОЛОДЕЖИ

Освещены некоторые аспекты нравственного воспитания старшеклассников средствами книги. Охарактеризована разновидность социально-педагогической деятельности – социально-педагогическая работа по развитию нравственности и направлена на развитие морально-духовных качеств личности путем применения средств воспитания. Показано результаты экспериментального исследования по определению уровня восприятия и усвоения учащимися тех морально-личностных характеристик, которые несут в себе художественные произведения.

Ключевые слова: мораль, нравственность, моральные ценности, развитие морально-духовных качеств.

Tamara Kovalchuk, Ph.D., Associate Professor of Social Pedagogy and Information Technologies in Education of the National University of Life and Environmental Sciences of Ukraine,

Kulyk Valeria, Master of social pedagogy specialization of the National University of Life and Environmental Sciences of Ukraine

SOCIAL-PEDAGOGICAL WORK ON DEVELOPMENT OF MORAL CHARACTER OF RURAL YOUTH

The highlights some aspects of moral education of senior pupils by means of the book. It characterizes the kind of socio-educational activities - social and pedagogical work on the development of morality and aims to develop the moral and spiritual qualities of the person through the use of education funds. As the As the conclusion it displays the results of experimental studies of determining the level of perception and learning by students of the moral and personal characteristics, which carry artistic works.

Keywords: morality, ethics, moral values, develop moral and spiritual qualities.

PROFESSIONAL COMPETENCE OF MANAGER AS PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

Kolisnyk Nadiya Volodymyrivna, postgraduate student of the Department of Pedagogy National University of Life and Environmental Sciences Ukraine

The paper describes the development of competence approach in management science. It set out the basic requirements for the professional activity of managers and explained their responsibilities. The essence of professional competence of managers of agroindustrial complex and described its structure.

Agricultural managers, competence approach, professional activity, professional competence and professional responsibilities.

Formulation of the problem in general. The principles defining competencies as certain factors that affect the performance of professional activities formulated D. Makkeland [7] and published them in 1973 in the journal "American Psychologist" in the article "Testing competence rather than intelligence." The essence of the methodology proposed by D. Makkeland [7], was to compare the most successful employees with less successful factors to determine performance, awareness and psychological characteristics of the behavior that is the cause of success in a particular occupation. Thanks to exit the labor Boyatsisa R. [9] "Competent Manager: A model of effective" approach based on competence was more widely known. This work started research competency models and ideologies "movement competencies," in it Boyarits R. described the logical model of an integrated management competence, which explains interconnection managerial abilities. In addition, the scientist presented a model of individual competence and identified differences competencies needed for the production manager, marketing, personnel, financial managers.

Analysis of recent research and publications. Overseas studies have shown that success is determined by management at least three basic skills. The first of these depends on the practical and technical skills and the possession of special knowledge. The second skill is deep and systemic thinking managers exercise of strategic planning, the formation of relationships in the organization, defining the rules of corporate behavior. The third and most important skill any leader - man-who know. It refers first of all the ability to work with people and among people based on common sense and psychological and pedagogical knowledge to assess others and their motives, implement effective management activities [5].

Formulation purpose article. Considering the foregoing purpose of this article - to describe the professional activities of managers reveal the essence of professional competence of managers agriculture and determine its structure.

The main material . Managers in their professional activities require flexibility and boldness in the implementation of specific management problems because they live and work in an environment situations that are constantly changing. Therefore, managers of insufficient care professional competence arises in the problem solving process that leads to delay administrative decisions and reducing the effectiveness of management influence. Professional in sphere of management must demonstrate high competence in the course of the adoption of timely and appropriate management decisions, and that requires the application of new skills and approaches to the management process. Mastering these skills and approaches is directly in the educational process.

The content of work organization manager is scientifically informed decisions on issues such as sharing and cooperation of employees of a certain department or the economy in general, the choice of optimal systems and methods of work, recruitment and placement of personnel, organization of jobs and create an effective working environment for employees farms, the use of Mechanization of administrative work, determined by their specific solution methods and management style manager, his education and vocational qualification level, improvement of which is one of the most important tasks.

The art of selecting the right wording and purpose, manage the process of implementation, including an assessment of the degree of implementation achieved inherent really skillful manager- leader. Difficult to manage people, if the objectives are not clear and understandable and managers and subordinates. Manage - then encourage others to accomplish a specific goal, not force others to do what he thinks is right. [4]

Currently not lost their relevance to management of the basic requirements, despite the fact that were formulated long ago. The main ones are: professional competence; formation of personal and professional responsibility, based on the economic thinking, human values and morality; willingness to analyze and evaluate problems, problems, situations, readiness for decision making; communicative competence - knowledge of at least one foreign language, literary ownership oral and written language, the ability to draw up the documents required within the field of professional activities, computer literacy, possession of modern means of communication; willingness and commitment to conscious and direct, personal and professional development, training.

In order to carry out managers should have specific knowledge and be able to use them in their daily work with management. Requirements for the professional competence of managers can be divided into two groups [6]. The first group includes mastery implementation of production tasks, knowledge, skills and abilities that are acquired directly in the process of studying management science, its laws, principles, methods and means of information. Manager who works professionally, always uses the achievements of science in the processes, methods, forms of management, which improve the efficiency of managing [2, p. 153-155].

The second group of the requirements for professional competence of managers associated with the ability to work with people and manage them. In carrying out its functions, managers interact with a wide range of people - colleagues, subordinates, supervisors, senior administrators, shareholders, suppliers. To work with different character and temperament of the people, the

manager should have many specific personal qualities that reinforce the trust and respect of those with whom they come in contact. First and foremost, as follows:

- a high sense of duty and commitment;

- honesty in relations with people and trust in partners;

- respect and care about people, regardless of their place in the hierarchy of the company;

- the ability to quickly recover their physical strength and showers and critically evaluate their activities.

These and many other qualities and requirements for specialists in sphere of management determine style of manager, the production process and, therefore, are important factors of efficiency and productivity of the entire company [3, c. 144 - 145].

Our analysis provides grounds for understanding the essence of professional competence of specialists in management as a quality integrative characteristics of the individual professional, defining its willingness and ability to use professional functions in the field of economic activity, better decisions with the use of professional knowledge and previous experience to achieve the desired result through an innovative technology of economic development and taking into account the features of national society and personal responsibility for decisions. That is why "the professional competence of the manager agricultural complex" we define as quality, professional integrative characteristic that unites knowledge of business ethics and economic characteristics of agriculture, managerial, organizational, political and socio-psychological knowledge and skills, and as creative thinking and creativity, willingness to take risks and take responsibility, the ability to predict the performance of the agricultural company, to plan the possible gains and losses depending on the peculiarities of agricultural production, critically assess the impact of their own activities.

Formation of professional competence is a learning process that provides the type of cognitive transformation into a professional. Implementation of this process requires a new professional education content and new organization of the

professional process. Formed as a result of learning, professional competence consists of three components: motivational-value, cognitive, procedural and personal-reflective (Fig. 1.)

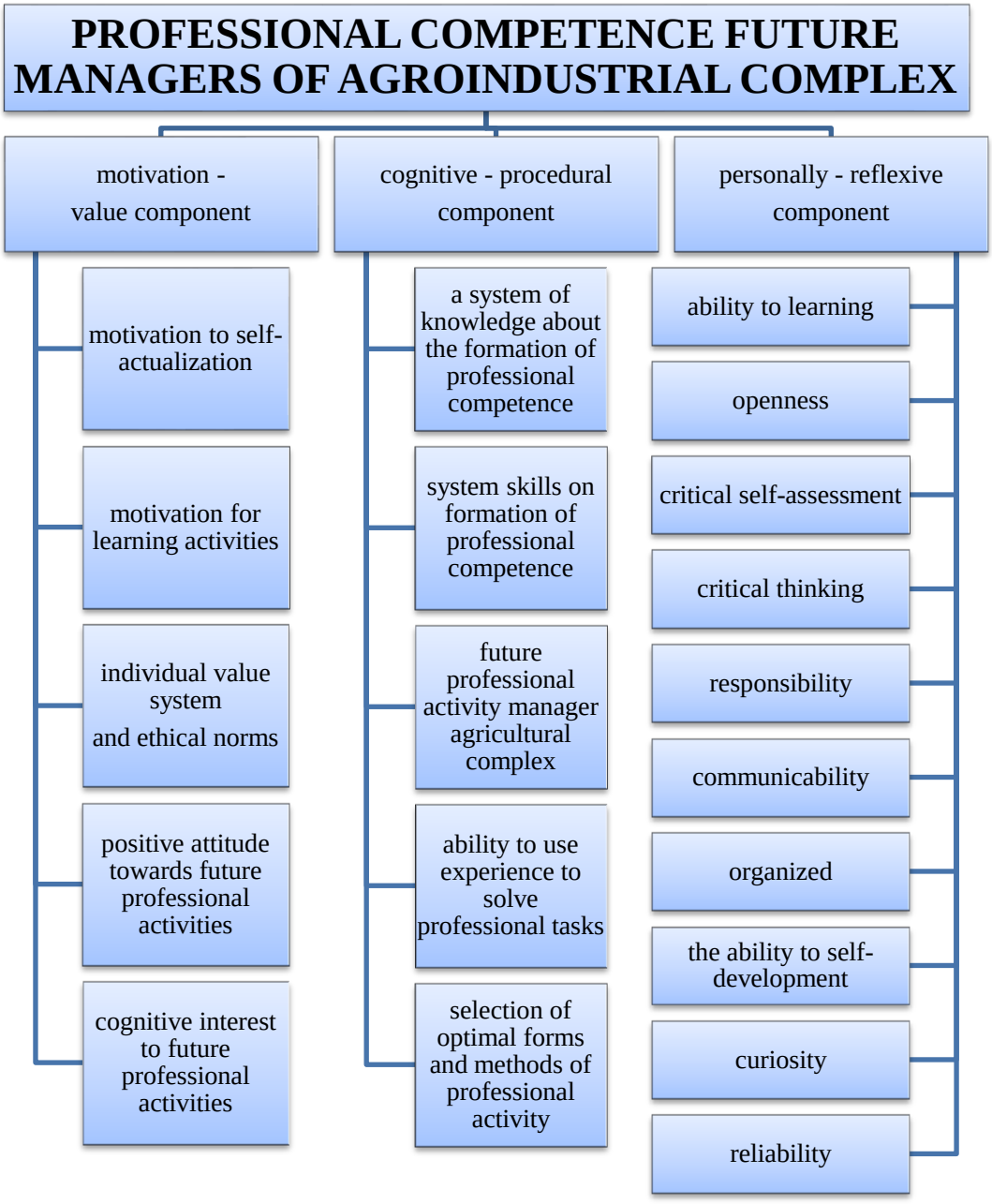

Fig. 1. Block diagram of the professional competence of the future managers agricultural complex

Motivational - value components considered by us in the aggregate and quality needs to improve memory, thinking, creative abilities; possession involves scientific methods and forms of knowledge; ability to understand their needs and

interests to operate in the agricultural sector and to satisfy them; the ability to realize the need to set new challenges for their own self-improvement through active cognitive activity. Indicators of formation of motivational-value component is an awareness of the social significance of his own profession; identify initiatives in diagnosing their own learning needs and formulating learning goals; understand the need for continuous personal growth.

Motivational-value component provides the willingness and ability of the individual; encourages the discovery of their own possibilities and potential. Motivating staff helps create conditions for the effective regulation of interpersonal relationships between members of the personnel, supports the development of creative potential of employees to promote innovative ideas, makes it possible to prevent stress, use socially acceptable ways to overcome it.

Cognitive-procedural component is one of the factors that determine the quality of management, it includes knowledge, skills and ability of the manager to the implementation of management. Cognitive-procedural component manifested in the willingness and ability on the basis of special knowledge and skills, focusing on clear goals and using active methods, independently and objectively solve professional tasks, problems and achieve results. This willingness and ability to coordinate the purpose of the action plan for solving problems and issues.

Personality-reflective component reflects the willingness and ability, together with other people to understand and evaluate information about business relationships and connections, draw conclusions on these issues. This includes the readiness and ability to develop their own strategies and technology training in one or more professions and use this ability throughout life. This component involves the willingness and ability to understand and create situations of communication to formulate, analyze and present their views and beliefs, fluent communication genre, use the terms in the business context, to know the form of business communication. The structure of this component are personal qualities of future managers, whose development is essential in the learning process on the basis of

socio-economic development of modern society. Personal qualities of future managers can be divided into three groups:

1. Quality of government - the ability of critical self-esteem, commitment, independence, responsibility, reliability, curiosity, ability for criticism, communication.

2. Quality of the impact on others - respect for others, and the willingness and ability to live in society and build relationships with people, finding rational ways to relieve tension in relations between the parties interaction. Mastering this group qualities contributes to success, as the manager is able to create a favorable social and psychological climate in the team and able to convince subordinates that their personal success depends on how much progress the goals that facing the organization.

3. Ability to teach colleagues and subordinates - openness, organization. These skills are essential for managers, because in a sense, every manager is a part-time teacher whose responsibilities include creating favorable conditions for personal growth of staff and consider the possibilities of each individual employee. Public expression of their own opinion, as well as paying attention to the opinions and advice of colleagues and subordinates significantly increases the value leader as a person, as a professional worker and as a friend.

Conclusions. Content competencies in the structure of professional competence of future managers we identified in accordance with the provisions and requirements of the competency approach to graduates of economic specialties, as well as the characteristics and specific professional activity of future managers. Built Structure Competence Manager includes basic professional competence, which should have a graduate field of study "Management", but it is not the complete and remains open.

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Korolenko Victor Leontiyovich**,** candidate of pedagogical sciences, teacher
Mikolayvskogo national university of the name of V.O.Sukhomlinskogo

viktorko73@mail.ru , +380671286254

FAMILY AND ITS INFLUENCE ON MORAL FORMING OF CHILD

Annotation. *In the article the ways of decision of problem of the moral forming of child are analysed by co-operation of family and school. Pedagogical and psychological influence is described during an educator process. The analysis of experience of compatible educator work of teachers and parents is conducted, found out effective receptions and methods of education. Specified on importance of ability of teachers to use the experience in an educator process.*

Key words: *moral, knowledge, conduct, value, education.*

Raising of problem is in a general view. The changes of tendencies in the system of education in Ukraine are caused by a dynamics and conformities to law of society instrumental in growth of requirements to the moral forming of rising generation.

Analysis of the last researches the decision of this problem is founded in which.

Scientific approaches in relation to the question of children became the article of research of many research workers of C. Goloda, C. Goncharenko, O. Dokukinoy, M. Zemskoy. B. Kovbasa, O. Kononko, T. Kravchenko, but other.

The purpose of the article is illumination and analysis of leading pedagogical ideas which make basis of moral education of children of school age. **The task** of this article is an increase of efficiency of process of moral education of children of school age with the help of the use of different active pedagogical approaches.

A selection of not decided is раніше parts of general issue, which the noted article is dedicated. In labors of the research workers indicated higher

the moral forming of children of school age did not find the proper concordance in the system of educator problems. The analysis of modern scientific literature witnessed that the problem of the moral forming of children had been examined not enough, that is why there is a necessity of the detailed study of this problem.

Exposition of basic material.

Education of children in our country is one of tasks of state importance. Children are educated in preschool establishments, schools, out-of-school organizations and establishments, but the first educators are parents. Ukrainian family is a primary collective of Ukrainian society, his cocks are closely constrained between itself by domestic copulas and general interests.

A father and mother educate children not only a word, by persuasion but also personal example, conduct. The especially strong educator operating of parents is on children in a period, when they only begin to co-operate with circumferential and cognize outward things.

Most modern parents, spare to education of children much time and attention. A necessary condition for education of children in family is harmony and good organization of domestic relations. If relations between parents the loves based on feeling and mutual honour, for children, feeling of comradely mutual help is produced and develops. They get used to combine the personal interests with interests of other family members, and afterwards with interests of society.

The high level of moral formed of parents will be instrumental in efficiency of education of children in family. If parents aim to educate moral qualities for children, and does not own such qualities, them educator work will not give the expected results. It is necessary to carry out permanent control of parents after the personal conduct, to take into account that an ordinary talk which they conduct in presence children influences on moral development of children.

Investigating a concept the seed M. Lukashevich is selected by three basic stages it historical development: “family is in pre-christian society (from домінацією of парної family, late marriages, by plenty of be single people); family is in christian society (with large influence of church on domestic life and marriage, by prohibition of marriages between related by blood, with the voluntarily entering into marriage, by practical impossibility of broad patterns, by prohibition of abortions and others like that); family is in industrial society (with beginning of industrial revolution in the end XVIII age there is the first revolution in domestic life: decline of entering age into marriage, increase of birth-rate, considerable distribution of womanish labour, permission of broad patterns after a court decision i but other)” [10, p. 197].

Productive is position C. Goncharenko, that a “seed is carried out by educator influence on a child from the first birthdays”. “Facilities of examination and feeding, general mode, form for a child the first habits which its subsequent conduct depends on. The task of parents consists in to development of thought and language of children, activity and self-control, independence in the different displays of vital functions, inoculating of skills of self-service and others like that. In school age, when basic maintenance of child's life is become by educational activity and formed character, it is important, that family supported close connection with school, encouraged children to feasible labour and participating in social work, trained them to the clear mode of day. Forming in youths of world view, character rice acquires in juvenile and youth age of near-term value. Task of parents - to help children to produce hard character, reasonably extending rights and independence, promoting their role in life domestic and school, in electing of future profession and others like that”. A researcher considers that “domestic education - one of forms of education of children, which combines the purposeful pedagogical actions of parents with everyday influence of domestic way of life. A main task of domestic education is preparation of children to life in existent social terms, acquisition by them

knowledges, abilities and skills, necessary for the normal forming of personality in the conditions of family" [4, p. 306].

Research is conducted by us testifies that it is necessary to select main factors which influence on the moral forming of child in family:

- composition of family (family pattern as to unity of functioning of its members);

- position of child in families - its roles in family, which can at an external germination (life is in family), to be different. Experience of the unique child in complete family differs from experience of child which is at the same time senior in relation to a brother and junior in relation to a sister;

- basic (real) educators, that those family members which produce most influence on it due to basic examination, and those, who is for a child most authority, on whom it in a most degree wants to be alike;

- style of education - can be examined as dominant style of basic educator (for example, mothers), auxiliary educators (father, grandmother, grand-dad, and others like that);

- actually personality, moral and creative potential of family. Here include all aggregate of positive qualities of grown man family members - moral, volitional, emotional, intellectual, cultural, cognitive and creative features [2; 3; 5; 12].

An important role in the process of the moral forming of child belongs to domestic education and style of his realization. In opinion B. Kovbasa domestic education is the purposeful inoculating to the children of scalene personality інтегративних qualities for the sake of preparation of them to life [7, p. 19], what "activates the process of capture publicly of necessary norms of conduct a child, renders considerable influence on its possibility to perceive elemental influences of environment, stimulates mastering of positive example" [11, с. 321], instrumental in forming of moral values, orientation, necessity, interests,

habits, conduct, qualities and capabilities of child, necessary for the gradual mastering by it models of conduct of the grown man [14, p. 14].

Speaking to research I. Sidanich, will pay attention on its argued that: "family exists in the system of historical, socio-economic, political, legal, moral, national, cultural mutual relations, is a specific communicative association and special vital world, has the universal description cultural definiteness. A seed опосередковує by influence of concrete соціуму, coming forward a main link which connects a man with society. Existing in society moral norms and standards, set the certain standards of pictures of culture of co-operating with соціумом through domestic education in the system of culture of interpersonality mutual relations" [13, з. 89].

To our opinion important is claim M. Zemskoy, that family as social microstructure creates the model of everyday life [6]. Continuing opinions M. Zemskoy, I. Sidanich considers that дослідниця "applies evolutional dialectical going near family, based on the analysis of the main stages of development of personality and family. Convincing is an idea, that the features of functioning of family need to be examined depending on that, to what age-old category children belong what stage of education they are on (preschool, school, juvenile periods). Exactly position of parents in mutual relations with a child is determining for style of education, selection of educator facilities and receptions, efficiency of which depends on character of intercourse of children and parents, emotional co-operation them" [13, p. 35].

In same queue O. Kononko, marks that a structure and quantitative composition of family "is not determining parameters for normal social and emotional development of child. Family one child grows in which, incomplete and having many children families have the specific and features of influence on the least member of family. The leading factor of influence of family on a child is it high-quality descriptions are harmoniousness of mutual relations between

family members, positive psychological climate, priority spiritually moral values" [8, с. 138-141].

Near after essence there is conception to the descriptions of family resulted higher S. Goloda, what leans against humanism approach and marks a necessity individually personality constituent of domestic collective. A researcher considers family the aggregate of individuals, united even one of three types of relations: blood родичівства, generation and qualities [3].

In opinion S. Goloda one predominance of kinds of relations predetermines constructing of that or that as family on the certain stage of historical development:

1) patriarchal - traditional (кровно-родичівські relations);

2) child's central - modern.

3) matrimonial – after modern (quality, personality co-operation) [3, p. 5].

Analysis of labours A. Antonova and V. Medkova leadthroughs T. Kravchenko, witnesseth that family is the community of people, constrained by the bonds of подружності, - paternity based on загальносімейній activity - родичівства, which reproduces a population, provides heredity of domestic generations, and also carries out socialization of children and supports the vital functions of family members. At such approach of завважуються all stages of existence of family, and also it major functions in relation to forming and development of child, providing of its socialization. Relation of "подружність - paternity - родичівство", offered by these researchers, foresees certain education, constancy of which is predefined by the noted descriptions, internal domestic copulas. In the hierarchy of functions of family and after the "integral index of domestic way of life", in their opinion, a leading place occupies дітонародження ("a requirement is in children"), that is complemented by education of children [9].

In the researches O. Smirnova and M. Bikova, mark the leading role of family in moral education of child, marking that growing personality acquires

the first knowledges about outward things are elementary moral rules of conduct in society, norms of social relations. Due to parents a child acquires ability to be oriented in society, masters skills of socializing with the people of different age-old categories and social stratums. Doslidnitsi consider domestic education base, that is instrumental in attaching of growing up personality to the active social relationships with circumferential [14, c. 13].

Accordingly O. Bilyuk marks importance of domestic, domestic education and asserts that the "national system of education is based on principles of domestic education, folk pedagogics, scientific pedagogical thought, that absorbed for itself acquisition of national educator wisdom. It engulfs ideological riches of people, him morally aesthetically beautiful values, transformed in facilities of folk pedagogics, ethnology, principles, forms and methods of organization of educator influence on young people, and also permanent and systematic educator activity of family, state and public educational-educator establishments, cells" [1, p. 68].

Conclusions and prospects of subsequent consideration. Consequently, moral education not only separate measures after lessons and educational process but also active voice must be instrumental in this seed. In fact close connection of school and family helps moral development of students, stimulates them to activity, and also supports in them motivation to the independent capture by moral knowledges and skills.

The prospects of subsequent researches in this direction are related to the deep analysis of methods and forms of moral education and ground of results of researches.

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Kostrytsia N.N. Doctor of Education, professor, professor of department of Ukrainian and classical languages National agricultural university of Ukraine

FORMATION OF LINGUISTIC IDENTITY OF FUTURE SPECIALISTS IN AGRICULTURE ON THE PRINCIPLES OF CULTUROLOGICAL APPROACH

Culturological approach studies cultural asset of the Ukrainian culture taking into account agricultural activity. The author of the article examines possibilities of studying and creative use of the folk experience accumulated during centuries within the framework of culturological paradigm. The article outlines scientific and methodical principles of culturological approach in forming linguistic identity of future specialists in agriculture and ways of its realization in the context of discipline "The Ukrainian language for special purposes".

The article analyzes the concepts “bread” and “soil” as linguistic and aesthetic signs of the Ukrainian culture, national values and models of agricultural activity which create their own visions of the world language picture in future specialists. The culturological approach in forming linguistic identity of specialists in agriculture is realized through doing linguistic and culturological tasks.

Key words: culturological approach, linguistic personality, linguistic worldview, concept, culturological tasks.

PSYCHOLOGICAL ESSENCE ENERGETIC PROFESSIONAL THINKING AGRICULTURAL PRODUCTION

KOSTYUK D., Ph.D., associate professor, assistant professor of social work and psychology, National University of Life and Environmental Sciences of Ukraine

The article discusses different approaches to the concept of professional thinking in psychology. The essence of the concept of "professional thinking power engineering of agricultural production." It is found condition of formation of professional thinking power engineering of agricultural production and the ways of improvement.

Keywords: professional thinking, agricultural universities, energy agriculture, formation of professional thinking, expert.

Kushnir A. A., postgraduate of the Department of pedagogy of the National University of Life and Environmental Sciences of Ukraine

THE NATURE AND STRUCTURE OF THE CONCEPT OF "HEROIC DEED" IN THE CONTEXT OF PREPARATION OF SPECIALISTS OF THE AGRO-INDUSTRIAL SECTOR

The article analyzes the essence and structure of the heroic deed. The characterization of its elements with the moral and aesthetic point of view and the main provisions of the heroic.

Key words: heroism, hero, heroic ideal, a heroic deed, heroic act.

SPECIFICS OF METHODICAL APPROACH IMPLEMANTATION IN FORMATION OF PROFESSIONAL AND ETHICAL COMPETENCE OF FUTURE DOCTORS OF VETERINARY MEDICINE

The importance of teaching methods and their correct choice is considered as one of the major challenges of the educational process in pedagogic. The quantity and quality of the students` knowledge, skills and abilities correlate to effectiveness of such teaching methods by providing a result under any conditions and factors in educational process.

Thus, the development of new pedagogical methods and experimental verification of their efficiency is an important task to implement the mission of the formation of professional and ethical competence of future veterinarians.

Key words: ***method, study, knowledge, quality, ethics, formation, routine, role-playing game, discussion, method of case.***

Statement of the problem. Professional and ethical competence of a veterinarian is an integral part of such an intelligent and qualified specialist, professional of veterinary medicine. Formation of mentioned competence is focused on development of important professional and ethical qualities and knowledge as well as a set of ethical standards and conscious use of their skills in veterinary practice to resolve ethical dilemmas. Professional and ethical competence is one of the essential requirements for professionals at the modern labor market and thus, guarantee the formation of the students as the professional and successful specialists in the future performance of their professional duties.

Formation of professional and ethical competence of future veterinarians is a process that requires the development of appropriate organizational and methodological approaches for the tasks.

The method (from the Greek Μέθοδος - "way through") (English Method, German Methode f) - systematic set of steps that needs to be taken to perform a specific task or achieve goals. The concept of identity algorithm or process. So the method refers to the way of achieving the goal and somehow ordered activity [5].

Teaching method is coherent orderly manner of interaction between a teacher and students in a case aimed at solving problems of education, training and development in the learning process. Teaching methods are characterized by three features: the purpose of learning, the way of mastering nature of interaction of learning.

Analysis of recent sources and publications. Due to the importance of consideration the abovementioned challenge there is a number of recent researches of many scientists in this field. In particular, the term "teaching method" scholars interpret differently. Some of them consider it as a way to transfer knowledge to

others D.I. Tikhomirov [7]. Alternatively, they refer to it as generally all methods, techniques and actions summarized K.V. Yelnytskyy [2].

Others define teaching method as a set of coordinated teaching methods S. Ananiev [1] and so on. Some scientists V. Palamarchuk [144, s.36-40], V.M. Shepel [8] and others define technology as teaching method, method or means for learning as a procedural part of didactic system. So there is a contradiction between scientists in the interpretation of this concept.

It should be noted, that the teaching methods and their correct choice is the most important challenge of the educational process. The right method in pedagogic should provide high quantity and quality of knowledge, skills in educational process to students under any conditions.

The main objective. Development of appropriate methodology and experimental verification of its efficiency is an important task to implement the mission of professional and ethical competence. An important role in the formation of professional and ethical competence of future veterinarians is played by interactive methods (from the English Inter - between and act - act). Through interactive methods of increasing the level of conscious learning, the students activity positions in the formation of knowledge, skills, increased interest in the training material should be increased and dialogic study should be realized in which the interaction between students and teachers is based on the basis of equality.

Researchers O.I. Pometun and L.V. Pyrozhenko divided interactive methods into four groups: group teaching in partnership, frontal learning, role play, discussion [6]. For implementation of even training to a small group of students task was practical or theoretical nature (for example, medical care of sick animals or resolving ethical dilemmas related to the conflict situation that has arisen between a veterinarian and a client). This activity requires students to have the skills of discussing the situation, of making decisions and to implement negotiated adopted plan.

During frontal teaching students must discuss the ethical dilemma as a group, they have to express their positions and choose one option from many solutions proposed, after weighing all pros and cons. In this research the most attention is paid to role-playing game technique that requires students to use creative thinking to solve the problem situations. Participants in the game are supposed to choose the roles themselves in problematic situation and to seek the ways of solving and discussions where students were asked about problematic issue, which was discussed with the requirement to maximize the reasoning and justification for their opinions. This form of training promotes critical thinking of students, ability to defend their own opinion and deepening knowledge on a specific problem.

Important methods should also include case study method, which was developed in 1924 at Harvard Business School, but shortly after the establishment was applied in law and medicine. Today this method is understood as a teaching method where students and teachers are directly involved in discussing business or situational problems. The role of the teacher in the application of case study

method is the careful selection of suitable material, and students have to solve the problem and get delivered reactions of other students and teachers on their actions. The role of the teacher in this case is to help students in dilemma solved. A mentor can argue or debate with them, but does not impose own point of view it [3, p. 143].

In Cases there are appropriate to consider the specific situations that happened during the professional activities of doctor of veterinary medicine. Those practical problems are such as:

- Are animals raised in confinement happy in confinement?
- The ethics of killing healthy animals.
- Finding animals for continuing education.
- Partner's misdiagnosis.
- Farmer using illegal growth promotant. [4].

Also these topics are actively used in the formation of professional competence and ethical training.

Training is a system which is specially organized interaction between trainer and participants or directly between the parties. This is one of the most effective methods enhance personal and professional skills. It provides the opportunity to develop communication skills and consolidate the results obtained in theoretical classes.

Our system of organizational and teaching methods interactive training had lectures and seminars form. During the vote, the following technical means as a board, projector and computer are used. By training topics imposed following issues as "Ethics and morality modern", "Ethics and technological progress", "Ethics and Competition", "Methods for solving ethical dilemmas", "Ethics and the fight for the customer." During the training students receive basic theoretical information that is necessary after hearing oral play Keyword / Plan, written teacher or trainer on the board or the pictures displayed on the board through the projector. Next representation has a real problematic situation with veterinary practice, where students are pushed to try to solve a problem or to predict one. Then the coach announces the "right" answer. After that the students are asked to draw and play a similar situation on the problematic issues. Top staging were recorded on video and later used for training purposes.

It should also be emphasized in other important methodological techniques to form professional and ethical competence.

This engaging students in such diverse activities as the study of literature, work on the Internet, reports at a given subject, exercise patronage of a farm at University, meeting with successful veterinarians, scientists, lawyers with experience in the interpretation of laws on veterinary discipline, excursions to farms and veterinary clinics, exhibitions, and more.

During these activities the students were given explanations on the need to act within the legal framework and in accordance with ethical standards in chosen profession, acquire quality education be ready to perform their professional duties after school.

Selected organizational and instructional techniques for conducting classes allow both components to form professional and ethical competence veterinarian - cognitive-professional; reflexive-communicative; value-moral.

When values are to be formed then the moral component should stimulate interest in the need to act according to ethical standards. Generating the cognitive component of professional students actively involved cognitive activities within the chosen direction of learning.

Methods of engaging in a dialogue and conversation actively helped to develop communication skills of students, the ability to defend their position on the basis of the law and ethical principles to reach a compromise solution, and to possess culture of ethical communication.

Keys, business games, training contributed to the solution of problems forming reflexive-communicative component. The study showed that by playing activity role game students were provided the opportunity to implement an ethical knowledge and skills and to contribute to the development of skills, which proved the ability to find original ways of solving ethical dilemmas and to avoid conflicts. So, experimental research was carried out by parallel implementation of the above methodological and organizational techniques.

Conclusions. The analysis of the changes of experimental study leads us to the following conclusions:

Positive developments were identified in the results of formation of professional and ethical competence by providing the students with low receptive and productive level of that competence the appropriate professional training on professional and ethical competence. They have overcome the psychological barrier of communication, the lack of critical thinking, passivity in the utterance of the position.

However, they had not shown constant activity and were not regularly engaged in the discussion of an ethical problem.

The students of middle reproductive level and structural variation sufficient level of formation of professional and ethical competence started to navigate easily in different situations of ethical nature and to participate more actively in the resolution of ethical cases.

The level of formation of cognitive and professional values and moral component in such group of students is close to creative group which is high level. However, for reflexive-communicative component there were minor changes. These students of average level could not always solve the conflict situation from an ethical point of view.

There were difficulties with the application of theoretical knowledge discovered in practice. There was no commitment to ethical business identified.

Students with high level of formation of professional and ethical competence manifested strong interest in ethical activities involving compliance with laws and ethical standards of the profession veterinarian; showed the ability to logically justify their position and choose the best option resolving ethical dilemmas; developed communication skills during the conduct of the debate.

Prospects for further research. The study does not cover all aspects of resolving the challenge of formation of professional and ethical competence of future veterinarians, so the prospects for further research are such as development of methodological tools for the formation of the competence of future veterinarians with different levels of formation of professional and ethical competence, especially it is true for students with low level; strengthening of interdisciplinary connections in the course of training students to improve the level of formation of that competence; sufficient study of foreign experience since in the national scientific and educational resources this challenge has not yet gained wide coverage.

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L. LESCHENKO

ESSENCE OF THE CONCEPT " SELF-EDUCATIONAL COMPETENCE OF ENVIRONMENTALIST"

Based on the research analyzed the essence of the concept of "self" and "competence". We consider the formation of self-educational competence of environmentalists. Discover the essence of the concept of "self-educational competence of environmentalists."

Key words: self-education, competence, self-educational competence, environmentalist.

THE ESSENCE AND DEFINITION OF THE CONCEPT "PEDAGOGICAL TECHNOLOGY"

LUZAN Petro Hryhorovych, doctor of pedagogical sciences,
Professor of the Department of social pedagogy and information technologies in education, National University of life and environmental sciences of Ukraine

The article considered the theoretical aspects of technological approach to vocational education. On the base of the analysis of researches of leading scientists concretely the essence, highlights the main features of pedagogical technology, the proposed definition of the investigated phenomenon.

Statement of the problem. Innovative development of our society, the increased demand for personnel training in Ukraine require a significant modernisation of higher education system and, above of all, the educational process. At the of time certification of graduates of higher educational institutions, in particular agricultural, according to the requirements of the competence-based approach, where future professionals will be estimated according to the criteria declared in the National qualifications of framework. In turn, practice was oriented competence of the concept should significantly change and the organization of educational process on the requirements of technological. It is a guaranteed results of training that are achieved with the use of educational technology (technologies of training, educational technologies, didactic technologies, etc.). But despite the fact that aspects of technological training is already a decades in sight of scientists, the theory of pedagogical technologies are still not sufficiently developed: in scientific apparatus of didactics of higher education there are over 300 definitions of this concept.

Analysis of recent researches and publications. The study of technological of training foreign scientists were connected with the names of J. Bruner, T. Sakamoto, D. Carnegie, N. Vulman, G.Grace. B. Skinner, M. Clark, P. Mitchell, P. Thomas, P. Utsiaviche etc. In Russia the theoretical and practical aspects of the use of pedagogical technology is reflected in the writings of V. Bespalko, V. Slastenina, M. Clarina, V. Monahova, T. Ilina, G. Selevka, A. Hutorskyi and other. On the territory of Ukrainian pedagogical science a significant contribution to the training of the problem of technological learning has made such famous scientists as A. Aleksuk, S. Goncharenko, V. Evdokymov, A. Nisimchuk, O. Padalka, O. Pehota, I. Prokopenko, S. Bondar, and others.

Statement of the problem. On the base of the searching of the features of the technological approach in training to concretize the essence and to clarify the definition of the concept "pedagogical technology".

The keyword terms "pedagogical technology" and "technology training" is the technology. In the large dictionary definition of modern Ukrainian language [1, p. 1245] technology is interpreted as a complex of knowledge, information about the sequence of individual productive operations in the production process or as a set of ways of processing materials, various industrial operations. The essence of this concept is understandable even to those who are not deeply known with the

production process. For example, agrarians experts know that the *technology* of growing winter wheat provides a sequence of operations (*application of organic fertilizers - plowing – presowing cultivation – sowing – retention of snow on fields – feeding fertilizers – herbicide* ...). If you keep to the agrotechnical requirements for the implementation of each technological operation, it is possible to achieve the purpose of planned productivity of wheat.

Therefore, in this example the technology is the consistent implementation of beforehand design technological operations with purpose to guarantee receipt of specific products.

Scientists convince [2; 8] that was the first time of the idea of technologizing educational process, gave the founder of the class-lesson system of Y. Komensky, who sought to find such a ”order” of training which would make the school on ”... printing establishment, where for one day is never printed the whole book, and every day print one page... “ [5, C. 53]. However, it's a real attempt to technologyservice the process of mastering knowledge was programmed training.

In our country the elements of programmed training began to be applied from the 20-ies of the last century, when the scientists of the Central Institute of labor tested the scientific method of labour pedagogy, which was based on special programs. For these programs the entire amount of work was partitioned into specific operations indicated the time length of execution, and anticipated continuous control – continuous feedback [11]. The “peak”of distribution of the programmed training falls in the 60 years, when it was as a new pedagogical phenomenon, is able on the basis of a control cognitive activity of students to solve complex didactic problems. In particular, the programmed training scientists see in the next [11, p. 46]:

- the educational material is supplied to students (students) small parts;
- each part (portion) of educational material accompanied by instructions or tasks to perform certain actions aimed at it is mastering;
- the mastering of each portion of training material is checked by special control tasks;
- after each control task, the student immediately learns, right or wrong, he was answered (feedback);
- depending fro the pupils answer is determined by the possibility of further advancement;
- each student works independently and takes the teaching material in the understandable for him pece;
- the results of all control tasks are fixed, they become known as the most students and teacher;
- the teacher organizes of training, help and advice during the difficulties of the students, has provides an individual approach;
- the education process includes specific means – programming tutorials, simulators, computers, and so on.

Without resorting to detailed characteristics of this pedagogical technologies, the pioneer note that due to the small steps and operational examination of learned and well ready, and not ready, students must understand the course material. Let's add one more important point: this technology was ambushed theoretical basis for the development of the methodology of process approach in education.

But despite the fact that ”the Modern theory of pedagogical technology ... is located on the third partially-systematic stage of it is development“ [7, p. 10]. The debate on it is essence, structure, principles and implementation does not subside until now. In particular, there is no unity of opinions of scientists concerning the Genesis and definition of ”pedagogical technology“. In table. 1 was the interpretation of the term some well-known scientists (random sample). Even a superficial analysis of the following definitions of the phenomenon that ”the theory of modern pedagogical technologies“ to speak, I think, still early.

Some researchers understand the technology as a pedagogical system, pedagogical process, others see it as a special way of organized pedagogical activity, and others are believed, it is the science about the development, education, training, and education of the individual. A separate group of scientists are link educational technology (technology training) using modern technical means of education. [3, p. 906]. What's more, there are also teachers who do not distinguish between the concept “training method” and ”pedagogical technology“ or (”technology of education”), to see the substitution of concepts, passion for fashion terms.

Mind you that any science-based technology has certain characteristic features, in particular [6, p.10]:

- the separation of process on interconnected stages;
- coordinated and phased implementation of actions aimed at achieving this goal and get respective results;
-un ambiguity of execution included in the technology procedures and operations, which is crucial to achieve results;
- a repeatable and repeatability of the process to obtain the product.

Note, that the mentioned features of the technology and was led to the appearance of the idea to liken training to production and technological process.
Focusing on these features of technology in general and programming education in particular, will try to give their own definition of the notion ”pedagogical technology“. Recall that the definition of a logical operation allows to reveal the content of the notion, to distinguish the object, reflected by the concept of the similar objects, set the value of each term.

Table 1

The scientists interpretation of the terms ”pedagogical technology” and ”technology of training“

№ p/p	the Author	Interpretation of the terms of ”pedagogical technology”, ”technology of training“
1	S. Bondar	Educational technology is integrative model of educational process with clearly defined objectives, diagnosis of current and final results, the distribution of the educational process on the individual components... It is involves a clear and steady execution of specific educational actions in the conditions of operational feedback..

2	V. Haluznjak M.Smetanskyj V. Shakhov	Education technology is one of the leading directions of the modern didactics handle in the development of didactic reproducible processes and means. It could be likened to training in a kind of production process with a guaranteed result
3	A. Nisimchuk	Educational Technology is law of corresponding pedagogical activity, which implements the scientifically grounded project of the didactic process. It is with a higher degree of efficiency, validity and guarantee than it do now for traditional teaching methods.
4	A.Nisimchuk, A. Padalka, A. Shpak	Pedagogical technology is the science of development, education, training, and education of the individual student on the basis of positive human qualities and achievements of pedagogical thought as well as the basics of computer science.
5	I. Prokopenko, V. Jevdokimov	Under the educational technology should understand the research, development and systematic use of principles of organization of educational process on the basis of the latest achievements of science and technology.
6	G.Selevko	Pedagogical (educational) technology is a system all of the components of the pedagogical process, based on scientific foundations, programmed-resistance in time and space and leads to the intended results.
7	V. Chajka	Educational Technology is ordered group and sequence of the methods and processes that ensure the realization of the project of the didactic process and the achievement of the diagnosed result.
8	D. Chernilevskyj	Pedagogical technology is a complex integrative system that includes an ordered large numbers of operations and actions that provide pedagogical targeting, content, information and the substantive and procedural aspects, aimed at the mastering of systematized knowledge, acquisition of professional skills and formation of personal qualities of students defined learning objectives.
9	N. Jaksa	Pedagogical technology is more or less rigidly programmed of (algorithmthe) the process of interaction between the teacher and the students, guaranteeing the achievement of this goal.

To disclose the content of the concept means to enumerate it is significant factores, i.e. the features necessary and sufficient to distinguish the object from similar objects [9, c. 119].

We will try to give an explicit (explicit) definition of the term through the nearest genus and species sign. Since we have a matter with attribute-relating definition, defense (defining the concept) separated ”organization of pedagogical process“.

It is important to emphasize that the encyclopedic dictionary interprets the term ”organization“ as a device, organizing, control, bringing into the system of something [12, c. 139]. About the pedagogical process, this goal-setting, diagnostics, forecasting, designing, planning, correction, implementation, control and analysis of results of process of mastering by the students the pupils the knowledge, skills or abilities.

The next important element of pedagogical technologies, which should reflect in the definition of allocated stages, the cyclical nature of the pedagogical process. Hard sequence of certain stages of mastering of educational material (severity in that go to the next phase only when the mastering assimilation) foresees the concrete definition of methods of interaction of participants of pedagogical process at each stage. Remind that it was the dosage of training material, step-by-step execution of the program is a dominant feature of programmed learning.

Most of scientists are studying the problem of technological of training, clearly emphasized that the orientation of educational goals, and with them of the whole course of the training for guaranteed results [8, p. 11] is a leading feature of educational technology. In addition, the educational technology should include the formulation of goals through the learning outcomes that are expressed in the actions of the pupil (Fig. 1) is constantly tested for both correction methods, and results. It's about the fact that language learning tasks should use the words for specific actions (list; to describe; to call, and so on) [2; 4]. Therefore the next important element of educational technology emphasized to specific educational goals.

Naturally, a educational technology should be established on the ideas of reproducibility: every teacher or teacher should be able to apply it effectively. Despite this, the significant sign of educational technology is specifically issued clear procedural characteristics, use of which ensures the achievement of results. Therefore, on a scientific basis is first necessary to develop a *project* of such organization of educational process, foresees ”... clear and strict implementation of certain educational actions in the conditions of operational feedback“ [3, p. 907]. And if you have developed such a project, educational technology can be reproduced, transferred to other conditions, to reproduce.

In this case, it is appropriate to note that today the lack of specific, clearly written, simple and understandable to the ordinary teacher of educational technology projects. It is leads to the sharpening of contradictions between pedagogical theory and practice: theses are defended a dissertations of technologization of educational process, produced the encyclopedia of pedagogical technologies, development of classification and structural models, but until scientific results in this sphere are not enough ”grounded“ in real vocational school, College or University. Scientists are constantly accused of practicing teachers in today training is carried out on the basis of outdated pedagogical concepts, ideas zunivskogo or reproductive treaning. Instead of practitioners did not satisfy modern scientific and methodical instruments on the introduction of pedagogical technologies, which mainly aims to persuade the academic community of the importance and suitability of using the technology (most

often today they are called ”innovative“) will declare pedagogical innovation. In addition, the researchers write in detail, what the knowledge, skills, abilities pupils will have master what qualities will be formed by the students. If you apply the technology training (problem, context, project etc.) training, features, the characteristic features of a technology, but rather generally prescribe specific training procedures. It's a fact the reproducibility of the declared, written in dissertation or monographs by educational technologies is extremely low.

We are seeing rather unexpected, in our opinion, the way to solve the lay stress on controversy now: teachers were actively design educational technology, masters of production training, teachers of vocational schools, colleges, universities. In the materials of Ukrainian scientific-practical conferences, the Internet can be found examples of projects of various technologies students have mastered the subjects of natural-mathematical, social-humanitarian, general professional, vocational and theoretical training. Not commenting on the qualitative component of these projects should be perceived ”technological activity“ of practicing - teachers as a significant shift in the introduction technological training.

However, it should be said that the achievement of learning results in the first place depends not only on the detail of the learning task, operational feedback or technical training, but also on the skill of the teacher to create personal developing situation. In confirmation of this we note that the pedagogical process is a dynamic interaction of teachers and pupils, aimed at the achievement of goals. The pedagogical interaction is a content and methods are determined by the tasks of teaching, education and personal development of the students. Undoubtedly, that position should also be taken into account in the determination of the studied categories.

If you analyze these signs of leading pedagogical technologies with the system approach, we should agree with those scientists who will see as a system. Remember that the concept of the system is based on three aspects [9]: 1) the system formed by the totality (multiplier) of elements with connections between them; 2) this aggregate forms a single whole, as regards the removal of one of the elements aggregate disturbs the integrity of the property; 3) formed by the number of elements of a single whole has some purpose or function that is characteristic of all the elements, not some combination of them.

Most scientists research the problem of technological educational, that the orientation of the educational purposes and with them of the whole course of the training for guaranteed results [2; 3; 8] is a leading feature of educational technology. In addition, educational technology is involves the formulation of goals through the learning results. It are expressed in the actions of the student or the pupils, are constantly tested for correction as methods and results. It's the fact that language learning tasks should use the words for specific actions (enumerate; to describe; to call, and so on) [4].

Note that the state of educational standard establishes requirements designed systematically to the level of preparation of persons, the requirements for mastering of knowledge, formation of knowledge and activity, as well as complex preparation for professional work in the cycles of the disciplines [3]. Competence according to modern concepts, the requirements should be formulated in the form of ”student has idea “, ”the student should know“, ”the student should be able“ and so on [2; 4]. In

the future these targets and requirements are specified in the learning programmes taking into account levels of assimilation by student or students of educational material (*knowledge – reproduction – heuristic – creative*) and indicate the desired result of achieving a goal through a description of the activities of the student.

Conclusions and perspectives for further research. Thus, from the reasoning needs to clarify the essence of the concept ”pedagogical technology“ in the following aspects:

- teaching technology is a special organization of the pedagogical process;
- the technological approach of the pedagogical process should be clearly aimed at the achievement of goals;
- to implement educational technology should beforehand on a scientific basis to develop the project;
- the project should represent the pedagogical technology as a system with components written out in detail, the stages, procedures and so on;
- we should be aware that guaranteed the achievement of training resuilts can be achieved provided that a productive pedagogical interaction.

The definition of the researched concepts we specify in this way: pedagogical technology is the purposeful organization of the educational process, which reflects the science-based of project logically structured system of pedagogical interaction in order to secure the achievement of planned learning resuilts.

Prospects for future research will be devoted to the ground of the generalized structure of pedagogical technology.

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A BUSINESS INCUBATOR AS A TOOL OF SCIENTIFIC ACTIVITY MANAGEMENT IN BASE UNIVERSITY SUBDIVISION ALLOWING TO IMPLEMENT A CLUSTER APPROACH IN EDUCATION

Victoria I. MAYKOVSKA,
Ph.D. in pedagogic sciences,
Associate Professor,
Department of commodity science and goods quality examination,
Kharkov Trade and Economic Institute of KNTEU,
maykovska@ukr.net

The paper studies the cluster approach as a way of development of state activities. The essence of the cluster approach in education is justified. The usefulness of a business incubator is revealed as a form of implementation of the cluster approach at micro level. Business incubator functions are presented in form of base university subdivision. The peculiarities are determined for scientific activities management including business incubator.

Key words: cluster, clustering, cluster approach, educational cluster, educational model, business incubator.

Martyniuk I. A. candidate of psychology, associate professor of National University of life and environmental sciences of Ukraine

PSYCHOLOGICAL MECHANISMS OF ADAPTATION OF FIRST-YEAR STUDENTS TO STUDY AT UNIVERSITY

The article describes the essence and importance of adaptation of first-year students to study at university. The components of the mechanism of a designated process are considered. Ways to improve stress tolerance of first-year students to study at university are proposed.

Keywords: adaptation, psychological mechanisms, stress, psychological comfort zone, learning in university, first-year students, psychological and pedagogical support.

Maslyuk Andrei, Ph.D., senior researcher at the Laboratory of the history of psychology them. V.A. Romentsya Institute of Psychology named after G.S. Kostiuk Academy of Pedagogical Sciences of Ukraine

FEATURES TO OVERCOME THE MAN CRITICAL SITUATIONS IN LIFE

The problem of the individual experiences of critical situations. Analyzed the psychological characteristics of the person to overcome critical situations. Obtained a matter of survival in difficult conditions. It was found that led to the preservation of the human person in the difficult circumstance

Keywords: inferiority complex, critical situation, concentration camp experiences, psyche, trauma.

NEED FOR FORMATION OF ECONOMIC STEWARDSHIP STUDENTS AGRICULTURAL COLLEGE

MESHKO K., researcher of the Department of Pedagogy of the National Agricultural University of Ukraine (m. Kyiv)

The article justified the need for the formation of economic stewardship students of agricultural colleges. Author determined manifestations of economic negligence which manifests itself in irrational use acreage, lower yields, significantly reducing livestock production, focus on profit, ignoring the laws of Agriculture.

Hospodarnist, economic caring, nurturing economic stewardship, the need for economic stewardship.

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PRACTICAL TRAINING FUTURE SOCIAL TEACHERS IN THE CONDITIONS OF UNIVERSITY EDUCATION

NAKONECHNA O., candidat of pedagogical sciences, senior Lecturer of Department of Social Pedagogy and Information Technologies in Education of the National University of Life and Environmental Sciences of Ukraine

The article was shown the importance of training (introductory, specialty) practice in the training of future social pedagogues. The content was revealed of this practice at the National University of life and environmental Sciences of Ukraine. We analyzed the results of a inventory among students on the impact of training (introductory, specialty) practices on the formation of personal qualities of a social pedagogue, a healthy lifestyle, professional knowledge and skills.

Keywords: social pedagogue, practical training, training (introductory specialty) practice, professional training.

НАВЧАЛЬНА (ОЗНАЙОМЧА З ФАХУ) ПРАКТИКА МАЙБУТНІХ СОЦІАЛЬНИХ ПЕДАГОГІВ В УМОВАХ УНІВЕРСИТЕТСЬКОЇ ОСВІТИ

НАКОНЕЧНА О. В., кандидат педагогічних наук, старший викладач кафедри соціальної педагогіки та інформаційних технологій в освіті Національного університету біоресурсів і природокористування України

У статті висвітлено значення навчальної (ознайомчої з фаху) практики у професійній підготовці майбутніх соціальних педагогів. Розкрито зміст зазначеної практики в Національному університеті біоресурсів і природокористування України. Проаналізовано результати анкетування серед студентів щодо впливу навчальної (ознайомчої з фаху) практики на формування особистісних якостей соціального педагога, здорового способу життя, професійних знань та вмінь.

Ключові слова: ***соціальний педагог, практичне навчання, навчальна (ознайомча з фаху) практика, професійна підготовка.***

В статье освещены значение учебной (ознакомительной по специальности) практики в профессиональной подготовке будущих социальных педагогов. Раскрыто содержание указанной практики в Национальном университете биоресурсов и природопользования Украины. Проанализированы результаты анкетирования среди студентов о влиянии учебной (ознакомительной по специальности) практики на формирование личностных качеств социального педагога, здорового образа жизни, профессиональных знаний и умений.

Ключевые слова: социальный педагог, практическое обучение, учебная (ознакомительная по специальности) практика, профессиональная подготовка.

Problem statement is a general aspect. The statement of the problem in general. In the professional development of future social workers are very important to have practical training. At the requirement of the new Law of Ukraine "On higher education" decreases the number of audience load on the student and at the same time increasing the amount of independent work. However, this same legislative document has aims to ensure the educational establishment and its teaching staff of high quality training. In particular, this is stated in the article 57, according to which scientific-pedagogical worker has the right to choose methods and means of teaching, providing a high quality educational process [3].

Today employers require from graduating students not only knowledge, but also skills. Deepening of the first and acquisition of the last takes place during the practical training, which includes practical lessons in the disciplines and manufacturing and practical training.

Analysis of recent researches and publications. The Different parties of the practical training of specialists of social pedagogical realms are studed, G.Lemko [5]. I. Manocha [6], T. Rawluk [8], L. Sokol'ska [10], Z. Falinska [11]. Features of training of future specialists to the socio-pedagogical activity and role in this practical training is considering in the publication N. Gordienko [1]. The researcher believes that the modernization of the professional education system it is necessary to substitute the traditional reproductively training on active learning, individual creative and to strengthen the self-study and practical activities of students [1, p. 102]. N. Saveryko substantiates the indicators to determine the volume and quality of skills of students-social workers during social pedagogical practice [2]. However, the question of the role of training (introductory, specialty) practice in the training of future social pedagogues in conditions of University education is reflected not enough. In fact this has led to scientific search.

The purpose of this article is to highlight the role and content of training (introductory, specialty) practice in the training of future social pedagogues in conditions of University education.

The main material of the research. We share the view of N. Gordienko that in conditions of University education practical training of future social pedagogues is provided primarily through involvement in volunteer activities through the different types of practices [1].

The specific organization of social and pedagogical practices that the spectrum of institutions in which it may be wide enough (contains all types of educational institutions, agencies and other service agencies), as well as public and religious organizations that provide various social and educational services, carry out socio-educational assistance, solving the problems of social education and social upbringing. During the practice the student cause to the decision of problems of different customers, which may include minor children, children or young people with disabilities, the elderly, patients [2].

Therefore, at the National University of life and environmental Sciences of Ukraine on Faculty of the Humanities and Pedagogy the great attention is paid to carrying out the practice for students of specialty "Social pedagogy".

The faculty introduced a cross-cutting socio-pedagogical practice. This is make possible continuity, consistency, continuity in each course, starting with the first. This training (introductory specialty) practice (1 course), practical (social-pedagogical in rural and urban areas) training (2nd year), industrial practice (3rd year and masters program).

Especially important is the practice in the first year. It is continue, 2 weeks (90 hours, 30 hours of independent work) [9]. Preceded by her of the course "Introduction into specialty". During practice, students not only deepen the knowledge, but also the first to really get acquainted with their future profession.

According to the qualifications requirements (was approved by order of Ministry of Education and Science of Ukraine dated 28.12.2006 №864) social pedagogue provides social and pedagogical patronage of children and youth in the education system encourages interaction between educational establishment, families, services for children, social protection, social service centres for families, children and youth, criminal police and other divisions of state administrations, local governments, non-governmental and public organizations with the purpose of the child's adaptation to the demands of the social environment and creation of favorable conditions for development.

Taking into consideration that it is very important to provide the widest possible spectrum bases of practical training and activities so that the student may become better acquainted with their future profession. So practice was conducted on the basis of the most powerful social institution of the country – The Kyiv municipal center of social services for family, children and young people (CMSSM) [7].

Program practices included the first familiarize students with KMCSSFYP, its structure, areas of work, legislative base and staff, ethical standards, technologies, forms and methods of work of a specific social Agency (the departmen of specialised services) and organizations with which it works center [4; 7; 9].

Then we visited the partner organization KMCSSFYP – the youth-friendly clinic in the Goloseevsky district. There, for students will be created mini-lectures in the form of a dialogue on formation of healthy lifestyle, prevention of AIDS infection, work with drug addictions. In addition, conducted training classes, exercise "Clip" viewed the videos and analyzed the features and the threats of risky behavior. As a result,was disproved many myths about AIDS. Clients of this clinic are young people aged 14 to 24 years. During the work with this category complete anonymity, voluntarily, goodwill and availability, is kept. Services are free, confidential and, most importantly, professionally. The staff of the clinic, and this psychologist, social worker and doctors are working for a healthy future. Herein students made sure during practice.

The group were visited the rehabilitation center for children and youth with disabilities in the Desnyansky district of Kiev, where they became familiar with bases of socialpedagogical work with this category, and also communicated with the participants of ATO.

After three days of practice the students were divided into a small groups or individually and independently chose the place for future practice. They were Obolnskyi, Solomianskyi, Shevchenkovsky and Goloseevsky district centers of social services for family, children and youth, center for girls and young women in difficult circumstances and departments KMCSSFYP.

During practice they became acquainted with the specific features of the social worker. They were acquired practical experience of social work in a specific social Agency, application of ethical rules of professional conduct, learning, decision, solution design social situation of the client, research, intervention, and design professional intervention in social problem that is related to the competence of the Agency for social. Participated in the definition of situational problems faced in their work social worker. Examine different types of social services. Watched the procedure of such inspections, together with the Commission visited the troubled family. On the phone They were invited children to certain categories of health institutions and on excursion, filled date the identity. Observed the work of the Commission for the review of the client's application, studied the documentation, made some records, filled out the registration card, worked through and analyzed the Acts of the needs assessment were recorded incoming and outgoing documentation in the log of the visits of the families that need aid, filled out the card (account of the case of settlers and persons from among children-orphans), talked with people who were on the street, customers.

They participated in training, played games, and visited rehabilitation centres for drug addicts, specialized clinics. In the end conducted a survey of passersby on knowledge about AIDS, alcohol and tobacco. Results were presented at the hearing of reports. In addition, doing volunteer work that is an integral component of socio-pedagogical work.

General management by practice, consulting and methodological help, references, examples of reporting documents and other) was carried out by the supervisors from the University and practice base.

In addition to the diary, report on passing the practice presented including using software tools, students were introduced to and individual creative work in the form of an essay in-depth study of the socio-pedagogical problems of a choice based on practical realities and facts.

That practice was held at a high level, according to students impression, which they shared, presenting to the protection of the report and the results of the anonymous questionnaire. So, the organization practices on a 5-point scale was rated on average 4,65.

To the question "What did you give passing of practice?" students answered

- introduction to the activities of social departments of various types
- learned to others and to yourself where you can get help if caught in difficult like circumstances
- the basics of establishing communication with the client and the team, learned how to provide the necessary help to people of different social status.
- have mastered the basics of documentation and communication by telephone subject to the rules of a telephone conversation with clients;
- experience of contact with people " risk group"
- improved knowledge and learned to work with different clients;
- got acquainted with the peculiarities post-traumatic states soldiers from the ATO zone, socio-pedagogical work with people with mental and physical impairments
- learned the technology of prevention of domestic violence and combating trafficking in persons.
- obtained a thorough knowledge of the issues of dependency and AIDS infection
- practical vision of a problematic family situations
- work experience.

All students have noted that the practice had a positive impacted on the desire to work after graduation from the University in socio-pedagogical sphere. 100% of respondents said that the practice has added them professional knowledge and 92% of professional skills.

In addition, the respondents were asked to assess the impact of the practice on the formation of a number of personal qualities of a social pedagogue. Therefore, the results of the survey were. 92% of students responded positively regarding responsibility and tolerance. 77% reported a positive impact of the practice on the formation of tolerance and morality, 62% of civil conscience and humanity. 54% had become more empatik. Other students did not give answers to questions, saying that they find it difficult to decide. At the same time, all students noted the need for such qualities of future social pedagogue.

To the question "did the practice on the formation at your a healthy lifestyle?" only 54% of respondents gave an affirmative answer. The remaining 46% relative to the major aspects of physical, mental and social health already have a clear position.

Conclusions. Training (introductory specialty) practice is an integral component of practical trainning and professional training of future social pedagogues in conditions of University education. In Nules it is includes a wide range of social institutions, and is based on KMCSSFYP, its divisions and partner organizations. Internship program provides students with a review of base practices, its structure, areas of work, regulatory framework and collective, ethical standards, technologies, forms and methods of work of a specific social agency, etc. the Results of a survey of students showed a positive effect in practice KMCSSFYP on the formation of professional knowledge, skills, personal qualities, a healthy lifestyle and the desire to work in the chosen specialty.

Perspective direction for further research is to study the effect of training (introductory, specialty) practice on formation of readiness of future social pedagogues to crime prevention among children and youth.

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THE ESSENCE OF THE CONCEPT OF «CIVIL RESPONSIBILITY» OF THE PERSON

K. PEKACH, deputy Director of Klovsky Lyceum, Kyiv

Annotation. *The article analyzes the concept of «civil liability» personality. It is proved that civil liability – a personal education, which includes civic identity, interiorizovanye civic values, a willingness to consciously carry out civic duties and exercise civil rights, to personal self-realization in the «citizen-state».*

Keywords: *responsibility, civic responsibility, citizenship, civic education*

RESEARCH ON THE CAUSES OF STRESSES IN STUDENTS OF AGRICULTURAL UNIVERSITIE

POLOZENKO O. V., the candidate of pedagogical science, the associate professor of National university of life and environmental sciences of Ukraine

The main approaches to understanding the concept of «stress» are presented in the article, attention is accented on the levels of display of stress (physiological, behaviorial, emotional, cognitivial), the factors of origin of stress situations are outlined in professional activity of specialists of agrarian industry, reasons of stresses are analysed for the students of agrarian institutes of higher, grounded necessity of psychological training of students for the type institutes of higher.

Keywords: stress, student, agricultural universitie, psychological training.

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Potapchuk Tatiana,
doctor of pedagogical Sciences, Professor, Professor of singing, choral practice and voice Rivne state humanitarian University.

TRAINING OF FUTURE TEACHERS OF MUSIC IN PROFESSIONAL AND PEDAGOGICAL CREATIVITY

The article discusses the basic components of professional culture of future teacher of music art and disclosed the following conditions are required to deepen his professional capacity in higher education institutions, among which are: to provide students with the professional and theoretical knowledge; strengthening humanitarian and humanistic orientation all academic subjects; the introduction of special training courses, contributing to the formation of professional culture; to provide students with the relevant bases of practice; creation of a favorable moral-psychological atmosphere in higher education; the introduction of new technologies in the educational process; implementation of socio-pedagogical monitoring as a system of diagnostics of processes of formation of the components of professional culture.

Key words: future teacher of music, professional-pedagogical creativity, professional skills, professional culture, identity, creative individuality.

Statement of the problem. LED advancement of education, declared the National program „Education" (Ukraine of the XXI item), National doctrine of development of education, Government program „Teacher", to a great extent depends on position of teachers, their readiness, to perception and realization of innovations which take place in the context of reformation of elucidative industry on the modern stage.

Modernization of the system of education, optimization of mechanisms of management, introduction of the newest information technologies, application of modern facilities of studies with the purpose of subsequent perfection, educational-educate to the process, claims of humanism paradigm require from the teacher of detailed psikhologo-pedagogical preparation, high level of general formed, acquisition of the special professional knowledges and abilities.

At the same time an address to modern realities certifies a presence in preparation of future teachers rows of contradictions, which brake the proper (both semantic and procedural) realization of this process to a certain extent. Most substantial from between them is: contradiction is between the new type of professional activity of teacher, which is characterized prevailing of personality orientation of pedagogical thought and withstand model of trade education, oriented mainly to the

„traditional" paradigm of pedagogical activity; between; between one-sided zorientovanistyu of pedagogical education on the increase of its scientific „character", filling with the far of new disciplines, and by the awareness of that pedagogical education can not be limited only mastering of scientific principles of activity, but foresees development of teacher, him professional world view and mentality, motivations between a necessity introductions of educational technologies, which are based on diyal'nisnomu, to situatioonal personality approaches and by impossibility to attain it due to providing to situatioonal personality approaches and by impossibility to attain it due to providing of future teacher only by the certain volume of information; between a necessity operatively to react on the permanent changing which are pulled out in relation to personality and individually creative to potential of subjects of educational process and discretely local by character of a withstand system of preparation of teacher; between the general conceptual level of modern pedagogical science with the brightly expressed tendencies to the mizhdisciplinarnogo synthesis, integration of scientific knowledge, and actual state of theory of pedagogical education [1, s.76-77].

One of methods of overcoming of the outlined contradictions, update of looks, on essence of educational process in higher pedagogical establishments there is transference of attention on pedagogical trade and correlation with pedagogical creation.

The article aims to consider the basic components of professional culture of future teacher of music art and reveal the following conditions are necessary for deepening his professional capacity in higher education institutions.

The main material. A problem of pedagogical creation is not the generation of segodennya. Find its echo in work of research workers of the pas. Say, Ya.mamontov yet in 20th the XX item suggested to determine a pedagogical profession as one of varieties of the creative calling and acknowledge after every teacher a „right on the individual educate ideal". Absence of such ideal, he considered, „deprives pedagogical activity of syntheses and converts it into handicraft studies". It is therefore necessary, „that an educate ideal was individual, that he with an organic necessity bloomed from the face of teacher, but not mastered a mechanical way. Only such ideal exposes to rays life-giving light every pedagogical act, and every other - which he was not remarkable in itself - will always be only a callous, cold mask on pedagogical face" [4, s.9].

Adding criticism of research workers, which adhered to the looks to pedagogical activity as on a domain metodiko technical by knowledges, abilities and skills, Ya.mamontov marked that for new school initiative, creation, is needed also, natural capabilities are certain. Developing conception of the pedagogical calling, a researcher offered the new type of teacher, basic qualities of which determined: wide love of freedom - service only to those tasks which arise up for it, ability to see the activity in the prospect of „large creative panorama"; innovation, fight against pedantry and conservative; permanent self-perfection is a stay in a role of „eternal student"; gromadyanskist' and democraticness.

Today in scientific labours from pedagogical creation questions are affected in relation to interpretation of essence of this phenomenon, aims of realization; creative nature of pedagogical labour, pedagogical intercourse opens up; criteria, levels, mechanisms of pedagogical creation, are grounded; the algorithms of creative processes are developed at determination of creative individuality, sub'ektnosti teacher, individual style of pedagogical activity, as major pre-conditions of overcoming of stereotypes, standardization, in pedagogical labour.

These questions purchased comprehensive illumination in labours of F.Gonobolina, I.Dmitrika, I.Zyazyuna, N.Kichuk, N.Kuz'minoy, V.Slastenina, R.Skul'skogo et al. The detailed analysis of concept „pedagogical creation" is carried out N.Kichuk. In opinion of doslidnici, in the conditions of modern school, „when the functions of teacher very became complicated, pedagogical creation must become a line each ... teacher" [3, s.20].

On the basis of generalization of ideas on this issue an author selects the specific features of creative labour of modern teacher, de bene esse uniting them in socialprofessional groups.

To socially meaningful descriptions of pedagogical creation N.Kichuk takes it social conditionality: humanism, directed on „awakening" in personality of the best lines and qualities: subjective freedom of choice of actions, which „develops sense of the personal responsibility and instrumental in getting up of teacher on social, personality, professional levels"; imanentno peculiar requirement in permanent self-examination, to the self-appraisal of professional labour, gravitation, to the innovations and propensity to the innovations; lines of research, creative generalization of the labour.

Features which appear in their spresovanosti in time belong to professionally meaningful, to predefined a necessity „immediately to operate, and at the same time to the relative remoteness of consequences"; spivtvorchemu character in relation to a subject – object of pedagogical activity; to the orientation on achievement only of positive consequences; to publicness of professional labour; to the conditionality by professional knowledges which purchased personality maintenance. And it is here noticed that with socialprofessional features pedagogical creation foresees both general and specific, character of teacher, confluence of which appears in its orientation, knowledges, capabilities, abilities traits [3, s.33].

R.Skul'skiy understands under pedagogical creation of teacher such variant him pedagogical activity, which provides at really accessible level: 1) maximally possible in every concrete case results of decision educational-educate tasks which stand before modern school, at the rational expenses of working hours, own efforts and efforts of students; 2) continuous growth of general and professional culture of teacher, him active searching activity, directed on the increase of efficiency educational-educate to the process [8, s.22].

It is thus marked that it is expedient to „consider the not novelty of created pedagogical model of educational process them, but measure of its identity the optimum variant of studies the substantial sign of pedagogical creation and his criterion, that to the variant, to better in all adjusted to the concrete terms" [8, s.25].

Group of authors (I.I.Shevchenko, V.Krasovskiy. I.Dmitrik), obgruntovuyuchi concept „pedagogical professional creation", mark that this description foresees the presence of such professionally pedagogical qualities, as: pedagogical objectivity, activity, scaleneness, purposefulness, integrativnist', complexity, system, perspective, prognostichnist', historical method, political apathy and others like that; pedagogical erudition, whole laying-on, optimism, and and others like that.

In other words, pedagogical creation is „optimum realization of the LED constructions, models of teaching activity, on the basis of social order and logic of development of pedagogical science". It is added to it, that a pedagogical process is always creative, in fact terms, tasks and facilities of influence of teacher, possibility of perception of students, can coincide never. Therefore it and always „creative, unique process of influence on personality which studies and educated" [7, s.34].

In the process of professional pedagogical preparation research of L.Mil'to is devoted the problem of forming of creative individuality of future teacher [5]. On the basis of analysis of philosophical, sociological, psychological, pedagogical literature of doslidnicya selects a rich in content side individuality (internal plan) of teacher.

Individual original combination of properties of different hierarchical levels belongs here, at first: biochemical, morphological, physiology, properties of temperament; secondly, unique, unique result of individual activity relations of teacher: professional consciousness, individual experience, valued orientations, awarenesses of the duties, as a teacher; efficiency of pedagogical activity, authority. A formal side (external plan) is made povedinkoviy, operation technical displays of „plan internal". He appears in the form of individual style of pedagogical activity, and individual style of pedagogical intercourse [5].

Wide confession is today acquired by an idea that modernization of modern higher pedagogical school must line up on principles system, kul'turologichnogo, osobistisno-diyal'nisnogo and individually creative approaches. From positions of approach of the systems all links of pedagogical education must maximally stimulate in active voice of basic structural all of the tools of personality of teacher in their unity.

Kul'turologichniy approach is required by creation of pre-conditions for self-determination of future teacher in a culture, in particular in to professionally pedagogical to the culture, by the basic components of which gnosiological, humanism, communicative, educational, normative, informative. A gnosiological component stipulates the methodological, research, intellectual culture of teacher. Humanism - moral, humanitarian, spiritual; communicative - culture of intercourse, vocal, refleksivnu;

educational - didactics, methodical, ecological, economic, physical, aesthetically beautiful; normative - legal, administrative; informative - diagnostic, innovative, computer culture. Realization of osobistisno-diyal'nisnogo approach foresees a design in the process of professional studies and education of students of zavdannevoy structure of pedagogical activity. Individually creative approach, overcoming mass genesial character of modern pedagogical education, destroys him on a personality level, provides an exposure and forming for the teacher of creative individuality [2].

Application of the outlined approaches in the real pedagogical process allows a teacher to become an active subject which will realize the method of vital functions in professional activity, finds out a willingness to determine a task, undertake responsibility for their decision, capacity for normotvorchesti, output outside the set models of professional conduct. That, speech goes about such level of the „internal determined activity, on which a specialist appears able to operate regardless of partial situations and circumstances which arise up in his biography, create these circumstances, produce strategy and tactic of own professional activity" [1, s.78].

Orientation on development of student as personalities, individualities and active subject of professional activity, can be realized only on humanism democratic principles of pedagogical activity of teacher of higher school. It needs orientation of higher education on personality development of future teachers, when educational activity gains character dialog, collaboration, spivtvorchesti, in which a vzaemozacikavleniy exchange prevails by personality senses and experience of teacher and student.

Realization of these tasks provides for: - waiver of grant the students of the prepared truths, but accenting of attention on the use of methods which stimulate their independent cognitive activity; it is bringing in of future teachers to creative research activity; - orientation on a dialog with students, general constructing educational-educate to the process which is based on their vital experience and interests.

It is for this purpose necessary: - to provide a transition from in detail centred to the personality oriented paradigm of higher pedagogical education; - to line up the methodical paradigm of dialogic studies (original „communicative diskursu"); - to lean against subjective experience of students, maximally to use him in to educational-educate process of higher school; - to inculcate interactive forms and methods organizations of educational activity, which stimulate active independent cognitive activity of future teachers, assist development in them of creative capabilities.

In a narrow value under the professional culture of personality it follows to understand the system of knowledges, abilities, skills and capabilities, which possibility of implementation of those labour operations and actions which are necessary in the certain sphere of professional activity appears due to. That speech goes about the necessary instrumental level of providing of labour. In such understanding professional and moral culture examined as component components of personality

culture of professional. However, regardless of understanding of concept, we can draw conclusion, that a high moral culture is necessary quality of professional in the context of humanism development of society. Exactly it is basis for enriching of spiritual constituent of that or other professional sphere, increase of spirituality of society [6, s.47].

Analysis psikhologo-pedagogical researches testifies that on the whole under professional trade it follows to understand the complex of the special knowledges, abilities and skills, owning which the specialist of certain type of labour becomes a technician, professional. It costs to mark that both the features of profession and other factors influence on forming of professional culture of future specialist. Among them it is possible to select the general culture of future specialist.

Not only influence of general culture of specialist takes place on his professional culture, but also vice versa is influence of the last on the culture of him the riznoplanovogo intercourse out of production sphere. Zagal'nokul'turna preparation, which includes for itself the study of history, economy, right, sociology and political science, foreign language, culture of speech, and others like that, is foundation for the professional becoming. It is considered that forming of general culture of conduct is on the whole carried out in a monogynopaedium. However played an important role in forming of professional culture is by educational establishments, which create terms for the professional becoming, development and self-realization of personality. In fact, to the factors of forming of professional culture of specialist it follows to take and culture of educational establishment, where a student gets theoretical knowledges in the chosen sphere of professional activity, and culture of organizations, where production practice prokhodit'.

Conclusions. Fully obviously, that requirements to the modern teacher must answer the necessities of segodennya and provide for: high professionalism is in a select sphere; innovative character of thought and readiness is to the changes. At the same time a highly skilled specialist must own basic ethics norms and rules of conduct in business relationships. It is at the same time necessary to develop and socialpsychological skills of activity of future specialist, which must be based on knowledge of principles of forming of organizational culture, realization of principles of development of social relations, traditions, consuetudes. In fact spirituality, culture, intelligentsia is the inalienable constituents of professionalism of future teacher, especially when his activity is related to the people.

Consequently, the predictable by us model of professional activity of teacher can consist of such professionally personality components:

- communicability;
- a persistence, decision, confidence, is in itself;
- creative thought, activity and initiativeness;
- responsibility, demand, ingenuity;
- social boldness, decision;

- will-power, emotional stability.

To our opinion, it far not all qualities which a modern teacher must own. In the professional becoming of specialist of any industry near-term attention must be spared the questions of ethics literacy. Will mark that for forming of professional culture of personality of future teacher and deepening of it professional potential such terms are needed in higher educational establishments: providing of students professional and general theoretic knowledges strengthening of humanitarian and humanism direction of all educational objects; introductions of the special educational courses, which will be instrumental in forming of professional culture; providing of students the proper bases of practices; creation of favourable morally psychological atmospheres in higher educational establishment; introduction of the newest technologies in educational-educate process; introduction of the socialpedagogical monitoring as systems of diagnostics of processes of forming of components of professional culture.

Consequently, preparation of future teacher can be computer-integrated as certain strategy which will be realized on the basis of the followings principles: to unity of socialmoral, zagal'nokul'turnogo and professional development of personality of teacher; account of tendencies of modernization of modern general school and LED character of pedagogical education; humanizing of pedagogical education, relation, to the student as to the subject of intercourse, cognition, social creation; orientations are on creative activity; providing differentiated and individually creative to going near preparation of future teacher; to democratization of pedagogical education, which foresees development of activity, initiative and creation of participants of pedagogical process.

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Ratynska I.

THE BASIC MEASUREMENTS OF MORAL RESPONSIBILITY AND MORAL CHOICE: THINGS IN COMMON

In modern conditions of social, cultural, political, economic transformations which generate new risks, negatively influence on mentality, interpersonal relations, the special urgency is got to a problem of education of moral responsibility of young generation, mastering by it ability meaningly to make a moral choice that becomes the important factor which can warn distribution of asocial displays, destructive valuable orientations. Irresponsibility is an emptiness social when the person plunges into asocial vacuum, becomes useless for society, social environment. And on the contrary, responsibility is such «dependence on society which fills with the maintenance human life and transforms it into an important link of a social reconstruction and ability to live preservation» [1, s.139-140]. Therefore it is impossible to disagree with V. Grozova and U. Krasnov about that «today intellectually developed person who does not have moral values which create the base of its ability to live, can be more dangerous to a society, rather than the person having little education. For this reason it is necessary to give more attentionfor education, than to training» [6, c.48].

To disclosing the essence of responsibility, its definition methodology bases address T. Abolina, G. Aljaeva, T. Vasilevsky, R. Dimerets, A. Ermolenko, L. Karachentseva, A. Konversky, S. Krymsky, O. Kunderevich, V. Larionov, V. Lubsky, V. Malakhov, V. Movchan, T. Motrenko, O. Protsenko, I. Sopivnik.

The questions connected with disclosing of the basic characteristics of a moral choice, substantiation its necessity for high-grade ability life of the person, are investigated by V. Bakshtanskfay, R. Bezljudni, M. Volkova, N. Grinchishina, S. Zastrovskf, D. Isaev, I. Kadievskf, L. Maksimov, G. Safinf.

Despite presence of a considerable quantity of the works devoted to a problem of responsibility, researchers mark its incompleteness because of diversity and complexity of this concept.

Theoretical judgement demandsthe basis of interrelation of categories of a choice and responsibility.

Article purpose –on the basis of the theoretical analysis of the scientific literature open a parity of a moral choice and moral responsibility of the person.

For the first time the concept "responsibility" has been entered into a scientific turn by the French jurist A. Benom who connected responsibility with punishment. Therefore it is not surprising that during long time this term was exercised in right sphere, excepting possibility of its use in other spheres.

Recently to definition of the characteristics of responsibility intrinsic representatives of various branches of scientific knowledge.

In ethical understanding responsibility is interpreted as ability to expect a consequence or desire to prevent a negative current of events [5, c.1].

In a socially-psychological context the responsibility category is considered as the quality connected with moral-valuable orientation of the person which characterizes its social typification [8]; a position of private world of the individual in which responsibility becomes means as internal control (self-checking) and internal regulation (self-control) of its activity [13].

From the point of view of psychology, responsibility provides presence of certain level of self-organizing, self-checking and self-estimation. Its components are honesty, justice, adherence to principles, readiness to bear responsibility for consequences of the actions, and also ability to empathy, keenness display in relation to other people [2, c.15].

Addressing to studying of a question of formation of responsibility of the future experts, O. Ponomarev, M. Tchebotaryov, N. Sereda focus attention on the fact that thephenomenon of responsibility has the difficult nature and provides comprehension by the individual of the debt to a society and mankind as a whole, an estimation of essence, a role, character of the actions, an act and statements through a prism of this debt and their coordination with functions and problems which participations in due life-support of a society [10, c.79] concern.

Responsibility can be "internal" and "external", have a positive or negative orientation. Internal positive responsibility is a debt to self, the conscience for search and realization by sense of the life. From the point of view of the individual, responsibility means to whom it personally reports, to whom "answers" for the acts, that occurs in its soul when he breaks the law of the conscience what finds in itself reserves for self-correction and self-improvement [7, c.68].

The main function of morals –is regulation, it organizes the relation and behaviour of people by encouragement or condemnation as from public thought, and the person. At the same time the morals is shown not only as a behavioural regulator of interpersonal relations, but also as an imperative defining of the line of formation and development of the person. It causes legitimacy to moral responsibility.

From the point of view of I. Sopivnik, moral responsibility is a personal formation which is characterized by profound knowledge of ethical standards and rules, comprehension of the duties, provides the emotionally-positive valuable relation to them, actualization of intentions of responsible behaviour and realization of this behaviour with the further reflexion, self-checking, self-correction [12, c.32].

Becoming the active subject of moral responsibility, the person is responsible for the actions first of all before by itself and the life according to the higher universal ideals, values, interests. The person, capable is realized to choose this or that model of behaviour taking into account possible consequences, it is capable to bear responsibility for the choice. Thus each human act anyhow concerns interests of other people. The moral choice causes real communication of the person with "Others", and the received result gets for them certain value. "I" am the one who supports "Another" for which it bears responsibility[5, c.1].

In an everyday life and in professional work all time should be defined, to what variant of behaviour, according to norms of morals, to prefer, what to make the decision, leaning against personal and public ethical installations. That is it is a

question of a moral choice - a choice of system of values which define a line of conduct.

Moral value is a category which reflects the relation of the concrete individual to its moral choice, defining strategy to behaviour in a certain situation. The basic characteristics of moral values concern:

–prescription which represents validity;

–categoriality which is understood as independence in realization of norms from the one, who is inclined to recognize their desirable or undesirable to itself;

–universality– an accessory to any addressee;

–specificity of the moral sanction which is realized within the limits of social control, public opinion, and also by means of mechanisms of psychological self-control;

–priority before other values and norms in case of conflict occurrence between them.

So that value was moral, it should be characterisedby prescription, categoriality, universality to be authorised by public opinion, to take a priority place among other values and to generate motivation and the maximum will to performance.

More generally, moral values can be interpreted as system of outlook of the person which includes an estimation of all phenomena, events from good and harm positions, allows to correlate an act of the person to the standard norms in a certain society and priorities. The choice of these or those moral values promotes not only to development by the individual of a moral estimation of acts of other people, but also realization of a self-estimation of the behaviour. This choice is gradually embodied in valuable orientations, providing realization of a moral position which is shown not only in separate acts and their motivation, but also in all line of conduct.

As the certificate of spiritual activity, a moral choice anticipates decision-making and determines the maintenance of the future practical action. Each person himself solves, to become it on the party of moral values, or to ignore moral imperatives

for own benefit, career, vital success, egoistical interests. From acts in which means for purpose achievement are defined, moral activity of the individual is formed. Each act is considered in aggregate with the previous and subsequent activity of moral consciousness – self-estimation by the person of the act and the relation to its estimation from associates. All these stages during estimation of the made decision: what exactly has made, for what, meaningly or casually, how the person concerns the actions as estimate its act associates [9, c.26].

Deliberating on morals theme, the J.-P Sartre asserts that the person cannot select harm, she chooses only the blessing. After all, first, it is responsible for the choice; secondly, making a choice, he chooses something not only for itself(himself), but also for others. At the same time the person acts as a source, the purpose, a criterion and the judge of the moral acts, therefore should understand their value for others; it bears responsibility before them and for them. The person creates itself, choosing morals. However, no morals specify, how it is necessary to operate, giving to the person possibility to be defined independently and also independently to bear responsibility for the made. The moral choice for Sartre is a decision of the person rather priority a certain position by the statement of freedom. An intrinsic sign of freedom is the choice. The choice creates the human world, the culture world, the world of values. Values are not given to the person in advance. They do not exist out of the choice certificate, in itself, in any special space. But each time in a concrete act of the person arise kindly and angrily. There is no external management which it would be possible to make responsible for the choice. That is neither the made choice, nor a position, values cannot have the external justification [11].

The situation of a moral choice arises when the person has a possibility to compare and choose one of alternatives of an act, meaningly to define the position and to realize it in concrete actions. As the moral choice can be outside the limits of good and harm, for its realization existence of objective possibilities is necessary. Ability (or inability) the person to choose an act or behaviour model provides knowledge / ignorance of moral necessity. Last directly depends on

degree of informativeness of the individual about concrete circumstances of action and the moral requirements shown to this type of actions. It bears responsibility that, according to circumstances, could and according to requirements of moral necessity should choose and realize in concrete activity. Thus it is necessary to consider that refusal of a choice also is a choice. To do nothing - too an act. That is to evade from a choice it is impossible, as such decision - also a choice.

The cores of moral choice concern such, as:

–moral choice is aactive and behavioural certificate;

–choice provides autonomy of the subject;

–choice is based on a priority of values;

–result of a choice - self-determination of the person in system of relations and behavioural co-ordinates;

–moral choice is self-regulated hierarchy of values also is regulated by ethical standards.

Generalising resulted constructs, it is possible to assert that the moral choice is a certificate of behaviouralactivity of the independent subject which is based on a priority of ethical standards and values, and its maintenance consists in self-determination of the person in system of relations both behavioural co-ordinates and vector definition itself) developments [3].

Realization of a moral choice is caused by mastering its components which are isomorphic to structure of an act and cover: requirements (set motives of achievement of necessary conditions and use of enough factors for formation of the person, initiate the activity directed on overcoming of contradictions of activity and behavioural situations, filling by their valuable maintenance); forces (carry out mobilization and orientation function, give an emotionally-strong-willed impulse during collision with contradictions); valuable orientations (provide stability of development and set its orientation, providing continuity of development and behaviour); norms (regulate and correct development, imperatively limit appropriate character of behaviour, define behavioural priorities and the choice maintenance); the situation analysis (an establishment of a parity known and

unknown, communication comprehension between a problem and a choice); The plan of action (reflects dialectics of the purposes and means of their achievement, will mobilize analytical, prognostic and other functions of consciousness); the purpose (will mobilize prognosticconsciousness function for a result prediction, provides search of corresponding means); means (the answering purpose of means optimize development, and what contradict it, block or slow down possibility of its achievement); decision-making (will mobilize consciousness and makes choice procedure more product); action (starts the mechanism of realization of a choice, contains transformation and overcoming potential); result (it is shown in qualitative definiteness, a result of activity of the subject for which it bears responsibility) [4].

The mechanism of a moral choice provides observance of relative sequence of actions of its components. Efficiency, effectiveness and productivity of this mechanism directly depends on firmness of substantial parametres which I form a moral choice and ability of the subject to change of rate, character and sequence of interaction of components which is caused by an object in view that finds display in prognostic result.

Summing up,it is possible to assert that necessity of increase of responsibility of the person for the actions and behaviour today is observed. To behave responsibly means capable to be active to operate, realizing and providing possible consequences of the actions, aspiring to warn occurrence of negative result. The important role in this process is played by ability to make a choice. For the decision of situations of a moral choice it is necessary two basic conditions - objective possibility and subjective ability to choose. External parametres which narrow concern objective conditions or expand frameworks in which the choice can be made. Among these parametres the priority place occupies morals which regulate all acts of man and acts з the points of view of good and harm. Subjective conditions are individual experiences, values, emotional relations, the purposes, real actions. It is possible to allocate responsibility of the person before itself (carrying out a choice, he «chooses itself(himself)») and responsibility for concrete

acts before other people - comprehension of influence of the actions for well-being of others. Thus, the person who is capable to choose meaningly that other way of behaviour taking into account possible consequences (that is to make a choice), is capable and to bear responsibility for it.

PREVENTION AGGRESSIVE POVEDIKY TEENAGERS IN THE PROCESS OF MASTERING MARTIAL ARTS

Formulation of the problem. The restructuring of our society, associated with the transition to a market economy has led not only to economic and political changes, but also changes to the moral norms of human behavior, especially the younger generation. School psychologists, parents, educators noted that children and teenagers growing focus antisocial behavior, they become vulnerable and aggressive. Aggressive tendencies became even harakternishymy behavior of preschool and early school age. Teen occupies an intermediate position between childhood and adulthood.

Difficulties education is largely determined by the shortcomings in the development of students' ability to evaluate their actions. The causes of such difficulties are aborted in troubled teen's criteria of self-esteem, lack of critical, inadequate assessment, inability to carry out operations evaluation, and the inability to self-regulation, as today, the school has weakened their positions in the education of children and creates a zone of increased conflict among peers from different social groups. This leads to aggression in middle school and next to it, the system of relations «teacher-student» «student-student» [1]. Modern school ceases to be an environment where the teenager was able to learn to solve their personal problems himself and more effectively interact with society. It is today, unfortunately, is a place of gaining knowledge, and more. Many rural schools have little or no recreational centers, various organizations and groups. In this regard, most of the troubled teens growing up among peers on the streets, in yards, bars, etc. Often it is difficult in such companies teenagers start smoking, drinking, using drugs and to engage in criminal activity [2].

That is how we see one of the pressing issues that face today by psychologists and educators is the problem of aggressive children.

Analysis of recent research and publications. Scientists and researchers are paying more attention to studying the phenomenon of aggression, manifestations and trends of aggressive behavior, the prevention of aggression (A. Bass, R. Beron A. Darka, E. Erickson, S. Kolosova, M. Levitov, K. Lorenz, D. Richardson, H. Parens, A. Stepanova, Z. Freud, E. Fromm, I. Furmanova and John. Haley).

Many works devoted to the study of various forms of aggressive behavior in children (R. Blahuta, V. Tatenko, B. Weaver, L. Chagovets), aggression problems due to conflict (G. Vasilieva, V. Kovalev, M. Levitov, M. Neimark, E. Romanin et al.), the study features of the emotional sphere in preschool and early school age (L. Wenger, A. Zaporozhets, V. Kotyrlo, V. Mukhina, O. Kononko).

In pedagogical theory and practice of the problems of educational work with «difficult» children, including aggressive, in the context of violations of conduct and discipline (A. Makarenko, I. Nevsky, M. Orzhehovska, S. Podmazin, S. Sirotkin, L. Slavina, V. Soroka-Rosinskiy etc.), in a fairly new branch of science - collectible (O. Honyeyev, I. Zimina, N. Lifyntseva, I. Pidlasyy, N. Yalpayeva etc.), psychological and pedagogy (A. Asmolov, K. Byutner). Methodological approaches to the prevention and correction of personal aggression developed regarding preschool and adolescence, and younger students have been insufficiently studied (A. Bovt, M. Didych, V. Zuban, I. Kuhranova, V. Polishchuk, S. Shebanova).

The article is a study of deviant behavior prevention features aimed at eliminating manifestations of aggressive behavior by the formation of an adequate self-esteem, the ability to self-regulation, the involvement of students in training karate as martial art that tempers in a healthy body healthy mind and has a disciplined person.

The main material research. Formation and development of the young person is a priority for any state, the study of the processes occurring in the course of mastering martial arts, acquires fundamental relevance. Of particular interest in this process of self-regulation Teen and especially its manifestations in the crisis, adolescence. The younger generation is a complex development path and adaptation to the new social situation, there is a confrontation and assimilation of social norms, the teenager began to show interest in various activities, including sports. Special attention to all kinds of sports activities, martial art deserves. It is this line of work, full, helps to overcome certain negative qualities and destructive tendencies.

According to S. Maksimenko, the capacity for self-regulation is an essential feature of the individual and determines three successive stages of self-regulation of behavior in the system integration of the individual, namely: 1) basal emotional self-regulation; 2) volitional self-regulation; 3) semantic, value self-regulation [4, p. 48-49]. Due to the crisis-

related period as the physiological changes in the body, as amended social situation, the teenagers often there is insufficient development of self, which manifests itself in deviant forms, addiction, significant mood swings, etc. Entering adulthood, teenager expanding his social circle gets new rights and obligations, the process of assimilation of new social norms and improving the process under regulation own mental activity and behavior. Positive role in this process plays a sport in particular and mastering martial arts. As you know, the past contribute to the formation of individual discipline, commitment, persistence, perseverance, positive image of «I» and self-esteem. According to M. Boryshevskoho mechanisms of self-regulation based on such structural components of consciousness, as self-esteem, the image of «I», the level of claims [3], which suggests the presence of significant correlations between self-regulation and training of military practices. Learning martial arts, which include not only physical, but to a large extent, and provides a spiritual aspect of self development and formation of the younger generation. Interacting with peers and teacher teenager learns to control his emotional sphere, mastering the idea of military schools, a system of values, and therefore self-regulation and moral behavior. Speaking reference person sensei (instructor) transfers for students to self-motivation and self-improvement, to achieve stability and success that affects the ability of adolescents to manage their internal state [6].

Sports and martial arts in adolescents form a positive image of «I» adequate self-esteem, resilience, commitment, which in turn provides a fast and harmonious development of self-regulation of behavior. Given the crisis, similar to one age period allowing prevent destructive tendencies and develop a young generation of socially desirable traits [5].

The purpose of training in the martial arts is to create prerequisites for changing behavioral patterns of the student. If the process of education does not cause such changes, it has no educational value. The result of educational activities must be specific and permanent behavior change. It is important that these changes were aimed in a positive direction. It should be constructive, clear and constant changes, which would encourage the student in achieving a goal. Changes should be useful for the student and for the society to which he belongs.

If we consider this aspect of martial arts, they have tremendous educational value. Martial arts can cause significant improvements in physical, psychological and emotional development. Since martial arts training techniques based on the laws of nature, the human body can adapt easily to perform basic techniques, so that the student is able to reach the peak of his physical development.

Karate - a unique system of education. A person who takes up karate, original signs first contract with themselves and the world. It must follow certain rules and adhere to the principles and traditions [7].

1. Understanding and respect human values and opinions of others. Martial arts are more teach universal values of respect on the example of etiquette and relationships between instructor and students. On the first day of classes, students learn to respect their teachers and elders who train with them. Younger express their respect for elders bows and bow, coming into the gym and having to leave it, thus giving homage to the place where they get knowledge. In addition, they learn to respect life itself and never use his skills at the expense of others, without a good reason.

2. Persistent work habits and self-discipline. Discipline, as respect is one of the cornerstones of the educational process in the martial arts. Undisciplined student physically unable to master complex and those which require hard work, techniques of art. To succeed, every fighter has to work hard and continuously monitor their own discipline. The instructor can contribute to the education of student discipline, helping him set goals and work hard to achieve them.

3. Ethical behavior is based on respect for morality and ethics. Teaching martial arts students, when not understood the importance of ethical conduct extremely dangerous. Students should understand the need for proper use of their knowledge even in cases of self-defense when the enemy causing physical damage to the surface may be justified. A qualified instructor is always explain to his disciples when and to what extent is acceptable to apply the knowledge and training that the amount of force necessary to invest in self-defense. It will not teach those for whom martial an art is just a tool of violence.

4. Intellectual curiosity and desire to continue their education. Martial arts - is an activity equally suitable for people of all ages and physical abilities. In drawing up the curriculum, the instructor should consider the possibility of students of different age

groups. If the instructor is engaged with each age group according to their capabilities and aspirations of the students, he encouraged them to continue studying martial arts for life, because at each level of his pupils will make new discoveries and set new goals.

5. The spiritual and physical health. Spiritual and physical health is the main and most obvious result of the martial arts. From the first day of training students feel healthier. They learn to correctly perform physical exercises to tone up the body naturally move, develop coordination and even much more. With the rise of physical health in students developing confidence. Objective knowledge about the growth of their own physical capabilities help students get rid of psychological stress and feel completely healthy people. That is defined as spiritual health [7].

Speaking about the philosophy of karate, it should be noted that it is based on primarily - the idea of non-violence.

Conclusions. Each type of sports has its own characteristics, which affect the elimination of manifestations of aggressive behavior by the formation of an adequate self-esteem, the ability to regulate the behavior of the individual. In sports, the development of self-regulation is the formation of a special mental state that promotes the best use of its potential athletes.

Do karate as a form of martial arts, have great potential for the development of self-regulation of behavior of the younger generation: form moral qualities teenager stabilize his mind, make it possible to control their emotions, develop concentration and volitional qualities, increase the level of self-control, affect interpersonal relationships, a manifestation of tolerance during communication, the formation of an adequate self-discipline education.

Training process maximizes physical activity, physical development, health and well-being of adolescents.

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THEORY AND PRACTICE OF THE METHODICAL WORK IN A GENERAL EDUCATIONAL ESTABLISHMENT

SPIVAKOVA I. B., honored teacher of Ukraine
Director of Klovsky Lyceum № 77 (Kyiv)

Annotation. *The article deals with aspects of contents and activity-methodological work in secondary schools, which reveal its motives, goals, objectives and principles of competency in the context of education, providing professional development as a teacher, and a new quality of school education.*

Keywords: quality of school education, methodical work, development of methodical work, methodical system of professional competence of the teacher, the purpose, objectives and principles of methodical work

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TARASENKO Rostyslav Olexandrovych, PhD in Technical Sciences, Associate Professor, Assistant Professor of Social Pedagogy and Information Technologies in Education in National University of Life and Environmental Sciences of Ukraine

INFORMATION COMPETENCE FORMATION OF FUTURE TRANSLATORS IN THE CONTEXT OF GLOBALIZATION AND SOCIETY INFORMALIZATION

General formulation of the problem. The entry of Ukraine into the European and world economic space is accompanied by the expansion of political, cultural and socio-economic relations with other countries. The successful implementation of these cooperation areas are directly related to the training of highly skilled professionals, who are fluent in foreign languages and are able to provide speech communication at the international level, high-quality translation of specialized information, scientific and technical literature and documentation for the specific branch. The rapid growth of information in all fields requires new approaches to meet the needs of foreign language information in a professional manner, that is definitely related to the integrated use of information technology in all phases of translation activity, which future specialists in translation should perfectly master. Therefore, presently relevant is the theoretical aspects development of information competence formation of future translators with the requirements of today.

Analysis of recent research and publications on the topic. The study of future translators training features, formation of their professional competence and its components were engaged by G. Akinar, M.Volchanska, V.Zheliaskov, Yu.Kolos, O.Matsiuk, R.Miniar-Bieloruchiev, O.Rohulska, P.Sandrini, R. Tinsley, I.Halieieva, M.Tsvilinh, A.Chuzhakin, O.Cherednychenko, A.Shveytser and others.

However, groundwork comprehensive generalization of philosophers, educators, psychologists and other scientists, creating the theoretical basis of information competence formation of the future translators in modern conditions, was left without attention of researchers.

The purpose of the article is to summarize philosophical ideas, pedagogical theory, conceptual approaches, the regulations for the development of theoretical aspects of information competence formation of the future translators in the context of globalization and the society informatization.

The statement of the main material research. At the modern stage of vocational education development there is actualized the need to master the information technologies, that significantly affect the quality and efficiency of their professional tasks and have certain features in each area. Considering the changing approaches to translation activity, which is characterized by the transition from individual work on individual materials to collective action on the volume projects with strict requirements for the conditions, terms and quality of performance, it is necessary to ensure the proper level of future translators to the exercise of their professional responsibilities from the perspective of information competence ownership.

Therefore, the development of theoretical aspects of information competence formation of the future translators should take into account a range of provision, that will identify effective ways to implement this process. We believe that the formation of information competence of the future translators should be based on:

- philosophical principles of epistemology;
- the doctrine of Information Society Development;
- knowledge of the functioning principles and the development of a common information space ;
- ideas of education transformation in the context of integration into the European educational space;
- the concept of lifelong learning;
- the active learning theory;
- main directions of education informatization;
- principles of educational standards of translators preparation and standards of their professional activities;

- ideas of modern education philosophy on the development of personality and self-development;
- application of the system, activity and competency approaches;
- complexes of common didactic and specific principles.

The transition to the information society, one manifestation of which is the continuous growth of information flows, surrounding the person in all spheres of life and activity, requires from members of such a society the ability to perceive and work up large amounts of information, possession of modern technologies of analysis and ranking. The Law of Ukraine "On the Fundamentals Information Society Development in Ukraine for years 2007-2015" also reflects global trends and determine how to develop a society, «...where everyone can create and collect information and knowledge, have free access to them, use and share to allow each person to realize their potential, contributing to the social and personal development and improving the quality of life» [4]. The priorities, defined by this law, have to be implemented, especially in the process of education acquiring of future professionals. Therefore, one of the key competencies, used as the basis of professional training in any industry, should be informative.

The development of modern information society accompanied by fleeting changes in the professional activities of specialists in different fields, which is caused by the need to handle information as dominant object of activity. In addition to this, in the information society more and more people interact with information, that acquires new forms of representation, transmission, storage and distribution, that are different from the traditional ones. This is manifested in the change of understanding of the information role in human life and its impact on all spheres of activity. Participation in the "digital" communication process requires specialized knowledge and skills. This, in turn, imposes very stringent requirements for qualification of future specialists, respectively, and the content of their training.

Since translation is part of a global multilingual electronic communication processes, it involves the formation of information competence in translation. Its formation of future translators is determined by exceptional influences weight, that

create information resources in their professional activity in the information society, which is manifested in a number of aspects: personal, ethical, legal, psychological, communicative.

The key features that distinguish the information society from all its predecessors, are:

- creating a global information environment that can provide a new quality of life;
- increasing the share of information and communication technologies, products and services in the gross domestic product;
- the emergence of qualitatively new communication and effective information interaction between people on the basis of increasing access to national and global information resources to overcome the digital divide (poverty), progressive meet of human needs in information products and services [2].

Thus one of the basic concepts in understanding global processes of information becomes an information space in which it is implemented and developed the paradigm the information society. Topical now is to form among members of a society, including future specialists, new skills and qualities to meet their personal and professional needs of information through interaction with information space within which they are located.

Considering that the basic components of information space, in which a translator carries out his professional work, is a source of information resources necessary for the translation, it is advisable to concentrate their training process on mastering effective methods of resource searching for their selection, usage, storage, processing by means of information technology.

One of the indications of the information society is the creation of the European educational space, priorities of which are to provide quality education; development of international partnerships; the introduction of the European dimension of education; identifying and promoting European ideals and objectives; intensification of integration processes in the field of education; promoting academic

mobility; the development, implementation and financial support of European programs and projects.

The Council of Europe, the European Union, the European Center for training and other European educational organizations, agencies and leading universities direct their activity on the creation of common European educational space. Development of the European Partnership, the formation of educational policies of European countries, providing quality education and professional training in the context of globalization are the strategic priorities of their activity.

An important step in the development of common European educational space was and is the implementation of a number of European educational programs - «Socrates», «Leonardo Da Vinci», «Tempus», «Erasmus Mundus», etc., which contribute to the transformation of the educational systems of the participating countries by:

- development of multilateral partnerships among higher educational institutions in the EU and neighboring countries;
- modification of the national curriculum, development of new curricula and educational and methodological support for them;
- ensuring the quality of education;
- modernization of the management of higher education institutions;
- strengthening the role of higher education in society;
- strengthening the "knowledge triangle»: connection between education, research and innovation;
- strengthening the links between higher education and the labor market.

One of the latest initiatives of the European Commission is the project "European Higher Education in the World" (2013), whose goal is the competence formation for graduates of European, that will provide the opportunities for employment in any country in the world and the creation of conditions in which European universities will be attractive and competitive for foreigners to receive education. To achieve this goal programs «Erasmus +» and «Horizon 2020" are intended[6].

Under the conditions of Ukraine's integration into the world economic space and access to European labor markets there is raised the need for harmonization of national educational standards with foreign training of translators and accounting standards of their profession.

For this purpose, the formation of information competence of the future translators should be focused on the position of general European training program for translators (EMT) [7] standards, that regulate conditions of translation and quality assurance (American standard ASTM F2575-06 [8] and the European BS EN 15038: 2006 [5]). This will allow to improve and unify the system of training of future translators in national universities in terms of information preparation by improving the sectorial educational standards, curricula and training programs.

This unified system is consistent with the the concept of continuous learning, "lifelong learning" (so-called concept of LLL - lifelong learning), which is the leading concept of vocational education in modern society, as more fully meet the requirements of today. It was proclaimed the Great Charter of Universities [1] and is based on the proposition that for life, work and competitiveness we require independent retraining, training, retraining, even in new areas, which appearance has caused a global scientific and technological development. It means that there was a new process vision of mastering knowledge, skills and competences, which emphasize the relevance of foreign researchers.

From these positions it should be taken into account the need for system openness of information competence formation of future translators, which would allow to supplement its various forms of training to gain additional knowledge, skills and could be a basis for further development of competence in different phases of professional work and at different stages of life .

It is obvious that now Ukraine is in intensive informatization of majority of spheres of life and activity, and this is a guarantee that new information technologies will soon become the determining factors of socio-economic, intellectual and spiritual development of Ukrainian society [2]. Besides opportunities to improve the material well-being of humanity, modern information technology had led to intensive

dissemination of innovative communication models, professional activity, lifestyle and education. These processes are regulated by several laws of Ukraine, including the law "On the Concept of National Informatization Program" [3].

According to this law, the state policy of informatization is directed to solving a number of key problems, among them a prominent place is given to informatization of education. Informatization of education focuses on the formation and development of intellectual potential of the nation, improving the form and content of the educational process, implementation of computer methods of training and testing, allowing to solve problems of education at a higher level, taking into account international requirements. The results of education informatization include:

- development of information culture of the person (computer literacy);
- development of content, methods and means of training to the level of international standards;
- improving the quality of education and training at all levels of professional training;
- integration of learning, research and production activities.

It should be noted that special attention in the Concept of National Program of Informatization is paid to informatization issues of language sphere, namely:

- creation of a national system of computer lexicography;
- formation of national linguistic network and its integration in similar international networks in the framework of projects of «multylingual society»;
- elaboration of intelligent linguistic normalized Ukrainian computer systems (automatic proofreaders and editors, automatic translation, summarization, extraction of knowledge from natural linguistic texts, natural language understanding both in written and oral versions) etc.

Therefore, based on the content of the law "On the Concept of National Informatization Program", special attention is paid to the wide introduction of information technologies in the linguistic sphere, particularly in the translation activity and related processes, the formation of information competence of translators should take into account the provision of the abovementioned Law.

The role of the human, however, is not reduced factor in modern conditions of information society. Information and information technology, that are dominants of such a society, have already cover not only production activities of man, and deeper penetrate the household, spiritual, aesthetic, ideological and other spheres of life. From this perspective, it is important to focus not only on training professionals to acquire knowledge and skills formation, but also on personality development both in terms of human qualities, and the development of those qualities, that will contribute to its harmonious existence in the information society. Therefore, the idea of modern educational philosophy about the development of personality and self-development are an integral part of the foundations of the formation of information competence of the future translators.

In the process of information competence another very difficult task arised, that is the formation of future specialists of values, based on humanistic ideals. They influence the formation of individual life position, its activity or passivity in professional activities; focus on the outcome or the individual interaction; ways to achieve their goals and attitude to others as partners.

Every person, having their own needs, interests and ideological ideas, is also guided by them in their professional activities. Values and personal qualities of the future translator (honesty, organization, self-control, responsibility, reliability, persistence) should cause his strategy and tactics of communicative behavior that affect the development of his system of industrial relations and interactions with colleagues and partners in professional activities.

The development of theoretical foundations of information competence of the future translators is inextricably linked with the use of effective modern educational technologies based on competence, systematic and active approach to the process of specialist training. The chosen set of methodological approaches can provide the most complete solution of research problems, despite the fact that their application provides theoretical background, implements practical guidance and allow to achieve the targeted and controlled impact on the development of information competence.

Since, in our opinion, in the combination of approaches, used in the formation of information competence of translators, the most important are the aforementioned, the effectiveness of their application is caused by: shifts from mastering only knowledge and skills on the components formation of information competence, that would ensure successful implementation of professional tasks with a high degree of technology use (competence approach); implementation in the educational process the elements of the working professional activities related to the processing of large volume and variety of information materials and implementation of adequate foreign language information transfer (activity approach); integrity of the components plurality of information competence with the relationships totality and connections between them and the process of its formation (system approach).

Considering the fact, that the strategic ways of pedagogical influence on the formation of information competence are defined by the set of common didactic and specific principles, it is important to determine the main of them. Among the common didactic principles there is considered the principles of systematicity and consistency, consciousness, activity and independence, communication theory and practice.

View of the fact that the specific principles permit to build a more flexible system of formation of information competence of future specialists in translation, detail the methods, forms and means of influence on this process and take into account a number of its features, it is important to select carefully from a large set of specific principles are the ones, that facilitates the achievement of maximum result. To such principles we refer the principle of professional orientation of training, modularity, dynamism.

Conclusions. Consequently, the formation of information competence of the future translators in the face of international integration and society informatization should be based on the theory of knowledge, activity-learning theory, the ideas of scientific competence, activity and systemic approaches and take into account modern challenges and new requirements for translation. Grounded provisions can be realized only on condition of innovative changes in educational work of universities.

Prospects for further study. Further scientific research may be related to the system development of a holistic formation process of information translators competence according to the requirements of today.

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Olga Shevchenko, candidate of psychological sciences, lecturer in Applied Psychology Ternopil National Pedagogical University named after Volodymyr Hnatiuk (shevchenko_olja@mail.ru)

Psychological and pedagogical support development of personal competence seniors

The article highlights the conceptual foundations of psycho-pedagogical support aimed at the development of personal competence and high school justifies its effectiveness by analyzing the results of formative research phase.

Keywords: competence, competence, personal competence, psychological and pedagogical support.

Formulation of the problem. Growth urgency of the problem of competence of the individual in modern society makes an objective need for the development of personal competence seniors who are on the verge of professional and personal self-determination. Personality competence is an important to achieve a new quality of educational outcomes requires investigation and its content, structure, criteria, levels of development and the study of psychological features of formation.

Analysis of research and publications. In modern education great attention is paid to qualified approach as international organizations (International Commission of the Council of Europe, European Union experts, UNESCO) and scientists (V.I.Baydenko, N.M.Bibik, V.A.Bolotova, IA .Zimnyaya, O.I.Lokshyna, A.K.Markova, L.M.Mitina, O.V.Ovcharuk, L.I.Paraschenko, O.I.Pometun, O.Ya.Savchenko, A.V.Hutorskyy , Yu.H.Tatur, S.Ye.Shyshov).

Problems affecting personal competence in his writings V.I.Baydenko, N.I.Bihun, O.I.Hulay, O.A.Karabanova, A.K.Markova, N.N.Morozova, OE Permyakov, IM Fadeev, and others.

The researchers mainly examine this competence as a form of professional competence, or as one of its components (V.V.Abashyna, N.L.Babenko, O.I.Hulay, I.H.Drovnikova, N.V.Kuzmina, G J. .P.Lanets. Raven). OE Permyakov also describes personal competence According OE Permyakova personal and professional competence looks like a sphere, the core of which is the personal competence and outer shell - professional [3, p. 277]. NA Loushkina isolates autopsyholohichnu competence and argues the need to study and development since adolescence [2, p. 290].

We understand the personal competence as an integrated feature, the ability of the individual to identify, interpret, exercise, assess, develop, arbitrarily regulate their own abilities, resources, talent and social position, to design, develop and implement in reality their life plans, based on knowledge of social needs and personal values.

To take account of the dynamics of the process of forming the study was singled out four competency levels of personal competence, each of which is characterized by qualitative originality, continuity, integrity, initial, average, sufficient creative.

Purpose of the article - to consider the conceptual framework and methodological features of psychological and pedagogical support aimed at the development of personal competence seniors.

Presenting main material.

Psycho-pedagogical support is not a simple combination of various methods of diagnostic and developing work with children, and serves as a comprehensive technology special culture student support and assistance in solving the problems of personal development, socialization. Content psychological and pedagogical support we associate with the creation of favorable conditions, secure environment

needed for development and self youths of disclosure-fulfillment, the formation of the ability to act independently and free choice.

The basis of the organization of psycho-pedagogical support of personal competence we chose acmeological autopsyholohichnoyi competence development model proposed A.O.Derkachem [1, p.112], which involves the following stages: problem-oriyentuvalnyy analysis; design reference state; Planning changes; implementation of changes. The introduction of this model involves the following: identify the strengths and weaknesses of the individual - typological characteristics, potential and resources of self (in our study, carried out at the stage of initial diagnosis); search and the capability of self-development (actualization of the desire for self-development); designing trajectories of individual self-development, creating innovative internal and external environments; strategic planning, self-development; operational planning self-development; building the organizational structure of self-realization (reinforced by the development of training programs, taking into account available individually - typological characteristics, potential, overall level of personal competence of the senior group); self-realization; control and self-correction process (carried out at the stage of the training).

At the design stage structure and content of the program of psychological and pedagogical development of personal competence seniors we turned to the experience of NA Loushkinoyi that aprobuvala model of competence autopsyholohichnoyi adolescents [2, s.291] based on the ideas of humanistic psychology, considering self-realization (self-actualization) as a gradual, sequential, cyclic process. Step awareness of themselves was called axiological (includes awareness of human values, uniqueness of self and others, unity with the fullness of the world), stage awareness experience - instrumental and technological (includes ownership of human reflection as a means of self-knowledge, the ability to concentrate on himself, his inner world and in its role in collaboration with others), and the growth stage of awareness - potrebnisno-motivational component

of success (characterized by the presence of a person in need of self-development, self-transformation and personal growth).

The theoretical model of personal competence, in our opinion, has the following components: motivational-value component (provides for understanding the need and importance of personality-oriented activities student and personal qualities that allow it to carry out, the adoption of personal self as the meaning and purpose of life, the stability of interest incentives for the development of new knowledge, personal development); cognitive component (including a set of knowledge, the possession of which required student-seniors for personal development, methods of setting, planning and problem solving personal development and evaluation solutions, the ability of the individual to understand and navigate the surrounding reality, identify, interpret and assess their place and role in team, family, state); emotional and volitional component (provides subjective, internally coordinated, responsible and effective student activities with a view to personal improvement, senior high school student satisfaction with the process and the quality of education, personal self-determination).

Based on these models, the structure of the training program involves the development of personal competence components the following order: 1) cognitive, 2) emotional and volitional 3) of motivational-value.

Based on the theoretical analysis of the problem studied set of particular importance competencies "self-acceptance, satisfaction with the environment, peace, education," "personal system of values," "self-awareness and self-esteem" for the development of personal competence seniors.

Also, in the planning and development of forming experiment we took into account the fact that early adolescence is a period of active development of identity as a dynamic system of ideas of man about himself, becoming stable self-image, an integrated self-concept, the formation of personal identity and sense of self-identity, unity , during the growth of social activity, autonomy and independence from adults, issues of personal self-organization, self-regulation and self-conscious

elements forming the desired behavior, arbitrary motivation, the period when the young man himself decides and responsible for it.

In experimental studies 306 students attended the ninth, tenth and eleventh grades of secondary schools №№ 9, 11, 19, 20 of Ternopil, Strusiv boarding school and Ukrainian Humanities Lyceum of Kyiv National Taras Shevchenko University. In forming experiment was attended by 38 students (18 - experimental group and 20 - control).

In order to create an effective program on the objectives of personal competence, regression analysis was carried out, which allowed it to identify those variables that have the greatest effect on the load-components of personal competence. Results of the analysis show that the level of personal competence greatest impact have the following options (at r = 0,792): adaptation (0.150), morality (0,137), intelligence (.149), emotional stability - instability (0.180), low - high normative behavior (0.180) practicality - daydreaming (0.105), low - high self-control (0.177), extraversion - introversion (0.199), whole LSS (0.165), the result LSS (-0, 161), OJ (0.186), complexity (0.282) stimulation (level of belief) (-0.124), achievement (level of belief) (0.196) isolation - sociability (-0.101).

As defined the following priority areas of the program:

- Axiological, aims at deepening perceptions of their own senior high school student I; awareness of their own values and the values of life, attitudes, opinions of other people, the uniqueness of ourselves and others;

- Motivation, aims to actualize the need for continuous expansion space of his life in the pursuit of personal development, personal self-acceptance as a value and as a goal; to succeed as a personality; promote sustainable motivation for new knowledge;

- Instrumental: aims at mastering the techniques and methods of self-knowledge, self-control, self-organization, self-regulation, self-expression; skills to social activity; development of the ability to set a goal, make decisions and take responsibility for their performance; mastering the methods of organization of leisure time;

- Training: Practice provides high school students the ability to develop a program of self-improvement; gain experience of self-control, self-improvement, self-regulation; maintaining and achieving self-development goals.

For the purpose of the training was training the following tasks: 1. To develop a conscious, emotionally positive attitude to personal competence. 2. To develop skills of self-knowledge, introspection, reflection and a sense of self-worth. 3. promote moral and spiritual values and the ability to goal-setting. 4. To promote the learning of techniques and methods of self-control, self-organization, self-expression.

The main methods of training were: interactive: Announcement, role play, simulated scenarios, brainstorming, guided discussion, work in pairs, small groups, activation exercises, reflective comments; Art therapy: individual, group painting, work with fairy tales, metaphorical and symbolic material improvizuvannya, psyhohimnastychni exercises visualization.

Graphically, we design programs reflecting the concept of psycho-pedagogical support of personal competence in high school in Fig. 1.

Fig. 1. Concept psychological and pedagogical support of personal competence in high school.

The training program "Development of personal competence seniors" included 20 sessions of 1.5 hours each. Classes are held during one semester once a week.

Some structural units of the training "Development of personal competence" - modules developed for specific topics, which have their own objectives and contain excellent material from previous modules. The program included the logic of presentation at several levels: only course of each thematic unit and each individual lesson. The structure of the course identified the following thematic modules: 1. My inner world. Self-awareness and self-esteem; 2. I - master of his life; 3. My life goals and programs.

To identify and assess the effectiveness of the training we conducted repeated measurements of components of personal competence (see. Fig. 2).

Fig. 2. Indicators of the level of personal competence before and after training.

According to the survey, we can say that participation in the program developed by us contributed to positive change in most indicators of competence development study competence.

The reliability of positive changes that have occurred in the development of personal competence senior experimental group, confirmed by processing the data obtained by the methods of mathematical statistics, namely the criterion of Pearson. In particular, the statistical differences (when $r \leq 0,05$-$0,001$), increased level of competency "self-awareness and self-esteem" (2 to 2.8) and "independence and self-sufficiency" (2.3 to 2.90) level of cognitive component (from 1.9 to 2.4), the level of emotional and volitional component (from 2.18 to 2.46) and overall personal competence (from 6.41 to 7.19).

If we consider the individual characteristics and personality traits seniors, thanks to the training participants significantly increased rates by a factor "dominance-subordination" (6.30 - 7.80), indicating that the increase in their autonomy, independence, persistence, and, Consequently, autonomy. Also marked increase in self-esteem on the scales "mind, ability", "character", "authority of peers", therefore, students actualized and analyzed their knowledge and understanding and above assess their intellectual abilities, skills, characteristics and traits, the idea of social status among their peers.

After training all indicators on Leont'ev LSS methodology increased, indicating that the awareness of the participants of their life goals, intentions, perception of their lives as more interesting, emotionally intense and more out of their own self-realization. Statistically significant ($p = 0.026$ in) are in growth rates for the participants of the training factor "Locus of control I" (from 21.4 to 24.3), which defines the idea of myself as a strong person endowed with sufficient

freedom of choice to build a life in according to their goals and ideas about its content.

If we compare the structure of values (method "Valuable questionnaire" S. Schwartz modification Karandasheva VM) students at normative ideals to training and after training can be noted that the value types of "independence" and "stimulation" occupied a higher rank, and "Safety" and "Conformity" lower. If we compare the structure of values of senior pupils at the level of individual priorities before and after the training, you will notice that the value types of "independence", "Compassion", "Universalism", "Security" occupied a higher rank, and "stimulation" and "Hedonism" lower . Thus, value type of "independence" both at the normative ideals, and at the level of individual behavior after training occupies the highest rank that reflects the growing need for high school students in self-control, and self-governance, autonomy and independence through independence in thought and choice of action.

The value of "Security" (security for people and for ourselves, harmony, stability and society relationship) after training at the normative ideals moved from first to fifth grade, but at the level of individual priorities - from sixth to third, ie at the level of belief senior significance of this value is reduced, giving values of open behavior (autonomy, stimulation, achievement), but on the individual behavior of its significance goes from medium to high, ahead of the same values of open behavior that can be explained by the growth of personal and social responsibility.

The findings of the study and further research.

1. The basis of personal competence acmeological selected model, in which laid productive stage of its development, problem-oriyentuvalnyy analysis; design reference state; Planning changes; implementation of changes. Model of the training program includes axiological, instrumental and potrebnisno-motivational components. In order to create a productive personal competence development program was conducted regression analysis which allowed to define variables that have the greatest effect on the load-components of personal competence.

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THRIFTEDUCATION PROCESS FUTURE TEACHERS IN SOCIALLY USEFUL ACTIVITIES

SHYNKARUK V., Doctor of Philology, Professor,Department of classical and ukrainian languages National University of Life and Environmental sciences of Ukraine (c. Kyiv)

Deals with the nature and objectives of the youth student labor groups. The role of student labor groups in the education of future teachers and their thrift. It is proved that the organization of student labor groups is an effective way of organizing and conducting practices in higher education.

Thrift, training, work placements, future teacher, student labor detachment.

THE QUALITY OF PROFESSIONAL TRAINING OF SPECIALISTS - AN ESSENTIAL REQUIREMENT TO THE NATION'S HIGHER EDUCATION

O. SHYNKARUK, candidate of juridical sciences, associate professor of civil and commercial law NULES of Ukraine (Kyiv)

Summary. *The problems of quality in higher education and the state of education and science in Ukraine taking into account the existing national, world, European experience, standards and guidelines for quality support in the European educational space have been analyzed in the article. The requirements to the training at master course and the problem of training at the third cycle –- Doctor of Philosophy (PhD) have been substantiated.*

Keywords: educational area, higher education, quality of training, competitiveness of graduates of higher education, integration into European and world educational space

Shmarhun Vitaliy Dr. of Science (Psychology), professor t. National university of life and environmental sciences of Ukraine.

Shmarhun Tetyana postgraduate student of the Department of Pedagogy National university of life and environmental sciences of Ukraine.

THE PSYCHOSOMATIC PARADIGM OF INTEGRATION OF PSYCHOLOGY INTO MEDICINE

Mentalsomatic principle of interaction between psychology and medicine is considered in the article in the polemic form. Historical roots of their differentiate, the importance and the prospects of the integration of these sciences are also considered in the article. Some actual problems of the development of the Ukrainian society are analysed The solution of the problems will be more successful on condition of joint efforts of psychologists and medical people.

Key words: psychology, medicine, psychosomatic, health